

BAYLOR UNIVERSITY
SCHOOL OF SOCIAL WORK
2010-2011
Bulletin Volume 1 • September 2010 • Number 6
believing * caring * serving

PURPOSE OF THIS PUBLICATION

This publication provides a description of those programs and activities of the Baylor University School of Social Work. It is not an offer to make a contract.

The administration and faculty of Baylor University believe that the educational and other programs of Baylor University, including those described herein, are effective and valuable, and that they provide skills and/or understanding in keeping with the subject matter of the program.

The ultimate results of programs offered, however, in terms of achievement, employment, professional licensing, or other measure, are also dependent on factors outside the programs, such as the personality and energy of the students, governmental or institutional regulations, and market conditions. Therefore, except as specifically stated herein, Baylor University makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

It is sometimes necessary or appropriate to change the programs offered. Baylor University retains the right to terminate or change any and all other aspects of its educational and other programs at any time without prior notice.

NOTICE OF NONDISCRIMINATORY POLICY

Baylor University complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, or disability in either employment or the provision of services. The University is controlled by an all-Baptist Board of Regents and is operated within the Christian-oriented aims and ideals of Baptists. Baylor is also affiliated with the Baptist General Convention of Texas, a cooperative association of autonomous Texas Baptist churches. As a religiously-controlled institution of higher education, Baylor University is exempted from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972.

EQUAL ACCESS TO UNIVERSITY EDUCATIONAL PROGRAMS

Baylor University provides equal access to all University educational programs to every qualified student. However, if any student requires special personal services or equipment, the student will be responsible for the expenses thereof. This policy includes the expense of providing personal tutors, personal attendants, medical technicians, and so forth. The Office of Access and Learning Accommodation will assist such student in communicating with the proper community or governmental agency to secure any available financial assistance to meet his or her needs.

DIRECTORY INFORMATION

Directory information is that information that is customarily made public without the written consent of the student. However, under the provisions of the Family Educational Rights and Privacy Act of 1974, a student may ask Baylor University not to disclose directory information by making written notice to the Registration and Academic Records Office. Request for nondisclosure will be honored by the University until notified in writing that information should no longer be withheld. **Directory information includes: name, address, telephone number, e-mail address, dates of attendance, classification, University ID card photograph, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred and date(s), full-time/part-time status, earned hours, expected graduation date or degree candidacy, thesis and dissertation titles and advisors, past and present participation in officially recognized sports and activities, physical factors of athletes (age, height, weight), and date and place of birth.**

STUDENT AID INFORMATION

Baylor's student financial aid program of scholarships, grants, educational loans, and part-time employment is designed to help deserving students meet college expenses.

Students interested in applying for financial aid should access the Academic Scholarships and Financial Aid Office at www.baylor.edu/finaid.

The provisions of this catalog do not constitute a contract, expressed or implied, between Baylor University and any applicant, student, student's family, faculty, or staff member. Baylor University reserves the right to withdraw courses at any time, or change fees, tuition, rules, calendar, curricula, degree programs, degree requirements, graduation procedures, and any other requirement affecting students. Changes will become effective at the time the proper authorities so determine, and the changes will apply to both prospective students and those already enrolled. This catalog is a general information publication only, and it is not intended to, nor does it contain all regulations that relate to students.

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Baylor University Mission Statement

The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community.

Chartered in 1845 by the Republic of Texas and affiliated with the Baptist General Convention of Texas, Baylor is both the state's oldest institution of higher learning and the world's largest Baptist university. Established to be a servant of the church and of society, Baylor seeks to fulfill its calling through excellence in teaching and research, in scholarship and publication, and in service to the community, both local and global. The vision of its founders and the ongoing commitment of generations of students and scholars are reflected in the motto inscribed on the Baylor seal: *Pro Ecclesia, Pro Texana* — For Church, For Texas.

Pro Ecclesia. Baylor is founded on the belief that God's nature is made known through both revealed and discovered truth. Thus, the University derives its understanding of God, humanity, and nature from many sources: the person and work of Jesus Christ, the biblical record, and Christian history and tradition, as well as scholarly and artistic endeavors. In its service to the church, Baylor's pursuit of knowledge is strengthened by the conviction that truth has its ultimate source in God and by a Baptist heritage that champions religious liberty and freedom of conscience. Without imposing religious conformity, Baylor expects the members of its community to support its mission. Affirming the value of intellectually informed faith and religiously informed education, the University seeks to provide an environment that fosters spiritual maturity, strength of character, and moral virtue.

Pro Texana. Integral to its commitment to God and to the church is Baylor's commitment to society. Whereas that society in the mid 1800s was limited to Texas, today Baylor's sphere of influence is indeed the world. The University remains dedicated to the traditional responsibilities of higher education — dissemination of knowledge, transmission of culture, search for new knowledge and application of knowledge — while recognizing the global proportions these responsibilities have assumed. Moreover, within the context of an ethnically and culturally diverse community, Baylor strives to develop responsible citizens, educated leaders, dedicated scholars, and skilled professionals who are sensitive to the needs of a pluralistic society. To those ends, Baylor provides expanded opportunities for civic education and for church and community service at home and abroad.

Pro Ecclesia, Pro Texana. Baylor University is committed to excellence at the undergraduate, graduate, and professional levels. Within the undergraduate programs, the University seeks to familiarize students with the principal bodies of knowledge, cultural viewpoints, belief systems, and aesthetic perspectives that affect the world in which they live. Within the graduate and the professional programs, the University provides advanced educational opportunities to develop ethical and capable scholars and practitioners who contribute to their academic disciplines, professional fields, and society. Baylor encourages all of its students to cultivate their capacity to think critically, to assess information from a Christian perspective, to arrive at informed and reasoned conclusions, and to become lifelong learners. Beyond the intellectual life, the University pursues the social, physical, ethical, and spiritual development of each student.

Aware of its responsibility as the largest Baptist educational institution in the world and as a member of the international community of higher learning, Baylor promotes exemplary teaching, encourages innovative and original research, and supports professional excellence in various specialized disciplines. Advancing the frontiers of knowledge while cultivating a Christian world-view, Baylor holds fast to its original commitment — to build a university that is *Pro Ecclesia, Pro Texana*.

Historical Highlights of Baylor University

Baylor University was founded under the leadership of Judge R. E. B. Baylor, Reverend James Huckins, and Reverend William Milton Tryon, three farsighted pioneer missionaries working through the Texas Baptist Education Society. They, along with other associations, sent representatives in 1848 to create the Baptist State Association, which later became the Baptist State Convention.

- 1845—Baylor chartered on February 1 by the Republic of Texas.
- 1849—Instruction in law began.
 - 1857—School of Law organized.
 - 1883—School of Law closed.
 - 1920—School of Law reorganized.
- 1886—Baylor merged with Waco University and moved to Waco.
- 1903—College of Medicine organized in Dallas by assuming responsibility for operations of the University of Dallas Medical Department.
 - 1943—Moved to Houston.
 - 1969—Given independent status.
- 1903—College of Pharmacy organized in Dallas.
 - 1930—College of Pharmacy terminated.
- 1905—Theological Seminary organized in Waco.
 - 1907—Separated from Baylor University.
 - 1910—Moved to Fort Worth.
- 1918—College of Dentistry organized in Dallas by taking over the State Dental College, founded in 1905.
 - 1971—The College was separately incorporated in 1971, although Graduate programs continued to be offered through Baylor University.
 - 1996—The college became a part of the Texas A&M System on September 1.
- 1919—Baylor Hospital organized in Dallas, now Baylor University Medical Center.
- 1919—College of Arts and Sciences organized.
- 1919—College of Fine Arts organized, which consisted of offerings in music and in expression.
 - 1921—Terminated in favor of the present School of Music.
- 1919—School of Education organized.
- 1921—Training School of the Texas Baptist Memorial Sanitarium, originally organized as a diploma granting program in 1909, incorporated into Baylor University as Baylor Hospital School of Nursing.
 - 1950—The School of Nursing reorganized as an academic unit of Baylor University offering a Bachelor of Science in Nursing degree.
 - 2000—Renamed Louise Herrington School of Nursing in honor of Louise Herrington Ornelas.
- 1921—School of Music organized.
- 1923—School of Business organized.
 - 1959—Renamed Hankamer School of Business in honor of Mr. and Mrs. Earl Hankamer of Houston.
- 1947—Graduate School organized.
 - Graduate study and degrees have been offered since 1894.
- 1951—Graduate program in hospital administration established in conjunction with the Army Medical Field Service School, Fort Sam Houston.
 - 1971—Graduate program in physical therapy added at Fort Sam Houston.
 - 1971—Program in physician's assistant added in collaboration with the Army Medical Field Service School, Fort Sam Houston; terminated in 1977.
 - 1972—Army Medical Field Service School renamed Academy of Health Sciences of the U.S. Army.
 - 1973—Baylor University Memorandum of Agreement with the U.S. Army Academy of Health Sciences affiliated over 20 programs of instruction with 150 course offerings for Academic credit at Baylor University; terminated in 1977 for all programs except Health Care Administration and Physical Therapy.
- 1987—University School organized. Responsibilities reassigned to other academic units in 1992.
- 1993—George W. Truett Theological Seminary organized in Waco.
 - 1994—Seminary classes began.
- 1995—School of Engineering and Computer Science organized.
- 1999—Graduate program in School of Social Work established.
- 2002—Honors College organized.
- 2005—School of Social Work granted independent status from College of Arts and Sciences.

BOARD OF REGENTS

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Administration

General Administration

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 John M. Barry, B.A., M.A. Vice President for Marketing and Communications
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Academic Officers

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 David E. Garland, B.A., M.Div., Ph.D. Dean, George W. Truett Theological Seminary
 Diana R. Garland, B.A., M.S.S.W., Ph.D.Dean, School of Social Work
 Thomas S. Hibbs, B.A., M.A., M.M.S., Ph.D. Dean, Honors College
 Benjamin S. Kelley, B.S., M.S., Ph.D. Dean, School of Engineering and Computer Science
 Judith Wright Lott, B.S.N, M.S.N., D.S.N. Dean, Louise Herrington School of Nursing
 J. Larry Lyon, B.A., M.A., Ph.D. Dean, Graduate School
 Terry S. Maness, B.A., M.S., D.B.A.Dean, Hankamer School of Business
 William V. May, Jr., B.M.E., M.M.E., Ph.D.Dean, School of Music
 Lee C. Nordt, B.S., M.S., Ph.D.Dean, College of Arts and Sciences
 Patti Orr, B.S., M.Ed. Dean of Libraries
 Bradley J.B. Toben, B.A, J.D., LL.M.Dean, School of Law

Enrollment Management Officers

Jennifer Carron, B.A.Assistant Vice President for Admissions
 Brandon B.A. Miller, B.A., M.Ed.Assistant Vice President, Paul L. Foster Success Center
 Diana M. Ramey, B.S.E., M.Ed.Assistant Vice President, Enrollment Management

Student Life Officers

Burt Burleson, B.A. M.Div., D.Min. University Chaplain
 Elizabeth D. Palacios, B.A., M.S.Ed., Ph.D.Dean for Student Development
 Martha Lou Scott, B.S., M.P.A., Ed.D. Associate Vice President for Student Life
 Jim Broaddus Interim Dean for Student Learning & Engagement

Campus Safety

James Doak, B.S. Chief of Police

The School of Social Work Faculty and Staff

Diana R. Garland, Ph.D.	Dean
Robin K. Rogers, Ph.D.	Associate Dean, Graduate Studies
Gaynor I. Yancey, D.S.W.	Associate Dean, Baccalaureate Studies
Erma M. Ballenger, Ph.D.	Director, Graduate Field Education
Tanya S. Brice, Ph.D.	Associate Professor
Preston M. Dyer, Ph.D.	Professor Emeritus
James W. Ellor, Ph.D.	Professor
Cynthia R. Harr, Ph.D.,	Assistant Professor
Helen E. W. Harris, M.S.W.	Senior Lecturer
Johnny M. Jones.	Assistant Professor
Susanne Klawetter, M.S.W.	Lecturer
Kim Kotrla, Ph.D.	Assistant Professor
Dennis R. Myers	Professor
David K. Pooler, Ph.D.	Assistant Professor
Rebecca Scott, M.S.W.	Lecturer
Michael E. Sherr, Ph.D.	Director, Doctoral Studies
Jon Singletary, Ph.D.	Director, Center for Family & Community Ministries
Melody Y. Zuniga, M.S.W.	Director, Baccalaureate Field Education
Krista R. Barrett	Program Manager, Field Education
Kay B. Boatman, C.P.A.	Financial Manager
Amy M. Everett	Project Manager
Jeremy Everett	Director, Texas Hunger Initiative, Center for Family & Community Ministries
Angela C. Fields.	Program Manager, Baccalaureate Studies
Jeanie D. Fitzpatrick	Assistant to the Dean
Marilyn Y. Gusukuma	Program Manager, Graduate Studies
Mary Lindsay Jackson	Project Manager
Vicki M. Kabat.	Director, Marketing & Communications
Tracey L. Kelley, M.S.W.	Director, Recruitment and Career Services
Beth E. Kilpatrick	Associate Director, Texas Hunger Initiative
Samantha Oakley, M.S.W.	Assistant Director, Center for Family & Community Ministries
Judith Stolz.	Alumni Relations & Event Coordinator
Jennifer Smyer, M.S.W.	Director, Global Mission Leadership
Eric Weeden.	Research and Grant Coordinator

Accreditations and Memberships

Baylor University consists of 11 colleges and schools located in Waco, Dallas, and San Antonio. Baylor University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, specialist, and doctoral degrees. Individuals who wish to contact the Commission on Colleges pertaining to the accreditation status of the University may write the Commission at 1886 Southern Lane, Decatur, GA 30033-4097, or call at (404) 679-4501. In addition, the University and its schools and colleges are accredited by, and/or hold membership in, the following organizations:

General

- The Association of Texas Colleges and Universities
- The Association of American Colleges and Universities
- The American Council on Education
- The Southern University Conference
- The American Council of Learned Societies
- The Texas Council of Church-Related Colleges
- The Association of Southern Baptist Colleges and Schools
- The Lilly Fellows National Network of Church-Related Colleges and Universities
- The American Association of University Women
- The American Society of Allied Health Professions

The School Of Social Work

- The Council on Social Work Education
- North American Association of Christians in Social Work

2010-2011 Academic Calendar

Summer Semester 2010

Full Summer Session, June 1–August 10

Minimester, May 17–June 4

Session I, June 1–July 3

Session II, July 7–August 10

April 17 -	June 2—	Registration/schedule changes through BearWeb for Session I and full semester.
April 17 -	July 8—	Registration/schedule changes through BearWeb for Session II.
May	2—	Summer invoices available online at www.baylor.edu/cashiers . Summer Financial Settlement begins. Pay and confirm attendance online at www.baylor.edu/cashiers .
	16—	Last day to register for minimester on BearWeb.
	17—	Class sessions begin for minimester.
	17—	Last day to register for minimester in Registration and Academic Records Office, Robinson Tower, Suite 370.
	17—	Summer invoice payment and confirmation due date. (Session I and II and Full Summer Session).
	19—	Beginning today, students that withdraw from the University for the minimester will receive a grade of WP (Withdraw Passing) in all minimester courses.
	19—	Last day to drop minimester course with DP (Drop Passing).
	20—	Course dropped after this date for the minimester will be recorded as DP (Drop Passing) or DF (Drop Failing), according to the report of the professor of record.
	21—	Beginning today, students that withdraw from the University for the minimester will receive a grade of WP (Withdraw Passing) or WF (Withdraw Failing) according to the report of the professor of record.
	26—	Beginning today, students that withdraw from the University for the minimester will receive a grade of WF (Withdraw Failing).
	27—	Courses dropped after this date for the minimester will be recorded as failed.
	28—	Deadline for Summer Financial Settlement. Classes will be cancelled for students that registered prior to May 26 for either Session I, II for Full Summer Session and have not paid and/or confirmed attendance by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed.
	30—	Residence Halls open at 1:00 p.m. for Session I residents.
	31—	Memorial Day Holiday.
June	1—	Classes for Session I and Full Session begin.
	1—	Late registration begins.
	2—	Last day for graduating seniors to file for August graduation with their respective deans.
	3—	Last day to register or add courses for Session I.
	3—	Last day for credit by examination in enrolled courses.
	4—	End of minimester; final examinations for minimester.
	4—	Residence halls close for May minimester residents.
	5—	Beginning today, students that withdraw from the University for Session

- I will receive a grade of WP (Withdraw Passing) in all Session I courses.
- 8— Last day to register or add courses running through the full Summer session.
- 9— Courses dropped after this date for Session I will be recorded as DP (Drop Passing) or DF (Drop Failing), according to the report of the professor.
- 11— Beginning today, students that withdraw from the University for the Full Summer Session will receive a grade of WP (Withdraw Passing) in all Full Summer Session courses.
- 11— Beginning today, students that withdraw from the University for Session I will receive a grade of WP (Withdraw Passing) or WF (Withdraw Failing) according to the report of the professor of record for each Session I class.
- 18— Courses dropped after this date for Session I will be recorded as failed.
- 18— Courses dropped after this date for the *full Summer session* will be recorded as DP (Drop Passing) or DF (Drop Failing), according to the report of the professor.
- 19— Beginning today, students that withdraw from the University for the Full Summer Session will receive a grade of WP (Withdraw Passing) or WF (Withdraw Failing) according to the report of the professor of record for each Full Summer Session course.
- 19— Beginning today, students that withdraw from the University for Session I will receive a grade of WF (Withdraw Failing) in all Session I courses.
- July 2— Deadline for Financial Settlement for those registered for Session II only after May 25. Classes will be cancelled if not settled by 5 p.m. If allowed to re-register a \$100 re-registration fee will be assessed.
- 3— End of Session I; final examinations for Session I.
- 5— Independence Day Holiday
- 3— Residence Halls close at 6 p.m. for Summer Session I residents.
- 6— Residence Halls open at 1 p.m. for Summer Session II residents.
- 6— Advisement and registration for new students attending Session II. Registration and schedule changes through BearWeb or in the Registration and Academic Records Office, third floor, Suite 370, Robinson Tower.
- 7— Classes begin for Session II.
- 9— Courses dropped after this date for *full Summer session* will be recorded as failed.
- 9— Last day to register or add courses for Session II.
- 9— Last day for credit by examination in enrolled courses.
- 10— Beginning today, students that withdraw from the University for the Full Summer Session will receive a grade of WF (Withdraw Failing) in all Full Summer Session courses.
- 13— Beginning today, students that withdraw from the University for Session II will receive a grade of WP (Withdraw Passing) in all Session II courses.
- 15— Courses dropped after this date for Session II will be recorded as DP (Drop Passing) or DF (Drop Failing), according to the report of the professor.
- 17— Beginning today, students that withdraw from the University for Session II will receive a grade of WP (Withdraw Passing) or WF (Withdraw Failing) according to the report of the professor of record for each Session II course.
- 26— Courses dropped after this date for Session II will be recorded as failed.
- 27— Beginning today, students that withdraw from the University for Session II will receive a grade of WF (Withdraw Failing) in all Session II courses.

	30—	Correspondence courses must be completed by this date for August graduation.
	30—	Incomplete courses must be completed by this date for credit for August graduation.
August	10—	End of Session II; final examinations for Session II.
	11—	Residence halls close at 6:00 p.m. for Summer Session II residents.
	11-13—	Administrative check on candidates for graduation.
	14—	Residence Halls close at 2:00 p.m. for summer graduating seniors.
	14—	Commencement, Ferrell Center, 10 a.m.

Fall Semester 2010, August 23–December 6

November 2 – 19 (tentative) — Spring 2011 Early Registration.

	April 17 -August 27—	BearWeb will be open to all eligible students for registration and schedule changes.
July	8 —	Fall invoices available online at www.baylor.edu/sfs . Fall Financial Settlement begins. Pay and confirm attendance online at www.baylor.edu/sfs .
	31—	Fall invoice payment and confirmation due date. A \$50 late payment fee will be charged for payments received after the due date.
August	13 —	SSW Convocation Ceremony.
	17 —	Deadline for Fall Financial Settlement. Classes will be canceled for students that have not paid and/or confirmed attendance by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed before class begins; \$150 if after class begins.
	19 —	All-Living-Learning Centers open for designated halls.
	19 —	Residence halls and apartments open for fall semester. Move in times to be announced.
	23 —	Class sessions begin.
	23 —	Assessment of \$75 late registration fee begins.
	23-27 —	BearWeb will be open for late registration and schedule changes.
	25 —	Truett Seminary Fall Convocation.
	28 —	BearWeb registration closes for the Fall 2010 term.
	30 —	Late registration and schedule changes can be made in the Registration and Academic Records Office, third floor, Suite 370, Robinson Tower, Monday – Friday from 8 a.m. – 5 p.m. (excluding holidays) or through August 31 with your academic advisor.
	30 —	Last day for graduating seniors to file for December graduation with their respective deans.
	31 —	Last day to register or add a class.
	31 —	Last day for credit by examination in enrolled courses.
September	1 —	Assessment of change in schedule fee begins.
	6 —	Labor Day Holiday. Residence halls open.
	9 —	Beginning today, students that withdraw from the University will receive a grade of WP (Withdraw Passing) in all courses.
	17-18 —	Parents Weekend
	20 —	Courses dropped after this date will be recorded as DP (Drop Passing) or DF (Drop Failing), according to the report of the professor of record.

	21 —	Beginning today, students that withdraw from the University will receive a grade of WP (Withdraw Passing) or WF (Withdraw Failing) according to the report of the professor of record for each class.
October	15-17 —	Fall break. Residence halls and apartments open.
	12 —	Deficiency grades for Fall 2010 must be submitted by 5 p.m.
	19 —	Courses dropped after this date will be recorded as failed.
	19 —	Beginning today, students that withdraw from the University will receive a grade of WF (Withdraw Failing) in all courses.
	22-24 —	Homecoming
November	24 —	Residence halls close at 9 a.m. for Thanksgiving Holidays. Halls open upon individual request to stay.
	24-28 —	Thanksgiving holidays, (Wednesday through Sunday).
	28 —	Residence halls open at 1 p.m. after Thanksgiving Holidays.
December	3 —	Last day for completion of correspondence courses to apply towards December graduation.
	6 —	Last day for removal of incomplete grades.
	6 —	Last day of classes for the Fall semester.
	7-8 —	Study days.
	9-11; 13-15 —	Final examinations (includes Saturday, December 11).
	16-17 —	Administrative check on candidates for graduation.
	17 —	Residence halls close at 6 p.m. for fall residents. The Arbors, East Arbors, Brooks, Brooks Flats, the North Village Residential Community, and Speight-Jenkins will remain open.
	17 —	School of Social Work Convocation Ceremony.
	17 —	Residence hall close at 6 p.m. for fall residents. The Arbors, East Arbors, Brooks, Brooks Flats, the North Village Residential Community, and Speight-Jenkins will remain open.
	18 —	Truett Seminary Commencement
	18 —	Commencement at Ferrell Center, 10 a.m. Information available at www.baylor.edu/commencement .
	19 —	Residence halls close at 2:00 p.m. for graduating seniors.

Spring Semester 2011, January 10 – April 29

November 20, 2010 – January 14 (tentative) — BearWeb open for registration and schedule changes.

December	2 —	Spring invoices available online at www.baylor.edu/sfs . Spring Financial Settlement begins. Pay and confirm attendance online at www.baylor.edu/cashiers .
	21 —	Spring invoice payment and confirmation due date. A \$50 late payment fee will be charged for payments received after the due date. (Baylor University will be closed December 24-January 1 for the holidays).
January	4 —	Deadline for Spring Financial Settlement. Classes will be cancelled for students that have not paid and/or confirmed attendance by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed if before class begins; \$150 if after class begins.
	4 —	Residence halls open at 9 a.m. for students participating in sorority recruitment.
	6 —	Residence halls open at 8 a.m.

	10 —	Class sessions begin for Spring Semester.
	10 —	Assessment of \$75 late registration fee begins.
	10-14 —	BearWeb will be open for late registration and schedule changes. After January 14, BearWeb registration will be closed for the Spring 2011 term.
	12 —	Truett Seminary Founders Day/Spring Convocation.
	17 —	Martin Luther King, Jr. Holiday.
	18 —	Last day for graduating seniors to file for May graduation with their respective deans.
	19 —	Last day to register or add courses.
	19 —	Last day for credit by examination in enrolled courses.
	20 —	Assessment of change in schedule fee begins.
	27 —	Beginning today, students that withdraw from the University will receive a grade of WP (Withdraw Passing) in all courses.
February	7 —	Courses dropped after this date will be recorded as DP (Drop Passing) or DF (Drop Failing), according to the report of the professor of record.
	8 —	Beginning today, students that withdraw from the University will receive a grade of WP (Withdraw Passing) or WF (Withdraw Failing) according to the report of the professor of record for each class.
March	7 —	Deficiency grades for Spring 2011 must be submitted by 5 p.m.
	5-13 —	Spring Break.
	4 —	Residence halls close at 6 p.m. The Arbors, Brooks Residential Village, Gables, Fairmont, the North Village Residential Community, and Speight-Jenkins will remain open.
	8 —	Beginning today, students that withdraw from the University will receive a grade of WF (Withdraw Failing) in all courses.
	13 —	Residence halls open at 1 p.m. after Spring Break.
	15 —	Courses dropped after this date will be recorded as failed.
March 30 – April	15 —	(tentative) Summer and Fall 2011 Early Registration on BearWeb.
April	14 —	Diadeloso.
	22-25 —	Easter holidays. Residence halls remain open during Easter Break.
	29 —	Last date for completion of correspondence courses to apply toward May graduation.
	29 —	Last day of classes for the Spring semester.
	29 —	Last day for removal of incomplete grades.
May	2-3 —	Study days.
	4-7; 9-10 —	Final examinations (includes Saturday, May 7).
	11-12 —	Administrative check on candidates for graduation.
	11 —	Residence halls close at 6 p.m. for spring residents.
	11-12 —	Commencement Activities.
	13 —	School of Social Work Convocation Ceremony.
	14 —	Residence halls close at 2:00 p.m. for spring graduating seniors.
	14 —	Truett Seminary Commencement .
	13-14 —	Commencement, Ferrell Center.
		Specific times will be determined prior to the spring semester 2011; please refer to the commencement website at www.baylor.edu/commencement for times and other information.

Note: Deadlines subject to change. Please refer to the Web calendar for Spring 2011 for the most current dates.

Message from the Dean

You belong at Baylor School of Social Work if you have a passion for social justice and if you desire to provide effective care and counseling in response to human suffering. Whether you have a commitment to serve abused or neglected children, or vulnerable elderly adults, or persons with mental illness, or communities mired in poverty, or families in crisis. . . . the School of Social Work can educate you to pursue that commitment with the knowledge and skills you need to make a real difference in people's lives.

The best social workers have chosen their profession because they are motivated by a deep sense of calling to serve others. That calling expresses their deepest understanding of the meaning and purpose of their lives, sometimes expressed in the language of their faith. We will honor and help you explore your sense of calling and equip you to step into that call on your life through the professional practice of social work. Our curriculum is rigorous because we want to prepare you for the rigors of professional practice wherever your calling will take you. The passion of your life deserves nothing less.

Baylor School of Social Work offers an educational experience we are proud to compare to any public or private university. We prepare students for the broad and exciting fields of social work practice in both public and private settings. In addition, the School leads the nation in the field of church social work and in research that informs professional knowledge and skills for addressing religion and spirituality in all social work practice fields. The Baylor School of Social Work is unique in its commitment to prepare leaders for the church—to work on congregational staffs as community ministers, family ministers, and Christian educators; to serve in church and denominational agencies; and to work in international contexts. Baylor School of Social Work alumni are all over the nation and world, serving directly and leading others to care for the most vulnerable and broken, as well as to change social structures that will lead to greater justice and opportunity. Here are what some of our most recent graduates are doing:

- Working in Child Protective Services for the state, to learn about the child welfare system as it has an impact on neglected and abused children, so as to lead a denominational child and family services agency most effectively.
- Serving as a school social worker in one of the poorest of communities, to help connect parents to the school and to develop programs that will help children succeed and beat the odds stacked against them.
- Helping children waiting for adoptive homes and families willing to provide those homes to find one another, attach to one another, and become family for one another.
- Working in community development in Africa to create safer living conditions for children and families in the name of the church.
- Working in a congregation to provide family and youth ministries.
- Pursuing and completing doctoral studies in order to teach in a university.
- Providing professional counseling in the homes of families who are at risk of having their children removed and placed in foster care, and connecting these vulnerable families with congregations who can provide loving community and support in whatever ways that will help them.
- Providing hospice services to persons and their families facing death, so that they can live fully every day of life remaining.
- Training the staff members of nursing homes to provide respectful, supportive services that call out the strengths and life fulfillment of patients in their care.
- Evaluating social policies such as school reform or child and maternal health, advocating for justice with government legislators, and providing church leaders with an understanding of the issues at stake for the church and for those with whom they minister.
- Training foster parents and providing counseling to children who, for whatever reason, cannot live with their biological parents, to encourage their resilience and ability to succeed.

We would like to add another story of what our graduates are doing — your story. If you want to be a confident social worker, a social worker effective at building strong communities and families, a social worker those in need will trust with their lives and futures, a social worker equipped to succeed no matter where your calling takes you — you belong at Baylor.

With joy at the hope of working with you,

Diana Garland, Dean

The Essence of the School of Social Work

What is Social Work?

A career in social work is both challenging and nourishing. From comforting an elderly person who is facing surgery, to finding a home for an abandoned child, to helping communities organize to fight for adequate police protection and street lighting — social workers are in the forefront of personal and social change. Wherever people are experiencing problems in living; wherever battles for social and personal justice are being waged — social workers are there.

Social work is a relatively new profession that has evolved during the past 100 years because of society's concern over the growing problems that accompanied the industrial revolution, as well as the persistent social injustices and inequities that characterize the modern world. Social workers value the individuality and integrity of people and are committed to helping people realize their full potential for growth and enrichment.

Because they work with people, social workers need not only a substantial body of knowledge and specialized skills, but also self-discipline and realistic attitudes to ensure meaningful solutions to individual, family, group, organizational and societal problems. To be an effective social worker, you must be able to confront objectively the harsh realities of life while retaining a basic sense of compassion for others. You must also be motivated to help reduce human suffering and strengthen social ties.

Social work requires an interest in helping people with a wide range of problems in a wide range of settings. Social workers practice in advocacy organizations, facilities for the aged, schools, churches, hospitals and other health facilities, group homes, mental health facilities, prisons, community centers, employee assistance programs, adoption agencies, family services, pre-school settings, public welfare settings, child and adult protective services, residential settings for children, or adults, legislatures, social change organizations, and many others. Within these settings, social workers engage in a range of activities and roles. Listed below are just some of the professional tasks social workers perform in a variety of employment settings:

- Counseling individuals, couples, and families with marital, sexual, relationship, and other problems, and helping them to cope with adolescent and childhood difficulties.
- Delivering social group work services to children and adolescents within educational settings.
- Helping abused and neglected children and fostering their reintegration into the community.
- Providing services to the elderly in the community.
- Working in hospitals to assist medical personnel in gaining insights into the social, economic, and psychological situations of patients, and helping with their treatment and discharge process.
- Administering faith-based social service agencies.
- Advising governments, regional and international agencies on programs designed to foster social development and improve levels of living for communities.
- Administering large social agencies in both the governmental and private sectors.
- Counseling individuals, couples, and families with personal problems in private practice settings or in church-related settings.
- Counseling people with psychiatric, emotional, and personality problems either independently or as members of mental health teams in clinical settings.
- Facilitating the effectiveness of membership organizations and support groups.
- Helping rehabilitate drug and alcohol abusers through counseling, group treatment, and social support.
- Helping victims of rape, spouse abuse, and other forms of violence.
- Leading congregations to provide social ministries in the community.
- Serving in community agencies and preparing and implementing community-wide action plans to respond to various social problems.
- Undertaking research into local social problems and evaluating policy strategies to respond to them.
- Working with young offenders in juvenile courts, halfway homes and youth outreach programs.
- Working with bereaved families and with those who face a terminal illness.
- Working with international relief and mission organizations to design and implement community development programs.
- Working with neighborhood organizations to promote environmental and social development.

With such diversity of practice, what binds social workers into a common profession? First, social workers view people and their environment as integrally intertwined and interactive. Therefore, social workers not only work with individuals toward change, but also share a commitment to institutional and societal change. As professionals, social workers are devoted to helping people function as well as they can within their environment. Second, social workers maintain a service commitment to the disadvantaged, vulnerable, and economically deprived segments of the population. Historically, social workers led the fight for child labor laws, voting rights for women, and other progressive milestones. Finally, social workers share a common set of professional values and ethics, and a common set of basic or generic skills that enable them to work with diverse populations and fill diverse roles in diverse settings.

All social work education is built on a strong liberal arts base in order to produce social workers who can think critically, analyze alternatives skillfully, communicate well verbally and in writing, appreciate their own culture and that of others, and dedicate themselves to life-long learning. It is on this foundation that the specialized knowledge of social work is built. Since 1919, the Council on Social Work Education (CSWE) has set national standards for this specialized education. It is the only accrediting agency for social work education and is so designated by the United States Office of Education and the Council on Post-Secondary Education. As a partnership of educational and professional institutions, national social welfare agencies and public citizens, the Council's primary objectives are: improving the quality of social work education; preparing competent social service professionals to fill existing and new roles; and developing new educational programs to meet the demands of changing social service systems.

Accreditation is extremely important in social work education. In Texas and most other states, graduation from a school accredited by CSWE is a requirement for licensure as a social worker. Additionally, to be eligible for advanced placement in graduate schools of social work, applicants must have baccalaureate degrees from programs accredited by CSWE. The Baylor University Social Work Program has been affiliated with the Council since 1965. Initial accreditation was granted to the baccalaureate program in 1976, and the program was reaffirmed in 1983, 1990 and 1997. The graduate program became fully accredited in August 2001.

The following qualities have been found to enhance a student's potential to obtain the necessary knowledge, values, and skills to complete the social work program and become a successful social work professional:

Self-awareness. Aspiring social workers must know themselves reasonably well and, on the whole, should like themselves. The knowledge of personal strengths and weaknesses should allow the helping person to focus on working effectively with others.

Professional Commitment. Social work welfare professionals should have a strong commitment to the goals of social welfare and to the ethical standards of the social work profession. They should work collaboratively with others to use professional knowledge, values, and skills to bring about the changes necessary for people to achieve their life goals more easily. They must be willing to abide by the professional and state codes of ethics.

Intellectual Competence. Social workers must be grounded in the knowledge of the social, behavioral, and biological sciences. They must also be able to apply knowledge gained in the academic setting to the practice setting. They must be able to use this knowledge to understand people in their environment and to create desired change.

Objectivity. The professional helper must be able to recognize the worth and dignity of every human being. Objectivity involves being able to systematically evaluate people and their situations in an unbiased, factual way. Professional helpers must, at the same time, be warm and caring toward those with whom they are working.

Empathy. Empathy is the ability to comprehend another's subjective reality and feelings. Empathy and support are necessary to enable the client to use both personal and outside resources and to develop and implement a solution to her/his problem.

Energy. Helping is an exhausting activity; not only does it require the careful use of knowledge and skill, but it is also a constant drain on feelings and emotions. The professional helper must work on avoiding burnout by developing cooperative and facilitating interactions with colleagues and users of services, and by practicing self care.

Non-judgmental Attitude. The helping professional must be willing to serve in an appropriate manner all persons in need of assistance regardless of the person's race, religious affiliation (or lack of), gender, disability, sexual orientation, or political affiliation. Helpers must not impose their own personal, religious, sexual, political, and/or cultural values on their clients.

Emotional Health. The helping professional should be free from emotional problems and addictive behaviors that could interfere with one's obtaining and using in practice the knowledge, ability, and skills necessary to successful social work practice.

Commitment to Life-Long Learning. The knowledge base of social work and the world in general is constantly expanding. Competent practitioners must be avid readers of professional books and journals, frequently participate in continuing education activities, seek out supervision and consultation, and learn from their own practice. Beyond this, they must find means for growth outside of professional activities to avoid burnout and be well-rounded persons.

Snapshots of The Baylor School of Social Work

- ***Study with the best.***

Baylor students are among the best in the United States. They score significantly above the average on the licensure examination of the Texas State Board of Social Work Examiners. The School of Social Work was ranked 60th among the top 100 graduate schools in the recent *U.S. News and World Report*, a leap of 27 from 87th on a previous ranking.

- ***Develop an individualized program with a dedicated and engaged faculty.***

Because the School is intentionally small, students know the faculty and faculty know the students. Students in the graduate program are able to craft their own specializations to fit their unique areas of interest and desire to learn deeply. You won't find a more dedicated faculty with such a contagious passion for social justice and working with persons in need than you will find in the Baylor School of Social Work. Every faculty member brings the involvement in community service and research projects to strengthen social work practice into their teaching. Every research project of the School involves students as collaborators with faculty. You will find the faculty to be experts in their specializations, known for their research and writing. Every faculty member has been engaged as a social worker in the fields of the profession; they know what they are teaching, because they have lived it. Every faculty member maintains generous hours for student consultation. You will always find the doors to professors' offices are open to you for scholarly discussion and individual mentoring. All are dedicated to preparing you for professional practice that will make a significant difference in the world. The work of our faculty and degree programs is supported by a caring, committed staff. They are here to make the programs run seamlessly and to help you find the answers you need to have the best educational experience possible.

- ***Integrate your faith and your practice.***

A central theme of the School of Social Work is the integration of religious faith with social work practice. It is the expertise for which we are known nationally. It is central in what we teach in our undergraduate and graduate programs. And our research agenda grows directly from our service mission and is addressing some of the most pressing questions in the profession of social work. The agenda comes from the faculty's involvement "on the ground" in service projects with agencies, congregations, and communities. Moreover, we are working collaboratively with other academic units on the campus and with universities nationwide.

- ***Prepare for specialized church leadership.***

The degree programs at George W. Truett Theological Seminary are open to our students. The rigorous dual Master of Divinity and Master of Social Work program (MDiv-MSW) allows students to complete both degrees in one year less than would be required to do both independently. The Master of Theological Studies and Master of Social Work program (MTS-MSW) is designed for students who want to augment their social work education with theological education but do not want to prepare to serve in congregational leadership. No other program nationally provides the opportunity for integration of social work and theology like Baylor, with both programs in the same institution and a faculty committed to students' preparation for church leadership.

- ***Have the world as your classroom.***

A wide range of field learning experiences are provided in diverse geographic and cultural settings-elective courses, international components of U.S. field courses, and international field experiences-in settings as diverse as Washington, DC, Africa, Hawaii, and Moldova.

- ***Explore extracurricular opportunities for learning, research, and connection with national leaders.***

The Center for Family and Community Ministries of the School is a national cross-denominational center for education and training for leaders in congregations and denominational agencies engaged in family and community ministries. An ongoing program of continuing education on the campus is open to our students to enrich their classroom learning. In addition, the Center hosts national conferences that connect our students with leaders from across the nation. The Center's research projects provide opportunity for students to engage in research that will make a difference in the lives of congregations, communities, and families.

