



SCHOOL OF SOCIAL WORK
COURSE CATALOG

2012-2013

BACCALAUREATE AND MASTER'S
OF SOCIAL WORK PROGRAM



SCHOOL OF SOCIAL WORK
2012-2013
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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*.

FACULTY AND STAFF

Administration

Diana R. Garland, Ph.D. Dean
 Robin K. Rogers, Ph.D. Associate Dean, Graduate Studies
 Jon E. Singletary, Ph.D. Associate Dean, Baccalaureate Studies

Faculty

Carrie Arroyo, M.S.W. Lecturer
 Flor Avellaneda, M.S.W. Lecturer
 Erma M. Ballenger, Ph.D. Director, Field Education - Advanced Practice
 Tanya S. Brice, Ph.D. Associate Professor
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 James W. Ellor, Ph.D. Professor
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 Johnny M. Jones, Ph.D. Assistant Professor
 Dennis R. Myers, Ph.D. Professor
 David K. Pooler, Ph.D. Assistant Professor
 Ratonia Runnels, Ph.D. Lecturer
 Rebecca Scott, M.S.W. Lecturer
 Jennifer Smyer Dickey, M.S.W. Lecturer, Director – Global Mission Leadership
 Gaynor I. Yancey, D.S.W. Professor
 Melody Y. Zuniga, M.S.W. Director, Field Education – Generalist Practice

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 Krista R. Barrett Program Manager, Field Education
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 Angela C. Traylor Program Manager, Baccalaureate Studies
 Eric Weeden Research and Grant Coordinator
 Katie Yocham THI Research Associate

ACCREDITATIONS AND MEMBERSHIPS

Baylor University consists of 11 colleges and schools located in Waco, Dallas, and San Antonio. Baylor University is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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

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.
- Working with agencies in Cambodia to develop more effective care for victims of human trafficking.
- 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 120 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 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 lifelong 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 began in 1999 and 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 evaluate people and their situations systematically, 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 Lifelong 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 is 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, Southeast Asia, 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.

MISSION, GOALS, AND PHILOSOPHY

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.

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 advance social work knowledge, values, and skills in a Christian context.

Goals

The goals of the Baylor University School of Social Work are:

1. To produce Alumni who are:

- Influencing (through service and leadership) the social welfare of people, families, and communities globally.
- Ethically integrating religious faith with social work practice.
- Culturally responsive and competent.
- Effective in creating healthy organizations.

2. To produce Research by the School and its alumni that:

- Provides resources and models for excellence in professional social work practice that contribute to social justice and the wellbeing of persons, families, and communities.
- Provides resources and models that are respectful, faithful, and effective for communities of faith and religiously-affiliated organizations.

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, most 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.

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 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 not all students may 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 (1996) 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” (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.

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).

References

Brueggemann, W.G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall.

Kretzmann, J.P., & McKnight, J.L. (1993). *Building communities from the inside out*. Evanston, IL: Center for Urban Affairs and Policy Research.

PROFESSIONAL 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 Social Work Student Association is divided by undergraduate and graduate students and each one has a faculty advisor and their own officers. The groups meet at least monthly for program meetings that focus on issues relevant to their social work education and preparation for practice. There are times when both groups coordinate activities together.

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 receive 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 representatives on school committees 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 STUDENT POLICIES

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 other states). 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 and field practice requirements are expected to take appropriate remedial action and show documented evidence of the success of that action (4.05).
7. Social work students should not permit their private conduct to interfere with their classroom or 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 classroom or field internship experiences, 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, changes in 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 also 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 at 811 Washington Avenue. 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.

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.

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 their 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. Access to the School of Social Work is limited to normal working hours and not available to students on the evenings and weekends in order to protect their safety. Some doors are to remain locked at all times and are accessible to students with an ID card. Under no circumstances should locked doors be propped open or should students stay in the building after normal working hours. Classrooms not being used are to remain locked, to protect the safety of persons and property. The campus library is available for studying and small group meetings after hours and on weekends.

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.

In the event of emergency in the School of Social Work, contact the Waco Police Department, calling 911.

On the Baylor main campus, 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 in Field Sites

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 Graduate).* 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 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 hearing 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 or field education director. 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 additional 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

MISSION AND GOALS

BSW Mission Statement

The mission of the Baylor University School of Social Work Baccalaureate Program is to prepare generalist social workers in a Christian context for worldwide service and leadership.

BSW Program Goals

Students completing the BSW 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.

ADMISSION

Admission to the School of Social Work Baccalaureate Program

As a professional social work program accredited by 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, 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 (SWO 2321) 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 the Program Manager for Baccalaureate Studies. Admission is competitive and achievement of minimum standards does not guarantee acceptance to the major.

Admission to the major requires, at minimum:

1. An overall GPA of 2.7 on a four-point scale and a grade of C or better in all social work courses. Preference for admission will be given to students who have achieved a cumulative 3.0 or higher GPA. Admission is competitive and a high grade point average does not guarantee admission.
2. Completion of SWO 2321 with a minimum grade of C in the course. It is recommended that SWO 2321 be taken in the Sophomore year.
3. A written application demonstrating a commitment to social work values and the profession. The application is provided in SWO 2321. Applications are due in the Spring semester of the Sophomore year; a due date for the application will be provided during the course.
4. An essay comparing personal and professional values. This essay is written as part of SWO 2321. The content and evaluation of this essay must reflect professional values and be evaluated as proficient, based on a rubric that includes criteria such as: self-awareness, professional development, ethical decision-making, religious and spiritual reflection.
5. Ability to qualify for state licensure in the State of Texas upon completion of the academic program under the Texas Professional Social Worker Act (administered by the Texas State Board of Social Work Examiners).
6. Signed Student Code of Conduct, including affirmation of Code of Ethics of the National Association of Social Workers (provided in SWO 2321).
7. Approval of the School of Social Work Admissions Committee, which meets each Spring Semester.