- ***An Outstanding and Diverse Student Body***

The Baylor School of Social Work is small by choice, with a student body of about 240. Many of our BSW students choose the five-year BSW/MSW program, staying an additional 10 months after completing the BSW to obtain their master's degree. We limit the size of our programs so that faculty can provide the individual engagement with students that sets Baylor apart from other schools of social work. You will discover a strong sense of caring and community in the School of Social Work. You will build lifelong friendships, not only with classmates but also with faculty members. And you will have plenty of opportunities to participate in service projects and research that will enable you to keep your calling kindled and put what you are learning into practice.

THE SCHOOL OF SOCIAL WORK ACADEMIC PROGRAM

Introduction

Social work has been a part of the University's curriculum since the first course was taught in the Department of Sociology in 1936. The first full-time faculty member with an MSW was hired in 1962. In 1969, the Department launched a complete baccalaureate social work program to prepare students for the beginning level of social work practice. A feasibility study conducted during academic year 1997-98 documented the significant needs which Baylor University could address in its graduate social work program. Based on that study, the Baylor Board of Regents approved a Master's of Social Work degree and the School of Social Work was established in January 1999. The program was moved from within the department of Sociology, Anthropology, Social Work and Gerontology to become a separate department in the College of Arts and Sciences. In September 2004, the School of Social Work was granted independent status, effective June 2005. In Fall 2010, the School will begin admitting its first class of Ph.D. students, who will begin their studies in 2011.

The School of Social Work at Baylor University gives shape and direction to the faith-based social services not only of Baptists but, more broadly, of other denominations and religious organizations. Through its baccalaureate and graduate programs, the School of Social Work prepares professional social workers for building healthy communities, and provides effective leadership in social service, social action, and advocacy for social justice in many settings, including religious organizations and faith communities.

Mission

The mission of the Baylor University School of Social Work is to prepare students in a Christian context for excellence in professional social work practice and leadership in diverse settings worldwide.

Statement of Philosophy and Program Rationale

Three interrelated concepts inform the development of the curriculum of the School of Social Work at Baylor and make the program distinctive: (1) the integration of faith and practice, (2) the building of communities as the primary focus of practice, and (3) a perspective that emphasizes strengths rather than problems.

1. Ethical Integration of Christian Faith and Practice

Regardless of the setting of social work practice — public or private, religious or nonsectarian — social workers need to understand and be able to work effectively and professionally with the religious, faith, and spirituality dimensions of persons and of communities. They also need to have examined their own religious frameworks and spirituality in order to know how these personal aspects inform, conflict with, and can be used in their service as social work professionals.

In addition to the need for all social workers to be able to integrate knowledge about faith, spirituality, and religion with professional practice, many social workers practice in organizational contexts that have religious missions and faith orientations. These social work practice contexts include staff positions in congregations, gerontological and medical services in denominational agencies, child welfare services provided by denominations through their children's homes and family services, community service and development organizations sponsored in part or totally by religious constituencies, and national and international missions with diverse ethnic and cultural groups. The vast network of faith-related social service institutions needs leadership by professional social workers who are knowledgeable of, value, and can work effectively with faith communities and organizations. For example, in the child welfare sector alone, more than two-thirds of private child welfare agencies are sponsored at least partially by churches and other religious entities. The most effective professional social workers for these practice contexts are those who have social work education that includes knowledge, values, and skills needed for working with churches and denominations as voluntary associations and mission-driven institutions (Garland, 1994).

The baccalaureate and graduate programs prepare social workers to work with individuals, families, groups, organizations, and communities in a wide range of settings including congregations of faith and faith-based organizations. The baccalaureate program prepares social workers for generalist practice and the graduate program prepares for advanced levels of practice in areas such as counseling, advanced case management, administration, research, community development and social ministries.

As a church-related institution, Baylor University derives its understanding of God, humanity, and nature from scholarly activity and artistic creativity, as well as from the biblical record and from Christian history and tradition. The social work program embraces and reflects this worldview, building on the convictions that life is more than accidental in origin, and that humankind is answerable in its aspirations to more than itself alone. Baylor University and the social work program affirm that human dignity, fundamental human rights, and moral responsibility derive their objective validity from a personal God whose spirit is universal. Striving for Christian scholarship rather than for sectarian indoctrination, Baylor University and the social work program are concerned with the moral welfare as well as the intellectual development of those who come within its sphere of influence.

Although many students may not personally be Christian in their faith orientation, the program operates with a Christian worldview, as reflected in the following foundational program principles:

- A personal loving God exists who cares for all persons, whom God created with freedom of choice.
- Every person is sacred and unique, and therefore worthy of love, respect, self-determination, and dignity, regardless of race, age, class, gender, sexual orientation, cultural or regional origin, religious or non-religious orientation, health status, physical or cognitive challenges, or life choices. The life of Jesus Christ, the model for Christians, exemplified compassionate care for persons, particularly those marginalized by society, as well as passionate work for social justice.
- The goal of Christians who are social workers is to build on the strengths of persons, families, and communities in order to develop and enhance healthy relationships of persons with their families, groups, communities, the larger world, and God.
- Although some religious organizations have caused suffering and alienation, religious organizations are called to model their work on the life of Christ, demonstrating compassionate care for persons and a commitment to social justice.
- All individuals, families, and groups need health-supporting, socially just communities, and the goal of social service and religious organizations should be the development of such communities.
- Social workers have the knowledge, values, and skills to help religious organizations serve persons, build healthy communities, and work toward social justice, and thus need to serve in positions of leadership in religious organizations with these purposes.
- Neither social work values nor Christian beliefs (the soul-freedom and sacredness of individuals) support attempts to impose values or beliefs on others, or to treat them as less worthy because of their beliefs, choices, or actions.
- Social workers serve best when they empower others through a participatory model of leadership and service, building on strengths of persons, social systems, and communities.¹

2. Building Communities as the Focus of Practice

Community is a fragile and fundamental resource, particularly for vulnerable families and population groups. Brueggeman has defined community as the “natural human associations based on ties of kinship, relationship, and/or shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet needs, and accomplish personal goals” (Brueggemann, 1996, p. 110). Building on this definition, the Baylor program defines community as the set of personal contacts through which persons and families receive and give emotional and interpersonal support and nurture, material aid and services, information, and new social contacts.

The development, strengthening, and empowerment of communities are critical for individuals and families in an age of managed care, mobility, devolution of public social welfare programs, and increasing social fragmentation. Within the classroom and in internship settings, Baylor social work students learn to build on the strengths of persons, families, and communities, and to contribute to the development of communities that are healthy, safe, socially and spiritually nurturing, and opportunity-enriched.

The community-building focus of the program derives from an ecosystem approach to practice. It defines families and other primary groups as social systems embedded in an ecological context and draws upon both systems theory and the ecological sciences for understanding human social systems. Individuals, groups, and families cannot be understood without looking beyond them to the social and physical environment that nurtures, shapes, and is influenced by them. The ecosystem perspective uses ecology as a metaphor for human systems and their relationship with their physical and social environments. Thus, the ecosystem approach looks at systems within systems within systems, each system nested in the next larger system, and how this complexity of interacting layers of factors creates the internal and external environment in which persons, families,

groups, and communities function (Garland, 1989; Garland & Pancoast, 1990; Hartman & Laird, 1983; Kretzmann & McKnight, 1993).

3. *Strengths Perspective*

The program operates from a strengths, or “asset-based,” perspective. The program’s premises are that:

- All individuals, families, groups, and communities have God-given strengths that are particular to their culture, beliefs, interpersonal relationships, and natural resources.
- The best professional practice with human systems focuses and builds on their strengths, capacities, and resources rather than emphasizing their limitations.
- Building on the assets and resources of human systems recognizes that significant change only takes place when persons and social systems are committed to investing themselves and their resources in the effort (Kretzmann & McKnight, 1993).

These three overarching concepts — the integration of faith and practice, the building of communities, and a strengths perspective — inform the mission of the School of Social Work at Baylor University.

(Footnotes)

¹ These principles were derived in part from the Andrews University self-study process (1997), in which Diana Garland served as consultant. They have been revised and expanded, however, to fit the particular mission and cultural context of Baylor University’s Social Work program.

References

- Brueggemann, W.G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall.
- Garland, D. (1994). *Church agencies: Caring for children and families in crisis*. Washington, D.C.: Child Welfare League of America.
- Garland, D.R. (1989). An ecosystemic perspective for family ministry. *Review and Expositor*, 86(2), 195-207.
- Garland, D.S.R., & Pancoast, D.L. (Eds.). (1990). *Churches ministering with families: A practical guide*. Irving, TX: Word.
- Hartman, A., & Laird, J. (1983). *Family-centered social work practice*. NY: Free Press.
- Kretzmann, J.P., & McKnight, J.L. (1993). *Building communities from the inside out*. Evanston, IL: Center for Urban Affairs and Policy Research.

Goals

The School of Social Work strives to accomplish the following five goals:

1. To prepare graduates to be professional social workers who practice with the highest standards of competence in the context of human diversity, including spirituality and religion, integrating the values, ethics, knowledge, and skills of the social work profession and their own beliefs with ethical integrity and a strengths-oriented perspective.
2. To develop social work knowledge through research and the development of theory and practice models, grounded in the history, purposes, and philosophy of the social work profession, in order to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice and to enhance the social functioning and interactions of individuals, families, groups, organization, and communities.
3. To provide leadership in scholarship and practice in the development of social policies, resources, and service delivery systems that meet basic human needs and support the development of human capacities, particularly in regard to: (1) family, physical and mental health, and aging services; (2) spirituality and religion in social work theory and practice; (3) congregational and faith-based social work; and (4) community-building.
4. To prepare students for organizational leadership in diverse contexts including religious settings, with knowledge and skills for understanding the changing nature of the social contexts of social work practice, the behavior of organizations, and the dynamics of change.
5. To provide an educational environment which values and supports lifelong learning, continued professional growth, and involvement in the development of knowledge.

Objectives

The School strives to meet the following objectives through its educational curricula and other school activities. Students completing the BSW/MSW Foundation year programs will be able to:

1. Apply generalist social work knowledge and skills in practice using a strengths-oriented, ecological systems perspective that demonstrates respect for human diversity and cultures.
2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history.
4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems.
5. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally.
6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts.

Concentration Program Objectives

Students completing the concentration year will be able to practice the Foundation Objectives at an advanced level and, in addition, within one's area of concentration, they will be able to:

1. Discover, compare, apply and evaluate conceptual perspectives, models, and research that guide advanced practice.

2. Demonstrate competence in advanced practice skills and the evaluation of advanced practice skills.
3. Demonstrate competence in both working autonomously and working collaboratively.
4. Know, evaluate, integrate and use literature in decision-making in advanced practice.

School of Social Work Standing Committees

The work of the School is done through committees composed of faculty, staff, community practitioners, and students. Committees report through the committee chair to the Administrative Committee and the faculty. Minutes of all meetings are kept on file in the School of Social Work.

Key Committees:

- Administrative
- Curriculum
- Faculty Development
- Field Education Advisory Council
- Evaluation and Accreditation
- Global Focus
- Student Development
- Ph.D. Committee
- Search

Each committee, except the Administrative Committee, has student representatives from baccalaureate and graduate programs. Student representatives will be excused from discussions that involve confidential student and/or other sensitive matters. For an updated list of committee members, including student representatives, visit the School of Social Work website or check the posting in the Student Lounge.

Financial Aid

Students entering or enrolled in the School of Social Work may apply for financial assistance through the Office of Academic Scholarships and Financial Aid. A comprehensive program of financial aid is available that includes both merit-based and need-based scholarships, as well as grants, loans, and part-time employment. Financial aid information and applications may be obtained from:

Office of Academic Scholarships and Financial Aid
Baylor University
One Bear Place #97028
Waco, TX 76798-7028
254-710-2611 or 1-800-Baylor-U

Students entering or enrolled may also apply for financial assistance from the School of Social Work. Instructions for application are found on pages 48 (Baccalaureate) and 83 (Graduate).

Grant-Related Funding

The School periodically has stipend and/or tuition remission awards for students that are funded by grants and other sources.

Funded Field Internships

Students in field internships occasionally receive funding through the agency or through a grant in the School. See the *Field Manual* for eligibility, application, and internships at place of work.

Professional and Student Organizations

Student Chapters of Professional and Academic Organizations

Phi Alpha

Phi Alpha, a National Social Work Honor Society, began a chapter at Baylor University in 1998. The purposes of this organization are to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership is by invitation and application.

A student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:

1. Declare social work as your major
2. Complete 9 hours of social work courses (this does not include current courses)
3. For baccalaureate students:
 - a. Achieve sophomore status or higher (30+ hours)
 - b. Achieve an overall GPA of 3.0 on a 4.0 scale, and
 - c. Achieve a 3.75 GPA in required social work courses
4. For graduate students:
 - a. Achieve a GPA of at least 3.75 on a 4.0 scale

Social Work Student Association

The School encourages social work students to participate in the Baylor Social Work Association. The purpose of the organization is to provide an opportunity through which students can participate in the governance of the School, coordinate their interests, and act cooperatively in behalf of all social work students and those they serve. The group meets at least monthly for program meetings that focus on issues relevant to their social work education and preparation for practice.

The officers are representatives from both the graduate and baccalaureate programs.

National Association of Social Workers

“The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.” (NASW brochure. For more information, visit the NASW website at: www.naswdc.org). By joining NASW, student members can get the information, contacts, and resources needed for launching a successful social work career, with a 75 percent savings on a regular membership.

Baylor Graduate Student Association

The Graduate Student Association (GSA) is an organization concerned with the intellectual and social growth of graduate students at Baylor University. The GSA sponsors activities and programs that facilitate exchange of ideas, promotion of scholarly development, and cultivation of social support systems and dissemination of other information concerning graduate student life. All students currently enrolled for one or more semester hours of graduate coursework toward an advanced degree and with a graduate GPA of 3.0 or greater are automatically members of the GSA. Students desiring further information about the GSA should contact the Graduate School associate dean’s office, 254-710-3582.

Student Representation on School Committees

Student committee representatives are elected through the Student Organization and will receive a letter of appointment from the Chair of the Student Development Committee. Responsibilities include regular attendance and communication from students to committee and from committee to students. Student representatives who are unable to fulfill their responsibilities should resign to the Student Development Committee Chair and be replaced by appointment of the Student Organization officers.

General University Regulations

Certain general regulations are listed in this catalog for the guidance of students. Good citizenship is promoted in the University community by careful observance of all regulations.

Student Classification

The classification of students is determined as follows:

FRESHMAN: Graduation from high school with 16 or more acceptable units.

SOPHOMORE: Completion of 30 semester hours.

JUNIOR: Completion of 60 semester hours.

SENIOR: Completion of 90 semester hours.

POSTBACCALAUREATE or POSTGRADUATE: Any person holding a bachelor's degree who is taking work not to be credited toward a graduate degree or for graduate credit. An applicant seeking admission to Baylor as a postbaccalaureate student may seek a second degree only if it is a different degree with a different major from the applicant's first degree and major.

GRADUATE: Any person holding a bachelor's degree who has been admitted to the School of Social Work Graduate Program or the Graduate School, and who is taking coursework to be credited toward a graduate degree.

SPECIAL: Any person who has been permitted to enroll in a course or courses but who either has not qualified, by reason of not having met all entrance requirements, or who does not wish to qualify for credit leading toward a degree.

Eligibility for Participation in Student Activities

Students desiring to participate in student activities as a member or officer of a student organization or to represent the University in any manner must meet the following requirements:

1. Students must be registered for and continue to be enrolled in a minimum of twelve (12) semester hours both at the time of election/selection and during the term of office or membership at Baylor University. Only graduating seniors needing fewer than twelve (12) hours for graduation are exempt from this requirement. Baylor students with fewer than twelve (12) semester hours due to an officially recognized (through an academic department) internship or practicum experience may request an exception to this policy at the discretion of the Director for Student Activities.
2. First-semester students, who meet specific organization qualifications, may join any student organization immediately upon arrival at Baylor University.
3. Inasmuch as Baylor University adheres to a "deferred rush" philosophy, students who wish to participate in recruitment, rush, intake processes, pledging, or initiation must have completed a minimum of twelve (12) semester hours in residence at Baylor University and have earned and maintain a cumulative grade point average of 2.5. New transfer students may participate in recruitment, rush, intake processes, pledge and/or be initiated if they have accumulated twenty-four (24) or more hours and have a cumulative grade point average of 3.0.
4. Once enrolled at Baylor, a student will always be evaluated on his/her Baylor transcript in order to determine academic eligibility for active membership.
5. Students must have and maintain a current and cumulative minimum grade point average of 2.25 in order to maintain active membership. A one (1) semester probationary period is given to students who fall below the 2.25 current GPA guideline, provided they have above a 2.5 cumulative grade point average. A student on probation will have only one (1) semester to raise his/her current grade point average above the 2.25 level before being declared inactive.
6. When calculating grades, the summer semester may be used to raise a current grade point average if twelve (12) semester hours will be completed at Baylor. Anything less than a minimum of twelve (12) semester hours will be computed into the cumulative grade point average. There is no exception made to this grade policy.

7. Students are not eligible to affiliate with a local or national collegiate social/service sorority or fraternity unless the organization is recognized by the University and adheres to University policies. The University will not recognize a local chapter of any group that includes students from other schools.
8. Eligibility for participation in intercollegiate athletics is governed by the Big 12 Conference and National Collegiate Athletic Association regulations and not the preceding requirements.
9. Graduate students may participate in Baylor University student organizations as long as the organization's constitution and/or by-laws do not prevent graduate student membership. Graduate students wishing to join an organization must be full-time students as defined by the specific program of enrollment.

General Expectations of Baylor Students

Baylor University is controlled by an all-Baptist board of regents, operated within the Christian-oriented aims and ideals of Baptists, and affiliated with the Baptist General Convention of Texas, a cooperative association of autonomous Texas Baptist churches. It is expected that each Baylor student will conduct himself or herself in accordance with Christian principles as commonly perceived by Texas Baptists. Personal misconduct either on or off the campus by anyone connected with Baylor detracts from the Christian witness Baylor strives to present to the world and hinders full accomplishment of the mission of the University.

While attending Baylor, a student is expected to obey the laws of the United States, the State of Texas, and municipalities, or, if studying abroad, the laws of other countries. A student is also expected to obey the rules, regulations, and policies established by Baylor University. "Attending" is defined as all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, or professional studies. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered to be "attending" the University.

It is the responsibility of the student to become familiar with the Baylor University Student Disciplinary Procedure. The Division of Student Life attempts to ensure that the procedure is communicated to all students through various means. However, the student is responsible to the University for his or her conduct that violates university policies. Moreover, should a student witness a violation of university policies on the part of other students, it is his or her responsibility to report it to the appropriate University official.

General Expectations of Baylor Social Work Students

Faculty Expectations and Ethical Behavior

Faculty expects that students will not engage in blatant acts of abuse, dishonesty, and malevolence. Therefore, this statement of expectations reaches for ethical behaviors that are at the margins within the unique culture of the School. On the surface, this beginning list reads like others found in texts such as *Techniques and Guidelines for Social Work Practice*, authored by Sheafor and Sheafor (2000).

Students should express a deep respect and empathy for clients. This Social Work program affirms the life of Christ as a model for human relatedness and for the social worker's response to client systems. Thus, students should have the tendency to respect the choices that clients make about the living of their lives and let this principle be the touchstone for shaping the nature of the social worker's intervention. While judgment is a fundamental aspect of the assessment process, condemnatory attitudes directed at the client as a person are unacceptable, especially when they emanate from an exaggerated sense of cultural, philosophic, and/or religious piety.

Students should reach for and value the cultural and ethnic diversity of client systems. Ethnicity is a resource for persons who are experiencing psychosocial challenges and students should know how to engage extant cultural strengths and become a life-long student of the diverse ways persons make sense of living and relating.

Students should respect the auspice and mission of the field/employing agency. Behaviors which contradict the mandate and mission from which the agency draws its being are unethical. For example, if the agency is publicly funded and governed by the separation of church and state principle, ethical students will not begin with prayer in that setting. In some faith-based settings and in response to client's requests, beginning sessions with prayer could be ethical social work practice.

This is not meant to imply that the social workers should conform to agency policy at all times. When policies are oppressive, ethical social workers should seek change of the untoward policy or seek employment elsewhere. Because of the linkage between the profession and agency, ethical social workers should seek employment in agencies where there is value congruence. The field placement process is also guided by this practice reality.

Students should be committed to addressing social injustice. This expectation affirms the reality that the human condition is the result of a complex set of factors, not the least of which is the effect of oppressive policies, unkind social arrangements, and powerful economic and political forces. The ethical social worker understands that social work intervention includes change at the organizational and community level.

Students with a faith orientation should integrate this worldview and value system into social work practice. They should intentionally apply the resources of this orientation to the benefit of client systems. Responsible integration is expressed within the boundaries of their license, the employing agency, and Code of Ethics.

Students should want to practice social work. Ethical practice begins with an understanding that being a licensed social worker implies a willingness to respond affirmatively to the public trust bestowed by the license. When acting within the role, the ethical social worker embraces this mantle and governs his/her actions within the ethical boundaries prescribed by law.

Social workers should be aware of the impact on ethical decision-making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. (Code of Ethics)

Student Code of Conduct

The mission of the School of Social Work focuses on the education and preparation of students for professional social work practice. Students are expected to practice upholding the major themes of the School: community building, strengths perspective, and the ethical integration of faith and practice. Students are expected to uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the Council on Social Work Education standards, in the NASW Code of Ethics and in the Texas State licensing standards (or comparable licensing standards in the state in which the student is practicing). As a part of the requirement for baccalaureate entry into the major and graduate entry into the program and for all practice in the community, students are asked to read and sign the following Student Code of Conduct derived from the NASW Code of Ethics and the Texas State Licensing Board regulations. (Numbers at the end of each item refer to the applicable section of the NASW Code of Ethics.)

1. Social work students are expected to uphold the values, ethics, and standards of the profession. (5.01)
2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these colleagues (2.01B).
3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01).
4. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination against persons (4.02).
5. Social work students should not participate in, condone, or facilitate any type of dishonesty, fraud, or deception (4.04).

6. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom, volunteer service learning, and field practice requirements are expected to take appropriate remedial action and show documented evidence that this has been successfully undertaken (4.05).
7. Social work students should not permit their private conduct to interfere with their classroom, volunteer service learning, and field practice responsibilities (4.03).
8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informed consent, and inform participants of their right to withdraw from the study (5.02).
9. Social work students should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed (4.08).

Standards of Practice

Prior to any academic work in the community that involves the use of social work knowledge, values and skills, students are asked to review the entire NASW Code of Ethics and the applicable state code. The following are some of the major standards for practice in the community as delineated in the NASW Code of Ethics.

Please note: If at any time during your service learning or internship, you find yourself in a situation in which you have questions about a potential ethical concern, please contact your field instructor, faculty liaison, or the Director of Field Education in your program.

Commitment to Clients (1.01)

A social worker's primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Competence (1.04)

Social workers should provide services and represent themselves as competent only within the boundaries of their education. It is important to inform your clients that you are a student.

Conflicts of Interest (1.06)

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- (b) Social workers should not take unfair advantage of any professional relationship.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are risks of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual conduct with current or former clients, whether such conduct is consensual or forced.

Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the clients as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)

Social workers should use accurate and respectful language in all communications to and about clients.

Ethical Responsibility to Colleagues (2.01 & 2.07)

Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views and obligations of colleagues.

Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Social workers should avoid engaging in sexual relationships with colleagues when there is a potential conflict of interest.

Student Rights and Responsibilities

The rights of social work students include, but are not limited to:

- Right to participate in shaping the development of plans, programs, and policies that affect quality of the School of Social Work's curriculum.
- Right to learn in an environment that promotes individual and career development.
- Right to learn in a diverse community which provides exposure to a wide range of viewpoints.

The responsibilities of social work students include, but are not limited to:

- Accountability for their own learning.
- Expectation to perform as a social work professional according to the guidelines of the NASW Code of Ethics.
- Expectation to be an active agent in the process of continuously improving the School of Social Work's academic program.

The school policy conforms to the Student Right to Due Process Policy and Procedures as outlined in the *Baylor University Student Handbook*.

Change of Address and Telephone Number

It is frequently a matter of great importance to students for University officials to be able to locate them quickly. For this reason, students are asked to file a notice of change of student local or student home address and telephone number with the Office of Academic Records promptly, and not later than ten days thereafter in any case. Address changes may be made in person on the third floor of the Clifton Robinson Tower or may be sent via email to AcademicRecords_Office@baylor.edu. Additionally, address changes for student local or student home addresses may be made through BearWeb. Failure to receive University notices because of an incorrect address provided by the student will not relieve the student of responsibility for responding to the notice.

Student/Program Communication and Notification

It is the student's responsibility to keep a current address, Baylor University email address, and phone number on file with the office of the School of Social Work. The School will record the postal address, phone number, and email address at the time of initial admission. Any changes in contact information from that point forward must be initiated by the student. All students are required to obtain and monitor a Baylor email account. This contact information will be used to inform students of upcoming events and any unforeseen circumstances such as emergency cancellation of classes. Additionally, many faculty are managing courses through the University Blackboard System.

The School of Social Work faculty and staff communicate with students through a variety of methods:

Student Folders - Upon admission to the program, each student is assigned a folder located in a file cabinet in the Student Lounge located in the Speight Plaza building. Information about meetings and class activities, as well as messages from faculty and staff are placed in the folders. Students should check their folders frequently. After the school's move to its new location, students will be given a new location for receiving messages.

Email - Faculty use email to communicate with students concerning class assignments, activities, and appointments. All Blackboard communication utilizes Baylor email. All students are required to obtain, monitor and use a Baylor email address.

Bulletin Boards - The School maintains three bulletin boards located in the Draper classroom building and the Speight Plaza building. Information about advisement, class changes, Social Work Organization meetings, etc, is posted on these boards. Students should make a habit of checking them at least twice a week.

Website/Electronic Bulletin Boards - The School maintains a webpage within the main Baylor University website, which provides information to current and prospective students, including job announcements for current and graduating students. Electronic bulletin boards (Blackboard) also may be utilized by faculty to post classroom and other important information. Students should check these information sources frequently.

Other Methods - Other methods of communicating school information to students include updates at student organization meetings, graduate brown bag lunch meetings, baccalaureate meeting of the majors, announcements in classes, standard mail, and email. "The Voice" is a school newsletter that is emailed weekly to students.

Students should attend the scheduled All School Meetings and check your Baylor e-mail daily. These methods of communication serve as primary channels of information for the baccalaureate and graduate program about program updates and changes.

Campus Safety

Baylor considers personal safety on campus a top priority. Residence halls enforce a locked door policy and residents are asked to swipe their student IDs at main entrances to show residential status and gain access to their building.

The Baylor Department of Public Safety provides additional 24-hour security with car and bike patrols and works in close alliance with the Waco Police Department to create a safe environment for the university community. Seventy-five emergency call boxes are located on campus with direct access to BDPS, which has a staff of thirty-five, including twenty-three commissioned police officers.

Safety and Security Education Officers are on duty between the hours of 11:00 p.m. and 7:00 a.m. These Campus Living and Learning staff members move freely in and around specific zones of residence halls where they escort students as needed, confront and report unacceptable behavior, check that all exit doors are secure, and alert Baylor police about suspicious behavior.

Baylor's Crime Prevention and Security Report is provided annually to all students and is available at <http://www.baylor.edu/DPS>.

Social Work Student Safety

Students in the School of Social Work engage in educationally-directed practice in the community. Policies and guidelines to ensure student social work safety may be found in the *Field Manual*. Students are responsible for reading and following the social worker safety guidelines when engaged in educational placement activities and to assess agency safety using tools provided by the program.

Grievance and Appeal Procedures

The School of Social Work faculty promulgates the following policies and procedures to protect students' rights and provide them relief from unfair criticism and treatment. This protocol is established for application in the event that a student believes his/her academic rights have been violated. This includes grades, assignments, internship issues, and alleged violations of professional behavior.

1. *Conference with Faculty Member.* Any student who believes a SSW faculty member has treated him or her unfairly with respect to a course for which the student was registered or required to be registered may complain of such alleged unfair treatment. Such a student shall set up a conference with the involved faculty member and present that faculty member a written statement that details the circumstances giving rise to the complaint. An effort should be made to resolve the matter with the faculty member.
2. *Appeal to Directors of Field Education.* If the situation involves a matter that pertains to field instruction, the student may appeal to the director of the appropriate field program (Generalist Practice or Advanced Practice). A written statement that details the circumstances giving rise to the complaint and a narrative of the effort to resolve the situation with field education must be provided the Director prior to the meeting. If appropriate, the field faculty member will also provide the Director with a written description of her/his view of the situation including efforts to resolve the issue. If the situation is not resolved to the student's satisfaction within 30 days, he/she may appeal to the Associate Dean for Baccalaureate or Graduate Studies.
3. *Appeal to Associate Dean of the program (Baccalaureate or Masters).* If the situation is not resolved to the student's satisfaction, the student may appeal to the Associate Dean of the program that is the focus of the concern (BSW or MSW). A written statement that details the circumstances giving rise to the complaint and a narrative of the effort to resolve the situation with the faculty member must be provided the Associate Dean prior to the meeting. The faculty member will also provide the Associate Dean with a written description of her/his view of the situation including efforts to resolve the issue. If the faculty member involved in the complaint is an Associate Dean, the student may appeal directly to the Dean of the School. If the faculty member involved is the Dean, the student may appeal directly to the Provost of the University.
4. *Appeal to the Dean of the School.* If the situation is not resolved to the student's satisfaction within 30 days, or if the student is not satisfied with the findings of the Academic and Professional Development Committee, he/she may appeal to the Dean of the School (or to the Provost and Vice President for Academic Affairs if the complaint is against the Dean). The student must provide the Dean with a written statement that details the circumstances giving rise to the complaint and a narrative of efforts to resolve the conflict at the faculty, Associate Dean or director level. The faculty member and Associate Dean or director will also provide the chair (or dean) with a written description of their views of the situation, including efforts to resolve the issue.
5. *Appeal to School of Social Work Academic Appeals Committee (SWAAC).* The Dean may (a) attempt to resolve the complaint her/himself without referring it to the School Academic Appeals Committee (SWAAC), or (b) refer it directly to the committee. If the situation is not resolved to the student's satisfaction with the Dean, he/she may appeal to the SWAAC. The function of this committee is to hear student complaints of alleged unfair treatment by members of faculty. This includes grades, assignments, internship issues, and alleged violations of professional behavior. When a complaint is referred to the SWAAC, the Dean of the School shall appoint a committee composed of three faculty members who have not previously been involved in the process and, with the student's written permission, two students. The appealing student can choose not to have

students on the committee. The Dean shall also appoint one of the faculty members to serve as chair of the committee.

The SWAAC shall have access to all previously submitted written material and any additional material any of the parties involved wish to submit. The chair of the committee shall arrange a meeting of the committee and the parties involved and attempt to arbitrate the matter. The meeting shall be informal and confidential and conducted for the purpose of resolving the matter to the agreement of both parties. The student may ask to have another student accompany her/him to the meeting, but that student shall not speak during the meeting. The committee may collect any other data they deem essential to making a decision in the matter. Within 30 days of the time the matter was referred to the School of Social Work Dean, the SWAAC will render a decision. The decision will be in writing and copies distributed to all parties involved in the process.

6. Appeal to the Provost and Vice President for Academic Affairs or the President. If the complaint is not satisfactorily resolved by the Dean of the school, then the student shall have the right to appeal such matter to the Provost and Vice President for Academic Affairs, who after review may refer such matter to the University academic appeals committee.

7. Appeal to the University Academic Appeals Committee. The function of the University Academic Appeals Committee is to hear student complaints of alleged unfair treatment by members of the faculty.

The committee shall receive complaints only by referral from the Provost and Vice President for Academic Affairs and shall not otherwise receive or hear complaints.

8. Composition and Appointment of the Committee. The Academic Appeals Committee is appointed by the president of the university and consists of eleven members-nine faculty members and two students.
9. Hearing Before an Academic Appeals Committee Hearing Panel. At this point in the process, the chair of the academic appeals committee shall select a hearing panel consisting of five members — three faculty members and two students — from members of the larger committee to hear the complaint. The hearings panel shall arrange a conference between the parties involved and attempt to arbitrate the matter. At least three members of the panel (two faculty members and one student) shall participate in any meeting with the parties involved. The meeting shall be informal and private and conducted for the purpose of resolving the matter to the agreement of both parties.
10. Appeals Committee Recommendation. If such a resolution agreeable to both parties is not reached, then the hearing panel shall make a recommendation concerning the disposition of the appeal to the Provost and Vice President for Academic Affairs.

Academic and Professional Development Evaluation Process: Decisions Related to Continuation/Discontinuation in the Social Work Program

In order to continue in their academic program, students must meet the academic and professional standards of the Program. Professional standards are incorporated into the Program as an academic matter. Compliance with both academic and professional standards is subject to review in accordance with this evaluation process.

In order to identify and engage students in need of support in meeting academic and professional standards, the School has established the Academic and Professional Development (APD) Committee. The Chair of the Student Development Committee (SDC) serves as Chair of the ad hoc APD Committee. The committee consists of the SDC Chair, the student's advisor, and one other faculty member appointed by the SDC Chair. If the SDC Chair holds a potential adjudicative role in the appeals process, the Dean of the School of Social Work will appoint another member of the SDC to serve as chair. If the advisor holds a potential adjudicative role in the appeals process, the SDC Chair will appoint an interim advisor for the

duration of the process. After the matter is resolved, the SDC Chair will reassign the student to his/her previous advisor.

The functions of APD are to:

1. Facilitate student development in thinking critically, acting ethically and practicing effectively within the established standards of social work practice;
2. Protect potential clients and agencies from sub-standard and unethical practice;
3. Evaluate students requiring support to meet academic and professional standards;
4. Develop supportive strategies for achieving academic and/or professional standards whenever possible; and
5. Recommend to the Associate Dean for Baccalaureate Studies or Associate Dean for Graduate Studies and/or Dean of the School of Social Work decisions regarding continuation in or termination from the Program.

The APD does not assume a classroom or field faculty member's responsibility for critical evaluation and decision making in assigning grades.

When problems occur that may be serious enough to necessitate judgments regarding continuation or termination from the Social Work Program, a referral may be made to the APD. Criteria used to identify these problems include:

1. Failure to meet or maintain academic grade point requirements as established by the University and the School of Social Work.
2. Behavior in violation of standards of social work practice established by social work values, the NASW Code of Ethics, the Texas Board of Social Worker Examiners Code of Ethics, and the Student Code of Conduct of the School of Social Work.
3. Academic cheating, lying, or plagiarism, including falsifying process recording or any other form of client documentation.
4. Indication of an inability to effectively apply the knowledge, ability, and skills of the profession.
5. Indication of an inability to develop the appropriate knowledge and interpersonal skills necessary for effective social work practice.
6. Indications of an inability to meet the criteria for social work licensure in the State of Texas.

The APD may request assessments by professionals outside the program as deemed necessary. Students are also subject to Baylor University's Honor Code, academic and discipline policies, as outlined in the *Baylor University Student Handbook*, and the general degree requirements found in this catalog or *Baylor University Undergraduate Catalog*. Participation in the APD process does not abridge the student's rights to use the University appeals process.

Academic and Professional Development Committee Procedures

The following procedures are to be followed in making referrals to APD and by all parties involved in the APD process:

1. Referrals to the APD can be made only by the appropriate Associate Dean (Associate Dean for Baccalaureate Studies, and Associate Dean for Graduate Studies) or the Director of Field Education (BSW or MSW programs). In unusual situations, referrals may be made by the Dean of the School of Social Work following the procedures set out for the Associate Dean.
2. When a faculty member(s) identifies an issue that threatens the student's progress in the program, she or he will submit a letter to the appropriate associate dean and the student, detailing the concern(s), the steps taken to date, and, if possible, suggesting potential remedies. An Associate Dean may make a referral to the APD without a referral from a faculty member.
3. The Associate Dean may take action to resolve the issue or at any point refer the situation to the APD. To refer to the APD, the Associate Dean will submit a letter to the Chair of the SDC, with a copy to the student and to the Dean of the School of Social Work detailing the concern(s) and any action she or he has taken on the situation. This letter should make clear the specific issue(s)

- the Associate Dean wishes the APD to address, steps already taken, and possible remedies as he or she sees them. The original letter from the faculty member and any other documentation should be included with this letter.
4. Within two weeks of receiving the referral, the Chair of the Student Development Committee will appoint members to the APD and call a meeting of the committee. At that time the committee will hear the faculty member(s), the student, and anyone else they deem necessary. The committee may meet as many times as necessary, but a final decision should be made in two weeks or less from the date of the first meeting. The committee may request an extension of this time, up to 15 days, from the Dean of the School of Social Work. The Dean of the School of Social Work will assign appropriate staffing to the committee.
 5. The APD will use its professional judgment to determine an appropriate course of action. This action may include: (A) a developmental plan with input from the student, the faculty member(s), and other appropriate persons to resolve the issues within a specific time limit; (B) a referral to any other university committee for resolution; (C) a recommendation to the Dean of the School that the student be terminated from the program. A copy of the APD's decision will be sent to the student, the associate dean, the Dean of the School of Social Work, and placed in the student's School of Social Work file.
 6. If the APD establishes a developmental plan, it shall include the consequences of failure to follow the plan. The Associate Dean is responsible for monitoring the plan, but may delegate this responsibility to the advisor or some other faculty member. When the terms of the plan have been met, the Associate Dean will notify the Chair of the Student Development Committee, the Dean of the School of Social Work, and place documentation in the student's folder. If the terms of the plan are not met, the Associate Dean and/or the Dean of the School is responsible for imposing the agreed upon consequences.
 7. The student may appeal the decision of the APD following the School of Social Work Grievance and Appeal Procedures, beginning with step number 4 – Appeal to the Dean of the School.

BACCALAUREATE PROGRAM

Admission

Admission to Baylor University is by formal application to the Office of Admission Services. The function of the office is to facilitate the admission process without sacrificing the integrity of academic records and admissions policy. The Office assists applicants in learning admissions policies and procedures; conducts personal interviews and group presentations; collects applications and documents; assesses qualifications in relation to Baylor's requirements for admission; and communicates decisions to applicants.

Policies are established by the Board of Regents on the advice of the President and the Enrollment Management Council and implemented by the Admissions Committee. Appeals for individual approval are reviewed by the Admissions Committee.

Baylor University complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age or disability. The University, in maintaining the standards and ideals for which it stands, reserves the right to refuse admission to any applicant whose previous record is deemed unsatisfactory. Students may be admitted to Baylor either as degree-seeking students or as non-degree seeking students.