The Dean of the School of Social Work appoints an admissions committee that will review applications in the Spring Semester of each year. This committee, based on the material supplied them, their professional judgment, and the number of positions available for entering students 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. *Not Admitted.*

The decision of the committee will be made on the basis of a simple majority after a review of items 1-7 mentioned above. Meeting the minimum standards of the major does not guarantee admission.

The written decision of the Admissions Committee will be communicated to the applicant within fifteen days of the decision date. Students are Admitted when they sign a 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 I (SWO 3371).

Students must maintain a GPA of 2.7 or higher and not have a grade below –C” in social work courses to continue in the major. To be eligible for field internship, students must have a minimum grade of –B” in Practice I (SWO 3371) and Practice II (SWO 4372).

Baccalaureate Students Transferring into the Baylor School of Social Work

The evaluation of courses, other than social work, taken at another university is the responsibility of the Admissions Office. This office provides transferring students a copy of their Evaluation of Credits which identifies the Baylor equivalent course for which they have been given credit. If a student disagrees with this evaluation, he/she may petition the Associate Dean of Baccalaureate Studies for changes. Petitions are available in the office of the Program Manager for Baccalaureate Studies.

The evaluation of social work courses transferred in from other institutions is the responsibility of the Associate Dean for Baccalaureate Studies. Required social work courses taken at other CSWE-accredited programs are accepted provided they are similar in content to Baylor Social Work courses. Required social work courses taken at non CSWE-accredited programs are evaluated by the Associate Dean for Baccalaureate Studies to ensure that they are similar in content to Baylor SW courses. It is the student's responsibility to establish that the content of the course at another school is equivalent to the Baylor course. In making approvals, the Assoc. Dean for Bacc. Studies considers competencies that are addressed in the content of each course. Students should be prepared to provide copies of the course syllabus, sample assignments, bibliographies, and possibly undergo an examination of the student's knowledge of the content. Additionally, students transferring in course work must have earned at least a grade of –C” in each of the social work courses transferred.

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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.

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

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.

Baccalaureate Social Work Scholarships

Students enrolled may also apply for financial assistance in the School of Social Work. The School of Social Work has some 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's completion of a FAFSA. Applications are due each spring on April 1st for the upcoming academic year and can be found at http://www.baylor.edu/social_work/index.php?id=66473.

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 Endowed Scholarship

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 Endowed 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 Endowed 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 Endowed 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 Endowed 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 Endowed 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 Endowed 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 Endowed 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 Research and Grant Coordinator for the School of Social Work. The Financial Awards Committee recommends students each spring to receive the scholarship the following academic year, based on the following criteria:

1. Admission to the social work baccalaureate program.
2. Completion of 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).
7. Fit with the particular stipulations of available scholarship funds.

Students who are interested and believe they are qualified should request and complete the application for financial assistance. Financial aid forms are available online at

http://www.baylor.edu/social_work/index.php?id=66473 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.

ACADEMIC AND PROFESSIONAL ADVISING

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 Student Services & Financial Aid→Advisement→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 Academic 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 and students who have been admitted to the major will be advised by the Program Manager for Baccalaureate Studies in the School of Social Work.

Social Work Academic Advising

The Program Managers in both the BSW and MSW programs are professional staff positions with support and training from the University related to use of the University's course advising and registration systems. Once students are admitted to the Social Work major, they conduct Academic Advising with the Baccalaureate Program Manager for the purposes of creating and maintaining an educational plan that helps students identify and register for social work courses. They refer students to their Professional Advisors for professional development advising.

Professional Advising

Purpose of Baylor SSW Baccalaureate Professional Advising

Professional Advisement in the Baylor SSW is defined as a mentoring relationship that faculty have with students. It is designed as a resource to provide strengths-based, empathic, and individualized support that engages and empowers students to maximize their personal, professional, and educational development. In the role of Professional Advisors, faculty are available to provide: (1) orientation to BUSSW programs, policies, and procedures; (2) consultation for specifying the student's purpose(s) for pursuing social work education; (3) post-graduation career planning; (4) information on the School and University's academic appeal process; (5) in collaboration with the Program Manager, a semester review of academic progress according to their educational plan; and (6) consultation, with their respective Director of Field Education, related to field education.

In addition, the advisor role includes enriching student development for students who wish to explore any concerns in a more individualized and supportive context. Referrals of students who are having exceptional struggles with professional or academic issues will be made to the advisor for further discussion (See Academic and Professional Development Policy in the SSW catalog for more information).

Procedures for Baccalaureate Student Professional Advisement

1. The BSW Program Manager assigns and/or reassigns Professional Advisors. Professional Advisor assignments are reported to the Student Development Committee. All students, once admitted to the major, are alphabetically assigned to a professional advisor. The Associate Dean for Baccalaureate Studies will ensure that all new faculty receive an orientation to the School's Professional Advisement Policy and Procedures.
2. Baccalaureate Professional Advisors are invited to evaluate the advisement procedures annually and recommend revisions and/or innovations. The Student Development Committee reviews these recommendations and communicates their findings to the Associate Dean for Baccalaureate Studies, who implements those recommendations that s/he approves.
3. The Professional Advisement policy and procedures are provided to students through a written statement in the initial letter of acceptance from the Associate Dean for Baccalaureate Studies and through the *Baylor SSW Catalog*. Social work majors are then encouraged to make an initial visit with their professional advisor. They are encouraged to make an appointment to talk with their Professional Advisors at least once a semester to discuss their progress and professional goals.
4. While the Professional Advisor is available to assist the student in interpreting the *Baylor University Undergraduate Catalog*, the *Baylor SSW Catalog*, planning course schedules, suggesting electives, and completing degree applications, the student is responsible for developing an educational plan with the BSW Program Manager and is expected to assume responsibility for initiating and following up on these tasks.