Admission as Degree-Seeking Student

In compliance with "Title IV of the Code of Federal Regulations" (20 U.S.C. Section 1001; 34 C.F.R. Section 600.4), a degree-seeking applicant who is graduated from a private high school (including home school) not officially recognized by the state in which the school is located (by the country if an international school) must normally be 17 before the first day of class unless the GED certificate is submitted prior to registration.

An international student whose native language is not English must document English proficiency in one of the following ways by submitting:

- an official transcript showing the completion of one year of full-time study at a school located in the United States, or
- an official statement of the completion of one year of full-time study at a school where English is the official language of instruction, or
- an official SAT Verbal score of 470 or ACT English score of 20, or
- an official TOEFL score of 540 on the paper-based test or 207 on the computer-based test or 76 on the internet based TOEFL (iBT), or
- an official ILETS score of 6.0.

All degree-seeking students who are admitted to Baylor University as freshmen enter the College of Arts and Sciences; the Honors College; the School of Education; the School of Engineering and Computer Science; the School of Music; or a pre-professional program in the School of Social Work, the Hankamer School of Business or the Louise Herrington School of Nursing. Those students admitted to the University who intend to major in music should also qualify for admission to that school at the time they enter the University in order to avoid undue delay in the completion of their degree program. Students pursuing degrees in one of the other professional schools may apply for admission to a specific degree program during their second year.

Methods of Admission

I. By Graduation from High School for First-Year Student Admission

A **first-year student** is one who meets one of the following:

- has never attended college
- has attended college prior to high school graduation (earning dual credit or to meet high school graduation requirements)
- has attended college only in the summer following high school graduation

High school graduates, including home school graduates, must present at least 16 year-units completed prior to graduation prescribed as follows:

English	4 year-units
Foreign Language (same language)	2 year-units
Mathematics (including Algebra I, Geometry, and Algebra II)	3 year-units
Natural Science, laboratory (4 year-units required for admission in 2011) (should include biology and chemistry for students who plan to enter programs in pre dentistry, pre medicine, or nursing)	2 year-units
Social Science (3 year-units required for admission in 2011) (should include one or more in history)	2 year-units

Eligibility for consideration for admission to Baylor is established by competitive high school performance and by competitive scores on either the American College Test (ACT) or the Scholastic Assessment Test (SAT). In connection with these admissions criteria, it should be noted that Baylor students as a group demonstrate well above average academic achievement and potential.

Students may be required to pass placement tests before enrolling in Freshman English, depending on the official results of the ACT English or the SAT verbal scores.

Students are required to take a placement test before enrolling in Pre-Calculus or Calculus I.

II. By Early Admission

A student who completes nine semester hours of work under the Advanced Studies program (see “Admission as Non-Degree Seeking Student” section) with a minimum grade of “B” in each course may be considered for early admission as a degree-seeking first-year student without graduation from high school and with parental approval if the student is under 18.

III. By Transfer from Another College or University for Transfer Admission

A transfer is defined as one of the following:

- A transfer is anyone who has taken college work since high school graduation, except for summer school immediately following graduation. Someone whose only college credits were taken for dual credit or to meet graduation requirements is not a transfer student; please see section **I. By Graduation from High School for First-Year Student Admission** for requirements.

Students who wish to transfer to Baylor from another college or university should plan to do so not later than the end of the sophomore year, because the residence requirement for a bachelor’s degree at Baylor is sixty semester hours. The minimum grade point average required for transfer is a cumulative 2.5 on a four-point scale.

In addition, transfer students who have completed fewer than twenty-four semester hours must also meet first-year student admissions requirements (as described in Section 1). Transfer students who wish to take English 1302 at Baylor may be required to pass placement tests before enrolling in English 1302 depending on the official results of the ACT English or the SAT Verbal scores. Students will not be allowed to register for English 1304 or literature until English 1302 credit has been awarded.

All transfer students who have completed twenty-four semester hours or more must meet the same minimum course requirements for admission that are required for beginning freshmen. A student may present a high school transcript or a college transcript to verify that the requirements have been fulfilled. If a student fails to meet the course requirements, but is currently enrolled in the required work, the completion of the work must be documented before registration is permitted.

Upon admission to the University, all course work that a student takes at another college is evaluated for equivalent transfer credits, not necessarily for degree requirements. Some courses may

be evaluated as “1000”, “2000”, “3000”, or “4000” level courses. These courses do not have specific Baylor equivalents and generally only count as elective hours and not toward specific degree requirements. Please Note: Many degree plans have no room for elective courses outside the core requirements. It is the student’s responsibility to determine if the equivalent course applies to a specific degree requirement by referring to the *Baylor University Undergraduate Catalog* or to the appropriate college or school. The Texas Common Course Numbering System as described in this catalog will assist in determining some equivalent courses at participating Texas community/junior colleges.

Work from regionally accredited institutions and foreign institutions will be evaluated for equivalent credit on a course by course basis provided a grade of “C” or higher is recorded on an official transcript. Baylor University will not allow transfer credit for courses in which a grade of less than “C” was earned at another institution. Credit for educational experience in the armed services is evaluated based on recommendations from the American Council on Education. No grades earned on transfer work will become part of the Baylor grade point average.

Either physical education or military science may be used to meet the requirements in human performance. This requirement may be waived for persons over 25 years of age at the time of matriculation to Baylor. If a person reaches age 25 subsequent to matriculation, the requirement stipulated in the degree plan must be completed.

Credit on applied or other music courses is subject, in most instances, to proficiency tests, except that a maximum of ten semester hours may be used as elective credit on non-music degrees.

A maximum of seventy semester hours may be transferred from a community/junior college.

Finally, no student is eligible for transfer from another institution who is not eligible to return to that institution immediately.

IV. By Previous Degree from Another College or University

Applicants who have completed a degree at another college or university may attend Baylor as a post-baccalaureate student. Such applicants may seek a second degree only if it is a *different* degree with a *different* major from the first degree and major.

V. By Readmission

Students who attended Baylor as non-degree seeking students must reapply for admission and provide appropriate documents in order to be reviewed for possible admission as a degree-seeking student.

Students who enrolled provisionally but did not meet the minimum grade point average at the completion of the summer following the first year must apply for readmission upon completing 15 semester hours at another college or university and achieving a cumulative 2.75 GPA on the work taken at another college or university.

VI. By Individual Approval

Applicants who wish to pursue a degree but who do not qualify for admission may be offered admission at the discretion of the Admissions Committee. Such admission may include special requirements.

In addition, applicants who possess special or unique talents or abilities in music, the visual or performing arts, or athletics, or have other extenuating circumstances who wish to pursue a degree but who do not qualify for admission may be offered admission at the discretion of the Admissions Committee upon the request of the provost, dean, department chair, or athletic coach. Such admission may include special requirements.

Admission as a Non-Degree Seeking Student

An international student whose native language is not English must document English proficiency in one of the following ways by submitting:

- an official transcript showing the completion of one year of full-time study at a school located in the United States, or

- an official statement of the completion of one year of full-time study at a school where English is the official language of instruction, or
- an official SAT Verbal score of 470 or ACT English score of 20, or
- an official TOEFL score of 540 on the paper-based test or 207 on the computer based test or 76 on the internet based TOEFL (iBT), or
- an official IELTS score of 6.0.

Methods of Admission

I. By Advanced Studies

Superior high school students may apply to attend either one or both summer sessions if they meet the following requirements:

- A. Completion of the junior year in high school with appropriate progress toward required courses.
- B. Rank within the top one-tenth of the high school class and score at least 1310 on the SAT or at least 30 on the ACT.
- C. Recommendation of high school principal and counselor.

Area high school students who meet the requirements for Advanced Studies may enroll for one or two courses during their final year of high school.

Students who enroll in 9 hours and make a “B” in each course may be considered for Early Admission (see “Admission as a Degree-Seeking Student” section).

II. By Pursuing a Degree at Another College or University

Students who are pursuing a degree at another school and are in good standing at that school according to the Registrar may attend Baylor as a transient student.

III. By Individual Approval

Applicants who do not wish to pursue a degree may be offered admission as a non-degree student at the discretion of the Admissions Committee.

Application Forms and Admission Information

Applications for admission and admission information are available by writing the Office of Admission Services, One Bear Place #97056, Waco, TX 76798-7056, by calling 1-800-BAYLOR-U, or 254-710-3435, by accessing the Baylor home page at www.baylor.edu, or by e-mailing Admissions@baylor.edu.

Admission to the School of Social Work Baccalaureate Program

As a professional social work program affiliated with the Council on Social Work Education, the Baylor University School of Social Work is charged by the profession with the responsibility of promoting professionalism in social work and quality services to future clients. The faculty serves as gatekeepers, to the assuring that graduates of the program achieve the professional and academic standards necessary to function as professional social workers. To complement the gate-keeping role, the faculty is also committed to providing students with educational resources that promote academic and professional achievement. The evaluative processes of the program are designed to support students in meeting the standards of the School, the University, and the profession.

Course Credit is not Given for Life or Work Experience

The Baylor University School of Social Work does not grant social work course credit for life experience or previous work experience in either the baccalaureate or graduate programs.

Admission Policies and Procedures

The Baylor University social work major is a professional program that potentially leads to licensure/certification as a social worker in the locality of practice. The principal educational mission of the program is to prepare students for generalist social work practice with individuals, families, groups, organizations, and communities. Professional social work practice requires a commitment to social work

purposes, values, and ethics, as well as a high degree of personal energy and integrity, emotional stability, awareness of self, critical thinking and intellectual competence. The goal of the admissions policy is to assure that students admitted to the program understand the requirements of professional social work and have the potential for fulfilling these requirements.

Application for Admission

Students wishing to pursue the Bachelor of Social Work (BSW) degree must apply for admission to the major. This application process is normally initiated in the Introduction to Social Work course. Students who transfer to Baylor University having already completed the Introduction to Social Work course should discuss application for admission to the program with their advisor or the Director of Recruitment and Career Services.

Admission to the major requires:

1. An overall GPA of 2.5 on a four-point scale, which shall be maintained thereafter
2. A grade of “C” or better in all social work courses
3. A written application
4. An essay comparing personal and professional values
5. An interview with a faculty member resulting in recommendation for admission
6. Ability to qualify for state licensure in the State of Texas upon completion of the academic program (i.e., no disqualifying factors) under the Texas Professional Social Worker Act
7. Signed Student Code of Conduct, including affirmation of NASW Code of Ethics
8. Approval of the School of Social Work Baccalaureate Admissions Committee

Application is normally made through the “Introduction to Social Work” course (SWO 2321) after the student has participated in a study of personal and professional values.

The Dean of the School of Social Work appoints an admissions committee. This committee, based on the material supplied them and their professional judgment, shall determine the suitability of the Baccalaureate Social Work Program for the applicant and notify him/her of one of the outcomes stated below.

1. *Admission.*
2. *Decision delayed.* The candidate will be notified in writing of specific conditions which must be met before admission will be reconsidered.
3. *Not Admitted.* The candidate will be notified in writing of specific reasons for his/her denial.

The University’s appeals process is documented in this catalog.

The decision of the committee will be made on the basis of a simple majority after a review of items 1-8 mentioned above.

The written decision of the Admissions Committee will be communicated to the applicant within fifteen days of the decision date. Students who are “Accepted” will be admitted upon receipt of a signed statement of acceptance which outlines the standards and conditions for maintaining his/her standing in the program. Students must be admitted to the program prior to enrolling in Practice II (SWO 4372)

Credit by Examination

I. For the Entering Freshman

An entering freshman who has attained proficiency in college-level courses prior to enrollment at Baylor may earn credit hours through the credit by examination programs listed below. Refer to the *Credit by Examination* brochure or www.baylor.edu/irt/testing for a complete list of approved examinations, minimum scores, additional requirements, and corresponding Baylor courses.

- A. College Board SAT II: Subject Tests
- B. College Board Advanced Placement Program (AP)
- C. College-Level Examination Program Subject Examinations (CLEP)
- D. International Baccalaureate Program (IB)

E. Baylor Examinations

II. For the Transfer Student

Credit by examination secured through another college or university by a student transferring to Baylor must meet the minimum score requirements stated in the *Credit by Examination* brochure in effect in the year the student entered college as a freshman.

An official CLEP, AP, College Board Achievement or IB test score report must be sent to the Office of Institutional Research and Testing at Baylor for evaluation of credit. (One Bear Place #97032, Waco, TX 76798-7032).

III. For the Currently Enrolled Student

Currently enrolled students may earn credit hours through the CLEP or Baylor Examination programs. Credit will be awarded to an enrolled student based on the policies stated in the *Credit by Examination* brochure in effect in the year the student entered college as a freshman. The following conditions must be met by students seeking credit by examination.

- A. Permission for the examination must be secured from the department chair.
- B. A student seeking credit by examination during his or her last thirty hours must secure a petition from the Dean of the student's school or college **before** requesting permission from the department chair.
- C. Prerequisites for courses in which a student is seeking credit must be satisfied prior to examination.
- D. Grade points are not earned through credit by examination.
- E. Credit may not be earned by examination in any course previously taken for credit or noncredit.
- F. Residence requirements are not reduced when credit is received for a course through credit by examination.
- G. The academic registration closing date is the last day a student is permitted to establish credit by examination for a course in which the student is enrolled.

Advanced Placement in Foreign Language

If a student elects to fulfill the language requirement by continuing language for which credit was earned in high school, advanced placement without credit is optional as described in the degree requirements section of this catalog.

National and International Scholarships

Baylor University encourages its strongest, academically competitive students (usually those with a minimum GPA of 3.4) to compete for prestigious national and international scholarships. The Faculty Committee on National and International Scholarships offers assistance to qualified students to pursue these scholarships. The website www.baylor.edu/scholarships/ provides full details on the following scholarships and other resources.

Ford Foundation Pre-doctoral Fellowships for Minorities: Encourages the presence of minorities on faculty, enhances diversity on campuses, and promotes future scholars and researchers in higher education. www7.nationalacademies.org/fellowships/fordpredoc.html

Fulbright Grants: Supports post-graduate study in more than 125 foreign countries in Europe, Asia, Africa, Central and South America, and Australia.

<http://www.iie.org/TemplateFulbright.cfm?section=Fulbright1>

Gates Cambridge: Awards scholarships for postgraduate study at Cambridge University in England. www.gates.scholarships.cam.ac.uk/

Barry M. Goldwater Scholarships: Encourages excellence in science and mathematics. www.act.org/goldwater

James Madison Memorial Fellowships: Encourages future and current high school teachers of American history and social studies in grades 9-12 to undertake graduate study of the American Constitution. www.jamesmadison.com

Marshall Scholarships: Established by the British government in 1953 in appreciation for the European Recovery Program after World War II, for baccalaureate degree holders to study at any university in the United Kingdom. www.marshallscholarship.org

Mitchell: Awards one academic year of postgraduate study in Ireland. <http://www.us-irelandalliance.org/>

National Institutes of Health Scholarships: Offers a variety of opportunities for those preparing for careers in the medical sciences. <http://grants.nih.gov/grants/oer.htm>

National Security Education Program: Encourages freshmen through graduate students to study abroad a summer, a semester, or a year anywhere except western Europe, Canada, Australia, and New Zealand. <http://www.iie.org/Template.cfm?&Template=/programs/nsep/default.htm>

NSF Graduate Fellowships: Provides awards for study and research leading to master's and doctoral degrees in the behavioral, biological, chemical, engineering, geological, mathematical, physical, and social sciences. www.nsf.gov

Rhodes Scholarships: Regarded as perhaps the most prestigious scholarship in the world, this award permits the pursuit of an Oxford University degree. It is awarded only to students who exemplify superior intellectual capabilities and character of the highest order. www.rhodesscholar.org

Rotary Scholarships: Furthers international understanding and fosters friendly relations between peoples of different countries by supporting undergraduate and graduate studies abroad. www.rotary.org/foundation/programs.html

Soros Fellowship for New Americans: Awards scholarships for graduate study to individuals who are holders of Green Cards, are naturalized citizens, or children of naturalized citizens. <http://pdsoros.org>

Harry S. Truman Scholarships: Awards scholarships to students who have outstanding leadership potential, plan to pursue careers in government or public service, and wish to attend graduate school. www.truman.gov

Morris K. Udall Scholarships: Awards scholarships to students who intend to pursue careers related to environmental public policy and to Native Americans and Alaskan Natives who intend to pursue careers in health care and tribal public policy. www.udall.gov/p_scholarship.htm

For additional information on National and International Scholarships, students enrolled in Baylor may contact:

Baylor University
College of Arts and Sciences
One Bear Place #97344
Waco, TX 76798-7344
254-710-3361
www.baylor.edu/scholarships/

Academic Scholarships and Financial Aid

The costs of tuition, room, and board at Baylor are among the most economical of any major private university in the nation. Baylor represents an affordable, yet superior, private education guided by Christian influences and ideals.

The Student and Financial Aid Office provides a comprehensive program that includes merit-based scholarships and need-based scholarships, as well as grants, loans, and part-time campus employment

designed to help eligible students meet expenses while enrolled at Baylor University. Approximately 84 percent of all students receive some form of financial assistance.

Scholarships

Merit Baylor Scholarship

For a complete list of merit scholarships awarded to incoming freshmen and transfer students, go to www.baylor.edu/admissions/meritscholarships.

Regents' Gold Scholarship

A full tuition academic scholarship is provided for up to eight semesters of undergraduate study. Further, the Regent's Gold Scholarship is augmented by the recipients' SAT or ACT score. This scholarship is comprised of any scholarship awarded by Baylor through the National Merit Scholarship Corporation, along with other scholarship/grant funds available at Baylor. The student must list Baylor as his or her first choice of universities with the Corporation in order to be named as a Baylor-sponsored National Merit Finalist. This scholarship will be renewed during the undergraduate years provided the student maintains at least a 3.5 cumulative grade point average.

Carr P. Collins Scholars Program

Collins Scholarship recipients are awarded \$4,350 each year, renewable for four years. Selection for the Collins Scholarship is highly competitive. A limited number of awards are made. To be considered, applicants must meet all University requirements for unconditional admission; have a minimum score of 1250 on the SAT or a minimum score of 28 on the ACT; have completed a balanced college preparatory program including history, science, and a foreign language; be in the top quarter of their graduating class, and have been a resident of the state of Texas for at least one year. Prospective freshmen students completed applications must be postmarked by January 31. To obtain an application and additional information, please visit our website at www.baylor.edu/finaid.

Baptist National Merit Finalist Scholarship

This \$4,000 scholarship, divided over 8 undergraduate semesters, is awarded to National Merit Finalists who have listed Baylor as their first choice of colleges with the National Merit Scholarship Corporation and are active in a Baptist church. This scholarship will be renewed during the undergraduate years provided the student maintains at least a 3.5 cumulative grade point average.

Baptist Church Matching Scholarship

Awards are made on a dollar for dollar basis, not to exceed \$1,000 in an academic year. Funds are matched when the student's Baptist church, state Baptist convention, or Baptist affiliated program provides outside assistance. Baylor University reserves the right to determine appropriate convention and Baptist affiliated programs. Each check to be matched must be submitted with the Baptist Church Matching Certification form available on the web at www.baylor.edu/sfs. Matching funds may be available beyond the freshman year as long as the church continues to provide scholarship support and the student maintains at least a 2.5 cumulative grade point average.

Baptist Youth Speakers Scholarship

Students who provide confirmation of their participation in the Baptist Youth Speakers Tournament and who place either first, second, or third at the state level competition will receive \$5000, \$3,500 or \$2,500 respectively. Students are only eligible for one Baptist Youth Speakers Scholarship regardless of the number of times they have placed in the tournament.

Presidential Denominational

These \$6,000 scholarships, divided equally over eight semesters of undergraduate study, are awarded to Baptist students who become Acteen National Panelists, Texas State Panelists, or complete all six quest levels of Mission Quest, or to Challengers who receive the National Missions Challenge Award.

Baptist Ministers Dependent Scholarship

Scholarship assistance is provided to the dependents of pastors, ministers of music, ministers of education, and other full-time ministers actively serving a Baptist congregation or a state convention, or an agency in a role certified by a Baptist Convention. Qualified Baptist minister's dependents may apply by completing the application for admission and the FAFSA. Individual awards of up to \$1,000 will be made on a need basis through the financial aid process. This scholarship, in combination with any other scholarship or grant, shall not exceed full tuition. Students should submit proof of eligibility by providing documentation of their parent(s) employment in a Baptist church or state convention certifying full-time ministry involvement. This scholarship is renewable for up to eight undergraduate semesters provided the student maintains at least a 2.5 cumulative Baylor GPA.

Baptist Missionaries Dependent Scholarship

Scholarship assistance is provided to the dependents of missionaries actively serving a Baptist International mission agency. Qualified Baptist missionary dependents may apply by completing the application for admission and the FAFSA. Individual awards of up to \$2,500 will be made through the financial aid process. This scholarship, in combination with any other scholarship or grant, shall not exceed full tuition. Students should submit proof of eligibility by providing documentation of their parent(s) employment in a Baptist International mission agency certifying full-time mission involvement.

Baylor-Waco I.S.D. Partnership Scholarship

Baylor awards six \$5,000 scholarships to graduates of University High School, Waco High School, and A.J. Moore Academy who are nominated by their high schools. The scholarship will be applied toward tuition. Selection is based on academic excellence and leadership in school and extracurricular activities. Recipients should be in need of assistance in order to attend Baylor and will be required to file the FAFSA in order to document need. Nominees must be accepted for admission and nominated by University High, Waco High or A.J. Moore Academy no later than May 1. Recipients must maintain a 2.5 cumulative grade point average in order to remain eligible for the scholarship.

Baptist Ministry Scholarship

Baylor, in cooperation with the Baptist General Convention of Texas (BGCT), provides tuition assistance to undergraduate Southern Baptist students who are preparing for careers in Christian ministry. The Ministry Scholarship provides \$1,500 per semester to students enrolled in full-time hours (minimum 12 hours per semester). Juniors and seniors who are religion majors or minors receive an additional \$500 per semester. Students enrolled in less than full-time hours will receive pro-rated Ministry Scholarship support (e.g. freshmen enrolled half-time will receive \$750 per semester). To apply for this scholarship, the student should contact the Ministry Guidance Office, One Bear Place #97384, Waco, TX 76798-7284.

University Endowed Need-Based

A number of Baylor funded and endowed scholarships and grants are available to students who qualify on the basis of merit and need. Need-based scholarships are awarded on an annual basis and are not available during summer sessions. Consideration for renewal is based on documented need, academic progress and availability of funding. Eligibility for need-based scholarships is determined through the information provided on the FAFSA.

Athletic

The various coaches in the Athletic Department award athletic scholarships. Such awards are subject to NCAA guidelines. Students interested in seeking athletic assistance should contact the Athletic Department directly at (254) 710-1234 for the name of the contact person who handles scholarship information for each sport.

Departmental

Some endowed scholarships are awarded by academic departments rather than the Student Financial Aid Office. Departmental scholarships are generally awarded to students in their junior or senior year who have declared a qualified major and who have proven their commitment to the major (by posting good grades and having taken an appropriate number of hours in the major in question). A scholarship search is available for currently enrolled students at www.baylor.edu/sfs. Please check with the department in which you will be studying to see if scholarships are available for incoming students.

Other Scholarships

A number of scholarships are provided by organizations such as private foundations, civic clubs, service clubs, fraternal groups, and churches.

Students may ask their high school counselors about these opportunities or check appropriate reference materials in their local libraries. Although most outside scholarships are initiated and perpetuated by the donors, sometimes Baylor will serve as the liaison between a qualified student and a scholarship donor. There are numerous internet free search opportunities such as www.fastweb.com.

Federal and State Grants

Federal Pell Grant

This grant is a financial aid program designed to help eligible undergraduate students defray the cost of post-secondary education. Established need is required. The FAFSA is used to establish eligibility.

Federal Supplemental Educational Opportunity Grant

This program provides for undergraduate students who have exceptional financial need. Eligibility for this grant is determined on the basis of information provided on the FAFSA.

Academic Competitiveness Grant (ACG)

This grant is a financial aid program for Pell Grant recipients who have completed a “rigorous high school program of study” and have financial need. Recipients must be U.S. citizens in the first or second year of undergraduate study enrolled full-time.

National Science and Mathematics Access to Retain Talent (SMART) Grant

This grant is a financial aid program for Pell Grant recipients who are enrolled in eligible majors (see [http://www.ifap.ed.gov/dpclatters/attachments/CompleteList EligibleMajors0708SMART.pdf](http://www.ifap.ed.gov/dpclatters/attachments/CompleteList%20EligibleMajors0708SMART.pdf) for a listing of eligible majors) and have financial need. Recipients must be U.S. citizens in the third or fourth year of undergraduate study with a minimum 3.0 grade point average.

Texas Tuition Equalization Grant

The purpose of this program is to help eligible students defray the cost of attending a private accredited university or college in Texas. All Texas residents will be considered automatically for the TEG based on information provided on the FAFSA. An affirmation of residency is required before the grant is credited to the student account. The amount of this grant, which is provided by the state legislature, will vary according to eligibility, funds available, and annual limits set by the Texas Higher Education Coordinating Board. To be eligible for consideration, the student must not be enrolled in a ministry degree program nor

have an athletic scholarship. Recipients must maintain a minimum 2.5 cumulative grade point average and must be enrolled full time.

Leveraging Educational Assistance Partnership Program Grant

This federal grant program provides financial assistance to students who show need. Limited funds, as available, are awarded to TEG recipients (see above) on the basis of the FAFSA.

Other Aid Sources

Veterans Administration (G.I. Bill)

Veterans, widows of veterans, and children of disabled or deceased veterans may qualify. For more information, contact the VA office in your area.

Vocational Rehabilitation

Students with certain disabling conditions may qualify. To find out more about this service, contact the Rehabilitation Commission in your area.

Loan Programs

Federal Perkins Loan

The Federal Perkins Loan is a loan program for students who have need, as documented by the FAFSA. The amount that can be borrowed is variable, up to \$20,000 cumulative maximum for undergraduates and up to a maximum of \$40,000 for both undergraduate and graduate studies. Repayment can be over a 10-year period with a \$40 per month minimum payment. The current interest rate is 5 percent. Funding is limited.

Direct Loan Program

The Direct Loan Program offers several types of loans for undergraduate students and their parents:

Subsidized Federal Stafford Loan

These loans for students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.

Unsubsidized Federal Stafford Loan

These loans are not based on financial need. The interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.

The maximum amount students can borrow each year in Direct Subsidized and Unsubsidized Loans depends on the grade level and dependency status of the student. Please refer to the Free Application for Federal Student Aid for an explanation of dependency.

(see the *Baylor University Undergraduate Catalog*, page 22, for the Direct Loan Limits)

PLUS Loans

These loans are unsubsidized loans for the parents of dependent students. Plus Loans help pay for educational expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods.

Hinson-Hazlewood Student Loan Program

For those students who are eligible Texas residents, the Texas Higher Education Coordinating Board administers the College Access Loan. The College Access Loan is a loan designed to help the college student whose family finds it difficult to meet its contribution toward educational costs. There is also a 3 percent origination fee. Students may choose either a fixed annual rate of 6% or a variable rate that is re-set annually and will never be higher than 4 points above the rate at which the loan is made. The student must be enrolled at least half-time. The annual loan limit is the cost of attendance minus other aid.

Other Loans

A number of students secure loans through private lenders and/or charitable organizations. Students should contact those sources directly.

Campus Employment/Work-Study

Priority for on-campus employment is given to those who qualify for the Federal Work-Study Program. Eligibility is determined from information provided on the FAFSA. Students who are offered a FWS award receive priority to find and accept a job on campus for a limited period of time. After the first three weeks of classes, all students will be able to compete for on-campus positions for the remainder of the academic year.

Work-Study employment is based on job availability, student skills, class schedules and personal interviews. Once eligibility has been determined and class schedules established, the student who wishes to work should review job listings on line at www.baylor.edu/student_employment.

Earnings depend upon the number of hours worked and the minimum wage rate. On-campus earnings are subject to federal income tax. Students who work under this program are paid bi-weekly.

Financial Aid Applications

For the criteria and selection process used to award merit scholarships to incoming freshmen and transfers, go to www.baylor.edu/admissions/meritscholarships. Merit-based scholarships for currently enrolled students are awarded based on the cumulative Baylor grade point average.

If a student requires need-based financial aid, the student should complete the Free Application for Federal Student Aid (FAFSA), which is needed to be evaluated for federal and state need-based aid. This application should be completed after December 31, but preferably before March 1 for priority consideration for the upcoming academic year. The FAFSA should be completed in sufficient time to allow Baylor to receive the results no later than May 1, so that students will be notified of eligibility before invoices for fall charges are mailed. Baylor normally receives results of the FAFSA from the federal processor within seven to ten business days from the date you file the form. The deadline for completion of the aid application process is April 15 of the spring semester (or November 15 if attending only in the fall.) Applicants who do not have all steps (including verification if selected) completed by these dates will not be awarded aid.

Students interested in pursuing assistance for the summer sessions will be considered automatically once they have filed the FAFSA for the previous academic year and pre-registered for classes. Due to limited funding, scholarship assistance is not usually available for summer terms. Summer aid consists of federal grants for those who have eligibility, loans, and on-campus employment.

To be eligible for financial aid, students must be making satisfactory academic progress as defined by Baylor University. The Statement of Satisfactory Academic Progress available on the web at www.baylor.edu/sfs. In addition, academic scholarships may have specific requirements above these minimum standards.

Students who consider dropping hours should contact the Student Financial Aid Office **prior** to dropping the hours to determine the effect on scholarship and financial aid eligibility. A reduction in hours may result in an adjustment to the aid package and may also affect satisfactory academic progress. It is the responsibility of the student to notify this office of any reduction in hours.

Some students may receive financial aid packaged together from several sources, which may include state or federal grants, a scholarship, part-time employment and/or loans. Because many awards in the student financial aid programs are funded by the federal and state government, the Student Financial Aid Office must abide by established laws and guidelines when processing a student's application.

Complete information on the various types of assistance is available from:

Baylor University
Office of Academic Scholarships and Financial Aid
One Bear Place #97028
Waco, TX 76798-7028
254-710-2611 or 1-800-BAYLOR-U
www.baylor.edu/finaid

Baccalaureate Social Work Scholarships

The School of Social Work has limited scholarship funds available for students who have been admitted in the major and who have proven their commitment by posting good grades and taken at least two courses in the major. The following scholarships are awarded on an annual basis. Scholarships are awarded based on need and merit. Need is determined through the Office of Financial Aid and the student completing a FAFSA.

The Helen Louise McCullough Endowed Scholarship Fund for Social Work

The Baylor Helen Louise McCullough Endowed Scholarship Fund provides assistance for worthy baccalaureate students pursuing a career in social work. The scholarship is awarded on the basis of merit and/or need, with need being the primary consideration.

Andrea Dunn-Theilengerdes Memorial Endowed Scholarship

The Andrea Dunn-Theilengerdes Memorial Endowed Scholarship awards scholarships to junior or senior baccalaureate students who are pursuing a degree in social work. It was established to honor a beloved field supervisor in the School of Social Work.

Adam Smith and Tifani Smith-Conway Endowed Scholarship

The Adam Smith and Tifani Smith-Conway Endowed Scholarship awards scholarships to baccalaureate students pursuing a career in social work. The scholarship is awarded on the basis of merit and/or need.

Caitlin Elizabeth Creed Memorial Endowed Scholarship

The Caitlin Elizabeth Creed Memorial Endowed Scholarship was established by Brad and Kathy Creed in loving memory of their daughter, Caitlin, who was tragically killed in an automobile accident in 2007 during her freshman year at Baylor. Scholarships are awarded to deserving baccalaureate students who are pursuing a major in social work and who reflect the values of Christian service, hard work, leadership potential, and enthusiasm for life that were reflected in Caitlin's life.

David & Elizabeth Anderson

The David & Elizabeth Anderson Endowed Scholarship Fund provides assistance to undergraduate students who are pursuing a major in social work with the intent to pursue a ministry vocation in the field of social work. The scholarship is awarded on the basis of merit and/or need.

Ed & Laura Vick Scholarship

The Ed & Laura Vick Endowed Scholarship Fund provides assistance to undergraduate students who are pursuing a major in social work and are committed to vocational service that integrates Christian faith and social work practice.

Gene Thompson Memorial Endowed Scholarship

The Gene Thompson Memorial Endowed Scholarship was established in memory of the long-time associate pastor at Broadway Baptist Church in Fort Worth, Texas, by friends of Gene and Rosemary Thompson. Rev. Thompson was instrumental in the church's development of innovative,

compassionate ministries among the poor, underemployed, homeless and other disadvantaged persons. The fund provides assistance to deserving baccalaureate students who are pursuing a major in social work.

Kathleen & Eddie Yancey Scholarship

The Kathleen and Eddie Yancey Endowed Scholarship Fund awards scholarships to baccalaureate students who are pursuing a degree in social work and planning a career for missions or full-time ministry in the United States. The scholarship is awarded on the basis of merit and need with primary emphasis given to need.

Madalene Cain Social Work Scholarship

The Madalene Cain Social Work Endowed Scholarship is awarded to undergraduate students who are pursuing a degree in social work. The scholarship is awarded on the basis of need and merit.

Mark and Holly Trice Endowed Scholarship

The Mark and Holly Trice Endowed Scholarship is awarded on the basis of merit and/or need to provide assistance to deserving baccalaureate students who plan to pursue a career in social work. The scholarship was established by Baylor alumni Mark and Holly Trice.

Marshall & Joan Anderson Scholarship

The Marshall and Joan Anderson Endowed Scholarship Fund is awarded to undergraduate students who are pursuing a degree in social work with intent to pursue a ministry vocation in the field of social work. The scholarship is awarded on the basis of merit and need.

Matthew 6 Foundation Scholarship

The Matthew 6 Foundation Endowed Scholarship Fund is awarded to undergraduate students who are pursuing a degree in social work. The scholarship is awarded on the basis of merit and need with the primary emphasis given to need.

Minette D. and William M. Pratt Endowed Scholarship

The Minette D. and William M. Pratt Endowed Scholarship was established by William M. Pratt of Fort Worth, Texas, in honor of his wife, Minette D. Pratt. Mrs. Pratt is a 1951 Baylor alum who has been a respected leader for many years in national Baptist life and Baylor University. This scholarship provides assistance to deserving baccalaureate students who are pursuing a major in social work.

Robert & Martha Guthrie Scholarship

The Robert & Martha Guthrie Endowed Scholarship Fund is awarded to students who are pursuing a degree in social work with an emphasis on gerontological studies. Students must have completed their first year and have a minimum overall GPA of 3.0.

Willis Family Social Work Scholarship

The Willis Family Endowed Scholarship Fund is awarded to students who are pursuing a degree in social work. This scholarship is awarded on the basis of merit and need.

Social Work Scholarship Application Process

Students apply for these scholarships by completing the application for financial assistance and submitting it to the Associate Dean, Baccalaureate Studies. The Financial Awards Committee recommends students each spring to receive the scholarship the following academic year, based on the following criteria:

1. Admitted to the social work baccalaureate program
2. Completed at least six hours of social work courses
3. Significant need for financial assistance
4. At least a 2.5 cumulative grade point average at the end of the previous semester
5. Demonstrated internalization of basic social work values, commitment to the work of the social work profession, and involvement in the School's programs and special events
6. Application to Office of Student Financial Aid (FAFSA).

Students who are interested and believe they are qualified should request and complete the application for financial assistance. Financial aid forms are available in the student lounge in the School of Social Work or from the Program Manager, Baccalaureate Studies, One Bear Place #97320, Waco, TX 76798-7320. Enclose with the application a current grade audit and any other appropriate documentation. All applications must be received by April 1.

Financial Costs

Although the exact cost of attending Baylor University will vary according to personal habits, tastes, and financial resources, there are some fees that all students pay. A general estimate for 2010-11 institutional expenses for one semester, including tuition, fees, room, and meals, is \$19,462 or \$38,925.20 for nine months.

Due to continually increasing operating costs, Baylor reserves the right to change tuition, fees, deposits, and room and meal rates without notice.

Tuition

Student, per semester (12 or more hours)	\$13,483.00
Student, 11 hours or less per semester hour	1,124.00
Student, guaranteed tuition, per semester (12 hours or more)	14,860.00

Fees

Administrative fee, per term (certain programs only)	\$100.00
Application fee (non-refundable)	50.00
Applied music fee, per semester for one thirty-minute lesson per week	212.00
Audit fee, per course (if registered for less than 12 hrs)	212.00
Change-of-schedule fee (Changes made at student's request after 7th day of class fall/spring or after 3rd day of class in summer)	20.00
Chapel fee, per semester	60.00
Commencement charges	
Bachelor's cap and gown, purchase, no return	42.16
Duplicate diploma to replace lost original (special order)	25.00*
Credit by Baylor examination fee, per course	347.00
General student fee	
Students taking 12 hours or more per semester	1379.00
Fewer than 12 hours, per semester hour	115.00
Identification card replacement fee	12.00
Installment plan fee (optional per semester) Fall and/or Spring -	60.00
Installment plan fee (optional per semester) Summer -	24.00
Laboratory/course fee, per course (\$50 minimum - charges vary)	50.00
Late payment fee	
After due date and before first day of class -	50.00
Beginning the first day of class -	75.00
Late Registration fee-	75.00
Summer term -	50.00
Matriculation fee (first time students only)	100.00
Re-registration fee - schedule cancelled and allowed to re-register	
Re-registration before semester begins	100.00
Re-registration after semester begins	150.00
Vehicle registration fee	
Automobile, annual (September-August)	225.00
Spring (January-August)	135.00

Motorcycle, annual (September-August)	35.00
Spring (January-August)	20.00
Temporary, for seven-day period	7.00
Replacement, any time, return old	10.00

Deposits

Air Force ROTC uniform deposit (new cadet)	\$100.00
Air Force ROTC uniform deposit (after field training/for Junior Year)	100.00
Enrollment deposit (non-refundable, non-transferable deposit paid to assure enrollment place and applied on student's first semester bill)	300.00

Rooms and Housing

Residence Hall rooms for men and women, per semester, per person (charges may vary for some rooms)	\$2,247.00
Brooks Residential College	2,731.00-3,255.00
Brooks Village Flats	3,525.00-4,014.00
Arbors East	2,090.00
The Arbors	2,165.00-2,288.00
North Village	2,761.00-3,976.00
Speight-Jenkins Apartments single occupancy	TBD

Meals

Residence Hall Dining Halls:

Unlimited	\$2,394.49*
The Works – 16 Meal Plan plus \$100 Dining Dollars	\$1,918.60*
The Block 225 plus \$75.00 Dining Dollars	1,924.99*
The Classic -11 Meal Plan, plus \$150.00 Dining Dollars	1,788.91*
The Block 145	1,206.99*
Basic – 7 Meal Plan	1,065.18*
Socialite – 5 Meal Plan plus \$100.00 Dining Dollars	878.32*
The Block 90 plus \$100.00 Dining Dollars	849.09*
Light Eater – 3 Meal Plan, plus \$250 Dining Dollars	670.01*

Note: The meal-plan week begins Saturday a.m. and ends Friday p.m.

**8.25% tax included.*

Estimate of Expenses Per Semester (New Student)

Tuition, normal course load of 12 semester hours or more	\$13,483.00
Residence hall room, per semester	2,247.00
Meals, per semester (The Works – 16 Meal Plan)	1,918.60
General Student fee, per semester	1,379.00
Laboratory/course fee, per course, varies	50 to 250.00
Vehicle registration fee, per year (applies only to students who bring a vehicle)	225.00

Payment of Accounts

A student's registration for a semester is not finalized (financially settled) until all expenses are paid or acceptable payment arrangements are made and the student has confirmed his/her intent to attend for the term billed.

Several weeks prior to the beginning of a semester, students who have registered will receive an email at their Baylor email address with a link to view that semester's bill. Bill notification will also be emailed to parent/guardian if the student has signed him/her up as an authorized user on E-Bill

(www.baylor.edu/cashiers/ebill). Payment can be made from the E-Bill site or at www.baylor.edu/sfs, using checking, savings or credit card accounts. (Credit cards are accepted only when using the online payment processor. A 2.75 percent fee will be charged, with a \$3 minimum, by the online payment processor for credit card payments. MasterCard, Discover and American Express are the accepted credit cards.) After viewing the bill online, **the student should confirm attendance at www.baylor.edu/sfs indicating that he/she will be attending Baylor for the semester billed, even if the invoice shows a zero or credit balance.** These actions must be completed by the due date indicated on the bill. A late fee will be charged for payment received after the due date. A student who does not complete financial settlement by the deadline date will have classes cancelled and must re-register before being allowed to move into housing or to attend classes. A re-registration fee will be charged.

Students who register during the early registration process will receive both a paper bill and an electronic bill. Late registrants will only receive an e-bill due to time constraints. If financially settling by mail, the student should fill out the top portion of the bill and return it to the Cashier's Office with the indicated payment to be received by the due date.

In lieu of full payment, Baylor University offers an installment plan for financial settlement. This plan divides the financial obligation for a semester into five payments (summer is divided into two payments) to make the Baylor education more affordable for students and parents. It is available to undergraduate and graduate students, part-time and full-time. There is a \$60 per semester non-refundable fee for participation in the plan (summer installment fee is \$24). Students who do not pay in full are automatically defaulted to the installment plan. The minimum amount due listed on the first billing statement is the first installment payment, and payment must be received by the due date (allow ample time for mail delivery). Monthly billing statements are only sent electronically to the student's Baylor email address and to the authorized parent or guardian. Students must designate online in the e-bill the authorized parent or guardian. Notice of monthly billing statements will be emailed for you to view online, with payment due by the end of the month. Monthly billing statements will not be sent by mail.

A student registering for the first time after the financial settlement due date (posted on BearWeb) should either pay in full or make the first installment payment online or at the Cashier's Office **the day after the student registers**. A \$50 late fee is charged if payment is made after the payment due date indicated on the e-bill, and the late fee increases to \$75 on or after first class day. Also, for those that register for the first time in the semester on the first class day or any day thereafter in the term, a \$75 late registration fee will be charged.

Baylor offers a guaranteed tuition option to undergraduate and graduate students. By selecting this option, a student is able to lock in the same tuition rate for four years. The guaranteed tuition option eliminates uncertainty about future tuition increases, allowing students and parents to accurately prepare their educational budgets for four years. More information on this option may be obtained from the Baylor Cashier's Office.

If you have questions on tuition, fees or financial settlement that are not covered here, visit the Cashier's Office website at www.baylor.edu/sfs or call 254-710-2311.

Students needing financial aid assistance should contact the Student Financial Aid Office website at www.baylor.edu/sfs or call 254-710-2611. Students who are recipients of scholarships from religious institutions, foundations, corporations, individuals, or other organizations outside the University should arrange with their donors to send checks and verification of awards to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048, so that such information is included in the Baylor pre-registration process.

Students must meet the following schedule to receive priority for funding (some programs are limited) and to ensure availability of funding by the time payment is due.

Priority Date to receive completed and signed FAFSA:

Fall and Spring semesters	March 1
Spring semester only	October 1

Respond promptly to requests for additional documentation/clarification received by mail or email (all emails are directed to students' Baylor email accounts.)

Deadline to receive completed and signed FAFSA to ensure availability of funds by the time payment is due:

Fall and Spring semesters May 1
Spring semester only November 1

Students who file the FAFSA after the deadlines should be prepared to pay their semester bills from their own resources. If eligible for aid, they will be reimbursed at a later time.

Cancellations

A student's cancellation occurs when a student decides not to attend classes for a semester prior to the first day of classes for that semester. (A student's schedule cannot be cancelled on or after the first day of the term.) Such cancellations and related refund requests must be in writing, addressed to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048 or by email to cashiers_office@baylor.edu, and made prior to the first day of classes for the semester. For cancellations, all tuition and fees, except room, will be refunded at 100 percent. If a student has made arrangements for on-campus housing, Campus Living & Learning, One Bear Place #97076, Waco, TX 76798-7076 must receive a separate notification. Cancelled courses do not appear on the academic transcript.

Withdrawals

Beginning the first class day of a term, students who are financially settled must contact the Paul L. Foster Success Center (PLFSC) to withdraw from the University. This department can be reached by emailing Success_Center@baylor.edu or calling 254-710-8212. Additional contact information is available online at www.baylor.edu/successcenter/index.php?id=36801.

Under no circumstances does notification to professors or dropping classes constitute an official withdrawal from the University.

The official withdrawal date is established by the student's contact with the Paul L. Foster Success Center. If the student fails to contact the PLFSC and simply stops attending, then tuition, fees, meal plans and other applicable charges will not be adjusted on the student's account. Financial Aid credits, however, may be reversed according to federal regulations.

Refunds are applied to any outstanding balance owed the University. Any remaining credit will be mailed to the student at his/her home address in the student information system.

Refunds of tuition and required fees, General Student Fee, Chapel Fee, Laboratory/Course Fee, Administrative Fee and Applied Music Fee, are based on the official withdrawal date and are pro-rated on a per diem scale based on the total calendar days in that payment period up to the date that represents 60 percent of the payment period. A payment period is defined as the total number of calendar days in the semester or term (published first day of class through the published last day of finals) excluding the five calendar day Thanksgiving break and the nine calendar day spring break. There are no refunds after the 60 percent point of the payment period. To obtain a calendar schedule of refund percentages, please refer to the schedule of classes for the term, contact the Cashier's Office at 254-710-2311, or visit the Cashier's Office website at www.baylor.edu/sfs. Unless specifically noted, other fees are considered non-refundable.

Unused BearBucks and Dining Dollars are refunded.

Meal plan refunds are based on the official withdrawal date. An administrative charge equal one week of the meal charge for the student's respective meal plan will be assessed.

Financial aid recipients are not eligible for a refund until all of the financial aid programs are reimbursed in accordance with federal, state, and University guidelines. To obtain information about the return of financial aid funds, contact the Office of Student Financial Aid Office. This department can be reached by calling 254-710-2611. Additional contact information is available online at www.baylor.edu/sfs. Students must follow the proper check-out procedure established by this department and must vacate their campus housing within 48 hours of the official withdrawal date.

Dropping a class or classes is not considered a withdrawal. The term "withdrawal" refers to dropping all classes after financial settlement through the PLFSC and leaving the University for that term. Beginning the first class day of each term, students will not be able to go online and drop all of their classes.

Dropping Classes by Student

Students have the option to drop a class prior to or during a semester. In order to receive a refund once the term has begun, students should follow the refund schedule listed below:

Prior to the end of the 5th class day.....	100%
Prior to the end of the 10th class day.....	75%
Prior to the end of the 15th class day.....	50%
Prior to the end of the 20th class day.....	25%
After the end of the 20th class day.....	none

To determine how a refund is calculated, multiply the number of hours the student will drop by the applicable percentage rate above based on the day of the drop. This will determine the number of hours to subtract from the number of enrolled hours. The student is financially liable for the enrolled hours plus the determined percentage of dropped hours. For example, if a student is enrolled in 14 hours and drops a 3 hour course prior to the 10th day of class, subtract the 3 hour dropped course from 14, multiply the 3 hours by 75% and add the calculated 2.25 hour dropped course to the 11 hours, giving the student 13.25 billable hours. This calculation also indicates that the student is still liable for the Flat Rate tuition.

Beginning with the 8th class day, a \$20 change of course fee will be assessed for all schedule changes. There is no refund adjustment unless the student drops below 12 hours at any point; only the \$20 change of course fee is charged. An attempt to drop all scheduled classes for a semester is considered withdrawal for that term and must follow the guidelines for withdrawal addressed above.

Appeals

Students or parents who believe that they have individual circumstances warranting an exception to published refund policies may appeal the application of the policy. To appeal based on these circumstances, the student should contact the Paul L Foster Success Center, One Bear Place #97021, Waco, TX 76798-7021, 254-710-8212, for withdrawal appeals or the Dean's Office having oversight of the class for add/drop appeals.

Dropping an Audited Course

Students who drop an audited course by the fifth class day for the fall or spring semester are eligible for a full refund. Full refunds also apply to students who drop an audited course by the third class day for the full summer session, by the second class day for Summer I and II, and by the first class day for the Minimester. No refunds are given after the designated drop date.

Right to Withhold Transcripts and/or Block Registration

Baylor University may withhold the issuance of a transcript record and/or block the registration of any current or prior student if the student has certain outstanding obligations to the University. The student obligations may be financial or non-financial. Financial obligations include: Public Safety traffic fines, Health Center charges, student loan accounts, tuition and fees, or any other financial obligation owed by the student to the University. Non-financial obligations include the University requirements of a student imposed by published written policy or other written requirements including, but not limited to, incomplete processing under the Student Disciplinary or Honor Code Procedures. Release of the transcript and/or a registration block will be authorized only after a financial obligation to the University is paid in full, or satisfactory arrangements are made to comply with other obligations.

Grade Reports

End of semester grades will be available through BearWeb. Students who wish to receive a printed copy of their grades must complete a written request for grades to be mailed, which may be completed in

person in the Office of Academic Records or by faxing a written request with the student's written signature to 254-710-2233. A request for a written copy of grades must be completed each term.

Registration and Course Load

Academic Advisement

To enhance Baylor's learning environment, the university's undergraduate academic advisors offer services designed to help students formulate academic goals and develop their personal potential. In addition to selecting classes, students work with professional and faculty advisors to review general degree plans and audits, find and develop specific academic plans within a major or program, and achieve personal goals. To assist students in making important life decisions, advisors and mentors also connect students with departmental and campus resources as well as community and professional opportunities.

Students are assigned to academic advisors by classification, major and program throughout the undergraduate experience. Advisor assignments are available on the each student's BearWeb account under Registration-Advisement & Contact Information. Any student who needs assistance concerning advising procedures at Baylor should contact the Academic Advisement department in the Paul L. Foster Success Center (phone: 254-710-7280 or email: academic_advisement_office@baylor.edu)

Advising guidelines and resources are available at www.baylor.edu/advising.

Pre-social work students who have completed less than 30 semester hours are advised in the Office of Academic Advisement in the Paul L. Foster Success Center. Pre-social work students who have completed thirty semester hours or more will be advised in the Baccalaureate Program Office in the School of Social Work.

Faculty and Staff advisors for students who have been admitted to the School of Social Work are as follows:

Erma Ballenger	Jim Ellor
Angela Fields	Cindy Harr
Helen Harris	Tracey Kelley
Susanne Klawetter	Kim Kotrla
Dennis Myers	David Pooler
Rob Rogers	Becky Scott
Michael Sherr	Jon Singletary
Gaynor Yancey	Melody Zuniga

Students who are admitted to the major are required to be advised by their assigned faculty advisor. Students are assigned an advisor upon admission to the School of Social Work.

Course Load

The normal academic load per semester for undergraduate students is five courses plus activity human performance, Aerospace Studies, applied music, or ensemble. A student must be enrolled in twelve semester hours to be considered full time; the maximum course load is eighteen semester hours except in the School of Music where nineteen hours are permitted.

Students are expected to carry a normal load unless they must do an excessive amount of outside work or present other reasons acceptable to the appropriate academic dean and advisor. The average student should reduce the load to four courses if he or she works as much as four hours daily. Each student is responsible for limiting his or her program in light of the foregoing statements.

Schedules for more than eighteen hours will not be permitted except in the following situations: One course may be added to the normal load if the student 1) has a "B" average on all courses completed and for the immediately preceding semester, 2) has a 3.25 GPA for the preceding semester, or 3) is a last-term senior in good standing. This privilege will be withdrawn if grades drop, or if health seems to be threatened. A desire to graduate early is not, in itself, sufficient reason to request the privilege of a greater than normal

load. Occasionally, last-term seniors with a superior average will be permitted to carry a maximum of twenty-one hours if it will permit graduation in that term.

An undergraduate student is considered full time taking twelve semester hours and half time taking six semester hours.

Maximum credit for students enrolled in the two traditional summer terms is sixteen hours which must be earned in no more than four courses or four courses and activity human performance. Five full courses in these terms will not be permitted for any reason whether taken in residence, in correspondence (if correspondence is approved), or by transfer. Students may not earn credit for more than two courses, to which activity human performance may be added, for a maximum of eight hours credit in one term.

For the full two-term summer the ideal maximum schedule is two courses or two courses and an activity human performance course in each term. Students may also opt to take two full summer semester courses plus one additional course (or one additional course and an activity human performance course) in each term. Students enrolled in a Special Workshop Course may not pursue other courses in that period.

For students who enroll in the minimesters offered between the spring semester and the first summer term, a maximum of three additional hours credit may be earned. Thus, students who take the maximum load for all three terms (minimester plus two regular terms) may earn a total of 19 hours.

Registration Policies and Procedures

Registration is completed according to the procedures and time schedule outlined on the web under “Registering” (<http://schedule.baylor.edu>.) for Classes.”

Pass-Fail Registration

With the written permission of the dean of the appropriate academic unit, a student who has earned a “C” average on a minimum of sixteen semester hours may elect one course per term graded on a pass-fail basis. Business school students may not register for pass-fail credit in any course, including activity human performance, required under the B.B.A. degree program. Such courses may be used for elective credit only and for a four-year program may total no more than eighteen semester hours. No course in a student’s major or minor field may be taken on a pass-fail basis, even if the requirements in the major field have been fulfilled. In addition to the eighteen hours of electives that may be taken on a pass-fail basis, required activity human performance courses and certain specified one-hour courses in other fields may also be taken pass-fail. These may be taken in addition to the one elective course allowed each semester and do not require special permission.

If a grade of “A,” “B,” or “C” is earned, the grade will be recorded as “P” (Pass). If a “D” or “F” is earned in the course, the grade will be recorded as “F” (Fail); however, this does not count toward the grade point average. Change in course registration from credit to pass-fail, or from pass-fail to credit, may be made only during the period in which courses may be added.

Repetition of any course must be for a grade, and the grade received the last time the course is taken is the only grade that counts on the student record.

Audit Registration

Students who wish to take a course and not earn academic credit may be eligible to audit the course with the written permission of the associate dean of the appropriate academic unit. To officially register after receiving written consent, students will bring the approval notice to the Registration and Academic Records Office, 370 Robinson Tower, Monday – Friday, 8 am – 5 pm. The fee for auditing a course can be found in the “Financial Costs” section of the catalog. There is no additional fee for students enrolled in 12 hours or more.

Laboratory and applied courses may not be audited. The student is entitled only to listen to lectures and class discussions. Audit enrollment is subject to the instructor’s willingness to have nonparticipating students. Auditors are not permitted in certain courses as specified by the individual departments; they are

ordinarily not permitted in seminars or writing and conference courses. Auditing a course allows for library access and does not afford the use of other ID accessible facilities.

Courses taken for audit may not exclude a student seeking credit, may not be repeated at a later date for credit, may not be changed in status after the registration period, and are not considered part of the course load.

Postgraduate Registration

A post baccalaureate student that is not seeking a second undergraduate degree does not need to petition or seek permission to take any undergraduate course, but must obtain permission from the Associate Dean for Graduate Studies before registering for a social work graduate course. A post baccalaureate student that is admitted into an undergraduate degree program must follow the same registration procedures as undergraduates (refer to <http://schedule.baylor.edu>). If students register in the Registration and Academic Records Office, they will need to inform the Registration Assistant of their post baccalaureate status. In order to register through BearWeb for a course that requires a prerequisite, students must contact the department. Students deciding to audit courses must follow procedures for all students as stated in the catalog.

Correspondence Course Registration

A limited number of undergraduate courses may be taken by correspondence to meet the needs of non-resident Baylor students. In exceptional situations, the associate deans may grant permission to a student to take a correspondence course in residence.

The student must submit a petition to the associate dean of the academic unit in which he or she is enrolled requesting permission to take by correspondence one of the courses which has been approved to be offered by correspondence. The Dean's Office of the College of Arts and Sciences initiates registration, verification of tuition payment, and academic administration of the correspondence course.

Eligibility: A student must have been a previous full-time student or be a currently enrolled fulltime student before he/she may register for a correspondence course. A maximum of nine semester hours may be earned by correspondence for credit toward a bachelor's degree. A student registered for course work at Baylor may not take correspondence courses from another school to count toward a Baylor degree or certificate. Only undergraduate credit may be earned by correspondence. A student may enroll in only one correspondence course at a time and it must be completed before a second may be started. Correspondence courses may not be taken Pass/Fail.

Tuition: The tuition for correspondence courses is calculated at the standard tuition rate.

Time limits: A minimum of forty-five calendar days from the date the course begins is required to complete a course, and the maximum time allowed is ninety days. Non-resident students must complete the course before enrolling for course work in residence. Students who fail to complete the course within ninety days will be assigned a grade of "DF." A student must notify the faculty member and the academic department or school offering the course to withdraw from the correspondence course. The grade of "W" will be assigned for withdrawals within the first thirty days of the course. Between the thirty-first and ninetieth day, the grade of "W" or "DF" will be assigned by the instructor, and after the ninetieth day the student will receive an automatic "DF."

Post Registration Changes

Change in schedules may be made through BearWeb at www.baylor.edu/BearWeb through the 100 percent refund period. After that time, students must make class schedule changes in the Registration and Academic Records Office (refer to calendar). A \$20 fee will be charged each time students come to the office to make changes. Permission from the Associate Deans' offices is required to add or register after the seventh class day (fall and spring – refer to summer timelines on calendar). Students may drop classes at their own request through the twentieth class day (fall and spring). After the twentieth class day, students

must obtain a change in schedule form signed by the professor of the class who marks whether the student is passing or failing.

School of Social Work

Freshmen
Sophomores, juniors and seniors

Office of Academic Advisement
Program Manager for Baccalaureate Studies
Associate Dean for Baccalaureate Studies

Courses Dropped by Student

Students have the option to drop a class prior to or during a semester. Students should review “Before You Drop A Course” under Academic Goals on the advising website at www.baylor.edu/advising. Once the term has begun students should follow these guidelines. If a student drops a course before the end of the twentieth class day of the fall or spring semester, the student is presumed to be passing. After the twentieth class day, the student’s standing is determined by the professor. If the student is failing at this time, the final grade is “DF” which is equivalent to “F.”

Failure of the student to drop a course officially will result in a grade of “F.” A course is not considered officially dropped until the student delivers the signed change in schedule form to the Registration and Academic Records Office; the student must attend class regularly until that time.

See the Financial Data section of this catalog for the refund schedule.

Withdrawals from the University

Withdrawals occur when a student decides to leave the University after classes have begun for a semester. Withdrawals and requests for related refunds must be in writing and addressed to the Paul L. Foster Success Center. Any other procedure will lead to failure in all courses for which the student is registered.

Grades are assigned according to the schedule in the academic calendar. Courses from which a student is withdrawn are not removed from the student’s record unless tuition refunds of 100 percent are awarded. Tuition refunds are defined under “Expenses.”

Students who attended Baylor as non-degree seeking students must reapply for admission and provide appropriate documents in order to be reviewed for possible admission as a degree-seeking student. Students who were provisionally admitted to the university but did not meet the minimum GPA at the completion of the freshman year must apply for readmission upon completing at least twenty-four semester hours at another college or university and achieving a cumulative 2.5 GPA on that work. The student will be responsible for degree requirements and regulations in effect upon reentry to Baylor. This does not apply to students given permission to take courses in summer school elsewhere.

See the Financial Costs section of this catalog for the refund schedule.

Transfer Credit from Another School

Transfer credit will only be granted for course work taken at a regionally accredited institution. All course work that a student takes at another college is evaluated for equivalent transfer credits, not necessarily for degree requirements. It is the student’s responsibility to determine if the equivalent course applies to a specific degree requirement by referring to the *Baylor University Undergraduate Catalog* or to the appropriate college or school.

In addition, it is the student’s responsibility to follow the policies listed below. If the student fails to abide by these policies, the student risks losing the credit when an audit of the degree plan occurs.

1. After matriculation, a student may transfer a maximum of fifteen semester hours to Baylor for degree credit. If the Admissions Committee requires more than 15 hours for readmission to Baylor, the transfer of any of these additional hours for degree credit may be limited by individual Baylor colleges/schools for degree credit. The student should seek further information from the school or college in these circumstances.

2. In summer school, a student may earn credit for two courses in six weeks or four courses in twelve weeks (not to exceed a total of fourteen semester hours). This privilege does not apply to the last thirty hours of degree requirements nor will exceptions to general or major residence requirements be approved.
3. A grade of “C” or better must be earned in all courses transferred to Baylor; this work does not alter the grade point average.
4. Courses taken in residence may not be repeated at another school for degree credit.
5. A maximum of seventy semester hours may be transferred from a community/junior college.
6. No course at or above the “3000” level may be taken at a community/junior college and no community/junior college course will be evaluated as an advanced course.
7. Degree credit will not be given for courses taken at other colleges or universities while concurrently enrolled at Baylor University.
8. Students may not defer basic required courses in the expectation of taking such courses elsewhere.
9. Elementary science and modern foreign language courses without laboratory will not be accepted for transfer.
10. PSC 2302 may not be transferred from another school after the student has earned hours at Baylor.

If a student earns credit for as many as two of the four required English courses before registering as a Baylor student, it is recommended that the remaining English credit be earned in residence.

NOTE: The Texas Common Course Numbering System (TCCNS) as described in the Course Numbering Section of the Baylor University Undergraduate Catalog will assist in determining some equivalent courses at participating Texas community/junior colleges.

Curriculum Organization

Eligibility for Courses

ENG 1302 and 1304 should be taken during the freshman year. At least one religion course, 1310 or 1350, should be taken in the first year and the other not later than the sophomore year. The same is true for history. Language should be started in the first or second year, not later than the second sophomore semester, and continued without interruption until requirements are fulfilled. Science and mathematics sequences should not be interrupted.

Once a student has received credit for a course, the student may not receive credit for a prerequisite to that course.

Courses at the “2000” level are usually second-year courses, but a first-year student with fifteen hours credit or with sufficient advanced placement may register for a maximum of two such courses if lower courses are not being deferred thereby.

Courses at the “3000” level are primarily for juniors and seniors. However, courses in chemistry, languages, mathematics, and physics may be taken for advanced credit by lower-level students under the following conditions: 1) advanced placement has been secured in the subject; 2) all necessary prerequisites are completed; 3) the logical development of their course of study requires it; and 4) basic lower-level courses are not deferred.

Courses at the “4000” level are not available to students below junior rank except in cases of advanced placement and when no graduate students are enrolled.

Semester Hour

The semester hour is the measure of credit at Baylor University. It is the amount of credit given for the successful completion of one clock hour of class work per week for one semester or an equivalent amount of time scheduled in a different manner. Consequently, a class that meets one hour daily, three days

per week for fifteen weeks carries credit for three semester hours. Generally three hours of laboratory or practicum are rated as one semester hour. The credit hours for a given course are indicated by the second digit of the course number. The letter “V” in this position indicates that the course can be taken for a varying number of credit hours.

Course Numbering

Baylor course numbers consist of an alpha prefix followed by a four-digit course number. The level is specified by the first digit, as follows: 1) freshman; 2) sophomore; 3) junior; 4) senior; 5) graduate, master’s and doctor’s; 6) doctoral level only.

The second digit specifies the number of semester hours of credit assigned to the course. The letter “V” is used as the second digit for courses which may be taken for a varying amount of credit; the varying amount of credit is indicated at the right of the course title preceding a course description.

The last two digits are reserved for departmental use in indicating sequence of courses.

The Texas Common Course Numbering System (TCCNS) is included in this catalog to assist students in identifying courses that are equivalent to Baylor courses. An increasing number of colleges in Texas are voluntarily adopting this transfer system which facilitates a smooth transition from one college to another. The TCCNS has a standardized four-letter prefix followed by a four-digit course number. The first digit of the number reflects the academic level of the course, as follows: 1) freshman; 2) sophomore. The second digit specifies the number of semester hours of credit assigned to the course. The last two digits indicate the sequence in which courses are generally completed. A TCCNS equivalent is listed at the right of a course title preceding the course description.

Class Attendance

Baylor recognizes class attendance as vital to the academic success of a student because attendance connects a student directly to course material and to faculty interaction. The university expects each student to take full advantage of his or her educational experience by developing personal responsibility for class attendance and thus academic work.

Class absences are one of the early signs that a student may be experiencing academic, personal, or emotional challenges or distress. Therefore, faculty may refer a student to the Paul L. Foster Success Center for intervention.

University policy requires that to earn credit in a course the student must be officially enrolled by the end of the second full week of the semester and attend at least 75 % of all class meetings. Faculty members may establish additional attendance requirements as outlined in course syllabi. Excessive lateness will be dealt with by the individual instructor. Any student who is not present for at least 75 % of the scheduled class sessions for any course will automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75 % of class meetings.

All course requirements may not necessarily be fulfilled by meeting the 75 % minimum. The student bears the responsibility for the effect which absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course. At the same time, if a student’s required participation in a University-sponsored activity causes the student to be absent from class, and if the student seeks to make arrangements prior to the absence to complete scheduled assignments, the faculty member is expected to work with the student to allow for the completion of class work and assignments.

Students are usually allowed to make up class work and/or tests missed because of serious illness, accident, or death in the family. The office of the University Chaplain will notify faculty on behalf of a student when the serious nature of the situation prohibits the student from being able to make immediate contacts such as in the case of hospitalization or the death of an immediate family member. Any request by faculty to verify the nature of an absence should be made to the student upon his/her return.

Course Content and the Mission of the University

At Baylor University, we strive to prepare leaders for our world who are knowledgeable, can think critically, and are wise and compassionate. We prepare graduates who will lead their fields in practice and relevant research. This preparation may require inclusion of sensitive and controversial realities and human behavior, but such inclusion does not constitute endorsement by the university.

Examinations

End of Semester Examinations

At the end of each semester, final examinations are given in all subjects. The examination closes the work of a particular course. Because of the value in bringing about a general view of the whole subject, no student is excused from any final examination for any reason.

All examinations are conducted on the basis of the Honor Code as printed in the *University Student Handbook*.

No final examination may be given on other than regularly scheduled dates unless approved by the appropriate academic associate dean. A student with three final examinations scheduled on the same day may appeal to one of the teachers or the appropriate associate dean who will reschedule an exam during the final examination period.

Delayed Examinations

A student who misses an end of semester examination due to illness or another imperative cause should, as early as possible, consult the teacher for permission to take a delayed examination. If possible, this request should be made before the scheduled time for the examination as late explanations are less likely to be accepted. If delayed examination permission is granted, the course grade will be "I" (incomplete) if the student is in satisfactory status in the course; otherwise, the grade will be "F."

If a delayed examination request is directed to the Associate Dean of Baccalaureate Studies, he or she will consult the professor and subsequently inform the student of the approval or disapproval of the request. If approved, the student may then arrange with the instructor for the examination. Permission for a delayed examination will not be given unless the student is in good standing in the course. The incomplete grade must be removed by the end of the subsequent semester (summer term included); the "I" will automatically be changed to the grade of "F" if the course is not completed by this time. An "I" is not included in hours earned or grade point average until it expires or becomes a grade.

Grading Policies

Course Grades and Points

- A Excellent; earns four grade points per semester hour.
- B+ Very good; earns three and one-half grade points per semester hour.
- B Good; earns three grade points per semester hour.
- C+ Above average; earns two and one-half grade points per semester hour.
- C Average; earns two grade points per semester hour.
- D Poor; earns one grade point per semester hour.
- F Unsatisfactory; earns no grade points per semester hour.
- I Incomplete; usually because of excused absence from the final examination or permission for extension of time to submit a report or term paper. In most courses, the "I" must be removed by the end of the next semester (summer terms included); if the course is not completed by this time, the "I" will automatically be changed to the grade of "F." However, in some specifically designated courses with an exceptionally heavy reading, research, or project component, such as honors courses, the "I" must be removed within one calendar year from the time at which the "I" was given. If the course is not completed by this time, the "I" will

automatically be changed to a grade of “F.” An “I” is not included in hours earned or grade point average until it expires or becomes a grade.

- IP Used for courses in which the specified time for completing an incomplete has expired but for which the instructor has submitted an extension of time request.
- DP Drop Passing – not calculated in GPA.
- DF Drop Failing – calculated in GPA; equivalent to “F”.
- WP Withdraw Passing – not calculated in GPA.
- WF Withdraw Failing – calculated in GPA; equivalent to “F”.
- P Pass; used for courses graded on a pass-fail basis. If a grade of “A”, “B”, or “C” is earned, the grade will be recorded as “P.” Semester hours are earned, but no grade points.
- FA Fail; used for courses graded on a pass-fail basis. If a grade of “D” or “F” is earned, the grade will be recorded as “FA.” This does not count in the grade point average.
- CR Satisfactory completion of courses graded on a credit/non-credit basis; semester hours are earned, where appropriate, but no grade points.
- NC Unsatisfactory completion of courses graded on a credit/non-credit basis; neither semester hours nor grade points are earned.
- AU No academic credit earned; for courses registered on an audit basis.

Grade point status can be modified only by work done in residence at Baylor; courses may not be repeated at another institution for transfer credit to Baylor. For certain degree requirements, it is expected, and usually required, that a failed course be repeated. It is frequently advisable and sometimes necessary to repeat a course in which a grade of “D” has been earned. See regulations regarding course repetition in this catalog.

In the School of Social Work grades will be based on the following scale:

A	91-100	C	71-76
B+	87-90	D	60-70
B	81-86	F	Below 59
C+	77-80		

Academic Appeals

The function of the University Academic Appeals Committee is to hear student complaints of unfair treatment by members of the faculty. Details of the student grievance procedure can be found online in the University Student Handbook, at http://www.3.baylor.edu/Student_Handbook.

Course Repetition

Courses taken at Baylor for which the grade is “F” or “D.”

The course may be repeated. If it is repeated, it must be repeated at Baylor before a course is taken for which the course in question is a prerequisite. The course cannot be repeated in another school for transfer to Baylor and for use as degree credit. In addition, some departments will allow courses to be repeated only once for credit. Exception to the number of times the course can be taken can be granted by the dean. Repetition of any course must be for a grade and the grade received the last time the course is taken is the only grade that counts in the student’s GPA.

If a student repeats a course in which the grade is “F” or “D” and receives an incomplete grade the second time that the course is taken, the second course will not count as a repeat until such time that a grade has replaced the incomplete. At that time, the record will be reviewed and the notes and GPA will be adjusted.

The School of Social Work requires a grade of “C” or better in all courses. See school or departmental major/minor requirements for policies governing the repetition of courses in specified academic areas.

Courses taken at Baylor for which the grade is “C.”

The course may be repeated only if permission is granted by the appropriate academic associate dean. If such permission is granted, it is governed by the provisions stated under “Courses taken at Baylor for which the grade is ‘F’ or ‘D’.”

Courses taken at Baylor for which the grade is “B” cannot be repeated.**Courses taken in residence, failed or not, may not be repeated at another school for transfer to Baylor.****Deans’ Academic Honor List**

A student who earns a grade point average of 3.70 with no grade lower than a “C” while registered for a minimum of twelve semester hours of regularly graded courses in a semester (including the summer session) will be eligible for the Deans’ Academic Honor List issued by the office of the Executive Vice President and Provost.

Graduation With Honors

Students graduating in residence are eligible for the honors cum laude, magna cum laude, and summa cum laude under the following conditions:

Minimum credit

earned at Baylor	Cum Laude	Magna Cum Laude	Summa Cum Laude
94	3.75	3.85	3.95
61-93	3.80	3.90	
60	3.85	3.95	

In addition, satisfactory performance on a specified comprehensive examination may be required to confirm eligibility for graduation with honors.

Only Baylor University residence credit will be considered in calculating these averages. Credit by examination does not count as residence work toward honors.

Students earning a Baylor degree but taking the senior year in architecture, dentistry, forestry, clinical laboratory science, medicine, or optometry may qualify for graduation with honors if they have earned honors in Baylor and also in the professional program. The professional school must certify that they have qualified for honors on the work submitted for the senior year.

Academic Actions**Academic Probation and Suspension**

At any time a student’s term and/or cumulative grade point average (GPA) is below 2.0 on a 4.0 scale, the dean of the academic unit in which the student is enrolled will notify the student that he or she will be placed on academic probation during the upcoming term. If at the end of the first probation term the student’s term GPA is again below a 2.0, the student will be subject to suspension. However, if at the end of the first probation term the student’s term GPA is 2.0 or above but the student’s cumulative GPA is still below 2.0, the student will be continued on probation until the cumulative GPA also reaches at least a 2.0. On the other hand, if at the end of the first probation term both the student’s term GPA and cumulative GPA are 2.0 or above, the student will be removed from probation. If the student’s term GPA subsequently again falls below a 2.0, the student will be subject to suspension. A student on academic probation is encouraged to

seek counseling regarding course load, course selection, and other academic assistance from the dean's office in the academic unit in which the student is enrolled and from the Paul L. Foster Success Center.

Suspension Process

Any student who is subject to suspension under the guidelines for academic probation and suspension will be informed in writing by the Associate Dean of Baccalaureate Studies in the School of Social Work that suspension appears to be appropriate. The letter will inform the student that the associate dean will review the student's academic records before making a decision as to whether to place the student on academic suspension. The letter will indicate that the student has ten days from the date of the letter to provide the associate dean with relevant information (change of grade, verifiable medical condition, or other circumstances) that might affect the associate dean's decision. After reviewing the student's academic records and other relevant information supplied to the associate dean by the student or by others, the associate dean will decide whether to place the student on academic suspension or to extend the student's period of academic probation. The associate dean will notify the student in writing of the associate dean's decision. The period of suspension for a student who is placed on academic suspension for the first time is one enrollment term. The period of suspension for a student who is placed on academic suspension for a second time is three enrollment terms.

A student who is reinstated following his or her first academic suspension is on academic probation and must meet the terms of academic probation to avoid a second academic suspension. A student who is reinstated following his or her second academic suspension is on academic probation and must meet the terms of academic probation to avoid dismissal from Baylor University.

Applying for Reinstatement Following Academic Suspension

A student applying for reinstatement following academic suspension must explain to the associate dean in writing his or her assessment of the reasons for the academic difficulties and how, if reinstated, he or she expects to change academic performance so as to raise the term and cumulative GPA to the required level.

General and Second Degree Requirements

General

The candidate for any degree should study carefully all course and other requirements for that degree and for graduation. Each student is responsible for all requirements as stated, and careful attention to the program will result in completion of the requirements for graduation in the minimum time.

The minimum requirement for a Baylor degree is 124 semester hours including at least thirty-six semester hours of "3000" or "4000" level courses; however, specific degrees may require more than the minimum.

Approximately the first sixty-four hours required for the bachelor's degree are devoted to general or introductory study in diverse fields. This diversification is intended to give breadth of view and to assist the student in selecting a field of specialization.

A major field of specialization should be chosen by the beginning of the junior year and may be chosen earlier. The student should notify the office of Academic Advisement or the appropriate academic dean of this choice and request a degree audit. The degree audit, a computer-generated report outlining the student's academic progress toward completion of a specified degree program, is available in the academic dean's offices, Academic Advisement, and the Academic Records Office. University requirements for the major, such as minimum hours, residence, advanced work, and GPA, are listed under the "Degree Requirements" in this catalog.

A student may elect a minor consisting of a minimum of eighteen semester hours in a designated area of study, which may be from a different school/college than the major field (at least twelve hours in residence). At least nine hours must be at the "3000" or "4000" level; not more than three hours from the major may be applied to the minor. Specific requirements for the minor, as designated by the academic units,

are listed with “Degree Requirements” and in the department and institute sections of the Baylor Undergraduate Catalog.

Second Degree

Students may qualify for a second, and different, bachelor’s degree from Baylor University by completing a minimum of thirty semester hours (sixty hours if the first degree was obtained elsewhere) after the first degree has been awarded. These hours must include all specific, group, and major requirements pertaining to the second degree that were not included in the first degree program. All courses must be completed in residence. The major for the second degree must differ from the first and must include at least twelve hours of additional “3000” or “4000” level courses.

If a student wishes to seek a minor on a second degree, it must be in a different field from the major or minor on the first degree and must include a minimum of nine additional hours taken in residence beyond the hours in that field taken on the first degree. At least six hours of the additional nine hours must be advanced. All the basic requirements for all minors also apply.

Other Requirements for Graduation

Residence Requirements

Baylor University holds to the principle that a Baylor degree is symbolic of a Baylor education and of the principles for which Baylor stands. To this end the University insists on a significant residence period as a degree requirement. A minimum of sixty semester hours must be earned in residence and the University urges a much higher amount. *Note: After matriculation, a student may transfer a maximum of fifteen semester hours.*

No exceptions to the thirty-hour regulation will be made for any reason unless the student will have done more than over half the work at Baylor, in which case the following non-residence privilege may be granted upon petition in advance:

1. Three hours of elective work, in the last thirty hours, may be taken elsewhere if at least seventy hours will have been earned in residence.
2. Six hours of elective work, in the last thirty, may be taken if at least eighty-five hours will have been earned in residence.
3. A maximum of nine hours of elective work, in the last thirty, may be earned out of residence if at least 100 hours will have been earned in residence.

Advanced placement credit and credit by examination will not be considered as residence credit.

Chapel

University Chapel is the oldest tradition at Baylor. For over 160 years Baylor students have gathered to worship together, to engage important issues of our day, and to be inspired by speakers and artists and academicians and leaders from every vocation. As students worship together, they will be invited into a service that both speaks to where they are and exposes them to the worship tradition of the larger Body of Christ. In addition to worship services, other programs will be offered that not only lift the spirit but prompt the vocational imagination. This kind of collective sacred experience is a critical dimension of a Christian education.