BACCALAUREATE SOCIAL WORK CURRICULUM

Throughout the curriculum, the Baccalaureate Social Work 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 professionally-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.

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 3300 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 13803 hrs.
 **MTH 1304 is intended only for students who plan to take MTH 1321.*
- 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. *
- * Credit not allowed for both JOU 1303 and FDM 1303.*
- MUS 1220, 3322, 3323.
 CSS 1301, 1302, 1304.
 THEA 1206, 2374.
2. Applied courses may not be substituted.
- E. Foreign Language3 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.
 [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.)
3. Complete American Sign Language through 2302 level. (1405, 1406, 2301, and 2302)
- *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 or ENV 1301/1101 or 1303/1103.
- G. History and Social Science 12 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. Electives 11 to 25 hrs.
- II. Major – Forty-one semester hours including the following:
 - A. SWO 2321, 3351, 3352, 3354, 3371, 4293 4301, 4322, 4372, 4373, 4401, 4491, and 4492.
 - 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.

Certificate in Christian Ministry

Nineteen semester hours of the following courses:

- REL 1310 – The Christian Scriptures
- REL 1350 – The Christian Heritage
- REL 2480 – Introduction to Ministry
- REL 3381 – Functions of Ministry
- REL 3390 – Christian Ethics
- REL 4340 – Christian Missions

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; FCS 2351; PSC 3310; REL 4394 or 4395; SOC 4310 or HED 4327; PSY 4355; SOC 4V70; SWO 4V70.

Requirements for a Minor in Poverty Studies and Social Justice

Eighteen semester hours including the following:

- A. ECO 3355, SWO 4322, and SWO 4315
- B. Nine semester hours from ANT 2305, 3320, 4306, 4327; BIC 4374; BIO 4331; CCS 1100, 3300; CHE 3341; CHS 4303; ECO 3330, 3331, 4316, 4331, 4332, 4334, 4335, 4350; ELC 4377; ENG 3305; ENT 4353, 4380; ENV 1301, 3314, 4310, 4350, 4380; FCS 1300, 1301, 2351, 2380, 3314, 3350, 3388, 4310, 4340, 4351, 4352, 4356, 4357, 4387, 4388; GEOG 1300; GEO 1401, 1403; HED 2340, 3313, 3351, 4331, 4340, 4341, 4355; HIS 3355, 3371, 4312, 4350, 4375, 4385, 4388; HP 3311; LS 4353; MKT 3325; MUS 3323; NSC 4312; PHI 1308, 3301, 4361; PSC 3300, 3314, 3320, 3322, 3325, 4330, 4355, 4383; REL 3390, 4340, 4393, 4397; SOC 1306, 2310, 3311, 3318, 3322, 3330, 3360, 4322, 4353, 4366; SPA 2321, 2322; SWO 2321, 3351, 3352; TED 3380

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 |

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 |

Fall Semester, Sophomore

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

Spring Semester, Sophomore

| | |
|---------------------------|----------|
| English 2304 or 2306 | 3 |
| Language | 4 |
| History 2366 | 3 |
| Social Work 3354 (Family) | 3 |
| Elective | <u>3</u> |
| | 16 |

Fall Semester, Junior

| | |
|-------------------------------|----------|
| Social Work 3351 (HBSE I) | 3 |
| Social Work 3371 (Practice I) | 3 |
| Elective | 3 |
| Political Science 2302 | 3 |
| Language | <u>3</u> |
| | 15 |

Spring Semester, Junior

| | |
|--------------------------------|----------|
| Social Work 3352 (HBSE II) | 3 |
| Social Work 4372 (Practice II) | 3 |
| Elective | 3 |
| Economics 3355 | 3 |
| Language | 3 |
| HP | <u>1</u> |
| | 16 |

Fall Semester, Senior

| | |
|---------------------------------|----------|
| Social Work 4373 (Practice III) | 3 |
| Social Work 4491 (Internship I) | 4 |
| Social Work 4401 (Statistics) | 4 |
| Fine Arts | 2 |
| Elective | <u>3</u> |
| | 16 |

Spring Semester, Senior

| | |
|-------------------------------------|----------|
| Social Work 4293 (Capstone Seminar) | 2 |
| Social Work 4492 (Internship II) | 4 |
| Social Work 4301 (Research) | 3 |
| Social Work 4322 (Policy) | 3 |
| HP | <u>1</u> |
| | 13 |

Total Hours = 124

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.

Field in the Curriculum

Baccalaureate Field internship begins after the student has successfully completed the core Social Work courses. At a minimum, these include: Introduction to Social Work, Human Behavior and the Social Environment I and II, 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, students are not permitted to take more than 15 semester hours (including Field internship) without the consent of the Associate Dean for Baccalaureate Studies.

Field Orientation

Prior to beginning Field internship, all students must attend the School of Social Work's Baccalaureate Field Orientation. This orientation includes the presentation of Field policies, discussion of Field requirements and evaluation, grading procedures, a description of the Field faculty/liaison system, and a description of the application 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.

Additional policies and procedures can be found in the *Field Manual*.

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 two hours per week for a minimum of thirty hours for the semester. Participation in the scheduled seminars is also required.

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.

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.

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 with Individuals and Families

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.