For these reasons, Chapel attendance is a graduation requirement at Baylor University. Credit for Chapel requires attendance of at least three-fourths of all meetings. The Chapel requirement is two semesters for an entering first-year student and for a student who transfers to Baylor from another institution and who is classified by Baylor at the time of transfer as either a freshman or a sophomore. **Entering freshman students who begin in the fall semester must take Chapel during that semester, including the University 1000 program. In this program students meet for the first six weeks of the semester in a small group with a faculty or staff member.** The Chapel requirement is one semester for a student who

transfers to Baylor from another institution and who is classified by Baylor at the time of transfer as either a junior or a senior.

Admission to Candidacy

All candidates for degrees should file graduation cards (notice of intention to graduate) in the office of the Associate Dean of Baccalaureate Studies during the second semester of their junior year. This will make it possible for records to be checked to determine eligibility for graduation. Failure to do this may cause a delay in graduation because of unfulfilled requirements. To be admitted to unqualified candidacy for graduation in this semester, the student must be following an official degree program making it possible to graduate as planned and must have earned approximately enough grade points to graduate.

Students may graduate at the end of the fall semester, spring semester, or summer session. Graduates are expected to attend the commencement exercises. Diplomas are dated and available only as of the official closing date of a semester or full summer session. No student may receive his or her diploma until all degree requirements are complete and the necessary official records are in the Registration and Academic Records Office. The University reserves the right to correct errors in records at any time. Students permitted to complete programs off campus are responsible for indicating their term of graduation and for supplying all records needed.

Grade Average

A grade average of “C” or better must be maintained overall and in all major and minor fields and academic specializations. Exceptions to this policy may be found in the requirements for each academic unit. Grade averages are computed on the basis of hours attempted, not hours completed. The grade average in the major field is based on all attempted courses eligible to be included in the major, not merely on the minimum major requirements. Credit transferred from other schools does not affect the GPA in any respect. Courses graded pass-fail are not counted in the GPA.

Required Assessment

Graduating students may be asked to participate in one or more assessment activities which may include nationally normed academic achievement tests, by discipline, administered by departments, schools, or the university in general. Assessment of student outcomes is an integral accreditation requirement for Baylor University.

Catalog Governing Requirements

Normally a student will fulfill the degree requirements as listed in the catalog of the year of initial, continual enrollment. The student may choose the requirements as listed for any other specific academic year in which the student is enrolled. However, the University reserves the right to make any changes in requirements it may consider necessary and desirable by due notice in this catalog.

The catalog year begins with the opening of the fall semester, but a student entering for the first time during a summer session will be subject to the catalog requirements for the academic year immediately following the student’s first entry.

Baccalaureate Social Work Curriculum

Throughout the curriculum, the program infuses content on: (1) social work values and ethics; (2) diversity as it relates to the differences and similarities in the experiences, needs, and beliefs of people; (3) the dynamics and consequences of social and economic injustice and the various forms of human oppression and discrimination; (4) populations who experience the impact of discrimination, economic deprivation, and oppression; (5) faith and social work practice; (6) religious organizations and communities; and (7) aging and gerontological social work practice. Coursework provides students with the opportunity to acquire knowledge and skills that will enable them to carry out assessment, planning, intervention, evaluation, follow-up, and termination with individual clients, groups of clients, families, organizations and

communities. Coursework includes service learning opportunities to prepare for field internship and professional practice.

The curriculum is structured sequentially so that knowledge builds throughout the program and Bachelor of Social Work (BSW) concludes with two semesters of 240 clock-hour internships and a senior capstone seminar in the final semester. Orientation to field internship is required prior to application to field. The internships are an integral part of the curriculum and engage the student in progressively-supervised direct service delivery activities that provide practical experience in the application of theory and skills acquired in previous courses. An integrative seminar accompanies each semester of the internship and provides students with opportunities to compare their practice experiences with knowledge from their liberal arts and social work courses, expanding on knowledge beyond the classroom.

The program provides ample opportunities for hands-on experiences through community service work, classroom simulations, and videotaping. The senior capstone seminar is designed to allow the student to present, in portfolio format and in interview, readiness for professional employment or for graduate study for advanced professional practice.

Bachelor of Social Work (BSW)

The Baylor School of Social Work undergraduate and graduate programs are fully accredited by the Council on Social Work Education.

BSW Degree Requirements

Minimum 124 semester hours including the following:

- | | | |
|----|--|--------------|
| I. | Basic requirements | 58-72 hrs. |
| | A. ENG 1302, 1304, and 2301, plus one of the following: | |
| | ENG 2304 or 2306 or 3 hours of "2000" level or above GTX..... | 12 hrs. |
| | B. REL 1310 AND 1350 | 6 hrs. |
| | C. MTH 1301, 1304*, 1321, or STA 1380..... | 3 hrs. |
| | <i>*MTH 1304 is intended only for students who plan to take MTH 1321.</i> | |
| | D. Fine Arts. | 7 to 9 hrs. |
| | 1. One course from each of the three areas: | |
| | ART 1300, 2302, or 2303. | |
| | CLA 3380. | |
| | FAS 1161, 1126, 1136 (must take all three courses) | |
| | FSC 3313, 4313. | |
| | JOU 1303 or FDM 1303. * | |
| | <i>* Credit not allowed for both JOU 1303 and FDM 1303.</i> | |
| | MUS 1220, 3322, 3323. | |
| | CSS 1301, 1302, 1304. | |
| | THEA 1206, 2374. | |
| | 2. Applied courses may not be substituted. | |
| | E. Foreign Language | 3 to 14 hrs. |
| | To be fulfilled with one of the following combinations: | |
| | 1. Complete one Modern or Classical language through 2320 level. | |
| | Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, and Thai may be used. (Spanish is recommended.) | |
| | [1401 (1301) and 1402 (1302)] or 1412, 2310, and 2320. | |
| | 2. Complete two Classical languages through 1302 or 1402 level. | |
| | Two languages from Latin, Greek, and Hebrew may be used. (If available, the following Biblical and Related languages may be used: Akkadian, Aramaic, Syriac, Ugaritic.) | |

**It is strongly recommended that the language requirement be started during the first year of residence work.*

- F. Laboratory Science.....12 hrs.
 1. Four semester hours from BIO 1401 or BIO 1305-1105.
 2. Four semester hours from: NSC 1306-1106.
 3. Four semester hours from: CHE 1300-1100, or CHE 1301-1100 or CHE 1405, or PHY 1405, 1408, 1420, or 1455.
- G. History and Social Science12 hrs.
 1. PSC 2302
 2. Six semester hours from HIS 1305, 1307, 2365, or 2366.
 3. ECO 3355
- H. Human Performance, three activity courses3 hrs.
- I. Civic Education, CCS 1100 1 hr.
- J. Chapel – two semesters..... no credit
- K. Electives11 to 25 hrs.
- II. Major – Forty-one semester hours including the following:
 A. SWO 2321, 3301, 3322, 3351, 3352, 3354, 3371, 3401, 4372, 4373, 4491, 4492, and 4293.
 B. A grade of “C” or better in social work courses used for the major.
- III. Advanced work (“3000” or “4000” numbered courses) minimum... 36 hrs.
- IV. The requirements for advanced credit, residence, chapel, minimum grade point average, and maximum credit are the same as for the bachelor of arts degree. Additional information about requirements is listed under Regulations for the College of Arts and Sciences” and the “General University Regulations.” Practice in accordance with the National Association of Social Work (NASW) Code of Ethics is required.

Requirements for a Minor in Gerontology

Eighteen semester hours including the following:

- A. GRT 3305, 4393, 4395, and PSY 3341 or SWO 3351.
 B. Six semester hours from ECO 4350; FSC 2351; PSC 3310; REL 4394 or 4395; SOC 4310 or HED 4327; PSY 4355 or SOC 4V70; SWO 4V70.

Bachelor in Social Work (Sample program of work)

BIC and Honor students need to refer to the Honors Section of the Undergraduate Catalog.

Fall Semester, Freshman

Chapel	0
English 1302	3
Religion 1310	3
Biology 1401	4
History 1305	3
Fine Arts	<u>3</u>
	16

Fall Semester, Sophomore

Social Work 2321 (Introduction)	3
English 2301	3
Language (Spanish)	4
Neuroscience 1306/1106	4
CCS 1100	<u>1</u>
	15

Spring Semester, Freshman

Chapel	0
English 1304	3
Math 1301	3
Religion 1350	3
Physics or Chemistry	4
Fine Arts	3
HP	<u>1</u>
	17

Spring Semester, Sophomore

English 2304 or 2306	3
Language (Spanish)	4
History 2366	3
Social Work 3354 (Family)	3
Social Work 3401 (Statistics for SW)	<u>4</u>
	17

Fall Semester, Junior

Social Work 3301 (Research)	3
Social Work 3351 (HBSE I)	3
Social Work 3371 (Practice I)	3
Political Science 2302	3
Language (Spanish)	<u>3</u>
	15

Spring Semester, Junior

Social Work 3322 (Policy)	3
Social Work 3352 (HBSE II)	3
Social Work 4372 (Practice II)	3
Economics 3355	3
Language (Spanish)	3
HP	<u>1</u>
	16

Fall Semester, Senior

Social Work 4373 (Practice III)	3
Social Work 4491 (Internship I)	4
Elective	3
Fine Arts	3
Elective	<u>2</u>
	15

Spring Semester, Senior

Social Work 4293 (Capstone Seminar)	2
Social Work 4492 (Internship II)	4
Elective	3
Elective	3
HP	<u>1</u>
	13

Total Hours = 124

Social Work Requirements for Graduation

Capstone Seminar

The program uses an exit process and procedure to determine if candidates for graduation meet the program's primary mission of preparing students for social work generalist practice. The exit process consists of successful completion of SWO 4293, including portfolio development; and an oral portfolio presentation. Students must have a passing grade in the Senior Capstone Seminar to complete the degree requirements for a BSW degree in social work.

The oral portfolio presentation process demonstrates essential components of professional social work education such as practice skills, social work values and ethics, integration of faith and practice, communication skills, research ability, policy analysis, social and economic justice issues, understanding of populations-at-risk, and understanding and appreciation for human diversity. The process provides the student an opportunity to demonstrate his/her readiness for practice. It requires an integration of all of the student's learning throughout her/his university career and the ability to communicate this knowledge. Students will be scheduled for oral portfolio presentations that are held at the end of the final internship semester. Students will prepare a portfolio in hard copy or electronically, or both, and provide two copies before the oral portfolio presentation. The due date will be determined by the course instructor. The presentation will consist of an interview with a team composed of a social work faculty member and a community practitioner who has not supervised the student.

State Licensing Examination

To become a licensed social worker (LBSW) in Texas, the Texas State Board of Social Work Examiners requires a bachelor's degree in social work from a CSWE-accredited social work program and a grade of 70 or better on the ASWB basic social work examination. This is a national examination used by most states for the licensure of entry-level social workers. Faculty recommend that the intermediate level licensing examination be taken during the semester the student is enrolled in the Capstone Seminar. For more information or resources regarding social work licensing students can contact the School of Social Work Career Services office and visit <http://www.aswb.org>.

Field Curriculum

Mission

Field internship is the practical application of the knowledge, values and skills acquired in the classroom. The primary goal of the internship is education and preparation for professional practice. The aim of the Field experience is to provide interns the opportunity to develop and integrate values, knowledge, and skills learned in the classroom with practice in actual practice settings. Practice settings include non-sectarian and religiously affiliated agencies and organizations. Through the internship experience, theory is applied, skills refined, and attitudes, values, and ethical dilemmas are examined. It is expected that each intern will be fully engaged in the professional learning opportunities provided by the agency, faith based organization or congregation under the supervision of the Field Instructor. Baccalaureate interns will be expected to achieve skill development similar to entry level generalist practitioners.

Objectives

Field education is the heart of the social work curriculum. The Field internship is intended to address all of the program's identified objectives and educational competencies. In addition, the following general objectives of the Field internship include to:

1. Enable students to develop competence in professional practice through the attainment, integration, testing, evaluation, and reinforcement of knowledge and skills.
2. Prepare students for professional practice that includes the integration of faith and social work practice in congregations and religiously affiliated organizations and in non-sectarian social service settings.
3. Provide opportunities for students to shape their professional identity within the framework of the ethics and values of the social work profession and of Christian social service.
4. Prepare students to use generalist practice skills sensitive to systems at risk and diversity that empower and enhance well-being and to receive feedback and direction that guides their practice.
5. Provide the opportunity for students to apply strategies and skills of change that advance social and/or economic justice, and demonstrate understanding of oppression.
6. Provide the student the opportunity to demonstrate professional use of self.
7. Enable students to use supervision.
8. Provide students the opportunity to develop goals and strategies to increase self-awareness and continue professional development.
9. Enable students to improve their own evidence-informed practice through the use of research methods for systematic evaluation of practice.

Students in Generalist Practice Field (BSW and MSW Foundation) will be expected to demonstrate competence in the following core competencies as defined by the Council on Social Work Education (CSWE):

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Additional expectations of placements include:

1. The agency shares with the University and the student a common commitment to education as the primary purpose of the internship.
2. The Field Instructor models social work values and ethics and supports the mission and code of conduct of the University and the School.
3. Field placement sites include settings that allow, encourage, and facilitate the integration of faith and practice and that will develop social work leadership in congregations and religiously affiliated organizations.
4. Field placement sites provide environments that meet and/or exceed standards set by National Association of Social Workers, the Council on Social Work Education, and social work legislation.
5. Generalist Practice Field placement sites and personnel provide practice that is sensitive and responsive to diversity, oppression, and social injustice and that provide interns with opportunity to practice with diverse populations and populations at risk.

Field and Seminar Grading Equation

The baccalaureate Internship I and II grades are composed of the Field evaluation tool completed by the Field Instructor (50 percent) and the integrative seminar grade (50 percent), determined by the seminar faculty. Seminar faculty hold the final grade authority for the Field Internship courses.

Field Requirements and Considerations for Admission

1. Written application
2. Completion of the core social work courses listed in this Catalog.
3. Good standing in the baccalaureate program verified by the Associate Dean, Baccalaureate Studies (admission, 2.5 GPA).
4. Cumulative GPA of 2.7 or better in social work courses.
5. Recommendations from the Practice I and Practice II instructors, volunteer and/or employment supervisors, and one other faculty member.
6. Minimum of a “B” in Practice II.
7. Completion of Field Orientation and required paperwork.
8. Certification of readiness by the Associate Dean for Baccalaureate Studies and the Director of Field Education – Generalist Practice.

The Application/Registration Process for Field Internship is found in the *Field Manual*. Students who are denied admission are informed in writing by the Director of Field Education – Generalist Practice and are directed to contact their faculty advisor to discuss any affect on completion of the degree plan.

Responsibilities of the Field Student Intern

One of the opportunities and responsibilities for students in Field internship is to take the responsibility for their own learning and not rely on the supervisor to structure their learning. The student should identify learning possibilities in his/her placement, identify his/her own professional needs, as well as use the supervisory time to learn what he/she needs to know, share ideas, and evaluate his/her own practice skills, knowledge, and values.

Although Field placements vary greatly, all Field placements offer practice opportunities in working with individuals, families, groups, organizations including faith based organizations, congregations, neighborhoods, and/or communities. At these Field placements, students have the opportunity to participate in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas for potential learning opportunities. All students in all Field placements have the opportunity for social work practice under the educational supervision of a professional social

worker. Whatever the placement situation, the student should always be thinking, “What can I do to help my client?” and “How can I improve my knowledge and skills?”

The Director of Field Education – Generalist Practice, Field Instructor, internship seminar faculty/Field liaison, and the other students in Field internship seminar are available to support and assist each student in taking responsibility for his/her own professional development. Additional Field intern responsibilities in Field Education include:

1. Attending the Field Orientation.
2. Reading, knowing, and following the Field policies outlined in this catalog and the *Field Manual*.
3. Completing the “Application for Field Experience”, supplying all other required application materials, completing successfully any screening and/or criminal background checks required by the agency and conveying to the Director of Field Education – Generalist Practice all information pertinent to the selection of a Field placement during the Field internship planning process.
4. Spending at least the required hours per week in assigned agency (as designated in the Internship Seminar syllabus). Baccalaureate Field placements will begin with the first week of classes. For baccalaureate Field a minimum of 240 hours per semester is required for a passing grade. Field hours must be completed before the scheduled end of the semester. In addition, Field hours cannot be earned before the scheduled beginning of the semester and cannot be completed earlier than one week before the scheduled end of the semester.
5. Functioning with professional behavior as a student intern in the placement setting. Students are responsible for reading and abiding by the agency personnel manual.
6. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from Field placement, result in a failing grade, and may warrant further school disciplinary action. The complete NASW and Texas Codes can be found in the *Field Manual*.
7. Being prompt for internship at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the Field Instructor if s/he is unable to report for Field internship. Unavoidable absences can be made up according to the procedures outlined in the *Field Manual*. (Refer to the Sick Leave Policy in the *Field Manual*.) Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from Field with a failing grade.
8. Using initiative and creativity in his/her activities in Field internship.
9. Sharing Field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.
10. Entering the Field experience with a positive and receptive attitude.
11. Completing all seminar and Field internship assignments by designated deadlines.
12. Completing documentation required by the agency according to the agency’s personnel policies. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.
13. Arranging a conference with the faculty Field liaison and/or Director of Field Education – Generalist Practice pertaining to problems or other matters of concern to the student regarding the field placement.
14. Completing an evaluation of the Field experience at the conclusion of the semester. This evaluation form is supplied as part of the termination process in each seminar.
15. Completing an evaluation (exit survey) of the social work program at the conclusion of the final Field internship. This evaluation form is supplied as part of the termination process by the Evaluation and Accreditation Committee.

Agency Documentation Requirements for Interns

Interns are required to complete and submit all agency documentation as instructed and within the timeframes specified by the agency's policies and the Field Instructor's directions. Agency documentation requirements are completed *during* Field internship hours. Agency documentation requirements are paperwork in addition to the seminar requirements and process recordings required for the internship. Seminar requirements and process recordings are completed *outside* of internship hours. Agency orientation and training should cover documentation requirements. Agencies may require that Field Instructors or supervisors review and/or co-sign interns' documentation. It is the intern's responsibility to follow the requirements for agency documentation and not write anything in a client's file without learning the proper agency procedure. Agency files are the agency's property and should never be removed from the agency.

Out-of-Area Field Placements

Field sites are approved by the Director of Field Education – Generalist Practice and with oversight of the faculty. In order for agencies (Field sites) to be approved by the School of Social Work for the purpose of providing Field Instruction, they must meet the minimum criteria identified in the *Field Manual*.

Area placements shall be those within Waco, McLennan County, and within a 90 mile radius (driving distance for seminar) of Baylor University. Most students will be placed in Field placement sites within Waco/McLennan County and its neighboring counties. The Field Education office has developed a number of placements in Bell County including Temple, Belton, and Killeen, in the Dallas/Fort Worth metroplex, and in the Austin/Travis county area. If students are interested in placements in these areas that are not on the approved list of Field placements, the student should ascertain that the site and supervisor meet the SSW criteria and then talk with the Director of Field Education – Generalist Practice about developing that site. Students in these areas will be expected to return to the campus each week to attend integrative Field seminars unless special approval is given by the Field Education office to use distance technology.

In the event a student would like to be considered for an out-of-area Field placement, the following must be followed:

1. Discuss with the Director of Field Education – Generalist Practice the possibility of an out-of-area Field placement before or during the Field application process. Information provided at that time should include the geographic location preferred, the reasons for the out-of-area placement request, the student's plans for attendance at the integrative seminar, and any preferred agency assignments in that location. Placements will be contingent on the availability of approved agencies/sites on-site supervision, Field liaison visitation, and the continued requirement of the integrative seminar.
2. The student must be willing to maintain telephone contact for additional supervision with the Field liaison. There may be an additional student fee associated with the use of out-of-area Field placements, particularly related to the increased expenses incurred with Field faculty liaison visits and telephone contact.

Placements in Place of Work

In order to ensure an educationally directed Field experience, School policy requires that a student complete Field instruction in an agency/program in which he or she is not employed. In special circumstances, the School may consider an exception to the policy contingent upon the Field placement meeting the Council on Social Work Education (CSWE) standards. These include:

1. The student will have release time for course and Field instruction.
2. The student's assignments will differ from those associated with the student's employment.
3. The student's Field work supervision will differ from those associated with the student's employment.
4. There is no diminishing of the program's established requirements in class and Field interaction.

5. The program's established requirement in Field instruction is educationally focused rather than solely centered on agency's services.

The School of Social Work has established criteria for the utilization of a student's work setting as Field instruction placement. These are:

1. The Field placement must have social work as its primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
2. The organization must provide social work students with a qualitatively different experience from that provided by regular employment.
3. The student must answer to a different supervisor than the work supervisor.
4. The Field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.
5. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar and research project.
6. The agency must meet all requirements of any agency site for Field placements including affiliation with the SSW.
7. The employment work hours and internship hours must be clearly articulated ensuring release time for course and Field instruction. Compensation for a new internship assignment will be considered.
8. The student, employer, Field Instructor and Field Education office must sign the Contract for Placement in Place of Employment.
9. Under no circumstances will a student do more than one Field placement at the place of employment.

Field in the Curriculum

Baccalaureate Field internship begins after the student has successfully completed the core Social Work courses. These include: Introduction to Social Work, Marriage and Family, Human Behavior and the Social Environment I and II, Social Policy, Research, Statistics for Social Workers and Practice I and II.

Field internship is the application of the knowledge and skills the student has obtained in the core classroom courses. The program includes two semesters of Field instruction taken concurrently with other courses. Internship I and II each require the student to complete at minimum, 16 hours per week for 15 weeks, for a minimum total of 240 hours per semester or 480 hours total. During the first semester Field internship, the baccalaureate student is not permitted to take more than 15 semester hours (including Field internship) without the consent of the Associate Dean for Baccalaureate Studies.

Because of the Baylor class schedule, most baccalaureate students are involved in their placements on Tuesdays and Thursdays and attend classes on Mondays, Wednesdays, and Fridays. This is always subject to change. Because Field internship agencies provide services to school aged children and working people, working hours vary from agency to agency. The intern is expected to work out a time schedule with the agency and Field Instructor and to communicate specific scheduling needs to the Director of Field Education – Generalist Practice before placement. Internship hours must be completed in blocks of at least four hours at a time. Exceptions must be approved by the Director of Field Education – Generalist Practice. Internship hours must be completed across the semester of internship, ending no earlier than one week before the end date on the course outline.

Field Orientation

Prior to beginning Field internship, all students must attend Field orientation. This orientation includes the presentation of Field policies, discussion of Field requirements and evaluation, grading procedures, a description of the Field faculty/liason system, and a discussion of internship sites and the placement process. Failure to attend this orientation will prohibit entry into Field internship and will therefore delay a student's course of study.

The following policies and procedures can be found in the *Field Manual*:

- Agency Placement Considerations
- Policy/Procedure for Change of Placement
- Policy/Procedure for Unsatisfactory Progress in the Placement
- Removal of a Student from Field Internship
- Council on Social Work Education Educational Policy and Accreditation Standards
- Field Administrative Policies including holidays, inclement weather, dress code, sick leave, travel, professional liability insurance, personal safety guidelines, international travel for Field, Field grievance, confidentiality, sexual harassment.

Field Internship Seminars

Each semester of Field placement is accompanied by a weekly, one hour and 50 minutes integrative seminar. These seminars provide support to the internship learning process.

Baccalaureate Internship I Seminar (SWO 4491)

This seminar is a required course for all baccalaureate social work majors, taken in conjunction with their first semester of supervised Field instruction. The objective for the internship and corresponding seminar is to facilitate competence in the program's generalist practice objectives at an entry level. Students must earn a minimum of a "B" in this course to move on to the Internship II seminar and Field experience.

Baccalaureate Internship II Seminar (SWO 4492)

This seminar is a required course for all baccalaureate social work majors, taken in conjunction with their second semester of supervised Field instruction. The objective for the internship and corresponding seminar is to facilitate competence in the program's generalist practice objectives. The second semester seminar is designed to build on the first semester seminar and Field experiences.

Courses of Instruction

SOCIAL WORK (SWO)

1100 Community Volunteer Work

Volunteer work in a community welfare health or recreational agency or setting. A minimum of three hours per week for a minimum of forty-two hours for the semester. Participation in the scheduled seminars is also required. May be repeated once for a total of two semester hours.

2321 Introduction to Social Work

An introduction to the profession of social work and the institution of social welfare. Emphasis is on common human needs and problems, and the development and functioning of social welfare as an institution of society. Course content includes history, knowledge base, values, and skills of professional social work as well as contexts for practice and career opportunities.

3301 Social Work Research

Prerequisite(s): SWO 3401 or concurrent enrollment in SWO 2321.

The basic purpose, methods and techniques of social research, evaluation of professional social work practice, and social program evaluation.

3305 Introduction to Gerontology (Cross-listed as GRT 3305 and SOC 3305)

An examination of aging in relation to sociology, psychology, biology, law, political science, literature, religion, recreation, and health. Special emphasis on seeking ways to improve the quality of life for persons over thirty-five.

3311 Race, Class, and Gender (Cross-listed as SOC 3311)

Race, class, gender, ethnicity, and the dynamics of their interrelationships in United States society.

3313 Working with Minorities: The Interpersonal Perspective

The focus of this course is on the interpersonal interactions between the student and persons of different cultural and ethnic backgrounds. The course is designed to enable students to better work with minority persons. Primary emphasis is given to the African-American and Mexican-American experience, although other minorities are considered. The student is given opportunities to better understand his/her own orientation and attitudes regarding minority persons and how these influence interpersonal relationships.

3322 Social Policy

Prerequisite(s): SWO 2321, and credit or concurrent enrollment in SWO 3301. Non-majors must have consent of instructor.

Historical and current patterns of provision of social welfare services, the effect of social policy on people gaining optimal health and well-being, and the effect of social policy on social work practice.

3351 Human Behavior and the Social Environment I

Human development across the life course with emphasis on the effects of the social and physical environment on maturation. Special attention given to gender issues, experiences of racial and ethnic minorities, and other special populations.

3352 Human Behavior and the Social Environment II

The environmental contexts for human behavior with a special emphasis on groups, organizations and communities. Issues of human diversity, social and economic justice, and environments of populations at risk are emphasized.

3354 Marriage and the Family (Cross-listed as SOC 3354)

Contemporary family life styles are presented from a sociopsychological viewpoint with stress on personal awareness, growth, and satisfaction in interpersonal relations. Topics include dating, mate selection, communication, sexual adjustment, parenting, cohesion and adaptability, and divorce.

3360 Juvenile Delinquency (Cross-listed as SOC 3360)

A study of delinquency in a changing society, with emphasis on social causes and methods of control.

3371 Social Work Practice I: Generalist Practice

Prerequisite(s): SWO 2321, credit or concurrent enrollment in 3351, and admission to Social Work program.

The Generalist Model of social work practice, including theoretical frameworks, problem-solving method, values and ethics, and practice with special populations. Thirty hours of service learning work required.

3401 Statistics for Social Workers

Prerequisite(s): MTH 1301 or 1304 or 1321 or STA 1380.

Apply basic statistical tools to describe, analyze, and evaluate research issues in professional social work practice.

4293 Senior Capstone Seminar

Prerequisite(s): SWO 2321, 3301, 3322, 3351, 3352, 3354, 3371, 3401, 4372, credit or concurrent enrollment in SWO 4492, and a minimum 2.7 GPA in social work courses.

Capstone course requiring integration of liberal arts background and demonstration of professional competence around the program's educational outcomes through a professional portfolio and successful oral competence exit process. Includes written and verbal demonstration of self-awareness and integration of social work knowledge, skills, and values.

4310 Death and Dying (Cross-listed as SOC 4310)

Significant issues in the rapidly growing field of death awareness. Specifically, the interactions between the dying individual, family, friends, and professionals are analyzed in terms of process. Major emphasis is placed on the social aspects of dying and the different settings in which deaths occur.

4316 Loss and Mourning

Prerequisite(s): Upper-level standing or graduate student.

Specialized knowledge and skills for loss and grief and therapeutic interventions for the bereaved, including bereaved children. Preparation for work with loss of relationship and health across the lifespan. Emphasis on religious faith and grief, and the response of faith communities and religiously affiliated providers to suicide, divorce, loss of parental rights, and other disenfranchised grief.

4329 Community Services for Families and Children

Community-based family resource programs; family life education; family counseling; child care; mentoring and youth services; family preservation services; adoption; residential treatment and foster care.

4340 Ethnicity and Aging (Cross-listed as GRT 4340 and SOC 4340)

Impact of ethnicity as an explanatory variable in understanding the nature of the aging process. Special consideration is given to how ethnicity shapes the nature of health and human service policy and delivery in behalf of older persons.

4342 Social Services for Older Persons (Cross-listed as GRT 4342)

Federal and state laws which affect older persons, particularly in the areas of employment, retirement, health, and housing. The major legal problems of the elderly and needed advocacy programs for the aged are given special attention.

4352 Criminology (Cross-listed as SOC 4352)

Crime, criminals, and the correctional system in America. Emphasis is given to the effects of crime on the social order.

4372 Social Work Practice II: Individuals, Families, Groups

Prerequisite(s): SWO 2321, 3351, 3371, credit or concurrent enrollment in SWO 3352; and admitted to Social Work program.

Knowledge and skills appropriate to social work intervention with individuals, families, and small groups representing different backgrounds. Thirty hours of service-learning required.

4373 Social Work Practice III: Organizations and Communities

Prerequisite(s): SWO 2321, 3371, 4372, and admittance to Social Work program.

Knowledge, skills and strategies appropriate to work with organizations, neighborhoods, and communities to foster social and economic justice.

4393 Sociology of Aging (Cross-listed as GRT 4393 and SOC 4393)

Prerequisite(s): SOC 1305 and 3305 or consent of instructor.

Impact of aging upon individuals and society, as well as the reactions of individuals and society to aging. Social gerontology is the principal focus of attention of the course.

4395 Aging and Mental Health (Cross-listed as GRT 4395 and SOC 4395)

Prerequisite(s): SOC 4393 or PSY 4355 or consent of instructor.

Mental health needs and related problems of aging individuals with considerable discussion of approved mental health treatments for such persons.

4491 Social Work Internship I

Prerequisite(s): SWO 2321, 3301, 3322, 3351, 3352, 3354, 3371, 3401, and a minimum grade of B in 4372; and admitted to Social Work program, admission to field program, consent of Director of Baccalaureate Field Education, and a 2.7 GPA in Social Work courses.

First field internship requiring 240 hours of social work practice with supervision by a professional social worker within a local setting and a weekly integrative seminar. Requires integration of liberal arts background and social work knowledge, skills, values, and ethics within the structure of the agency, demonstrating beginning competence around each of the program's educational objectives.

4492 Social Work Internship II

Prerequisite(s): SWO 2321, 3301, 3322, 3351, 3352, 3354, 3371, 3401, 4372; minimum grade of C in SWO 4491; admitted to Social Work program, admitted to field program, consent of Director of Baccalaureate Field Education, and 2.7 GPA in Social Work courses.

Second field internship requiring integration of liberal arts background and social work knowledge, skills, values, and ethics through 240 hours of supervised practice in a community agency and a ninety minute weekly integrative seminar. Student must demonstrate competence around each of the program's educational objectives.

4V70 Independent Study in Social Work**1 to 3 sem. hrs.**

Prerequisite(s): Consent of instructor.

Course for students who wish to study an area of social work not covered by a formal course. May be repeated for up to a total of six hours credit when the subject matter varies.

4V80 Special Topics in Social Work**1 to 3 sem. hrs.**

Prerequisite(s): Upper-level standing or graduate student.

Provides instruction in areas of social work knowledge, values and/or skills that are not available in the standard social work baccalaureate or graduate curricula. Course may be repeated up to six times with different topic of study, not to exceed a maximum of six hours.

MASTER OF SOCIAL WORK PROGRAM

Admission

Admission to the School of Social Work graduate program is conducted by formal application. Qualified students will be admitted regardless of race, color, national or ethnic origin, gender, age, or disability. The applicant's packet will be considered complete when the following parts have been received:

1. A completed online application and application fee;
2. An official transcript from each junior college, college, or university in which baccalaureate coursework was taken;
3. A written response to questions related to the applicant's reason for applying, professional goals and interest, work and/or volunteer experiences, and reflection on case-related materials.
4. Recommendations: Three strong professional references who can attest to the applicant's ability in these areas: intellectual competence; potential for academic success; the ability to work with people around sensitive issues, including people from diverse backgrounds; possession of critical thinking and communication skills; a sense of values and ethics; and potential as a professional social worker. Two references must have direct knowledge of the applicant's academic work, one of which must have been an instructor of the applicant. Faculty who are members of the MSW Admissions Committee may not write letters of recommendation. Recommenders may submit these directly to the School of Social Work graduate program or may provide these confidentially to the applicant who then submits them with the application packet. These letters must be written on institutional or business letterhead. If a recommender would prefer to use a recommendation form rather than write a letter, these forms are available online or from the Graduate Program office..
5. Current resume.

The graduate program's letter of admission constitutes the University's official notification of the admission decision. Admitted students will have a maximum of one year from the date of admission within which to enroll. Attempts to enroll after the one-year period will require completion of another application. ***The University reserves the right to refuse admission to any applicant whose previous academic record and/or readiness for graduate study in social work is deemed unsatisfactory.***

Accepted students must submit the health form and be cleared by the Baylor Health Center before registering for classes. Applications submitted after stated deadlines may require a longer time to process, thus precluding students' ability to register with the University's published deadline schedule. The University assesses late fees according to the late registration schedule.

Requirements and Considerations

1. The graduate program requires that all applicants have either a bachelor's degree from an accredited institution in the United States or proof of equivalent education at an international institution of higher learning.
2. The applicant will be expected to complete all undergraduate prerequisites prior to enrolling in the program.
3. Applicants are expected to have a record of undergraduate study and experience that is predictive of success in graduate study. A minimum admissible grade point average is not specified.
4. A satisfactory grade point average in and of itself does not guarantee admission to a graduate program. Approval for admission is provided after consideration of the assessments and review processes conducted by the graduate admissions committee.
5. Baccalaureate coursework that demonstrates a strong liberal arts background including:

- Science: Human Biology (3 hrs. or satisfactory CLEP score) OR passing a human biology test prepared by the Baylor School of Social Work.
 - Communication or Language Skills: foreign languages, speech, grammar, linguistics, written communication, media (minimum 6 semester credits)
 - Social and Behavioral Science: sociology, social work, anthropology, psychology, social psychology, diversity (minimum 6 semester credits)
 - Humanities and/or History: philosophy, religion, arts, government, political science, economics, history, literature (minimum 9 semester credits)
 - Statistics (minimum 3 semester credits)
6. Skills in using computers for word processing, research, and communication tasks.
 7. Acceptable performance on a writing assessment, demonstrating ability to think critically and communicate effectively and clearly in writing.
 8. Statement of professional interest in MSW graduate study at Baylor University and support of the stated mission of Baylor's MSW program.
 9. Self-statement that there is no pre-existing criminal record and that there is no physical or mental impairment which would preclude licensure as a professional social worker.
 10. Profile of all the above criteria which demonstrates commitment to social work values and potential for growth toward skilled, competent, advanced level social work practice.
 11. Willingness to participate in an admission interview.
 12. A student desiring financial assistance from the SSW must complete a financial assistance request form.
 13. If evidence of qualifications is inconclusive, a student may be admitted on probation for a minimum of 4 semester hours of graduate coursework, contingent upon the recommendation of the Associate Dean for Graduate Studies.
 14. No member of the Baylor University faculty above the rank of Lecturer may be admitted to candidacy for a graduate degree at the University.
 15. A student desiring admission to the graduate program must complete the application process, even if another graduate degree has been earned at Baylor University.
 16. A student who has been admitted to a graduate program at another university, and who desires admission to School of Social Work's graduate program, must complete the application process.
 17. Students who are enrolled in the graduate program in another university, and who wish to take coursework for transfer credit, are classified as "transfer of credit" students. A letter of good standing from the original university's Registrar will suffice as proof of eligibility to enroll. The request for the letter is made by the student in writing. The application, along with a non-refundable processing fee of \$25, a letter of good standing from your institution, and a Baylor Health Form must be completed and submitted to the Graduate Program Admission Office before you register for class.
 18. Credit for Courses Transferred from Accredited Social Work Programs:
 - Associate Dean (based upon review of syllabi) may approve up to 12 hours of course work for inclusion into the MSW standard degree requirements. In this case, the student does not have to substitute elective hours for each hour of credit approved.
 - Associate Dean may approve up to 12 additional transfer credit hours-these credits will require that elective hours be substituted for each hour of transfer credit offered over the 12 hour benchmark.
- No credit will be given toward required MSW courses unless the following conditions apply:
- The courses were taken in a graduate program accredited by the Council on Social Work Education.
 - A course description and syllabus is available and the Associate Dean of Graduate Studies judges the courses to be an appropriate substitution for a specific course in the graduate program.

Once the Associate Dean has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

A petition for transfer credit must fulfill the conditions listed below:

- A. The work must have been done while the student was enrolled in good standing as a graduate student.
- B. The work must have been done within five years prior to the award of the master's degree from Baylor.
- C. The school from which the credits are transferred must be accredited by a regional accreditation agency.
- D. No earned grade for transfer is less than a "B."
- E. None of the transfer coursework consists of extension or workshop courses.
- F. Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

The Associate Dean for Graduate Studies will make decisions about acceptance of transfer of credit.

19. Credit for elective courses transferred from other Graduate Programs. A maximum of three (3) semester hours for the Standard MSW degree option taken for graduate credit in other approved graduate programs may be considered for elective credit. A petition for transfer credit must fulfill the conditions listed below:
 - A. The work must have been performed while the student was enrolled in good standing as a graduate student.
 - B. The school from which they are transferred must be accredited by a regional accreditation agency.
 - C. No earned grade for transfer is less than a "B-".
 - D. Petition for transfer of credit occurs after enrollment in the graduate program.
20. International students are expected to satisfy the following additional admissions requirements:
 - A. Attain a minimum of 550 on the paper-based, or 213 on the computer-based, or 80 on internet-based Test of English as a Foreign Language (TOEFL) OR 6.5 on the International English Language Testing System (IELTS). Information concerning this test may be obtained from the U.S. Embassy or Consulate. English proficiency scores are valid for two years. After that time, the applicant must retake the test and submit the new scores to the Graduate School.
 - B. When all of the preceding requirements have been received and satisfied, and after the applicant has been accepted by a degree program, the international student must complete the Visa Authorization form and the Confirmation of Financial Resources form. For more information regarding these forms and how to obtain an I-20, which is required for an F-1 (student) visa, contact the International Student and Scholar Services office at (254) 710-1461, or see their website at www.baylor.edu/cie.
 - C. International students are required to have health insurance. All international students are automatically enrolled in the university-sponsored health insurance plan; charges are added to the student's bill each semester. Information about health insurance may be secured through Baylor Health Services, One Bear Place #97060, Waco, TX 76798-7060 or call 254-710-7425.
21. If a student completes a School of Social Work graduate degree and wants to continue to take extra course work on a NON-DEGREE basis, a Re-Enrollment Application is required. A Baylor Health Form is required if the student has been out of school for one or more years.
22. While past professional experiences will strengthen an application, no academic credit will be given for life experiences.