4301 Social Work Research

Prerequisite(s): SWO 4401. Credit or concurrent enrollment in SWO 4293, 4322, and 4492.

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

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.

4315 Foundation for Social Justice

Examines theories and practices of social justice as related to oppressed groups in a multicultural society utilizing religious and nonreligious perspectives. Addresses issues of power, inequality and privilege and the diverse experiences of oppressed groups in framing strategies to promote social justice.

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.

4317 Human Trafficking

This course is designed to help students gain a better understanding of contemporary human trafficking and modern day slavery. The roles that entities such as government, the media, faith-based organizations, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored.

4322 Social Policy

Prerequisite(s): SWO 4491 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.

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: Generalist Practice with Groups

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

Knowledge and skills appropriate to social work intervention with small treatment and task groups representing different backgrounds, building on the skills learned in SWO 3371 with individuals and families.

4373 Social Work Practice III: Generalist Practice with Organizations and Communities

Prerequisite(s): SWO 2321, 3371, minimum grade of B in 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.

4401 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.

4491 Social Work Internship I

Prerequisite(s): SWO 2321, 3351, 3352, a minimum grade of B in 3371 and 4372; credit or concurrent enrollment in 4373; and admitted to Social Work program, admission to field program, consent of Director of Field Education - Generalist Practice, and a minimum 2.5 overall GPA 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 and competencies.

4492 Social Work Internship II

Prerequisite(s): SWO 2321, , 3351, 3352, , 3371, , 4301, 4372, 4233, 4401; minimum grade of B in SWO 4491; admitted to Social Work program, admitted to Field program, consent of Director of Field Education – Generalist Practice, and a minimum 2.5 overall GPA and a 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 and competencies. Student must earn a minimum of a B in 4492 to complete the degree program.

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

MISSION AND GOALS

MSW Mission Statement

The mission of the Baylor University School of Social Work's Master in Social Work Program is to prepare advanced social workers in a Christian context for worldwide service and leadership.

MSW Program Goals

Students completing the MSW Foundation year programs will be able at an advanced level 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, and 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.

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

7. Discover, compare, apply and evaluate conceptual perspectives, models, and research that guide advanced practice.
8. Demonstrate competence in advanced practice skills and the evaluation of advanced practice skills.
9. Demonstrate competence in both working autonomously and working collaboratively.
10. Know, evaluate, integrate and use literature in decision-making in advanced practice.

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. At least one of the recommenders must be an academic reference having been the instructor of the applicant in a classroom setting. Recommenders must submit these directly to the School of Social Work graduate program or may provide these confidentially to the applicant in a sealed envelope who then submits them with the application packet. The recommender should use the School of Social Work recommendation form provided on our website. If a letter is included, the letters must be written on institutional or business letterhead.
5. Current resume;
6. Financial Assistance Form

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 Admissions Committee will only review an application that is missing no more than one prerequisite course. 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: 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, if asked.

12. All applicants must complete a Financial Aid application provided on the website. If the applicant does not want to apply for financial aid from the School of Social Work, they must indicate that on their submitted Financial Aid application.

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 six (6) semester hours for the Standard MSW degree option and a maximum of three (3) semester hours for the Advanced Standing 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 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. Applicants may qualify for a waiver of these preparatory courses if they have completed a BSW degree from Baylor University with at least a 3.0 GPA in social work courses and 2.8 GPA overall and obtain approval of the MSW Admissions Committee. Based upon criteria approved the Associate Dean, the admissions committee may admit other qualified applicants into Advanced Standing without requiring enrollment in the six hours of preparatory graduate courses. Admitted Advanced

Standing students not required to complete the preparatory courses must complete 29 hours of advanced practice courses to meet the graduation requirement. Applicants to the Baylor *Advanced Standing* Program with a degree from an international social work program must provide evidence through CSWE's International Social Work Degree Recognition and Evaluation Service that the program from which they have graduated or anticipate graduating is certified by CSWE.

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/socialwork. 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
- Three letters of Recommendation with at least one being an academic recommendation (sent separately)
- Current resume
- Writing assignment
- Request for Financial Assistance Form

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

The Admissions Committee consists of a minimum of six 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.
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. All decisions made by the Admissions Committee are final.

Upon acceptance, students will receive a letter of acceptance into the MSW program and an Intent to Enroll form. Students are required to submit a completed form and remit an enrollment deposit of \$300, payable to Baylor University and mailed to the School of Social Work or submitted online. When enrollment is completed, the deposit will be applied toward tuition and fees. The deposit is refundable up to May 1st.

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

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
8. Stated expectations of the particular scholarship funds

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.

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.

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 10 hours per week in order to protect graduate students from excessive commitments away from their own 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

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

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

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

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.

Minette & William Pratt Scholarship

This Scholarship is given on merit and need basis to a Social Work graduate or undergraduate student.

Angel Foundation Scholarship

This scholarship is available to any Social Work student. Preference is given to MTS/MSW students followed by MSW students and finally BSW students. International students are eligible for this scholarship.

Willis Family Social Work Scholarship

This Scholarship is available to graduate and undergraduate students based on merit and need.

Tom and Pat Powers Scholarship

This Scholarship is available to graduate and undergraduate Students. Preference, however, is given to undergraduate students.

Stone Family Social Work Scholarship

This Scholarship is available to graduate Students pursuing a career in global SW with special consideration to leaders training to make life better for orphans, at-risk children and families.

Hazel Poston Panter Scholarship

This scholarship is available to graduate Students pursuing the MSW/MDV dual degree.

Wise Family Social Work Scholarship

This Scholarship is available to graduate Students pursuing the MSW/MDV dual degree interested in working with disenfranchised or marginalized persons.

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-Advanced Practice.

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.

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) | \$15,293.00 |
| Regular tuition, per semester hour (less than 12 hours) | \$1,274.00* |
| Dual –degree students in Truett Seminary, regular tuition, per sem. hour | \$726.00 |
| <i>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.</i> | |

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) | 241.00 |
| 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 | 100.68 |
| *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 | 1,565.00 |
| Fewer than twelve semester hours, per semester hour | 123.00 |
| Internship Course fee, per course (\$50 minimum, charges vary) | 50.00 |
| Identification card replacement fee | 15.00 |
| Installment plan fee (unless receiving Graduate stipend) | 60.00 |
| Late payment fee | |
| Charged if Payment Due is received after Due Date | 100.00 |
| Summer term | 50.00 |
| Late Registration fee | |
| Charged if Payment Due is received after Due Date | 100.00 |
| Re-registration fee - schedule cancelled and allowed to re-register | |
| Re-registration | 150.00 |

| | |
|--|--------|
| Summer Term | 100.00 |
| Parking Permit | |
| Automobile – Annual (September-August) | 300.00 |
| Spring (January-August) | 200.00 |
| Summer (June-August) | 85.00 |
| Temporary – For one-week period | 7.00 |
| Replacement – Any time, return old sticker | 15.00 |
| Motorcycle – Annual (September-August) | 50.00 |
| Spring (January-August) | 45.00 |
| Summer (June-August) | 21.00 |

Rooms and Housing

| | |
|--|-------------------|
| Residence Hall rooms, per person, per semester (charges may vary for some rooms) | \$2,482.00 |
| Brooks Residential College | 2,954.00-3,554.00 |
| Brooks Village Flats | 3,739.00-4,384.00 |
| The Arbors | 2,429.00-3,990.00 |
| North Village | 2,941.00-4,384.00 |

Meals

Residence Hall Dining Halls:

| | |
|---|------------|
| Unlimited | \$2,589.34 |
| The Block 225 plus \$75.00 Dining Dollars | 2,074.38 |
| The Works – 16 Meal Plan plus \$100 Dining Dollars | 2,065.82 |
| The Classic -11 Meal Plan, plus \$150.00 Dining Dollars | 1,922.05 |
| Block 145 Meal Plan | 1,305.50 |
| Basic – 7 Meal Plan | 1,150.70 |
| Socialite – 5 Meal Plan plus \$100.00 Dining Dollars | 941.10 |
| The Block 90 plus \$100.00 Dining Dollars | 909.71 |
| Light Eater – 3 Meal Plan, plus \$250 Dining Dollars | 704.65 |

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

Housing

On-campus housing for graduate students is limited. Contracts are for the full academic year (9-months) and based on availability, with priority given to undergraduate students. Interested students should contact Campus Living & Learning, 254-710-3642, or visit www.baylor.edu/cll for more information.

The Graduate School operates two separate housing communities: Graduate Student Housing Community at the Quadrangle and 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 semester billed.

Several weeks prior to the beginning of a semester, students who have registered for classes will receive an email at their Baylor email address with a link to view that semester's bill. A bill notification will also be emailed to any Authorized Users which the student has designated in the E-Bill system (www.baylor.edu/ebill). Payments can be made online from the E-bill site by electronic check drawn on a checking or savings account, or by credit card. Credit card payments are accepted online only. A convenience fee equal to 2.75 percent of the payment amount (\$3 minimum) will be charged by the

third-party payment processor for all online credit card payments. Accepted credit cards are MasterCard, Discover, and American Express.

In addition to making the required payment, the student must confirm attendance in [BearWeb](#) indicating that he/she will be attending Baylor for the semester billed. Attendance must be confirmed even if the student account has zero or credit balance. Payment and confirmation of attendance must be completed by the due date indicated on the bill. A late payment fee will be charged if payment sufficient to complete financial settlement has not been received by the due date. A student who does not complete financial settlement by the cancellation deadline will have his/her classes cancelled. The financial obligation must be satisfied before the student will be allowed to re-register, move into housing, or attend classes. **Re-registrations will be charged the late payment fee and the re-registration fee.** For additional information about financial settlement, visit www.baylor.edu/settlement.

Students who register during the early registration process will receive both a paper bill and an electronic bill. Late registrants will receive only an electronic bill due to time constraints. If mailing a payment, fill out the top portion of the bill and return it to the Cashier's Office with the indicated payment. Payments must be **received** by the due date on the bill to avoid a late fee (allow 7 to 10 days for mail delivery).

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 help Baylor students and their parents manage the costs of education. 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 enrolled in the installment plan. The minimum amount due listed on the semester bill is the first installment payment and must be received by the due date. Monthly billing notifications are sent electronically to the student's Baylor email address and to the email addresses of any Authorized Users designated by the student in the E-Bill system. Monthly billing statements are available online only and will not be sent by mail. Monthly payments are due at the end of the month in which the bill is made available.

A student registering for the first time in the semester after the financial settlement due date (posted in [BearWeb](#)) should either pay in full or make the first installment payment online or in the Cashier's Office **the day after the student registers**. A late payment fee will be charged if payment sufficient to complete financial settlement has not been received by the due date indicated on the E-Bill. Students registering on or after the first class day of a semester will be charged a late registration fee.

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 [online](#) or from the Baylor Cashier's Office.

Students who are recipients of **scholarships** from religious institutions, foundations, corporations, individuals, or other organizations outside the University should complete one Outside Scholarship Report Form for each outside scholarship and submit to the Cashier's Office so that the award can be reflected in the student's financial aid award package. Organizations should send scholarship checks to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048.