Advanced Standing Admissions

Students who have a baccalaureate degree in social work from Baylor, as well as students who have earned a baccalaureate degree in social work from another program accredited by the Council on Social Work Education, may apply for admission into the Advanced Standing at Baylor University. If admitted, full time students can complete their MSW at Baylor in 11 months, or 35 credit hours of graduate work.

Candidates for admission into Advanced Standing must complete six hours of preparatory graduate courses, offered during the preceding summer term, with a minimum grade point of B and recommendation of Advanced Standing Seminar faculty in order to be considered for admission into Advanced Standing. In addition to the grade point average and faculty recommendation requirement, candidates must be recommended for admission to Advanced Standing by a majority vote of the admissions committee. Based upon criteria approved by the faculty and the Associate Dean, the admissions committee may admit qualified applicants into Advanced Standing without requiring enrollment in six hours of preparatory graduate courses. In this case, the admitted Advanced Standing student will be required to enroll in six hours of elective credit courses in addition to the 29 hours of the advanced practice, to complete the 35 credit hour graduation requirement.

Preference will be given to admitting to Advanced Standing those students who completed their baccalaureate degrees no more than five years prior to application. If students completed their baccalaureate degree in social work more than five years before applying to the MSW program, they must demonstrate that they have engaged in continuing education and professional social work practice during a majority of the years since their baccalaureate education. Decisions about their admission to Advanced Standing will be based on the following, in addition to the standard graduate social work application:

- An overall grade point average of 2.7 or higher on a 4.0 scale, a grade point average of 3.0 or higher in all social work coursework, to include a minimum grade of B in all practice and field courses.
- A copy of the Field Evaluation from baccalaureate social work field experience(s) documenting satisfactory generalist practice experience and skills in the internship. (While prospective students may be admitted conditionally based on their performance in the field, full admission is contingent upon receipt of final field evaluation. When the final field evaluation is not available, a positive reference from a social work supervisor familiar with the applicant's skills in social work practice is necessary.)

MSW Admission Procedures

Prospective students may obtain the application materials from the School of Social Work website at [www.baylor.edu/social work](http://www.baylor.edu/social%20work). The admission materials include:

- Online Application for Graduate Program Admission
- Writing Assignment
- Reference Form
- School of Social Work Financial Award Application

An application is considered complete when the following materials have been received by the School of Social Work Graduate Admission Office:

- Application for admission
- Official Transcripts
- \$45.00 non-refundable fee
- Letters of Recommendation (sent separately)
- Current resume
- Writing assignment
- Request for Financial Assistance Form (optional)

The health form is not considered in the application process but must be completed prior to registration.

The Admissions Committee consists of a minimum of seven faculty members appointed by the Dean. At least two members review the application without knowledge of the recommendations of the other committee members and recommends one of the following actions:

1. Unconditional admission.
2. Probationary admission specifying conditions which must be improved or corrected.
3. Denial.

In the case of admissions requests for the Advanced Standing degree option, the Director of Field Education Advanced Practice will also review the application and make an admission recommendation. The Associate Dean for Graduate Studies convenes the graduate admissions committee to consider the request for admission and the independent evaluations of the committee members and makes an admission decision. The Associate Dean for Graduate Studies sends a letter to every applicant informing them of the decision.

Applications can be submitted at any time but are reviewed beginning August 1 prior to the following academic year and continuing until the class is full. Applications for Advanced Standing and Standard degree options are due March 15 prior to summer term for admission. Applicants who submit their materials after the completion of the class are notified that no further applications are being received. They are encouraged to apply for the following year if they are still interested in attending Baylor University.

Financial Resources for Graduate Students

The School of Social Work has several sources of financial award, based on student qualifications, financial need, and vocational goals. Scholarships are being added continuously with the growth of the program. Students apply for these scholarships by completing the online Financial Award Application on the Baylor School of Social Work MSW Degree website, http://www.baylor.edu/social_work/index.php?id=66490. The Associate Dean for Graduate Studies, with consultation from the Admissions Committee, decides how these scholarships will be allocated. Criteria for awards include:

1. Admission to the program
2. Application to the Office of Student Financial Aid
3. Preference for full-time students
4. Financial need
5. Documented support for the mission of the school
6. Academic merit
7. Documented service to the School of Social Work and/or community

Stipend Assistantships/Scholarships/Tuition Remission

The School provides:

1. stipend assistantships-payment based upon work provided to faculty and/or staff. Stipends are available with varying compensation levels depending upon the nature of the service and the amount of time required of students;
2. scholarships-payment based upon meeting eligibility criteria of the benefactor(s) with no work requirement and;
3. tuition remission assistantships-funding credited directly to student's account to offset the costs of tuition. Tuition remission covers the tuition charge only. Required fees must be paid by the student with the Cashier's Office prior to financial settlement deadlines.

Information on financial assistance may be obtained from the Associate Dean for Graduate Studies. **Students receiving financial assistantships must maintain an overall grade point average of 3.0 to avoid discontinuation of School financial support.**

Graduate Stipend Assistantships. There are three types of stipend assistantships:

1. **Graduate Teaching Stipend Assistantships**—primarily engaged in tutoring, grading, classroom or laboratory teaching under the supervision of a full time faculty member. Teaching assistants who are involved in classroom or laboratory teaching must have earned at least eighteen graduate social work hours. Prior approval of the Dean must be obtained if a student is assigned teaching responsibilities.
2. **Graduate Research Stipend Assistantships:** The student is engaged in research in the course of obtaining an advanced degree and the research is performed under the supervision of a member of the faculty in a research environment provided by Baylor under a grant or contract.
3. **Graduate Stipend Assistantships:** The student is given support to aid in the pursuit of academic study. Duties may include grading, assisting professors with courses, research not satisfying above criteria for a RA or a TA, administrative support, and other duties as assigned..

Although the specific responsibilities will vary by the stipend assistantship requirements, the number of hours of assistance required by the supervisor will typically not exceed 20 hours per week in order to protect graduate students from excessive commitments away from research, practice, and study. Graduate assistants are responsible for complying with all reporting and documenting requirements issued by the Baylor payroll office and by the Associate Dean. Graduate assistantship assignments should not exceed the numbers of hours specified by the appointment. Consultation with the supervisor or Associate Dean is encouraged if a graduate student has concerns regarding excessive, unexpected, or other use of time which interferes with the student's course work.

Financial Assistance Resources

The Louise T. Brandon Stipends *Established 1998*

The Louise T. Brandon Endowment Fund was established in 1998, following her death. Louise T. Brandon was an executive with Bell of Pennsylvania. Throughout her life she showed appreciation for education, hard work and benevolent service through a sincere insight into the world around her. Because of her lifelong commitment to learning and to good investment opportunities, she sought to encourage young people with the greatest investment available, support for education. The dividends of academic excellence, good citizenship, the improvement of society and service to others were her ultimate reward and an example to all who knew her. This fund honoring her memory and exemplary life of good stewardship was established to further the good work of students who will pursue a vocation in social work, helping to touch the lives of hurting people and seeking to make the world a better place in the name of Christ. Preference is given to current staff of Buckner Baptist Benevolences, although scholarships/stipends may also be awarded to others who express a commitment to professional practice in faith-based organizations. Funds will be allocated as scholarships and/or work stipends in the school.

The Joe M. and Marguerite Long Scholarship Established 1998

Dr. Joe M. Long served continuously as field instructor in the baccalaureate social work program from its beginning in 1969, as well as in the MSW program through 2005. Dr. and Mrs. Long designated family and children services, mental and physical health care, and gerontological social work as the areas to be supported by this scholarship, because these are the areas in which he has served.

Woman's Missionary Union of Texas Scholarships Established 1999

The Woman's Missionary Union of Texas provides stipends and scholarships for women preparing for professional social work in missions and ministry settings. Preference is given to women from Texas with a history of active service in Baptist congregational life and/or Baptist missions and ministries.

Woman's Missionary Union Dellanna O'Brien Endowment Established 2001

The Woman's Missionary Union provides stipends and scholarships for women preparing for professional social work in missions and ministry settings. Preference is given to women with a history of active service in Baptist congregational life and/or Baptist missions and ministries.

Board of Advocates Scholarship Established 2000

The Board of Advocates is a group of women and men committed to the support and development of the Baylor School of Social Work. To demonstrate their personal commitment to the school, they established this endowed scholarship fund.

Cara Mitchell Olsen Scholarship

This scholarship is given to a graduate student who is interested in gerontology and has a relationship with Truett Seminary. Funds awarded on merit and need basis.

J I and Bruce Roberts Scholarship

This scholarship is given on a merit and need basis to a student who has an interest in gerontology.

BW / Vera Orrick Scholarship

Funds awarded to graduates students who are interested in gerontology and who are either ministers or planning to enter a church related vocation and who are deserving and needy.

Robert Lee and Martha Dee Guthrie Memorial Endowed Scholarship Fund

This scholarship is awarded to students who are interested in gerontology and have financial need.

FLM Foundation Endowed Scholarship

Funds are to be awarded to a graduate student who is studying social work. The first preference will go to a graduate student from Haiti.

Baptist General Convention of Texas (BGCT) Ministerial Financial Assistance

Tuition remission assistantships are available for graduate social work students who plan on full time ministry within a congregational or religiously affiliated organization. Eligibility requirements are available from the Associate Dean.

Cora Anne Davis Social Work Scholarship

This scholarship is given on a merit and need basis to a student who is committed to the integration of Christian faith and social work practice.

Agency-Based Assistance Programs

Some social service agencies offer tuition assistance for their employees. The social service agency provides employment for the student and pays a portion or all of the employee's tuition, in exchange for (1) the student's current employment and/or (2) the student's commitment to work for the agency for a specified period of time after graduation. Information about these programs is available from the social service agencies themselves or the Director of Graduate Field Education.

Grant-Related Funding

The School periodically has graduate stipend assistantships and tuition remission assistantships for students that are funded by grants and other sources.

Funded Field Internships

Students in field internships may receive funding in the form of graduate stipend assistantship or scholarship through the agency or through a grant in the School.

Loans

Loan plans available to graduate students include College Access Loans, Perkins Loans, Baylor Revolving Loans, and Stafford Subsidized and Unsubsidized Loans. Additional alternative loans through various private lenders are also available. Applications for loans should be made to the Office of Academic Scholarships and Financial Aid, Baylor University, One Bear Place #97028, Waco, TX 76798-7028.

Policy for Financial Award Recipients

Recipients for awards and levels of financial allocation will be determined by the Associate Dean for Graduate Studies or his/her designee, based upon recommendations of the graduate admissions committee. The graduate admissions committee will periodically review the student financial assistance program and make recommendations to the Associate Dean for Graduate Studies for enhancement of the program. The Associate Dean of Graduate Studies or designee will notify the applicant of the findings of the review process. The approval of the application is an indication that the student is eligible to earn the allocated funds contingent upon: satisfactory academic and professional progress, class attendance, continued enrollment in the prescribed coursework, and certification of eligibility by the Baylor Office of Academic Scholarships and Financial Aid. Awardees will follow the procedure of the University Development Office in expressing appreciation for awards. Eligibility to receive funding will be granted on a semester by semester basis. Failure to comply with the terms of the award will result in the student returning all or a portion of the award, consistent with the policies of the Office of Academic Scholarships and Financial Aid.

Financial Costs

The expenses of educating Baylor University students are controlled as much as possible while responding to demands for effective operations, consideration for the general welfare of students, and continued support of the quality of the educational experience. For the purposes of determining eligibility for financial assistance, nine semester hours will constitute full-time status. However, the threshold used by the university to calculate fees is twelve semester hours. Due to continually increasing operating costs, Baylor University reserves the right to change tuition, fees, deposits, and room and board rates without notice to prospective students.

Tuition

Flat Rate (12 semester hours or more)	\$13,483.00
Regular tuition, per semester hour (11 hours or less per semester)	\$1,124.00*
Dual –degree students in Truett Seminary, regular tuition, per sem. hour	\$640.00

A graduate student studying with one or more faculty members and using the resources of the campus is required to register for at least one semester hour of graduate credit.

Students must be registered for at least one semester hour of graduate credit during the semester of intended graduation.

Fees

Administrative fee, per term	\$100.00
Application fee	45.00
<i>Applications will not be processed without this fee. This fee may be waived at the discretion of the Associate Dean for Graduate Studies.</i>	
Audit fee, per course (if registered for less than 12 hrs)	212.00
Change-of-course fee (changes made at student's request after 5th day of class fall/spring or after 2rd day of class in summer)	20.00
Commencement charges	
Master's cap/gown/hood, purchase through bookstore, no return	75.72

*Duplicate diploma to replace lost original (special order)	25.00
General Student Fee (figured on a twelve-hour threshold, although full-time status for graduate students is nine semester hours):	
For students taking twelve semester hours or more, per semester	1,379.00
Fewer than twelve semester hours, per semester hour	115.00
Internship Course fee, per course (\$50 minimum, charges vary)	50.00
Identification card replacement fee	12.00
Installment plan fee (unless receiving Graduate stipend)	60.00
Late payment fee	
Charged if Payment Due is received after Due Date	50.00
On or after first day of class for semester	75.00
Summer term	50.00
Late Registration fee	
Charged if Payment Due is received after Due Date	75.00
Summer Term	50.00
Re-registration fee - schedule cancelled and allowed to re-register	
Re-registration before semester begins	100.00
Re-registration after semester begins	150.00
Summer Term	100.00
Vehicle registration fees	
Automobile – Annual (September-August)	225.00
Spring (January-August)	135.00
Temporary – For one-week period	7.00
Replacement – Any time, return old sticker	10.00
Motorcycle – Annual (September-August)	35.00
Spring (January-August)	20.00

Rooms and Housing

Residence Hall rooms, per person (charges may vary for some rooms)	\$2,247.00
Brooks Residential College	2,731.00-3,255.00
Brooks Village Flats	3,525.00-4,014.00
Arbors East	2,090.00
The Arbors	2,165.00-2,288.00
North Village	2,645.00-3,976.00
Speight-Jenkins Apartments, single occupancy	TBD

Meals

Residence Hall Dining Halls:	
Unlimited	\$2,394.49
The Block 225 plus \$75.00 Dining Dollars	1,924.99
The Works – 16 Meal Plan plus \$100 Dining Dollars	1,918.60
The Classic -11 Meal Plan, plus \$150.00 Dining Dollars	1,788.91
Block 145 Meal Plan	1,206.99
Basic – 7 Meal Plan	1,065.18
Socialite – 5 Meal Plan plus \$100.00 Dining Dollars	878.32
The Block 90 plus \$100.00 Dining Dollars	849.09
Light Eater – 3 Meal Plan, plus \$250 Dining Dollars	670.01

Note: The meal-plan week begins Saturday a.m. and ends Friday p.m.

Housing

Limited housing for graduate students is available through the University. Interested students should contact: Speight-Jenkins Apartments: Office for Campus Living & Learning, One Bear Place #97076, Baylor University, Waco, TX 76798-7076; telephone 254-710-3642, fax 254-710-3667. The Graduate School operates two housing communities: Graduate Student Housing Community at the Quadrangle and Graduate Student Housing Community at Browning Square. Go to Graduate Housing to apply.

Payment of Accounts

A student's registration for a semester is not finalized (financially settled) until all expenses are paid or acceptable payment arrangements are made and the student has confirmed his/her intent to attend for the term billed.

Several weeks prior to the beginning of a semester, students who have registered will receive an email at their Baylor email address with a link to view that semester's bill. Bill notification will also be emailed to the parent/guardian if the student has signed him/her up as an authorized user on E-Bill (www.baylor.edu/ebill). Payment can be made from the E-bill site or at www.baylor.edu/sfs, using checking, savings, or credit card accounts. (Credit cards are accepted only when using the online payment processor. A 2.75 percent fee will be charged, with a \$3 minimum, by the online payment processor for credit card payments. MasterCard, Discover, and American Express are the accepted credit cards.) After viewing the bill online, **the student should confirm attendance at www.baylor.edu/cashiers indicating that he/she will be attending Baylor for the semester billed, even if the bill shows a zero or credit balance.** These actions must be completed by the due date indicated on the bill. A late fee will be charged for payment received after the due date. A student who does not complete financial settlement by the deadline date will have classes cancelled and must re-register before being allowed to move into housing or attend classes. A re-registration fee will be charged.

Students who register during the early registration process will receive both a paper bill and an electronic bill. Late registrants will only receive an e-bill due to time constraints. If financially settling by mail, the student should fill out the top portion of the bill and return it to the Cashier's Office with the indicated payment to be received by the due date.

In lieu of full payment, Baylor University offers an installment plan for financial settlement. This plan divides the financial obligation for a semester into five payments (summer is divided into two payments) to make the Baylor education more affordable for students and parents. It is available to undergraduate and graduate students, part-time and full-time. There is a \$60 per semester non-refundable fee for participation in the plan (summer installment fee is \$24). Students who do not pay in full are automatically defaulted to the installment plan. The minimum amount due listed on the semester billing statement is the first installment payment, and must be received by the due date (allow 7 to 10 days for mail delivery.) Monthly billing statements are only sent electronically to the student's Baylor email address and to the authorized parent or guardian. Students must designate online in the e-bill the authorized parent or guardian. Notice of monthly billing statements will be emailed for you to view online, with payments due by the end of the month. Monthly billing statements will not be sent by mail.

A student registering for the first time in the semester after the financial settlement due date (posted on [BearWeb](#)) should either pay in full or make the first installment payment online or at the Cashier's Office **the day after the student registers.** A \$50 late fee is charged if payment is made after the payment due date indicated on the e-bill, and the late fee increases to \$75 on or after first class day. Also, for those that register for the first time in the semester on the first class day or any day thereafter in the term, a \$75 late registration fee will be charged.

Baylor offers a guaranteed tuition option to undergraduate and graduate students. By selecting this option, a student is able to lock in the same tuition rate for four years. The guaranteed tuition option

eliminates uncertainty about future tuition increases, allowing students and parents to accurately prepare their educational budgets for four years. More information on this option may be obtained from the [Baylor Cashier's Office](#).

If you have questions on tuition, fees or financial settlement that are not covered here, visit the Cashier's Office website at www.baylor.edu/sfs or call 254-710-2311.

Students needing financial aid assistance should visit the Student Financial Aid Office website at www.baylor.edu/sfs or call 254-710-2611. Students who are recipients of scholarships from religious institutions, foundations, corporations, individuals, or other organizations outside the University should arrange with their donors to send checks and verification of awards to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048, so that such information is included in the Baylor pre-registration process.

Students must meet the following schedule to receive priority for funding (some programs are limited) and to ensure availability of funding by the time payment is due.

Priority Date to receive completed and signed FAFSA:

Fall and spring semesters March 1

Spring semester only October 1

Respond promptly to requests for additional documentation/clarification received by mail or email (all emails are directed to students' Baylor email accounts.)

Deadline to receive completed and signed FAFSA to ensure the availability of funds by the time payment is due:

Fall and Spring semesters May 1

Spring semester only November 1

Students who file the FAFSA after the deadline should be prepared to pay their semester bills from their own resources. If eligible for aid, they will be reimbursed at a later time.

Cancellations

A student's cancellation occurs when a student decides not to attend classes for a semester prior to the first day of classes for that semester. (A student's schedule cannot be cancelled on or after the first day of the term.) Such cancellations and related refund requests must be in writing, addressed to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048 or by email to cashiers_office@baylor.edu, and made prior to the first day of classes for the semester. For cancellations, all tuition and fees, except room, will be refunded at 100 percent. If a student has made arrangements for on-campus housing, Campus Living & Learning, One Bear Place #97076, Waco, TX 76798-7076 must receive a separate notification. Cancelled courses do not appear on the academic transcript.

Withdrawals

Beginning the first class day of a term, students who are financially settled must contact the Paul L. Foster Success Center (PLFSC) to withdraw from the University. This department can be reached by emailing Success_Center@baylor.edu or calling 254-710-8212. Additional contact information is available online at [Paul L. Foster Success Center](#).

Under no circumstances does notification to professors or dropping classes constitute an official withdrawal from the University.

The official withdrawal date is established by the student's contact with the Paul L. Foster Success Center. If the student fails to contact the PLFSC and simply stops attending, then tuition, fees, meal plans and other applicable charges will not be adjusted on the student's account. Financial Aid credits, however, may be reversed according to federal regulations.

Refunds are applied to any outstanding balance owed the University. Any remaining credit will be mailed to the student at his/her home address in the student information system.

Refunds of tuition and required fees, General Student Fee, Chapel Fee, Laboratory/Course Fee, Administrative Fee and Applied Music Fee, are based on the official withdrawal date and are pro-rated on a per diem scale based on the total calendar days in that payment period up to the date that represents 60 percent of the payment period. A payment period is defined as the total number of calendar days in the semester or term (published first day of class through the published last day of finals) excluding the five calendar day Thanksgiving break and the nine calendar day spring break. There are no refunds after the 60 percent point of the payment period. To obtain a calendar schedule of refund percentages, please refer to the schedule of classes for the term, contact the Cashier's Office at 254-710-2311 or visit the Cashier's Office website at www.baylor.edu/sfs. Unless specifically noted, other fees are considered non-refundable.

Unused BearBucks™ and Dining Dollars are refunded.

Meal plan refunds are based on the official withdrawal date. An administrative charge equal to one week of the meal charge for the student's respective meal plan will be assessed.

Financial aid recipients are not eligible for a refund until all of the financial aid programs are reimbursed in accordance with federal, state, and University guidelines. To obtain information about the return of financial aid funds, contact the Student Financial Aid Office. This department can be reached by calling 254-710-2611. Additional contact information is available online at [Student Financial Services](#).

Students residing in campus housing must contact the Office of Campus Living & Learning to obtain information about any applicable housing adjustments and penalties. This department can be reached by calling 254-710-3642. Additional contact information is available online at [Office of Campus Living & Learning](#). Students must follow the proper check-out procedure established by this department and must vacate their campus housing within 48 hours of the official withdrawal date.

Dropping a class or classes is not considered a withdrawal. The term "withdrawal" refers to dropping all classes after financial settlement through the PLFSC and leaving the University for that term. Beginning the first class day of each term, students will not be able to go online and drop all of their classes.

Dropping Classes by Student

Students have the option to drop a class prior to or during a semester. In order to receive a refund once the term has begun, students should follow the refund schedule listed below.

Prior to the end of the 5th class day.....	100%
Prior to the end of the 10th class day.....	75%
Prior to the end of the 15th class day.....	50%
Prior to the end of the 20th class day.....	25%
After the end of the 20th class day.....	none

To determine how a refund is calculated, multiply the number of hours the student will drop by the applicable percentage rate above based on the day of the drop. This will determine the number of hours to subtract from the number of enrolled hours. The student is financially liable for the enrolled hours plus the determined percentage of dropped hours. For example, if a student is enrolled in 14 hours and drops a 3 hour course prior to the 10th day of class, subtract the 3 hour dropped course from 14, multiply the 3 hours by 75% and add the calculated 2.25 hour dropped course to the 11 hours giving the student 13.25 billable hours. This calculation also indicated that the student is still liable for the Flat Rate tuition.

Beginning with the 8th class day for fall/spring (3rd class day - summer), a \$20 change of course fee will be assessed for all schedule changes. There is not refund adjustment unless the student drops

below 12 hours at any point; only the \$20 change of course fee is charged. An attempt to drop all scheduled classes for a semester is considered a withdrawal for the term and students must follow the guidelines for a withdrawal addressed above.

Appeals

Students who believe that they have individual circumstances warranting an exception to published refund policies may appeal the application of the policy. To appeal based on these circumstances, the student or parent should contact the Paul L. Foster Success Center, One Bear Place #97021, Waco, TX 76798-7021, 254-710-8212, for withdrawal appeals or the Dean's Office having oversight of the class for add/drop appeals.

Dropping an Audited Course

Students who drop an audited course by the 5th class day are eligible for a full refund. No refund for an audited course is given after the 5th class day.

Right to Withhold Transcripts and/or Block Registration

Baylor University may withhold the issuance of a transcript record and/or block the registration of any current or prior student if the student has certain outstanding obligations to the University. The student obligations may be financial or non-financial. Financial obligations include: Public Safety traffic fines, Health Center charges, student loan accounts, tuition and fees, long distance telephone accounts, or any other financial obligation owed by the student to the University. Non-financial obligations include the University requirements of a student imposed by published written policy or other written requirements including, but not limited to, incomplete processing under the Student Disciplinary Procedure. Release of the transcript and/or a registration block will be authorized only after a financial obligation to the University is paid in full, or satisfactory arrangements are made to comply with other obligations.

Grade Reports

End of semester grades will be available through BearWeb. Students who wish to receive a printed copy of their grades must complete a written request for grades to be mailed, which may be completed in person in the Office of Academic Records or by faxing a written request with the student's written signature to 254-710-2233. A request for a written copy of grades must be completed each term.

Registration and Enrollment

Classifications

Graduate: Any person holding a bachelor's degree who has been admitted to the School of Social Work graduate program and who is taking coursework to be credited toward a graduate degree. Graduate students are expected to maintain continuous registration, including the semester in which the degree is conferred. (See Items 3 and 4 under procedures.)

Post-baccalaureate: Any person holding a bachelor's degree who is taking coursework. (Post-baccalaureate registration is handled through the undergraduate Admissions Office.) Before the student can register for a graduate course, permission must be granted by the Associate Dean for Graduate Studies and the Associate Dean for Baccalaureate Studies. After the student has been admitted to the graduate program, he/she may then petition to transfer 6 hours of the graduate level work taken as a post-baccalaureate student into their graduate program.

Undergraduate Senior: An undergraduate senior may enroll in graduate coursework (including 5000-level courses and 4000-level courses approved for graduate credit and which the student intends to

apply either toward graduate credit or toward undergraduate degree requirements), subject to the following conditions:

1. The student must have grade point averages, both overall and in the major field, of at least 3.0.
2. The student may enroll in no more than one graduate course in one semester.
3. The course load (combined undergraduate and graduate coursework) may not exceed fifteen credit hours in one semester.
4. The student must have taken and successfully completed all prerequisites for the graduate course(s).
5. The student may include no more than six credit hours of graduate credit within the total credit hours for the undergraduate degree.
6. The student will assume the responsibilities of a graduate student in a graduate course. Permission to take graduate coursework requires the student to file a petition to be approved by the professor(s) of the course(s) and the Associate Dean for Graduate Studies. Accompanying the petition must be a copy of the student's transcript so that the graduate program can calculate grade point averages. On the petition, the student indicates whether the graduate coursework is to apply toward undergraduate degree requirements or toward graduate degree requirements, should the student later be admitted into a graduate program for which the coursework is relevant. Final approval of the petition must be obtained before the student can register for any graduate coursework.

Procedures

1. Registration information is located on Baylor's homepage at www.baylor.edu under "Current Students," then "Registering for Classes."
2. Students who do not pre-register should check with the Associate Dean for Graduate Studies, School of Social Work, for registration information prior to the first day of classes.
3. All students are expected to register for a minimum of one credit hour in each semester. This practice is institutionally referred to as "continuous registration."
4. All students must be registered for at least one semester hour of graduate credit during the semester of graduation.
5. All students should refer to the official University and School of Social Work Calendars for dates set for the semester of graduation.

It is the graduate student's responsibility to honor all conditions and procedures associated with timely registration.

Advisement

Advisement provides strengths-based, empathic, and individualized guidance, assessment, instruction and mentoring for students. Advisors shall offer assigned students: (1) orientation to the graduate program, policies and procedures that most affect you; (2) opportunity to clarify and articulate their aptitude and motivation for a social work career, (3) consultation for the development of an educational program of work; (4) a post-graduation career plan; (5) a semester review of academic progress, assistance in identifying your preference of field placement; and (6) instructions for accessing a copy of the School of Social Work Student Rights and Responsibilities Statement, as well as information on the School and University's academic appeal process.

Advisement should be limited to the appropriate graduate program advisor. Advisement is expected to be consistent with policies and procedures as stated in this catalog. In addition to these responsibilities, the advisor role includes enriching the ethical development for students who wish to explore their concerns in a more individualized and less threatening context. The initial advisor assignment is made subsequent to admission to the program. Upon assignment, the student is responsible for contacting the advisor to arrange

an initial advisement conversation. The advisor will explain the advisement services, policy and procedures. Students will be apprised of the advisement policy and procedures by a written statement and the School of Social Work website.

The student may be reassigned an advisor if the student chooses a specialization. See the description in the section on Specializations. Advisement prior to course registration is recommended but not required.

Course Numbering System

The numbers applied to each course indicate level, semester hours of credit, and sequence. Selected courses numbered 4000-4V99 are open to both advanced undergraduates and graduate students. Courses numbered 5000 and above are limited to graduate students. Only doctoral candidates will be permitted to register for 6000-level courses. **Graduate credit will not be conferred for courses numbered below 4000, or for 4000-level courses which do not appear in the School of Social Work Catalog (Graduate Program section), Graduate School Catalog, or George W. Truett Theological Seminary Catalog.** The first digit in the number indicates the level. A 4000-level course does not confer graduate credit unless it appears in this catalog, Graduate Program section, or the Graduate or Truett Catalog. The second digit in the number indicates the value in graduate credit hours. Thus, “3” as a second digit indicates three credit hours. Some courses may be taken for a varying number of credits, typically from one to three semester hours. In such cases, instead of a digit for the second place in the course number, the letter “V” is used, and the varying amount of credit is indicated at the right of the course title. The last two digits are reserved for departmental indication of preferred sequence of courses.

Course Load

Full-time course load for students in the MSW program is at least eleven hours. The maximum number of semester hours for which a Social Work master’s student may register in a given semester is eighteen. No more than nine MSW course semester hours may be taken in either of the two summer sessions.

Grading System

Passing grades for graduate students are A (4.00), A- (3.75), B+ (3.50), B (3.00), B- (2.75), C+ (2.50), C (2.00) and C- (1.75). The grade of D carries one grade point per hour; however, it will not apply toward the total number of hours required for program completion. If a grade of D or F is made in a required course, the student must repeat the same course and make a grade of C- or better to meet the degree requirements for graduation. Courses taken at Baylor may be repeated where the grade received is C or lower. Student’s transcripts will reflect both grades and both will be included in the overall grade point average.

The grade of “I,” incomplete, may be given only when the completed portion of the course work is of passing quality. It is the student’s responsibility to complete the course requirements and to see that the incomplete grade is removed from the record in the semester following the “I”. Professors may request an extension or the grade automatically changes to “F.” A student may not graduate with an “I” incomplete on their transcript.

Students who receive one or more incomplete grades during a semester may have their schedule for the following semester reduced by the number of hours of “incomplete” received. Students must receive a grade of “B-” or better in the Capstone course in order to be eligible for graduation.

Grades will be based on the following scale:

A 94-100	C+ 77-80
A- 91-93	C 73-76
B+ 87-90	C- 71-72
B 83-86	D 60-70
B- 81-82	F Below 59

Audit

A student may audit a course with the written permission of the Associate Dean for Graduate Studies. The fee for auditing a course is one-fourth of the current tuition rate of one semester hour. Only lecture courses may be audited. Audit enrollment is subject to the instructor's willingness to have nonparticipating students.

Audited courses may not exclude a student seeking credit, may not be repeated at a later date for credit, may not be changed in status after the registration period, and are not considered part of the course load.

Continuation in the Program

Students are expected to earn a grade point average of 3.0 for each semester in which they are enrolled. Failure to earn this grade point average in a semester may result in suspension from the program. Failure to earn a 3.0 grade point average in a student's final semester may result in not being permitted to graduate.

Probation

Students who do not earn the required 3.0 grade point average for a semester may, at the discretion of the Associate Dean for Graduate Studies, enroll in a subsequent semester in a probationary status. Also, a student may be admitted on probation. Students are automatically removed from probation upon completion of one semester and a minimum of 4 semester hours of graduate-level coursework if an overall 3.0 grade point average is attained. Failure to attain a 3.0 grade point average will result in notification of dismissal. The graduate program is not required to hear student appeals of this decision. If, after completion of the one semester and the fourth semester-hour credit, the student's overall grade point average is still below 3.0, the student will receive notification of degree termination from the graduate program. Students receiving assistantships must maintain an overall grade point average of 3.0 to avoid loss of the financial assistance. Courses taken for elective credit may be included in the computation of the grade point average.

Dropping Courses

A student who wishes to drop a course should consult the Associate Dean for Graduate Studies. The procedures for dropping a course are outlined on the web at www.baylor.edu under "Current Students," then "Registering for Classes." For the fall and spring semesters, if a student drops a course before the end of the twentieth class day, there is no grade assigned. After that date through the fortieth class day, the instructor of record must assign a grade of DP or DF and sign the Change in Schedule form next to the grade. A grade of DF will carry the same value as a grade of "F." After the fortieth class day, a grade of DF is automatically assigned if there are no compelling extenuating circumstances with the case.

During the first five days of the semester, students may drop courses on BearWeb (change of schedule fee assessed beginning first day of class). After that date, all courses dropped will be processed through the Office of the Registrar.

The summer semester has different deadlines. For those dates, refer to the calendar on Baylor's homepage. A course is not considered officially "dropped" until processed via BearWeb or by the Office of the Registrar. Failure to drop a course officially will automatically result in a grade of "F." The student must have attended class regularly until that time.

Withdrawal from the University

A student who withdraws from the University after the beginning of an academic semester must arrange for official withdrawal through the office of the Dean of Academic Services. If a student withdraws from the University before the end of the twentieth class day of a semester, the standing will not reflect failure. After the twentieth class day of a semester, however, the standing will be determined by the professor of record. If the student is failing at the time of withdrawal, the final grade will be "WF," which is equivalent to an "F." If a student withdraws from the University after the fortieth class day of the semester, the grade will automatically be "WF," except for reasons of serious illness or emergency. Any other procedure will

lead to failure in all courses for which students are registered. Courses from which a student requests withdrawal will not be removed from the student's record. Tuition refunds are defined under "Financial Costs."

General Degree Requirements

Policy on Course Waivers and Academic Credit

The program does not waive course requirements of the professional foundation areas or for the field internship. No credit is given for previous work or life experiences.

Time Limitation

The maximum time limit for the master's degree is five years from the time the student first matriculates in the master's program. Exceptions to the five-year limit will be made by the Associate Dean for Graduate Studies only after a careful review of the extenuating circumstances on a case-by-case basis.

Graduation Eligibility

To qualify for a master's degree, students must have a minimum overall grade point average of 3.0 and must complete the following requirements:

1. Satisfactory completion of the required credit hours.
2. Successful presentation and defense of the Capstone project.
3. An approved portfolio for students who develop a specialization.
4. Personal and professional conduct congruent with the National Association of Social Workers' Code of Ethics, the State Licensing Board Code of Conduct, and with the rules and regulations established by Baylor University as outlined in the *University Student Handbook*, including the Baylor University Honor System, General Expectations of Baylor Students, and other policies documented therein.

Filing for Graduation

Students file for graduation with the graduate program early in the semester in which the degree is expected to be conferred (see Academic Calendar in this catalog). Students pursuing joint and dual degree options must file for graduation in both programs or schools.

Processing of diplomas takes four to eight weeks. Because of the processing time, students who file late will not be guaranteed a diploma at the commencement ceremony. The degree is conferred at the first commencement ceremony following program completion. Ceremonies are held in May. Students must be registered for at least one semester hour of graduate credit during the semester of intended graduation.

MSW Curriculum and Degree Plans

Standard Program

The MSW curriculum for the Standard degree option consists of 61 credit hours, which includes credit for generalist practice and concentration internships. The first year of study provides the student with knowledge, skills, and values for generalist social work practice as well as the foundation for advanced social work practice. Students enroll in internships in the fall and spring of the standard year. In the second year, the students choose one of the following three concentrations:

- Children and Families
- Physical and Mental Health
- Community Practice

Students may also choose to specialize in one field within their concentration. Examples of specializations include but are not limited to services to children and their families, gerontology, death and

grief, international social work, church social work, and cross-cultural practice. After completing a second internship during the final semester, students participate in a three-week capstone seminar before graduating.

Advanced Standing Degree option

The Advanced Standing degree option may be selected if a student has earned a baccalaureate degree in social work from a program accredited by the Council on Social Work Education and meets other admission criteria. If admitted, the full-time student can complete the MSW degree in 11 months, or 35 credit hours of graduate work.

M.Div./MSW Dual Degree option

The Master of Divinity/Master of Social Work (M.Div./MSW) Dual Degree option prepares students to provide leadership and service through congregations, religiously affiliated organizations and faith communities. For admission to the dual degree option, students must apply and be accepted by the George W. Truett Theological Seminary and the Baylor University School of Social Work.

MTS/MSW Dual Degree option

The Master of Theological Studies (MTS) and the Master of Social Work (MSW) dual degree provides an interdisciplinary option for students to develop competency in Christian scriptures and theology, global missions, and Baptist identity, as well as in advanced social work practice in congregations and religiously-affiliated organizations. For admission to the dual degree option, students must apply and be accepted by the George W. Truett Theological Seminary and the Baylor University School of Social Work.

Curriculum Areas

A liberal arts education serves as the foundation for the MSW program. Professional social work education builds on the broad knowledge base of the physical, psychological, social and cultural contributions to human beliefs, attitudes, and behavior. Effective professionals are informed critical thinkers who work with this breadth of intellectual contributors to the human experience. Students admitted to the program are required to have transcribed baccalaureate coursework that demonstrates this knowledge base. (See Graduate Program Admissions Policy and Procedures)

Content in four additional curriculum content areas is infused into courses in the Standard Sequence. These content areas include social work values and ethics, human diversity, social and economic justice, and populations-at-risk (to include older persons). There is a minimum of one course objective in each Standard Sequence course that addresses one of these content areas. In turn, a minimum of one outcome measure in each course corresponds to each objective. In addition, the curriculum also infuses two additional content areas throughout the curriculum related to the specific mission of this program: (1) the relationship of faith and practice and (2) religious organizations and communities as a context for practice. These areas of content are defined as follows:

Values and Ethics: Individual worth and dignity, respect for autonomy, commitment to obtaining needed resources, commitment to making social institutions more humane and responsive, respect for and acceptance of diversity, responsibility for personal conduct and seeking continuous professional growth. Transmitting these values and ethics to students is key to their professional socialization. Given the unique mission of this program, areas of congruence and conflict with students' own personal values and ethics, as well as those of various faith groups, are also given attention throughout the curriculum. Because our program operates from a Christian worldview, it is deeply committed to teaching and operationalizing these values and ethics and to addressing the particular challenges of integrating personal faith and professional practice.

Human Diversity: Race, ethnicity, culture, class, gender, political orientation, sexual orientation, religion, physical or mental ability, age, national origin. The program is passionate about building in

students an appreciation for human diversity and ability to work with diverse individuals, groups, and communities. Respect and skills for working with diversity are woven throughout the curriculum.