If you have questions about tuition, fees, or financial settlement that are not covered here, visit the Student Financial Services website at www.baylor.edu/sfs or contact the Cashier's Office at Cashiers_Office@baylor.edu or (254) 710-2311.

Financial Aid Priority Dates

Students must complete the Free Application for Federal Student Aid (FAFSA – www.fafsa.gov) by the following dates to receive priority and ensure the availability of funding by the time payment is due.

To receive priority for funding (some programs are limited):

| | |
|---------------------------|-----------|
| Fall and spring semesters | March 1 |
| Spring semester only | October 1 |

To ensure availability of funding (and receive credit toward bill):

| | |
|---------------------------|------------|
| Fall and spring semesters | May 1 |
| Spring semester only | November 1 |

Respond promptly to requests for additional documentation/clarification received by mail or email (all emails are directed to students' Baylor email accounts.) **Students who file the FAFSA after the deadline should be prepared to pay their semester bill from their own resources by the due date.** If eligible for aid, the student may be reimbursed after aid has been credited to the student account. For more information, visit the Student Financial Services website at www.baylor.edu/sfs.

Cancellations

A student's cancellation occurs when a student decides not to attend classes for a semester prior to the first class day for that semester. (A student's schedule cannot be cancelled on or after the first day of the semester.) Cancellations and related refund requests must be made 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 received **prior to the first class day** for the semester. For cancellations, all tuition, fees, and meal plans 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 semester, students who are financially settled must contact the Paul L. Foster Success Center (PLFSC) in order 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.

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 as required by federal regulations.

Refunds of tuition, fees, or other charges will be applied to any outstanding balance owed to the University. Any credit balance remaining after all processing is complete will be mailed to the student at his/her home address on file in [BearWeb](#).

Refunds of tuition and required fees (General Student Fee, Chapel Fee, Laboratory/ Course Fees, Administrative Fee and Applied Music Fee) are based on the official withdrawal date and are prorated on a per diem scale based on the total number of calendar days in the payment period. **There are no refunds for withdrawals occurring after 60 percent of the payment period has lapsed.** A payment period is defined as the total number of calendar days in the semester (from the published first class day through the published last day of finals) excluding the five calendar day Thanksgiving break and the nine calendar day spring break. To obtain a calendar schedule of refund percentages, please visit

the Student Financial Services website at www.baylor.edu/sfs or contact the Cashier's Office at Cashiers_Office@baylor.edu or (254) 710-2311. Unless specifically noted, other fees are considered non-refundable.

Unused BearBucks™ and Dining Dollars are refunded upon withdrawal.

Meal plan refunds are calculated pro rata 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 requirements. To obtain information about the return of financial aid funds, contact the Student Financial Aid Office at Financial_Aid@baylor.edu or (254) 710-2611. Additional contact information is available online at www.baylor.edu/sfs.

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 at Living_Learning@baylor.edu or by calling (254) 710-3642. Additional information is available online at the www.baylor.edu/cll. 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 semester. Beginning the first class day of each semester, students will not be able to drop their complete class schedule online.

Dropping Classes by Student

Students have the option to drop a class prior to or during a semester. Refunds for dropped classes will be processed according to the following refund schedule.

| | |
|---|------|
| 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 remaining enrolled hours plus the determined percentage of dropped hours. For example, if a student enrolled in 9 hours drops a 3 hour course prior to the 15th class day, you would multiply the 3 dropped hours by 50% (1.5 hours), subtract the 1.5 hours for the dropped course from the original 9 hours, and the student is left with 7.5 billable hours. The credit to the student account would be equal to 1.5 times the hourly tuition rate.

There would be no refund adjustment for a student charged the flat rate tuition unless the student's billable hours are reduced below 12 as the result of a dropped course. Beginning on the 8th class day for fall/spring (3rd class day for summer), a change of course fee will be assessed for all schedule changes. An attempt to drop all scheduled classes for a semester is considered a withdrawal, and students must follow the guidelines for a withdrawal addressed above.

Changes in the number of enrolled hours can affect financial aid eligibility. Contact the Financial Aid Office for information about how dropping a course would affect your financial aid award package.

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 (fall/spring) are eligible for a full refund. No refund for an audited course is given after the 5th class day.

Full refunds also apply to students who drop an audited course by the 3rd class day for the full summer session, by the 2nd class day for summer I and II, and by the 1st 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: parking citations, Health Center charges, student loan accounts, tuition and fees, long distance telephone charges, 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.

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 and has not been admitted to a graduate program. (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.

PROFESSIONAL ADVISING

Purpose of Baylor SSW Baccalaureate and Graduate Professional Advising

Professional Advisement in the BUSSW is defined as a mentoring relationship that faculty have with students. It is designed as a resource to provide strengths-based, empathic, and individualized support that engages and empowers students to maximize their personal, professional, and educational development. In the role of Professional Advisors, faculty are available to provide: (1) orientation to BUSSW programs, policies, and procedures; (2) consultation for specifying the student's purpose(s) for pursuing social work education; (3) post-graduation career planning; (4) information on the School and University's academic appeal process; (5) in collaboration with the Program Manager, a semester review of academic progress according to their educational plan; and (6) consultation, with their respective Director of Field Education, related to field education.

In addition, the advisor role includes enriching student development for students who wish to explore any concerns in a more individualized and supportive context. Referrals of students who are having exceptional struggles with professional or academic issues will be made to the advisor for further discussion (See Academic and Professional Development Policy in the SSW catalog for more information).

Academic Advising

The Program Managers in both the BSW and MSW programs are professional staff positions with support and training from the University related to use of the University's course advising and registration systems. They conduct Academic Advising for the purposes of creating and maintaining an educational plan that helps students identify and register for social work courses. They refer students to their Professional Advisors for professional development advising.

Procedures of Graduate Student Professional Advisement

1. The MSW Program Manager assigns an initial Professional Advisor subsequent to enrollment to the program. The student may be reassigned to a Professional Advisor if the student chooses a specialization in another faculty member's area of expertise (See the description in the section on Specializations in the *Baylor SSW Catalog*).
2. The Associate Dean for Graduate Studies ensures that all new faculty who advise graduate students receive an orientation to the School's Advisement Policy and Procedures.
3. Graduate Professional Advisors are invited to evaluate the advisement procedures annually and recommend revisions and/or innovations. The Student Development Committee reviews these recommendations and communicates their findings to the Associate Dean for Graduate Studies, who implements those recommendations that s/he approves.
4. The Professional Advisement policy and procedures are communicated to students through a written statement in the initial letter of acceptance from the Associate Dean for Graduate Studies and through the *Baylor SSW Catalog*. Graduate students are then encouraged to make an initial visit with their professional advisor. They are encouraged to make an appointment to talk with their advisors at least once a semester to discuss their progress and professional goals.
5. While the Professional Advisor is available to assist the student in interpreting the *Baylor SSW Catalog*, planning course schedules, suggesting electives, and completing degree applications, the student is responsible for developing an educational plan with the MSW Program Manager and is expected to assume responsibility for initiating and following up on these tasks.

GENERAL DEGREE INFORMATION

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 thirteen 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 60 credit hours, which includes credit for foundation 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 first (Foundation) year of the standard program and must complete the Field application process according to a designated timeline prior to the fall semester.. 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. Baylor BSW graduates can complete the MSW Advanced Standing degree in 10 months or 29 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 as well as 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 as well as the Baylor University School of Social Work.

MSW/MBA Joint Degree option

The MSW/MBA joint degree is designed to educate leaders who are prepared to effectively implement financial strategies, transform organizational behavior, and activate marketing strategies to sustain and improve human services organizations. Prospective students will be required to separately fulfill admission and application procedures for both the Master of Social Work and the Master of Business Administration programs.

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 at an advanced level 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 5221 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 Foundation Internship I, 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. The second semester of Foundation Field internship is designed to be a continuation of the first semester of 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 550 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 professional social workers, including a faculty evaluator.

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 strengths perspective. Attention is given to various theories such as cognitive behavioral theory and resiliency theories, as well as several intervention practice models such as motivational interviewing, narrative approaches, and structural family therapy. Courses explore a variety of presenting issues experienced by children and families such as, behavioral and emotional challenges; abuse, neglect and exploitation; parenting concerns including teen parenting, school failure; drug and alcohol abuse; homelessness, marital discord; and foster care. Assessment tools and techniques, including DSM-IVTR, are covered. 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 all core practice behaviors and advanced practice behaviors specific to physical and mental health. Examples include 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 Standard Degree Plan

Minimum 60 semester hours including the following:

Foundation Year**Fall Pre-Term, Year 1**

5221 Intro to the Profession 2

Fall Semester, Year 1

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

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 4
14

Concentration Year: Health**Fall Semester, Year 2**

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 1
13

Spring Semester, Year 2

5383 Research Project 3
5790 Advanced Internship III 7
5398 Capstone 3
13

Concentration Year: Families**Fall Semester, Year 2**

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 1
13

Spring Semester, Year 2

5383 Research Project 3
5790 Advanced Internship III 7
5398 Capstone 3
13

Concentration Year: Community Practice**Fall Semester Year 2**

5323 Administrative Practice
in Social Work 3
5335 Frameworks and Perspectives
for Community Practice 3
5182 Research Seminar 1
5575 Adv. Prac.: Community Practice 5
5190 Intro to Adv. Internship III 1
13

Spring Semester, Year 2

5383 Research Project 3
5790 Advanced Internship III 7
5398 Capstone 3
13

Six (6) 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 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. ENROLLMENT IN THE CONCENTRATION YEAR IS NOT AUTOMATIC. Graduates of Baylor's BSW program are exempted from completing the Advanced Standing Seminars. Criteria for continuation include:

1. 3.0 grade point average in the 6 hours of summer coursework (Waived for Baylor BSW graduates).
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

35 (29 for Baylor BSW graduates) semester hours including the following:

Summer Semester, Year 1 Advanced Standing Seminars (required of non-Baylor BSW graduates)

| | |
|---------------------------------------|----------|
| 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 |
| 5182 Research Seminar | 1 |
| 5575 Adv. Prac.: Community Practice | 5 |
| 5190 Intro to Adv. Internship III | <u>1</u> |
| | 13 |

Spring Semester, Year 1

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

Mentoring

| | |
|-------------------------------------|--------|
| MENT 7300 Introduction to Mentoring | 3 hrs. |
|-------------------------------------|--------|

Capstone

| | |
|--------------------------------|--------|
| THEO 7388 Theological Capstone | 3 hrs. |
|--------------------------------|--------|

Electives

| | |
|--|---------------|
| Electives from THEO, PRCH, MSSN, CRED, PAST, MENT, 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 | 54 hrs. |
|---|---------|

| | |
|---|----------|
| Actual non-repeating hours taken: 60 hours MSW + 62 hours M.Div. | 122 hrs. |
|---|----------|

| | |
|--|---------|
| Advanced Standing MSW required coursework | 32 hrs. |
|--|---------|

| | |
|--|---------|
| Advanced Standing MSW required coursework for Baylor BSW graduates | 26 hrs. |
|--|---------|

| | |
|---|----------|
| Actual non-repeating hours taken: 35 hours MSW + 76 hours M.Div. | 111 hrs. |
| 29 MSW hours for Baylor BSW graduates + 76 hours M.Div. | 105 hrs. |