Social and Economic Justice: Individual and collective; human and institutionalized forms of oppression and discrimination. Promoting social and economic justice is the heart of social work practice and the heart of Christian faith. Our program embraces a worldview that believes that the needs of the poor and marginalized ought to be of central concern to people of faith, who are called to “remove the chains of injustice.” Promoting social justice is given particular attention in the policy sequence in our curriculum but is also interwoven in the human behavior and social environment, practice, field, and research sequences, and is given particular attention in selecting course offerings for the special topics and in making choices about faculty investment of time in the specialization option.

Populations-at-Risk: Patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression of people of age, color, women, and gay and lesbian persons. One cannot promote social and economic justice without addressing the needs of populations-at-risk. Therefore, this content is interwoven throughout the standard and advanced curriculum, often in tandem with content on social and economic justice but distinctively identifiable on its own.

Faith and Practice: Faith, spirituality, and religion as resources and challenges to effective practice, the role of the social worker in relating to clients whose religious beliefs and faith practices are similar to or different from their own.

Religious Organizations and Communities: Practice in and with religiously-affiliated organizations, the relationship between government policies and programs and those of faith and other voluntary groups, church policy as it influences practice from the local to the international level.

Foundation Year

First Year in the Standard Degree option

The foundation year provides a generalist education in social work and is required of every student in the standard degree option (2-Year Degree option).

The standard curriculum is organized around these five curriculum content areas:

- Human Behavior and the Social Environment (SWO 5561 Practice with Individuals & Families and SWO 5463 Practice with Communities & Organizations)
- Social Welfare Policy and Services (SWO 5321 Introduction to the Profession; SWO 5322 Social Policy for Social Work Practice),
- Social Work Practice (SWO 5561 Practice with Individuals & Families; SWO 5362 Practice with Groups; 5463 Practice with Communities & Organizations))
- Research (SWO 5381 Research for Social Work Practice), and
- Field Practicum (SWO 5491 Foundation Internship I and SWO 5492 Foundation Internship II)

Students begin the foundation year with a semester of classroom coursework and their first Field Internship. Students must earn at least a B in Practice with Individuals & Families and Practice with Groups in order to enroll for Foundation Internship II. Required field orientation must be completed before enrolling in the internship. Foundation Internship I & II consist of professional preparation for practice in an approved setting generally 16 hours weekly for 15 weeks for a minimum of 240 clock hours and a weekly integrative seminar. This field internship is designed to be a continuation of the first internship, in the same placement setting. Foundation Internship II consists of an additional minimum of 240 clock hours of training practice in the agency. Students will apply the foundations of knowledge, values, and skills they have learned in the standard courses in Foundation Internship I & II. Students should pay careful attention to requirements for prerequisites and enrollment in courses concurrently, following the appropriate course sequence options on the following pages.

Concentration Year
Second Year of 2-Year Degree option and Advanced Standing Degree option
Curriculum Content

The program offers three concentrations. In each concentration, students acquire advanced practice skills and knowledge that build on the standard curriculum. The program's concentrations are defined by fields of practice: Physical and Mental Health, Children and Families, and Community Practice. Students complete the Advanced Internship in a setting that allows them the opportunity for preparation for practice in the concentration field of practice. Students are expected to refine their learning in their chosen concentration further by use of electives.

Each concentration consists of a combination of courses taken exclusively with others in the concentration, i.e., the Practice course and the advanced Human Behavior and the Social Environment course (Health Wellness and Health Care, Family Resilience and Crisis, and Frameworks and Perspectives for Community Practice), and Advanced Internship III. In addition, students in all concentrations take the Administrative Practice in Social Work course and the Research Seminar. In these courses, students will complete individual and group learning projects and assignments related specifically to their concentration, but will benefit from the cross-fertilization of ideas and discussion with students in the other concentration. The Research Seminar and Project are designed to prepare students for undertaking a practice research project usually related to their concentration during the final year of the program and the Administrative Practice course is designed to develop advanced knowledge and skills in social work administration.

Students must have completed all standard requirements before enrolling in the advanced social work practice course (Advanced Practice: Physical and Mental Health, Advanced Practice: Children and Families, or Advanced Practice: Community Practice). These practice courses are designed to provide an intensive experience of applying learning in the Standard curriculum and advanced practice methods and principles in the concentration to the actual practice situations of the concentration. In this five-hour course, students will learn the skills for advanced practice in the area of their concentration and to assess their own practice and establish ongoing professional development.

Students will enroll in a one-hour Introduction to the Advanced Internship course the semester prior to the Advanced Internship. This one-hour course is designed to connect the student to the field during the development of the research proposal. Students complete orientation, preparatory education and research development during 60-100 hours in the agency for internship introduction. Students must have completed all other coursework before enrolling in Advanced Internship III and the Research Project. Advanced Internship III consists of social work preparatory practice in a setting appropriate to the student's concentration for 30-35 hours per week for 14 weeks for a minimum total of 500 hours across the two semesters. The placement is designed to allow students to be placed in the community surrounding Waco, within weekly commuting distance, or in long distance or international sites, when their professional goals call for such an experience. For internships in long distance or international sites, long distance technology is used to bring students together for weekly seminars with other students in their concentration, as well as for periodic "meetings" with concentration and specialization faculty.

During the final semester, concurrently with the Advanced Internship III, students complete the research project planned during the preceding Research Seminar, with ongoing consultation available from faculty teaching their concentration practice course. During the final three weeks of this semester, students engage in a capstone experience, during which they present their project to colleagues and a faculty and professional social work panel.

Children and Families Concentration

The children and families concentration is designed to prepare students for advanced, direct practice with children and families across the life span and across the diversity spectrum. Students learn to apply evidence-based practice theories and methods of intervention that reflect a person-environment orientation and strength perspective in addressing a variety of problems experienced by children and families (e.g., physical abuse, sexual exploitation, neglect; teenage parents, school failure; drug and alcohol abuse,

violence; homelessness, marital discord). Empowerment and advocacy to support and sustain safe and healthy children and families are emphasized.

The children and family concentration prepares students to work in public, private and faith-based schools, child welfare agencies, family service agencies, juvenile justice systems, residential settings for children and youth, recreational and leisure agencies, marriage and family counseling centers, shelters, and refugee and immigration centers, and churches.

The children and families concentration plan of study includes core concentration courses plus three(3) credit hours of electives (Special Topics/Seminars or other courses approved by the Associate Dean for Graduate Studies) to support the concentration.

Physical and Mental Health Concentration

The physical and mental health concentration is designed to prepare students for advanced practice in physical and mental health care settings with individuals, families and groups. A biopsychosocial spiritual theoretical approach facilitates understanding the interaction of health, disease, physical disability, aging, death, mental illness and addiction within the person-in-environment context of the individual, family, community, culture and nation. Emphasis is placed on wellness, strength-based strategies of intervention, and patient/consumer empowerment and advocacy. Students will demonstrate competency in DSM IV-TR assessment, counseling and therapy techniques and medical care management.

In physical health settings, graduates work in public, private and faith-based hospitals and primary care clinics, health education programs, long-term care facilities, hospice, community health agencies, and chemical dependency units.

In mental health settings, graduates work in public, private, and faith-based community mental health centers, counseling agencies, mental health facilities/institutions, employee assistance programs, health maintenance organizations and a wide variety of private practice settings.

The physical and mental health concentration plan of study includes core concentration courses and three (3) credit hours of electives (Special Topics/Seminars or other courses approved by the Associate Dean for Graduate Studies) to support the concentration.

Community Practice Concentration

The community practice concentration is designed to prepare students for advanced macro practice with public and/or non-profit organizations, neighborhoods, communities, congregations, and religiously affiliated agencies. Students learn to apply evidence-informed macro practice frameworks and methods of intervention to create and develop responsive human resource systems, sustainable physical and social environments, and just public and institutional policies. Emphasis is placed on planning, organizing, and development theories and skills that address a variety of local, national, and global issues. Other areas of practice learned include community-based research and advocacy, as well as assets and needs assessment and intervention.

The community practice concentration prepares students to work in public and private community organizations, child and older person welfare agencies, family service agencies, shelters, refugee and immigration centers, congregations and religiously affiliated organizations.

The community practice concentration plan of study includes core concentration courses and three (3) credit hours of electives (Special Topics/Seminars or other courses approved by the Associate Dean for Graduate Studies) to support the concentration.

MSW Two-Year Degree Plan

Minimum 61 semester hours including the following:

Foundation Year

Summer Term, Year 1

5221 Intro to the Profession

Fall Semester, Year 1

5561 Professional Practice with Individuals and Families	5
5362 Professional Practice with Groups	3
5491 Foundation Internship I	<u>4</u>
	12

Concentration Year: Health**Summer Term, Year 2**

5282 Research Seminar I	2
5373 Advanced Practice I: Health	<u>3</u>
	5

Fall Semester, Year 2

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5333 Human Wellness & Health Care	3
5376 Advanced Practice II: Health	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Concentration Year: Families**Summer Term, Year 2**

5282 Research Seminar I	2
5374 Advanced Practice I: Families	<u>3</u>
	5

Fall Semester, Year 2

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5334 Family Resilience & Crises	3
5377 Advanced Practice II: Families	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Concentration Year: Community Practice**Summer Term, Year 2**

5282 Research Seminar I	2
5375 Advanced Practice I: Community Practice	<u>3</u>
	5

Fall Semester, Year 2

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5335 Frameworks and Perspectives for Community Practice	3
5378 Adv. Practice II: Community Practice	3
5203 Specialization Mentoring I	2

Spring Semester, Year 1

5381 Research for Social Work Practice	3
5463 Professional Practice with Communities and Organizations	4
5322 Social Policy for Social Work Practice	3
5492 Foundation Internship II	<u>4</u>
	14

Spring Semester, Year 2

5184 Research Project	1
5690 Advanced Internship III:	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Spring Semester, Year 2

5184 Research Project	1
5690 Advanced Internship III:	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Spring Semester, Year 2

5184 Research Project	1
5690 Advanced Internship III:	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

5290 Intro to Adv Internship III	<u>2</u>
	14

Three (3) hours of Special Topics courses/seminars (4V80, 5V80, 5V70) and/or other courses approved by the Associate Dean for Graduate Studies may be taken to fulfill the elective requirement.

Advanced Standing Degree option

The 11-month Advanced Standing program begins with six hours of Advanced Standing Seminars during the summer months (July-August). Students complete the concentration year of the MSW program in the following fall and spring and, upon completion of 35 hours, are eligible for graduation in May. Based on obtaining a grade point average of at least 3.0 in the six hours of preparatory seminars offered in the summer, recommendation of the seminar professors, and the approval of the admissions committee, the student is eligible for admission into Advanced Standing. The student's performance in the 6 hours of advanced standing seminars in the summer months, faculty recommend continuation into the concentration year. **ENROLLMENT IN THE CONCENTRATION YEAR IS NOT AUTOMATIC.** Criteria for continuation include:

1. 3.0 grade point average in the 6 hours of summer coursework
2. Demonstration of the knowledge, skills and values predictive of competence at the advanced level of social work practice
3. Completion of all course requirements
4. Approval for continuation by the graduate admissions committee based upon information that includes the faculty of the two 3-hour advanced standing seminars.
5. Support for mission of the School of Social Work.

MSW Advanced Standing Degree Plan

Minimum 35 semester hours including the following:

Summer Semester, Year 1 Advanced Standing Seminars

5301 Current Issues in Social Work I	3
5302 Current Issues in Social Work II	<u>3</u>
	6

Concentration Year: Health

Fall Semester, Year 1

5323 Administrative Practice in Social Work	3
5182 Research Seminar	1
5333 Human Wellness & Health Care	3
5573 Advanced Practice: Health	5
5190 Intro to Adv Internship III	<u>1</u>
	13

Spring Semester, Year 1

5383 Research Project	3
5790 Advanced Internship III	7
5398 Capstone	<u>3</u>
	13

Concentration Year: Families

Fall Semester, Year 1

5323 Administrative Practice in Social Work	3
5182 Research Seminar	1
5334 Family Resilience & Crises	3
5574 Advanced Practice: Families	5
5190 Intro to Adv Internship III	<u>1</u>
	13

Spring Semester, Year 1

5383 Research Project	3
5790 Advanced Internship III	7
5398 Capstone	<u>3</u>
	13

Concentration Year: Community Practice

Fall Semester Year 1

5323 Administrative Practice in Social Work	3
5335 Frameworks and Perspectives for Community Practice	3

Spring Semester, Year 1

5383 Research Project	3
5790 Adv. Internship III	7
5398 Capstone	<u>3</u>

5182 Research Seminar	1	13
5575 Adv. Practice: Community Practice	5	
5190 Intro to Adv. Internship III	$\frac{1}{13}$	

Three (3) hours of Special Topics courses/seminars (4V80, 5V80, 5V70) and/or other courses approved by the Associate Dean for Graduate Studies may be taken to fulfill the elective requirement.

Dual Degree option: Master of Divinity/Master of Social Work

The Master of Divinity/Master of Social Work Degree option (M.Div.-MSW) prepares students to provide leadership and service through congregations, religiously affiliated organizations, and faith communities. Church agencies, as well as family and children's agencies, gerontology programs, counseling centers, and community ministries in urban areas and international missions, need professional social workers. In addition, congregations often need the consultation and leadership in family and community ministry which social workers can provide. Many congregational leadership positions and often the chief executive officers of church-related agencies require an M.Div. or other graduate seminary degree as a qualification. This degree option, therefore, addresses this need for dual competency.

Admission

For admission to the dual degree option, candidates must apply and be accepted for both Truett Seminary's Master of Divinity degree option and the School of Social Work's Master of Social Work degree option.

Requirements

Theological Education Core Courses 51 hrs.

Introductory Courses

THEO 7340 Introduction to Scripture 3 hrs.

THEO 7343 Introduction to Christian History 3 hrs.

THEO 7345 Introduction to Christian Theology 3 hrs.

Christian Scriptures

THEO 7370 Christian Scriptures 1 3 hrs.

THEO 7372 Christian Scriptures 2 3 hrs.

THEO 7371 Christian Scriptures 3 3 hrs.

THEO 7373 Christian Scriptures 4 3 hrs.

Christian Texts and Traditions

THEO 7360 Christian Texts and Traditions 1 3 hrs.

THEO 7361 Christian Texts and Traditions 2 3 hrs.

THEO 7362 Christian Texts and Traditions 3 3 hrs.

MSSN 7385 Christian World Mission 3 hrs.

THEO 7396 The Baptist Identity 3 hrs.

Leadership/ Administration

LEAD 7301 Leadership for Ministry 3 hrs.

Preaching and Worship

PRCH 7316 Preaching 1 3 hrs.

THEO 7316 Christian Worship 3 hrs.

Christian Ministry

PAST 7331 The Christian Ministry 3 hrs.

PAST 7033 Clinical Pastoral Education 0 hrs.

Capstone

THEO 7388 Theological Capstone 3 hrs.

Electives

Electives from THEO, PRCH, MSSN, CRED, PAST, MENT or LEAD courses (25 for Advanced Standing, 11 for Standard degree option)	25 or 11 hrs.
Total hours of Master of Divinity Courses	76 or 62 hrs.
Total elective hours counted toward the M.Div. from MSW courses (17 for Advanced Standing, 31 for Standard degree option)	17 or 31 hrs.
Total M.Div. hours	93 hrs.
Standard MSW required coursework	32 hrs.
Actual non-repeating hours taken: 61 hours MSW + 62 hours M.Div.	123 hrs.
<hr/> Advanced Standing MSW required coursework	18 hrs.
Actual non-repeating hours taken: 35 hours MSW + 76 hours M.Div.	111 hrs.
<hr/>	

Covenant Groups – six semesters
Satisfactory completion of 200 Lifelong Learning Units
Satisfactory academic progress

Students in the M.Div./MSW dual degree option should plan their coursework so that the M.Div and the MSW degrees can be awarded simultaneously. Nevertheless, students who complete all work for the MSW degree can be awarded this degree first and separately; however, a student enrolled in this dual degree option may not receive the M.Div degree first and separately but must receive the M.Div degree either simultaneously with the MSW or subsequent to the awarding of the MSW.

Sample M.Div./MSW Dual Degree Plan

Minimum 123 (61 Social Work; 62 Seminary) semester hours including the following:

Fall Semester, Year 1		Spring Semester, Year 1	
Seminary Classes	12	Seminary Classes	12
Summer Term, Year 1			
Seminary class	3		
Fall Semester, Year 2		Spring Semester, Year 2	
Seminary Classes	12	Seminary Classes	12
COVG 7003 Covenant Group-3	0	COVG 7004 Covenant Group-4	0
5121 Intro to the Profession-Dual Deg I	<u>1</u>	5122 Intro to the Profession-Dual Deg II	<u>1</u>
	13		13
Fall Semester, Year 3		Spring Semester, Year 3	
MENT 7V00 Truett Mentoring	6	MENT 7V00 Truett Mentoring	5
COVG 7005 Covenant Group-5	0	COVG 7006 Covenant Group-6	0
5561 Practice with Individuals & Families	5	5463 Practice with Communities & Orgs	4
5362 Professional Practice with Groups	3	5322 Social Policy for Social Work Practice	3
5491 Foundation Internship I	<u>4</u>	5492 Foundation Internship II	4
	18	5381 Research for Practice	<u>3</u>
			19

M.Div.-MSW students may take up to 12 hours of Mentoring course work concurrently with SWO 5492 with the approval of the Dean or designee of Truett seminary. Students must fulfill the requirements of the Mentoring course in order to receive elective credit toward the M.Div. portion of the Dual degree requirements.

Concentration Year: Health

Summer Term, Year 3

5282 Research Seminar I	2
5373 Advanced Practice I: Health	<u>3</u>
	5

Fall Semester, Year 4

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5333 Human Wellness & Health Care	3
5376 Advanced Practice II: Health	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 4

5184 Research Project	1
5690 Advanced Internship III	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Concentration Year: Families

Summer Term, Year 3

5282 Research Seminar I	2
5374 Advanced Practice I: Families	<u>3</u>
	5

Fall Semester, Year 4

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5334 Family Resilience & Crises	3
5377 Advanced Practice II: Families	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 4

5184 Research Project	1
5690 Advanced Internship III	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Concentration Year: Community Practice

Summer Term, Year 3

5282 Research Seminar I	2
5375 Adv Practice I: Community Practice	<u>3</u>
	5

Fall Semester, Year 4

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5335 Frameworks & Perspectives for CP	3
5378 Adv Practice II: Community Practice	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 4

5184 Research Project	1
5690 Advanced Internship III	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Three (3) hours of Special Topics courses/seminars (4V80, 5V80, 5V70) and/or other courses approved by the Associate Dean for Graduate Studies may be taken to fulfill the elective requirement.

Dual Degree option: Master of Theological Studies/Master of Social Work

The Master of Theological Studies and the Master of Social Work dual degree (MTS-MSW) provides an interdisciplinary option for students to develop competency in Christian scriptures and theology, global missions, and Baptist identity, as well as in advanced social work practice in congregations and religiously-affiliated organizations. The MTS-MSW dual degree option (97 or 71 semester hours) provides these students with an opportunity to prepare for community ministry through mastery of advanced social work knowledge and practice that is grounded in foundational Christian theology, scriptures, traditions, missions, and Baptist identity.

Admission

For admission to the dual degree, candidates must apply and be accepted by both the George W. Truett Theological Seminary and the Baylor University School of Social Work.

Requirements

Core Curriculum 36 hrs.

Introductory Courses

THEO 7340 Introduction to Scripture 3 hrs.
 THEO 7343 Introduction to Christian History 3 hrs.
 THEO 7345 Introduction to Christian Theology 3 hrs.

Christian Scriptures

THEO 7370 Christian Scriptures 1 3 hrs.
 THEO 7372 Christian Scriptures 2 3 hrs.
 THEO 7371 Christian Scriptures 3 3 hrs.
 THEO 7373 Christian Scriptures 4 3 hrs.

Christian Texts and Traditions

THEO 7360 Christian Texts and Traditions 1 3 hrs.
 THEO 7361 Christian Texts and Traditions 2 3 hrs.
 THEO 7362 Christian Texts and Traditions 3 3 hrs.
 THEO 7385 Christian World Mission 3 hrs.
 THEO 7396 Baptist Identity 3 hrs.

Capstone

THEO 7388 Theological Capstone 3 hrs.

Electives

3 course from chosen concentration or
 1 Biblical studies course, 1 Theological studies course, and 1 free elective 9 hrs

Total hours of Master of Theological Studies Courses 48 hrs.

Total elective hours counted toward the MTS from MSW courses 3 hrs.
 (3 for Advanced Standing, 3 for Standard degree option)

Total MTS hours 39 hrs.

Standard MSW required coursework 58 hrs.

Actual non-repeating hours taken:
 58 hours MSW + 39 hours MTS = **97 hrs.**

Advanced Standing MSW required coursework 32 hrs.

Actual non-repeating hours taken:
 32 hours MSW + 39 hours MTS = **71 hrs.**

Covenant Groups – 4 semesters
 Satisfactory completion of 132 Lifelong Learning Units
 Satisfactory academic progress

Sample MTS/MSW Dual Degree Plan

Minimum 97 (58 Social Work; 39 Seminary) semester hours including the following:

Fall Semester, Year 1

Seminary Classes 12

Fall Semester, Year 2

Seminary Classes 9
 COVG 7003 Covenant Group-3 0
 5121 Intro to the Profession-Dual Deg I 1
 10

Fall Semester, Year 3

5561 Practice with Individuals & Families 5
 5362 Professional Practice with Groups 3
 5491 Foundation Internship I 4
 12

Concentration Year: Health

Summer Term, Year 3

5282 Research Seminar I 2
 5373 Advanced Practice I: Health 3
 5

Fall Semester, Year 4

5323 Administrative Practice in Social Work 3
 5183 Research Seminar II 1
 5333 Human Wellness & Health Care 3
 5376 Advanced Practice II: Health 3
 5203 Specialization Mentoring I 2
 5290 Intro to Adv Internship III 2
 14

Concentration Year: Families

Summer Term, Year 3

5282 Research Seminar I 2
 5374 Advanced Practice I: Families 3
 5

Fall Semester, Year 4

5323 Administrative Practice in Social Work 3
 5183 Research Seminar II 1
 5334 Family Resilience & Crises 3
 5377 Advanced Practice II: Families 3
 5203 Specialization Mentoring I 2
 5290 Intro to Adv Internship III 2
 14

Concentration Year: Community Practice

Spring Semester, Year 1

Seminary Classes 9

Spring Semester, Year 2

Seminary Classes 9
 COVG 7004 Covenant Group-4 0
 5122 Intro to the Profession-Dual Deg II 1
 10

Spring Semester, Year 3

5463 Practice with Communities & Orgs 4
 5322 Social Policy for Social Work Practice 3
 5492 Foundation Internship II 4
 5381 Research for Practice 3
 14

Spring Semester, Year 4

5184 Research Project 1
 5690 Advanced Internship III 6
 5204 Specialization Mentoring II 2
 5298 Capstone 2
 11

Spring Semester, Year 4

5184 Research Project 1
 5690 Advanced Internship III 6
 5204 Specialization Mentoring II 2
 5298 Capstone 2
 11

Summer Term, Year 3

5282 Research Seminar I	2
5375 Adv Practice I: Community Practice	<u>3</u>
	5

Fall Semester, Year 4

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5335 Frameworks & Perspectives for CP	3
5378 Adv Practice II: Community Practice	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 4

5184 Research Project	1
5690 Advanced Internship III	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Three (3) hours of Special Topics courses/seminars (4V80, 5V80, 5V70) and/or other courses approved by the Associate Dean for Graduate Studies may be taken to fulfill the elective requirement.

Global Mission Leadership/Master of Social Work

The Global Mission Leadership initiative provides students the opportunity to obtain a Master of Social Work with a Global Mission Leadership Specialization. This initiative also allows for a dual-degree option. The GML initiative focuses on educating and empowering Christian leaders who are committed to relocate or return to a nation of the world as a catalyst for holistic community transformation. Within this specialization, students will research systemic issues regarding a social injustice occurring in a nation of concern, research global best practices regarding community change, and will create a plan of intervention based on the conducted research.

Global Mission Leadership students will comply with the requirements of the MSW degree plan as modified by the Associate Dean for Graduate Studies, School of Social Work. Students should contact the graduate advisor, Director of Global Mission Leadership, to obtain the GML specialization degree plan.

MSW Degree: Part-Time Degree option

Students may choose to take fewer courses each semester because of life circumstances and extend their time in the program accordingly. Since courses are designed to build on one another, and all courses are not offered every semester, students should seek consultation from their faculty advisor or the Associate Dean for Graduate Studies in planning their individual program of study. All field education courses must be completed in the standard fall-spring sequence.

Sample MSW Part-time Degree Plan

Minimum 61 semester hours including the following:

Foundation Year**Summer Term, Year 1**

5221 Intro to the Profession	2
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Fall Semester, Year 1

5561 Professional Practice with Individuals and Families	5
5362 Professional Practice with Groups	<u>3</u>
	8

Spring Semester, Year 1

5381 Research for Social Work Practice	3
5322 Social Policy for Social Work Practice	<u>3</u>
	6

Fall Semester, Year 2

5491 Foundation Internship I	<u>4</u>
	4

Spring Semester, Year 2

5463 Practice with Communities and Orgs	4
5492 Foundation Internship II	<u>4</u>

Concentration Year: Health**Summer Term, Year 3**

5282 Research Seminar I	2
5373 Advanced Practice I: Health	<u>3</u>
	5

Fall Semester, Year 3

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5333 Human Wellness & Health Care	3
5376 Advanced Practice II: Health	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 3

5184 Research Project	1
5690 Advanced Internship III:	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Concentration Year: Families**Summer Term, Year 3**

5282 Research Seminar I	2
5374 Advanced Practice I: Families	<u>3</u>
	5

Fall Semester, Year 3

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5334 Family Resilience & Crises	3
5377 Advanced Practice II: Families	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 3

5184 Research Project	1
5690 Advanced Internship III:	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Concentration Year: Community Practice**Summer Term, Year 3**

5282 Research Seminar I	2
5375 Advanced Practice I: Community Practice	<u>3</u>
	5

Fall Semester, Year 3

5323 Administrative Practice in Social Work	3
5183 Research Seminar II	1
5335 Frameworks and Perspectives for Community Practice	3
5378 Adv. Practice II: Community Practice	3
5203 Specialization Mentoring I	2
5290 Intro to Adv Internship III	<u>2</u>
	14

Spring Semester, Year 3

5184 Research Project	1
5690 Advanced Internship III:	6
5204 Specialization Mentoring II	2
5298 Capstone	<u>2</u>
	11

Three (3) hours of Special Topics courses/seminars (4V80, 5V80, 5V70) and/or other courses approved by the Associate Dean for Graduate Studies may be taken to fulfill the elective requirement.

Graduate Field Curriculum

Mission

Field internship is the practical application of the knowledge, values and skills acquired in the classroom. The primary goal of the internship is education and preparation for professional practice. The aim of the Field experience is to provide interns the opportunity to develop and integrate values, knowledge, and skills learned in the classroom with practice in actual practice settings. Practice settings include non-sectarian and religiously affiliated agencies and organizations. Through the Field internship experience, theory is applied, skills refined, and attitudes and values, and value dilemmas are examined. It is expected that each intern will be fully engaged in the professional learning opportunities provided by the agency, faith based organization or congregation under the supervision of the Field Instructor. Foundation year graduate interns will be expected to achieve skill development similar to entry level generalist practitioners. Concentration graduate interns in the advanced placement will be expected to achieve skill development and performance commensurate to entry level MSW advanced practice in a specific area of concentration..

Objectives

Field Education is the heart of the social work curriculum. The Field internship is intended to address all of the program's identified objectives and educational competencies. In addition, the following general objectives of the Field internship include to:

1. Enable students to develop competence in professional practice through the attainment, integration, testing, evaluation, and reinforcement of knowledge and skills.
2. Prepare students for professional practice that includes the integration of faith and social work practice in congregations and religiously affiliated organizations and in non-sectarian social service settings, as appropriate.
3. Provide opportunities for students to shape their professional identity within the framework of the ethics and values of the social work profession and of a Christian world-view.
4. Prepare students to use generalist practice skills sensitive to systems at risk and diversity that empower and enhance well-being and to receive feedback and direction that guides their practice.
5. Prepare graduate students to learn to use specific skills and interventions in their area of concentration that facilitate change in clients and in the systems that impact clients.
6. Provide the opportunity for students to apply strategies and skills of change that advance social and/or economic justice, and demonstrate understanding of oppression with professional feedback and supervision.
7. Provide the student the opportunity to demonstrate professional use of self.
8. Enable students to use supervision and to prepare graduate students to provide supervision.
9. Provide students the opportunity to develop goals and strategies to increase self-awareness and continue professional development.
10. Enable students to improve their own evidence-informed practice through the use of research and methods for systematic evaluation of practice.
11. Enable graduate students to contribute to the research and literature in their area of concentration.

Students in Generalist Practice Field (BSW and MSW Foundation) will be expected to demonstrate competence in the following core competencies as defined by the Council on Social Work Education (CSWE):

11. Identify as a professional social worker and conduct oneself accordingly.
12. Apply social work ethical principles to guide professional practice.
13. Apply critical thinking to inform and communicate professional judgments.
14. Engage diversity and difference in practice.
15. Advance human rights and social and economic justice.
16. Engage in research-informed practice and practice-informed research.

17. Apply knowledge of human behavior and the social environment.
18. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
19. Respond to contexts that shape practice.
20. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students in Advanced Practice (MSW Concentration) will be expected to demonstrate competence in all of the core competencies strengthened by knowledge and practice behaviors specific to a concentration.

Expectations of placements include:

1. The agency shares with the University and the student a common commitment to education as the primary purpose of the internship.
2. The Field Instructor models social work values and ethics and supports the mission and code of conduct of the University and the School.
3. Field placement sites include settings that allow, encourage, and facilitate the integration of faith and practice.
4. Field placement sites provide environments that meet and/or exceed standards set by National Association of Social Workers, the Council on Social Work Education, and social work legislation.
5. Field placement sites and personnel provide practice that is sensitive and responsive to diversity, oppression and social injustice and that provide interns with opportunity to practice with diverse populations and populations at risk.

Field and Seminar Grading Equation

The graduate Foundation Internship I and II grades are composed of the Field evaluation tool completed by the Field Instructor (50 percent) and the integrative seminar grade (50 percent), determined by the seminar faculty. The graduate Concentration Field grade is 70 percent of total course grade, the remaining 30 percent of the grade is from the integrative seminar and determined by the seminar faculty.

Field Requirements and Considerations for Admission

1. For Foundation year internship, successful completion of the Introduction to the Profession course and completion of or concurrent enrollment in the first semester of Foundation courses as listed previously in this catalog. For full-time Concentration year internship, completion of all foundation year requirements.
2. Continuing in good standing in the masters program.
3. A minimum grade of "B" in the Practice courses for Foundation students.
4. A minimum average grade of "B" in the summer preparation courses for Advanced Standing students and completion of all other requirements for admissions into the concentration year.
5. Completion of Field Orientation and required paperwork.

Responsibilities of the Field Student Intern

One of the opportunities and responsibilities for students in Field internship is to take the responsibility for their own learning instead of relying on the supervisor to structure their learning. The student should identify learning possibilities in his/her placement, identify his/her own professional needs, as well as use the supervisory time to learn what he/she needs to know, share ideas, and evaluate his/her own practice skills, knowledge, and values.

Although Field placements vary greatly, all Field placements offer training practice opportunities in working with individuals, families, groups, organizations including faith based organizations, congregations,

neighborhoods, and/or communities, students have the opportunity to participate in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas for potential learning opportunities. All students in all Field placements have the opportunity for social work practice under the educational supervision of a professional social worker. Whatever the placement situation, the student should always be thinking, “What can I do to help this client?” and “How can I improve my knowledge and skills?”

The Directors of Field Education, Field Instructor, internship Seminar Faculty/Field Liaison, and the other students in Field internship seminar are available to support and assist each student in taking responsibility for his/her own professional development.

Additional Field intern responsibilities in Field Education include:

1. Attending the Field Orientation.
2. Reading, knowing, and following the policies outlined in the Catalog and the *Field Manual*.
3. Completing the “Registration for Field Experience,” supplying all other required application materials, completing successfully any screening and/or criminal background checks required by the agency and conveying to the Director of Field Education – Generalist Practice (Foundation) or Director of Advanced Practice (Concentration) all information pertinent to the selection of a Field placement during the Field internship planning process. For Foundation placements, internship planning is in the spring semester prior to the internship. For concentration placements, planning, also, begins in the spring semester prior to the internship.
4. Spending at least the required hours per week in assigned agency (as designated in the Internship Seminar syllabus). Concentration placements may begin prior to the beginning of classes in a given semester, while Foundation placements will begin with the first week of classes. For Foundation Field, a minimum of 240 hours per semester is required.. Concentration Field requires a minimum of 500 hours in the Field placement. **Field hours must be completed across the course of the semester; students will not complete hours more than one week before the scheduled end of the semester.**
5. Functioning as a professional person in training in the placement setting. Students are responsible for reading and abiding by the agency Personnel Manual.
6. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from Field placement, result in a failing grade, and may warrant further school disciplinary action. The complete NASW and Texas Codes can be found in the *Field Manual*. Graduate interns in concentration placements in other states or countries are responsible for abiding by the NASW Code of Ethics and any applicable codes in the state or country in which they are practicing and should obtain a copy of those codes from the Field Instructor.
7. Being prompt for work at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the Field Instructor if unable to report for Field. Unavoidable absences can be made up within a reasonable limit according to our stated policies in the *Field Manual*. (Refer to the Sick Leave Policy in the *Field Manual*.) Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from Field with a failing grade.
8. Using initiative and creativity in his/her activities in Field work.
9. Sharing Field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.
10. Entering the Field experience with a positive and receptive attitude.
11. Completing all seminar and Field internship assignments by designated deadlines.

12. Completing documentation required by the agency according to the agency's personnel policies. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.
13. Arranging a conference with the faculty Field Liaison and/or Director of Field Education pertaining to problems or other matters of concern to the student regarding the Field placement.
14. Completing an evaluation of the Field experience at the conclusion of the semester. This evaluation form is supplied as part of the termination process in each seminar.
15. Completing an evaluation (exit survey) of the social work program at the conclusion of the final Field internship. This evaluation form is supplied by the evaluation and accreditation committee as part of the termination process.

Agency Documentation Requirements for Interns

Interns are required to complete and submit all agency documentation as instructed and within the timeframes specified by the agency's policies and the Field Instructor's directions. Agency documentation requirements are completed *during* Field internship hours. (Agency documentation requirements are paperwork in addition to the seminar requirements and process recordings required for the internship. Seminar requirements and process recordings are completed *outside* of internship hours.) Agency orientation and training should cover documentation requirements. As a rule Field Instructors or supervisors review and/or co-sign interns' documentation. It is the interns' responsibility to follow the requirements for agency documentation and not write anything in a client's file without learning the proper agency procedure. Agency files are the agency's property and should never be removed from the agency.

Out-of-Area Field Placements

Field sites are approved by the Directors of Field Education and with oversight of the faculty. In order for agencies (Field sites) to be approved by the School of Social Work for the purpose of providing Field instruction, they must meet minimum criteria identified in the *Field Manual*.

For foundation year students, area placements shall be those within Waco/McLennan county and within a 90-mile radius (driving distance for seminar) of Baylor University. Most students will be placed in Field placement sites within Waco/McLennan County and its neighboring counties. For concentration year students, area placements shall be those within Waco, McLennan County and within a 75 mile radius (driving distance for seminar) of Baylor University. Most students will be placed in Field placement sites within Waco and McLennan County. The Field Education office has developed a number of placements in Bell County including Temple, Belton, and Killeen. If students are interested in placements in these areas that are not on the approved list of Field placements, the student should ascertain that the site and supervisor meet the SSW criteria and then talk with the Field Education office about developing that site. Students in these areas will be expected to drive in to attend integrative field seminars unless special approval is given by the Field Education office to use distance technology.

In the event a student would like to be considered for an out-of-area Field placement, the following must be followed:

1. Discuss with the Director of Field Education-Generalist Practice (Foundation) or Director of Field Education-Advanced Practice (Concentration) the possibility of an out-of-area Field placement before or early in the Field application process. Information provided at that time should include the geographic location preferred, the reasons for the out-of-area placement request, the student's plans for attendance at the integrative seminar, and any preferred agency assignments in that location. Placements will be contingent on the availability of approved agencies/sites on-site supervision, Field Liaison visitation, and the continued requirement of the integrative seminar.
2. The student must be willing to maintain telephone contact for additional supervision with the Field Liaison. There may be an additional student fee associated with the use of out-of-area Field placements, particularly related to the increased expenses incurred with Field Liaison visits and telephone contact.

Placements in Place of Work

In order to ensure an educationally directed Field experience, School policy requires that a student complete Field instruction in an agency/program in which he or she is not employed. In special circumstances, the School may consider an exception to the policy contingent upon the Field placement meeting the Council on Social Work Education (CSWE) standards. These include:

1. The student will have release time for course and Field instruction.
2. The student's assignments will differ from those associated with the student's employment.
3. The student's Field work supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's established requirements in class and Field interaction.
5. The program's established requirement in Field instruction is educationally focused rather than solely centered on agency's services.

The School of Social Work has established criteria for the utilization of a student's work setting as Field instruction placement. These are:

1. The Field placement organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
2. The organization must provide social work students with a qualitatively different experience from that provided by regular employment.
3. The student must answer to a different supervisor than the work supervisor.
4. The Field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.
5. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar and research project.
6. The agency must meet all requirements of any agency site for Field placements including affiliation with the SSW.
7. The employment work hours and internship hours must be clearly articulated ensuring release time for course and Field instruction. Compensation for a new internship assignment will be considered.
8. Under no circumstances will a student do more than one Field placement at the place of employment.
9. The student, employer, Field Instructor and Field Education office must complete and sign the contract for Placement in Place of Employment.

Field in the Curriculum

Graduate Foundation Field internship, for full-time students, begins in the initial fall semester of academic work. Foundation students in Foundation Internship I are enrolled in the following Foundation courses concurrently with Field internship: Practice with Individuals and Families; and Practice with Groups. Introduction to the Profession is completed prior to Foundation Internship I and is required to begin the Field internship experience. Students must complete Practice with Individuals and Families, Practice with Groups, and Foundation Internship I with a minimum of a "B" in order to move into the second semester of Field, Foundation Internship II. Courses taken concurrently with Foundation Internship II may include: Research for Practice; Practice with Communities and Organizations; and Social Policy for Social Work Practice.

Standard program graduate students and advanced placement students complete a semester of Concentration coursework and Introduction to Advanced Internship III prior to Advanced Field Internship III in the following semester for a total of 500 hours in the field. Prerequisites for the Advanced Internship include all Foundation year coursework including Foundation Internship I & II or successful completion of the Advanced Standing Seminar; Concentration coursework except the Capstone Seminar, and a minimum grade of "B" in the Advanced Practice course and Introduction Advanced Internship III in order to continue

into the block placement in the spring semester. This internship is completed concurrently with a research course and project, both of which culminate in a two week Capstone Seminar on the campus before graduation. Part-time students must complete at least the Introduction to the Field and the concentration practice and human behavior sequences with a minimum grade of B- prior to entering Advanced Internship III..

Field internship is the application of the knowledge and skills the student has obtained in the classroom courses. The two-year program includes two semesters of Field instruction taken concurrently with other courses and a third semester of Field dedicated to Field internship and professional research. Foundation Internship I and II each require the student to complete at minimum, 16 hours per week for 15 weeks, for a minimum total of 240 hours per semester or 480 hours minimum total. Because of the Baylor class schedule, most students will be involved in Foundation internships for sixteen hours a week, across two or three days per week. Academic courses will fall on the other days of the week. Interns are expected to work out a time schedule with the agency and Field Instructor that meets the needs of the Field placement agency population, provides blocks of at least 4-8 hours in the agency, and protects classroom schedules. Exceptions to the four hour minimum internship requirement must be approved by the Director of Graduate Field Education –Generalist Practice. Advanced Internship III requires completing a minimum total of 500 hours, 60-100 hours in the Introduction to Field course and the remainder in the Advanced Internship III followed by a Capstone Seminar on campus. Concentration internships are in the student's area of concentration and are a devoted educational work experience.

All students are expected to complete internship hours across the course of the semester; students will not complete the internship more than one week prior to the official end of the internship.

Field Instructors and Field liaisons for the concentration internship have expertise in the area of concentration and are able to facilitate the student's learning and research in the concentration.

Students will *not* do foundation and concentration internships in the same agency or with the same Field Instructor.

Field Orientation

Prior to beginning Field internship, all students must attend Field internship orientation. This orientation includes presentation of Field policies, discussion of Field requirements and evaluation, grading procedures, a description of the Field faculty/liaison system, and a review of the current internship sites. Failure to attend this orientation will prohibit entry into Field internship and will therefore delay a student's course of study.

The Application/Registration Process for Field Internship is found in the Field Manual.

Students who are denied admission are informed in writing, and are directed to contact their faculty advisor regarding any effect on the completion of the degree plan..

The following policies and procedures and forms can be found in the *Field Manual*:

- Agency Placement Considerations
- Policy/Procedure for Change of Placement
- Policy/Procedure for Unsatisfactory Progress in the Placement
- Removal of a Student from Field Internship
- Council on Social Work Education Educational Policy and Accreditation Standards
- Field Administrative Policies including holidays, inclement weather, dress code, sick leave, travel, professional liability insurance, personal safety guidelines, international travel for field, field grievance, confidentiality, sexual harassment.

Graduate Concentration/Advanced Internship

Graduate Concentration/Advanced Standing students in good standing in the School of Social Work are considered eligible for Field internship when they have satisfactorily completed the prerequisite course work. Satisfactory completion includes a minimum grade of B- in the required practice course(s).

Field Internship Seminars

Each semester of Field placement is accompanied by an integrative seminar. These seminars provide support to the internship learning process.

Graduate Foundation Internship I

This seminar is a required course for all graduate students, taken as part of the first semester of Field internship. Foundation Internship I is a required course that consists of at least 240 hours of applied learning in the Field and an integrative seminar that meets weekly. The objective for the internship is competence in the program's generalist practice objectives and core competencies at an entry level.

Graduate Foundation Internship II

This seminar is a required course for all graduate students, taken in conjunction with the second semester of Field internship. This course follows immediately after Foundation Internship I and consists of an enhancement of professional practice opportunities in the concurrent Field site. Foundation Internship II is a required course that consists of at least 240 hours of applied learning in the Field and an integrative seminar. This course is designed to provide a continued opportunity for student social workers to apply what they have been learning in the classroom to training practice in the Field under the supervision of an experienced social worker. Objectives for the seminar include competence in the program's generalist practice objectives and core competencies.

Introduction to Advanced Internship III

Concentration students will begin their advanced internships with the Introduction to Advanced Internship. During this semester of 60-100 hours of internship, they will complete orientation and preparatory training in the agency and develop with the agency the research question, proposal and design. Students in the advanced concentration Field internships will have experience in both direct practice and administration. Internship assignments and integrative seminar assignments are made based on the student's area of concentration, consideration of any specialization the student is pursuing, and the student's identified learning needs.

Advanced Internship III: Children and Families

This course consists of supervised advanced social work practice with families in an organizational setting for at least 500 clock hours, and a weekly integrative seminar with a School faculty member. Students have opportunity to apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the student's area of concentration. The student's practice is educationally directed and is enhanced by the seminar meetings, which are designed to enable students to discuss their practice experiences with one another, integrate knowledge acquired in the classroom, and thus expand knowledge beyond the scope of the practicum setting. The advanced internship incorporates mastery of all core competencies strengthened by knowledge and practice behaviors specific to the Children and Families concentration.

Advanced Internship III: Physical and Mental Health

This course consists of supervised advanced social work practice in health care organizational settings for at least 500 hours, and a weekly integrative seminar with a school faculty member. Students have opportunity to apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the area of medical or health care social work.

The advanced internship incorporates mastery of all core competencies strengthened by knowledge and practice behaviors specific to the Physical and Mental Health concentration.

Advanced Internship III: Community Practice

This course consists of supervised advanced macro social work practice in an organizational setting for at least 500 clock hours, and a weekly integrative seminar with a School faculty member. Students have

opportunity to apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the student's area of concentration. The student's practice is educationally directed and is enhanced by the seminar meetings, which are designed to enable students to discuss their practice experiences with one another, integrate knowledge acquired in the classroom, and thus expand knowledge beyond the scope of the practicum setting. The advanced internship incorporates mastery of all core competencies strengthened by knowledge and practice behaviors specific to Community Practice concentration.

MSW Specialization

Social Work Specialization Guidelines

The MSW Specialization is an option designed collaboratively by a student and a supervising faculty member to develop a student's knowledge base more comprehensively in one arena of social work knowledge and practice. The specialization may go more deeply into one of the program's concentrations, or it may span the concentrations, but it does not replace the concentration. Students completing requirements of the specialization receive documentation of completion at the time of the awarding of the MSW degree. This document certifies that the student has demonstrated advanced practice knowledge and skills in a substantive area within at least one of the concentrations. The requirements for the specialization are the same for both Advanced Standing and Standard Degree option students.

Specialization Plan

Students will select a School of Social Work faculty member (supervising faculty) with expertise in the area of interest to assist them in planning, engaging, and evaluating learning related to the specialization. Standard Degree Option students may choose to begin a specialization plan at any point in the foundation year. The Standard Degree Option student may develop a beginning plan with a faculty advisor and refine the plan during the foundation year. For both standard and advanced standing students, a plan for completion of the specialization during the concentration course of study, to include the substantive area that will be the focus of the specialization for completion of the specialization, will be electronically submitted for approval to the supervising faculty no later than 4 weeks into the semester the student begins concentration course work. The plan is developed in collaboration with the supervising faculty who will assist the student in determining how the specialization will be integrated into concentration course work. The supervising faculty will notify the Associate Dean for Graduate Studies of the student's intention to pursue a specialization and of the faculty member's willingness to supervise the student's learning. The Associate Dean will be responsible for notifying the Chair of the Curriculum committee. The student may petition the Associate Dean for Graduate Studies for a change of advisor to the faculty member supervising the specialization.

Additional learning activities related to the specialization may also be included as the student and supervising faculty contract for meeting the requirements for completion of the specialization. It is possible for students to include learning that occurred as part of a course of study in an accredited baccalaureate or graduate foundation year if the supervising faculty determines that the learning meets or exceeds expectations for preparation for advanced social work practice.

The supervising faculty is responsible for approving the specialization plan and submitting the approved plan to the Associate Dean for Graduate Studies for review. The Associate Dean for Graduate Studies will submit the approved plan to the Chair of the School of Social Work Curriculum Committee for review, posting, and tracking the specialization plan. The Associate Dean and/or the Curriculum committee reserve the right to deny and/or request revision of the plan. In the unlikely event that the request is not approved, the Chair of the Curriculum committee will provide the faculty member submitting the request and the student with a reason for denial or request for revision.

Requirements

The student will plan and carry out a course of study that focuses in the area of specialization. The student will successfully complete advanced learning in at least the following:

Content Area	Course Work	Assignment Plan
Advanced Human Behavior Theory	SWO 5333, 5334 or 5335 Advanced Theory (3 hrs)	
Advanced Policy	SWO 5323 Administrative Practice in Social Work (3 hrs) or SWO 5333, 5334 or 5335 (3 hrs)	
Advanced Administrative Practice	SWO 5323 Administrative Practice in Social Work (3 hrs)	
Advanced Practice Theory	SWO 5573, 5574 or 5575 Advanced Practice (5 hrs)	
Advanced Practice Skill Demonstration	SWO 5573, 5574, or 5575 Advanced Practice (5 hrs)	
Advanced Research	SWO 5182 Research Seminar (1 hr) and SWO 5383 Research Project (3 hrs)	
Advanced Internship	SWO 5190 (1 hr) and SWO 5790 (7 hrs)	
Elective	A minimum of 2 approved graduate elective hours in the area of specialization	
Continuing Education	The equivalent of .3 CEU's from workshops or conferences	
Other	Student and faculty discretion	

Portfolio:

Documentation of all of the above requirements (completed projects and papers, field placement evaluations, documentation of CEUs) is placed in an electronic portfolio, which the student submits to the supervising faculty by the last day of graduate capstone seminar. Portfolios are graded by the supervising faculty on a pass/fail basis, since most elements in the portfolio have already been graded. Upon recommendation of the supervising faculty, the completed specialization document is submitted to the Associate Dean for Graduate Studies for approval. A copy of the completed specialization portfolio will remain in the School of Social Work archives.

All specialization requirements must be submitted for approval no later than the day of the MSW Practice Colloquium. Applications for retroactive specialization recognition will not be approved.

Gerontological Social Work Specialization Guidelines

The Gerontological Social Work Specialization is an option designed collaboratively by a student and a supervising faculty member to develop a student's knowledge base more comprehensively in gerontological social work practice. The specialization will provide specific focus in the area of gerontology and geriatric social work. It will go more deeply into one of the program's concentrations, or it may span the

concentrations, but it does not replace the concentration. Students completing requirements of the gerontological social work specialization receive a certification of completion at the time of the awarding of the MSW degree. This document certifies that the student has demonstrated advanced practice knowledge and skills for work with older adults, within at least one of the concentrations. The requirements for the specialization are the same for both Advanced Standing and Standard Degree option students.

Specialization Plan:

Students will select a School of Social Work faculty member (supervising faculty) with expertise in working with older adults to assist them in planning, engaging, and evaluating learning related to the specialization. Standard Degree Option students may choose to begin a specialization plan at any point in the foundation year. The Standard Degree Option student may develop a beginning plan with a faculty advisor and refine the plan during the foundation year. For both standard degree option and advanced standing students, a plan during the concentration course of study, to include the substantive area that will be the focus of the specialization for completion of the specialization, will be electronically submitted for approval to the supervising faculty no later than 4 weeks into the semester the student begins concentration course work. The plan is developed in collaboration with the supervising faculty who will assist the student in determining how the specialization will be integrated into concentration course work. The supervising faculty will notify the Associate Dean for Graduate Studies of the student's intention to pursue a specialization and of the faculty member's willingness to supervise the student's learning. The Associate Dean will be responsible for notifying the Chair of the Curriculum committee. The student may petition the Associate Dean for Graduate Studies for a change of advisor to the faculty member supervising the specialization.

Additional learning activities related to the specialization may also be included as the student and supervising faculty contract for meeting the requirements for completion of the specialization. For students in the Gerontological Specialization Initiative, demonstrated knowledge and skill in the Hartford Geriatric Competencies will be a part of the specialization. It is possible for students to include learning that occurred as part of a course of study in an accredited baccalaureate or graduate foundation year if the supervising faculty determines that the learning meets or exceeds expectations for preparation for advanced social work practice.

The supervising faculty is responsible for approving the specialization plan and submitting the approved plan to the Associate Dean for Graduate Studies for review. The Associate Dean for Graduate Studies will submit the approved plan to the Chair of the School of Social Work Curriculum Committee for review, posting, and tracking the specialization plan. The Associate Dean and/or the Curriculum committee reserve the right to deny and/or request revision of the plan. In the unlikely event that the request is not approved, the Chair of the Curriculum committee will provide the faculty member submitting the request and the student with a reason for denial or request for revision.

Requirements:

The student will plan and carry out a course of study that focuses on older adults and practice with older adults. The student will successfully complete advanced learning in at least the following:

Content Area	Course Work	Assignment Plan
Advanced Human Behavior Theory	SWO 5333, 5334 or 5335 Advanced Theory (3 hrs)	Paper or presentation or project focusing on understanding behavior of older adults and/or end of life.
Advanced Policy	SWO 5323 Administrative Practice in Social Work (3 hrs) or SWO 5333, 5334 or 5335 (3 hrs)	Policy paper or project focusing on Older Americans Act, Medicare or other policy impacting older adults.

Content Area	Course Work	Assignment Plan
Advanced Administrative Practice	SWO 5323 Administrative Practice in Social Work (3 hrs)	Paper or project focusing on administrative practice in an agency that provides services for older adults.
Advanced Practice Theory	SWO 5573, 5574 or 5575 Advanced Practice (5 hrs)	Paper or project focusing on theoretical framework for practice with evidence for effectiveness with older adults with a particular mental or physical health issue
Advanced Practice Skill Demonstration	SWO 5573, 5574, or 5575 Advanced Practice (5 hrs)	Demonstration of Hartford practice competencies through videotaped interview and/or successful completion of Hartford competencies in the internship
Advanced Research	SWO 5182 Research Seminar (1 hr) and SWO 5383 Research Project (3 hrs)	Research paper that focuses on knowledge development and dissemination around older adults.
Advanced Internship	SWO 5190 (1 hr) and SWO 5790 (7 hrs) Advanced Internship focused on work with older adults.)	Concentration internship working with older adults and/or issues that impact older adults. (Most students will be in rotational internship model with work in multiple agencies with older adults.)
Elective	A minimum of 2 approved graduate elective hours in the area of specialization	Aging and Mental Health
Continuing Education	The equivalent of .3 CEU's from workshops or conferences	
Other	Student and faculty discretion	

Portfolio:

Documentation of all of the above requirements (completed projects and papers, field placement evaluations, documentation of CEUs) is placed in an electronic portfolio, which the student submits to the supervising faculty by the last day of graduate capstone seminar. Portfolios are graded by the supervising faculty on a pass/fail basis, since most elements in the portfolio have already been graded. Upon recommendation of the supervising faculty, the completed specialization document is submitted to the Associate Dean for Graduate Studies for approval. A copy of the completed specialization portfolio will remain in the School of Social Work archives.

All specialization requirements must be submitted for approval no later than the day of the MSW Practice Colloquium. Applications for retroactive specialization recognition will not be approved.

Upon successful completion of the specialization, the student is awarded a Certificate of completion of the specialization requirements at Convocation.

Church Social Work Specialization

MSW students who are preparing to work in congregations and/or missions and ministry programs of the church are encouraged to pursue a specialization in Church Social Work. Students may elect to do the Church Social Work Specialization in a particular, substantive area of church social work. Examples might include: community development; community ministries; counseling; older adults; youth and children services; etc. Students completing all requirements are awarded the Church Social Work specialization at the School of Social Work Convocation. This document certifies that the student has demonstrated advanced practice knowledge and skills in a substantive area within Church Social Work. The specialization does not replace but builds on the students' concentration. While it is not required, social work students who intend to practice within congregational settings are also encouraged to prepare for this role by enrolling in degree options such as the Master of Divinity or Master of Theological Studies. The basic requirements for Church Social Work specialization are the same for both Advanced Standing and Standard Degree option students.

Specialization Plan

Students will select a School of Social Work faculty member (supervising faculty) with expertise in working with congregations to assist them in planning, engaging, and evaluating learning related to the specialization. Standard Degree Option students may choose to begin a specialization plan at any point in the foundation year. The Standard Degree Option student may develop a beginning plan with a faculty advisor and refine the plan during the foundation year. For both standard and advanced standing students, a plan during the concentration course of study, to include the substantive area that will be the focus of the specialization for completion of the specialization, will be electronically submitted for approval to the supervising faculty no later than 4 weeks into the semester the student begins concentration course work. The plan is developed in collaboration with the supervising faculty who will assist the student in determining how the specialization will be integrated into concentration course work. The supervising faculty will notify the Associate Dean for Graduate Studies of the student's intention to pursue a specialization and of the faculty member's willingness to supervise the student's learning. The Associate Dean will be responsible for notifying the Chair of the Curriculum Committee. The student may petition the Associate Dean for Graduate Studies for a change of advisor to the faculty member supervising the specialization.

Additional learning activities related to the specialization may also be included as the student and supervising faculty contract for meeting the requirements for completion of the specialization. It is possible for students to include learning that occurred as part of a course of study in an accredited seminary and/or in an accredited social work baccalaureate program or graduate foundation year if the supervising faculty determines that the learning meets or exceeds expectations for preparation for advanced social work practice.

The supervising faculty is responsible for approving the specialization plan and submitting the approved plan to the Associate Dean for Graduate Studies for review. The Associate Dean for Graduate Studies will submit the approved plan to the Chair of the School of Social Work Curriculum Committee for review, posting, and tracking the specialization plan. The Associate Dean and/or the Curriculum Committee reserve the right to deny and/or request revision of the plan. In the unlikely event that the request is not approved, the Chair of the Curriculum committee will provide the faculty member submitting the request and the student with a reason for denial or request for revision.

Requirements

1. Scripture, Theology, Church History, and Ministry:

The Associate Dean for Graduate Studies, in consultation with the supervising faculty and the applicant, determines what preparatory or supportive course work or learning experiences will be

required for the Church Social Work Specialization. All applicants may complete the following prerequisite, leveling, and/or degree course(s) requirements:

- a. Twelve (12) graduate or upper level undergraduate credit hours that develop an understanding of Christian traditions; at least one three semester hour course each in scripture, theology, and church history.
- b. SWO 4V80 Church Social Work (1 hour)

Depending on the applicant's degree program, learning needs and/or previous academic record, applicants may be required to complete 3-6 elective credit hours. If possible, MSN 7389 Urban Missions Issues (Truett Seminary-3 hrs) should be considered for elective credit.

2. Spiritual/Faith Formation:

Applicants will participate in a spiritual/faith formation learning experience approved by the supervising faculty.

3. Concentration Internship:

SWO 5190 Introduction to Advanced Internship III (1 hr)

SWO 5790 Advanced Internship III (7 hrs)

Church Social Work specialization students must also complete their advanced practice field education internships in a congregational or faith intentional setting working closely with a congregation(s). The church social work student will include in his or her internship seminar a focus on church social work in all internship seminar assignments. The program may provide a special section of the field education seminar with special emphasis on Church Social Work.

The student will successfully complete an advanced practice internship in a congregation or faith infused setting with congregational connections. Two year students in the Church Social Work specialization may choose a congregational setting for one field internship experience and a faith intentional/infused setting for the other internship experience.

4. Integration of Specialization with Concentration Course Work:

The student will plan and carry out a course of study that focuses in the area of specialization.

The student will successfully complete advanced learning in at least the following:

Requirements:

Content Area	Course Work	Assignment Plan
Advanced Human Behavior Theory	SWO 5333, 5334 or 5335 Advanced Theory (3 hrs)	
Advanced Policy	SWO 5323 Administrative Practice in Social Work (3 hrs) or SWO 5333, 5334 or 5335 (3 hrs)	
Advanced Administrative Practice	SWO 5323 Administrative Practice in Social Work (3 hrs)	
Advanced Practice Theory	SWO 5573, 5574 or 5575 Advanced Practice (5 hrs)	
Advanced Practice Skill Demonstration	SWO 5573, 5574, or 5575 Advanced Practice (5 hrs)	
Advanced Research	SWO 5182 Research Seminar (1 hr) and SWO 5383 Research Project (3 hrs)	

Content Area	Course Work	Assignment Plan
Advanced Internship	SWO 5190 (1 hr) and SWO 5790 (7 hrs)	
Elective	A minimum of 2 approved graduate elective hours in the area of specialization	
Continuing Education	The equivalent of .3 CEU's from workshops or conferences	
Other	Student and faculty discretion	

Portfolio:

Documentation of all of the above requirements (completed projects and papers, field placement evaluations, documentation of CEUs) is placed in an electronic portfolio, which the student submits to the supervising faculty by the last day of graduate capstone seminar. Portfolios are graded by the supervising faculty on a pass/fail basis, since most elements in the portfolio have already been graded. Upon recommendation of the supervising faculty, the completed specialization document is submitted to the Associate Dean for Graduate Studies for approval. A copy of the completed specialization portfolio will remain in the School of Social Work archives.

All specialization requirements must be submitted for approval no later than the day of the MSW Practice Colloquium. Applications for retroactive specialization recognition will not be approved.

Upon successful completion of the specialization, the student is awarded the specialization at Convocation.

Global Mission Leadership Specialization

The Global Mission Leadership (GML) Specialization is a required specialization for students enrolled in the Global Mission Leadership initiative. It is an option for other MSW students interested in developing a knowledge base more comprehensively in international social work practice and social issues related to the students' country of concern. The GML Specialization will provide specific focus to the development of a strategic approach for addressing a specified social issue in a country of concern utilizing accumulated research, government, non-governmental and congregational resources within the identified country. The Global Mission Leadership Specialization will deepen learning in one of the program's concentrations, or it may span the concentrations, but it does not replace the concentration. Students completing requirements of the Global Mission Leadership Specialization receive a certification of completion at the time of the awarding of the MSW degree. This document certifies that the student has demonstrated advanced practice knowledge and skills for work in international settings, within at least one of the concentrations. The requirements for the specialization are the same for both Advanced Standing and Standard Degree option students.

Specialization Plan

Students enrolled in the Global Mission Leadership initiative will work directly with the Director of Global Mission Leadership to plan, engage and evaluate learning related to the GML Specialization. Other interested MSW students will select a School of Social Work faculty member (supervising faculty) with expertise in working in international social work to assist them in planning, engaging, and evaluating learning related to the specialization. Students will begin the creation of the GML specialization plan the spring of the Foundation year in SWO 5180 International Research and Strategic Planning. In this course, students will:

1. Identify and analyze a global social issue, three primary causes, and models of global best practice in a country of concern.

2. Formulate a plan of intervention for the specified social issue in a country of concern by utilizing accumulated research, governmental, non-governmental and congregational resources.

With this knowledge, students will form a GML specialization plan to implement through the remaining semesters of study. The specialization plan is developed in collaboration with the supervising faculty who will assist the student in determining how the specialization will be integrated into concentration course work. The supervising faculty will notify the Associate Dean for Graduate Studies of the student's intention to pursue a specialization and of the faculty member's willingness to supervise the student's learning. The Associate Dean will be responsible for notifying the Chair of the Curriculum Committee. The student may petition the Associate Dean for Graduate Studies for a change of advisor to the faculty member supervising the specialization

Additional learning activities related to the specialization may also be included as the student and supervising faculty contract for meeting the requirements for completion of the specialization. It is possible for students to include learning that occurred as part of a course of study in an accredited seminary and/or in an accredited social work baccalaureate program or graduate foundation year if the supervising faculty determines that the learning meets or exceeds expectations for preparation for advanced social work practice.

The supervising faculty is responsible for approving the specialization plan and submitting the approved plan to the Associate Dean for Graduate Studies for review. The Associate Dean for Graduate Studies will submit the approved plan to the Chair of the School of Social Work Curriculum Committee for review, posting, and tracking the specialization plan. The Associate Dean and/or the Curriculum Committee reserve the right to deny and/or request revision of the plan. In the unlikely event that the request is not approved, the Chair of the Curriculum committee will provide the faculty member submitting the request and the student with a reason for denial or request for revision.

Requirements

1. Enrollment in and successful completion of SWO 5180 International Research and Strategic Planning
2. Enrollment in and successful completion of SWO Cross Cultural Interactive Seminars (Requirement for students enrolled in the GML initiative only)
3. For students enrolled in the GML initiative, advanced internships will take place in the identified international country of concern. Global Mission Leadership Specialization students may also complete their advanced practice field education internships in international settings if arranged with Director of Field Education Advanced Practice. The initiative may provide a special section of the field education seminar with special emphasis on International Social Work Practice.
4. Integration of Specialization with Concentration Course Work:
The student will plan and carry out a course of study that focuses in the area of specialization as identified in SWO 5180. The student will successfully complete advanced learning in at least the following:

Requirements:

Content Area	Course Work	Assignment Plan
Advanced Human Behavior Theory	SWO 5333, 5334 or 5335 Advanced Theory (3 hrs)	
Advanced Policy	SWO 5323 Administrative Practice in Social Work (3 hrs) or SWO 5333, 5334 or 5335 (3 hrs)	
Advanced Administrative Practice	SWO 5323 Administrative Practice in Social Work (3 hrs)	

Content Area	Course Work	Assignment Plan
Advanced Practice Theory	SWO 5573, 5574 or 5575 Advanced Practice (5 hrs)	
Advanced Practice Skill Demonstration	SWO 5573, 5574, or 5575 Advanced Practice (5 hrs)	
Advanced Research	SWO 5182 Research Seminar (1 hr) and SWO 5383 Research Project (3 hrs)	
Advanced Internship	SWO 5190 (1 hr) and SWO 5790 (7 hrs)	
Elective	A minimum of 2 approved graduate elective hours in the area of specialization	
Continuing Education	The equivalent of .3 CEU's from workshops or conferences	
Other	Student and faculty discretion	

Portfolio:

Documentation of all of the above requirements (completed projects and papers, field placement evaluations, documentation of CEUs) is placed in an electronic portfolio, which the student submits to the supervising faculty by the last day of graduate capstone seminar. Portfolios are graded by the supervising faculty on a pass/fail basis, since most elements in the portfolio have already been graded. Upon recommendation of the supervising faculty, the completed specialization document is submitted to the Associate Dean for Graduate Studies for approval. A copy of the completed specialization portfolio will remain in the School of Social Work archives.

All specialization requirements must be submitted for approval no later than the day of the MSW Practice Colloquium. Applications for retroactive specialization recognition will not be approved.

Upon successful completion of the specialization, the student is awarded the specialization at Convocation.

State Licensing Examination

Faculty recommend that the intermediate level licensing examination be taken during the semester the student is enrolled in the Capstone Seminar. For more information or resources regarding social work licensing students can contact the School of Social Work Career Services office and visit <http://www.aswb.org/>.

Courses of Instruction

SOCIAL WORK (SWO)

4316 Loss and Mourning

Prerequisite(s): Upper-level standing or graduate student.

Specialized knowledge and skills for loss and grief and therapeutic interventions for the bereaved, including bereaved children. Preparation for work with loss of relationship and health across the lifespan. Emphasis on religious faith and grief, and the response of faith communities and religiously affiliated providers to suicide, divorce, loss of parental rights, and other disenfranchised grief.

4329 Community Services for Families and Children

Community-based family resource programs; family life education; family counseling; child care; mentoring and youth services; family preservation services; adoption; residential treatment and foster care.

4340 Ethnicity and Aging (Cross-listed as GRT 4340 and SOC 4340)

Impact of ethnicity as an explanatory variable in understanding the nature of the aging process. Special consideration is given to how ethnicity shapes the nature of health and human service policy and delivery in behalf of older persons.

4342 Social Services for Older Persons (Cross-listed as GRT 4342)

Federal and state laws which affect older persons, particularly in the areas of employment, retirement, health, and housing. The major legal problems of the elderly and needed advocacy programs for the aged are given special attention.

4393 Sociology of Aging (Cross-listed as GRT 4393 and SOC 4393)

Prerequisite(s): Upper-level standing.

Impact of aging upon individuals and society, as well as the reactions of individuals and society to aging. Social gerontology is the principal focus of attention of the course.

4395 Aging and Mental Health (Cross-listed as GRT 4395 and SOC 4395)

Prerequisite(s): Upper-level standing.

Mental health needs and related problems of aging individuals with considerable discussion of approved mental health treatments for such persons.

4V80 Special Topics

1 to 3 sem. hrs.

Prerequisite(s): Upper-level standing or graduate student.

Provides instruction in areas of social work knowledge, values, and/or skills that are not available in the standard social work baccalaureate or graduate curricula. Course may be repeated up to six times with different topic of study, not to exceed a maximum of six semester hours.

5080 Cross Cultural Interactive Seminar I

Prerequisite(s): Admission to MSW program or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on introduction to social work practice. Seminar enables students to experience a guided learning community with international colleagues.

5081 Cross Cultural Interactive Seminar II

Prerequisite(s): SWO 5080 or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on social policy implications. Seminar enables students to experience a guided learning community with international colleagues.

5082 Cross Cultural Interactive Seminar III

Prerequisite(s): SWO 5081 or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on international research and strategic planning. Seminar enables students to experience a guided learning community with international colleagues.

5083 Cross Cultural Interactive Seminar IV

Prerequisite(s): SWO 5082 or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on social work practice with individuals, families, and therapeutic groups. Seminar enables students to experience a guided learning community with international colleagues.

5084 Cross Cultural Interactive Seminar V

Prerequisite(s): SWO 5083 or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on tasks groups and macro practice. Seminar enables students to experience a guided learning community with international colleagues.

5121 Introduction to the Social Work Profession--Dual Degree I

History and development of the social work profession, social work values and ethics, foundations of knowledge, and fields of practice with systems of all sizes for dual degree students.

5122 Introduction to the Social Work Profession--Dual Degree II

Prerequisite(s): Minimum grade of B in SWO 5121.

Continuation of history and development of the social work profession, social work values and ethics, foundations of knowledge, and fields of practice with systems of all sizes for dual degree students.

5171 Social Work Skills Lab I

Prerequisite(s): Concurrent enrollment in SWO 5371.

Basic skills for social work practice with individuals and families

5172 Social Work Skills Lab II

Prerequisite(s): SWO 5171 and 5371; and concurrent enrollment in 5372.

Skills needed for working in and through groups, communities, and organizations.

5180 International Research and Strategic Planning

Prerequisite(s): Admission to the MSW program and consent of the instructor.

Prepares students for research and specialization development in international social work. Select and analyze global social issue(s) in a country of concern for strategic plan implementation. Acquire advanced library research skills.

5182 Research Seminar

Prerequisite(s): SWO 5301 and 5302, or 5381; and concurrent enrollment or completion of 5190 and 5573 or 5574 or 5575.

Overview and critical evaluation of quantitative and qualitative research in a specified area of students' concentration and development of an initial plan for practice research to be conducted in SWO 5383.

5190 Introduction to Advanced Internship III

Prerequisite(s): SWO 5301 and 5302 or 5492; and credit or concurrent enrollment in SWO 5333, 5334 or 5335; and credit or concurrent enrollment in SWO 5182 and 5323; and credit or concurrent enrollment in SWO 5573, 5574 or 5575.

Introduction to the advanced internship.

5221 Introduction to the Profession

History and development of the social work profession, social work values and ethics, foundations of knowledge, and fields of practice with systems of all sizes.

5301 Current Issues in Social Work I

Prerequisite(s): Admission into the Master of Social Work program.

This course prepares students for entrance into Baylor's Advanced standing MSW Program. Introduces the mission of the program with an emphasis on integrated faith and social work practice, the strengths perspective, and building communities. Overviews the professional foundation to include human behavior and the social environment and social work practice with individuals, families, groups, communities, and organizations.

5302 Current Issues in Social Work II

Prerequisite(s): Admission to Master of Social Work program.

This course prepares students for conducting social work research and social welfare policy assessment and formulation. It provides generalist social work knowledge, and skills for entrance into Baylor's Advanced Standing Program.

5322 Social Policy For Social Work Practice

Prerequisite(s): SWO 5221 or SWO 5122.

Introduces the historical context of social policy and services in the United States, the analysis of current developments, and how social workers influence social welfare policy and provide social services.

5323 Administrative Practice in Social Work

Prerequisite(s): SWO 52321, 5322, 5331, and 5332; or SWO 5301 and 5302.

Administrative Practice in Social Work prepares students to perform managerial functions in public, nonprofit, and faith-based human service organizations with particular emphasis on those with programs designed to improve human wellness. Specific attention is given to the topics of leadership, human resources, fund raising, organization development, structure and governance, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system.

5331 Individuals, Families, Networks

Prerequisite(s): SWO 5321; or concurrent enrollment.

Knowledge and values needed to understand human behavior throughout the life span, with emphasis on diverse life experiences and social networks.

5332 Groups, Communities, Organizations

Prerequisite(s): SWO 5331.

Social systems--groups, communities, and organizations with which individuals, families, and social networks interact and in which social work practice occurs.

5333 Human Wellness and Health Care

Prerequisite(s): SWO 5301 or 5492.

Examines how the intrapersonal, interpersonal, sociocultural and physical environmental systems in transactional relationships with health care consumers, contribute to the processes of wellness, stress, and illness.

5334 Family Resilience and Crises

Prerequisite(s): SWO 5301 and 5302; or 5321, 5331 and 5332.

The intrapersonal, interpersonal, social, and physical environmental systems in transactional relationships with families, contributing to the processes of family resilience, strength, vulnerability, stress, and crisis.

5335 Frameworks and Perspectives for Community Practice

Prerequisite(s): SWO 5301 and 5302; or 5492.

Guides advanced practice social workers in the evaluation and selection of frameworks for community change. Emphasizes values, professional role, and cultural influences on how change is envisioned, enacted, and evaluated.

5336 The Family in Later Life (Cross-listed as GRT 5336 and SOC 5336)

Importance of marital and family relationships for the older person and the effects of aging on family processes. Special attention is given to the challenges of the older person who resides with children or relatives.

5362 Professional Practice with Groups

Prerequisite(s): Credit or concurrent enrollment in SWO 5221; or a minimum grade of B in SWO 5122.

Knowledge, values, and skills needed for working with groups.

5371 Professional Practice I

Prerequisite(s): SWO 5331; or concurrent enrollment.

Foundation knowledge for social work practice with individuals and families.

5372 Professional Practice II

Prerequisite(s): SWO 5331, 5371, and concurrent enrollment in 5172.

Knowledge and values needed for working in and through groups, communities, and organizations.

5381 Research for Social Work Practice

Prerequisite(s): SWO 5221; or a minimum grade of B in SWO 5122.

Critical evaluation and use of research and conducting research in one's own professional practice.

5383 Research Project

Prerequisite(s): SWO 5182 and 5190; and SWO 5333, 5334, or 5335; and SWO 5573, 5574, or 5575; and credit or concurrent enrollment in SWO 5390 or 5790.

Complete a major research project evaluating one dimension of practice in the chosen concentration.

5397 Methods in Aging Research (Cross-listed as GRT 5397 and SOC 5397)

Prerequisite(s): Undergraduate research course or consent of instructor.

Uniqueness of aging research, its design and data interpretation. Application through research proposals, critical review of research, and evaluation of age-related programs.

5398 Capstone

Prerequisite(s): SWO 5790 or concurrent enrollment; and SWO 5383 or concurrent enrollment.

An intensive seminar on current issues and practice in the area of concentration, based on the research of student colleagues, faculty, and invited resource persons.

5463 Professional Practice with Communities and Organizations

Prerequisite(s): SWO 5561 and 5362.

Knowledge, values, and skills needed for working with communities and organizations.

5491 Foundation Internship I

Prerequisite(s): Credit or concurrent enrollment in SWO 5221, SWO 5362 and SWO 5561; or minimum grade of B in SWO 5122, and credit or concurrent enrollment in SWO 5362 and SWO 5561.

Orientation and introduction to field internship, at least 240 hours of applied learning in the field, and an integrative seminar.

5492 Foundation Internship II

Prerequisite(s): SWO 5491 and B (3.0) or higher in 5561 and 5362.

Additional 240 hours of field experience; continuation of SWO 5491. Includes more sophisticated social work practice opportunities and expectations.

5561 Professional Practice with Individuals and Families

Prerequisite(s): Credit or concurrent enrollment in SWO 5221; or a minimum grade of B in SWO 5122.

Knowledge, values, and skills needed for working with individuals and families.

5573 Advanced Practice: Physical and Mental Health

Prerequisite(s): SWO 5171 and 5172 and SWO 5333 or concurrent enrollment; and SWO 5371 and 5372 or SWO 5301 and 5302.

Specialized knowledge and skills for advanced social work practice within array of health delivery contexts. Emphasizes intervention that promotes wellness, with sensitivity to cultural diversity.

5574 Advanced Practice: Families

Prerequisite(s): SWO 5171 and 5172 and SWO 5334; or concurrent enrollment; and SWO 5371 and 5372; or SWO 5301 and 5302.

Preparation for advanced social work practice with families across the developmental spectrum from the families of infants to families of elderly adults. Emphasizes building communities that strengthen and support families in all their forms, with sensitivity to cultural diversity.

5575 Advanced Practice: Community Practice

Co-requisite(s): SWO 5190.

Prerequisite(s): SWO 5301 and 5302; or 5492; and credit or concurrent enrollment in SWO 5335.

Prepares advanced practice social workers to promote community problem-solving and development. Emphasizes community assets; leadership development; and change strategy selection, enactment, and evaluation. Focuses on congregations and religiously affiliated organizations as agents of community change.

5790 Advanced Internship III

Prerequisite(s): A minimum grade of B (3.0) in SWO 5190 and a minimum grade of B (3.0) in SWO 5573, 5574 or 5575.

Advanced internship in concentration area.

5V70 Independent Study in Social Work**1 to 3 sem. hrs.**

Prerequisite(s): Consent of instructor.

Independent study in Social Work course may be repeated up to six times with different topics of study, not to exceed a maximum of six semester hours to fulfill elective credit.

5V80 Advanced Special Topics**1 to 3 sem. hrs.**

Prerequisite(s): Graduate student.

Provides advanced instruction in areas of social work knowledge, values, and/or skills that are not available in the standard social work graduate curriculum. Special topics in social work. Course may be repeated up to six times with different topic of study, not to exceed a maximum of six semester hours.

Full-Time Faculty

Erma Ballenger, Ph.D., Lecturer and Director of Advanced Practice Field Education (2007)
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B.S., South Carolina State U.; M.S.W., U. of South Carolina; Ph.D., U. of North Carolina.

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Diana Garland, Ph.D., Professor and Dean of School of Social Work. (1997)
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B.A., Baylor U.; M.Div., Baptist Theological Seminary at Richmond; M.S.W., Virginia Commonwealth U.; Ph.D., *ibid.*

Gaynor Yancey, D.S.W., Professor of Social Work and Associate Dean for Baccalaureate Studies. (1999)

B.A., East Texas Baptist U.; M.R.E., Southwestern Baptist Theological Seminary; M.S.W., Temple U.; D.S.W., U. of Pennsylvania.

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