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 122 (60 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> | MENT 7300 Introduction to Mentoring | 3 |
| | 13 | 5122 Intro to the Profession-Dual Deg II | <u>1</u> |
| | | | 16 |
| 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**Fall Semester, Year 4**

| | |
|--|----------|
| 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 4

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

Concentration Year: Families**Fall Semester, Year 4**

| | |
|--|----------|
| 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 4

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

Concentration Year: Community Practice**Fall Semester Year 4**

| | |
|--|----------|
| 5323 Administrative Practice in Social Work | 3 |
| 5335 Frameworks and Perspectives for Community Practice | 3 |
| 5182 Research Seminar | 1 |
| 5575 Adv. Prac.: Community Practice | 5 |
| 5190 Intro to Adv. Internship III | <u>1</u> |
| | 13 |

Spring Semester, Year 4

| | |
|--------------------------|----------|
| 5383 Research Project | 3 |
| 5790 Adv. Internship III | 7 |
| 5398 Capstone | <u>3</u> |
| | 13 |

Six (6) 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 (108 or 83 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 54 hrs.
Actual non-repeating hours taken:
54 hours MSW + 39 hours MTS = **93 hrs.**

Advanced Standing MSW required coursework 32 hrs.
Advanced Standing MSW required coursework for Baylor BSW graduates 26 hrs.
Actual non-repeating hours taken:
32 hours MSW + 39 hours MTS = **71 hrs.**
29 MSW hours for Baylor BSW graduates + 39 hours MTS 68 hrs.

Covenant Groups – 4 semesters
Satisfactory completion of 132 Lifelong Learning Units
Satisfactory academic progress

Sample MTS/MSW Dual Degree Plan

Minimum 93 (54 Social Work; 39 Seminary) semester hours including the following:

| | | | |
|--|----------|---|----------|
| Fall Semester, Year 1 | | Spring Semester, Year 1 | |
| Seminary Classes | 12 | Seminary Classes | 9 |
| Fall Semester, Year 2 | | Spring Semester, Year 2 | |
| Seminary Classes | 9 | Seminary Classes | 9 |
| 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> |
| | 10 | | 10 |
| Fall Semester, Year 3 | | Spring Semester, Year 3 | |
| 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 |
| | 12 | 5381 Research for Practice | <u>3</u> |
| | | | 14 |

Concentration Year: Health**Fall Semester, Year 4**

| | |
|--|----------|
| 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 4

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

Concentration Year: Families**Fall Semester, Year 4**

| | |
|--|----------|
| 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 4

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

Concentration Year: Community Practice**Fall Semester Year 4**

| | |
|--|----------|
| 5323 Administrative Practice in Social Work | 3 |
| 5335 Frameworks and Perspectives for Community Practice | 3 |
| 5182 Research Seminar | 1 |
| 5575 Adv. Prac.: Community Practice | 5 |
| 5190 Intro to Adv. Internship III | <u>1</u> |
| | 13 |

Spring Semester, Year 4

| | |
|--------------------------|----------|
| 5383 Research Project | 3 |
| 5790 Adv. Internship III | 7 |
| 5398 Capstone | <u>3</u> |
| | 13 |

Six (6) 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.

Joint Degree option: Master of Social Work/Master of Business Administration

The MSW/MBA joint degree is designed to educate leaders who are prepared to effectively implement financial strategies, transform organizational behavior, and activate marketing strategies to sustain and improve human services organizations. As the demand for social workers increases with the privatization of social services, so does the need for social workers to be prepared to serve as leaders of human service organizations. The Master of Social Work program prepares students to work with individuals, communities, and society through concentrations in children and families; physical and mental health; and community practice. The Masters in Business Administration program prepares students to serve as leaders in generalist business roles. The joint degree will groom social work and business administration graduates to serve as administrators, executive directors, and innovators in human service organizations. In addition, the MSW/MBA will equip and encourage graduates to develop human service organizations nationally and internationally, serving in developing countries or underserved urban areas where human needs are great and resources are scarce.

Admission

Prospective students will be required to separately fulfill admission and application procedures for both the Master of Social Work and the Master of Business Administration programs.

Requirements

Master of Business Administration education plan for the joint degree is 33 credit hours. The Hankamer Business School will waive 20 hours of elective courses while maintaining the core business courses equaling 33 hours. The School of Social Work will credit 9 hours of business elective courses (6 hour elective credit and 3 hour substitution for SWO 5323 Administrative Practice in Social Work) for the standard MSW level education plan; therefore, students entering the foundation level of the MSW joint program will complete 51 social work credit hours. The School of Social Work will also credit 6 hours of business elective courses (3 hour elective credit and 3 hour substitution for SWO 5323 Administrative Practice in Social Work) for the MSW Advanced Standing level of the education plan; therefore, students entering the Advanced Standing program (total=35 hours) will complete 29 hours of social work credit hours.

MSW Core and Elective Course Foundation Level

Standard (first year-foundation) Core Courses

SWO 5221 Intro to the Profession
 SWO 5561 Practice with Individuals and Families
 SWO 5362 Practice with Groups
 SWO 5491 Foundation Internship I
 SWO 5381 Research for Practice
 SWO 5463 Practice with Communities and Organizations
 SWO 5322 Social Policy for Social Work Practice
 SWO 5492 Foundation Internship II

Foundation Master Social Work students will select a concentration area upon completion of the above core courses. Concentration areas are: children and families; physical and mental health, or community practice. Courses for each concentration are listed below:

Families

5182 Research Seminar
 5334 Family Resilience & Crises
 5574 Advanced Practice: Families
 5190 Intro to Adv. Internship III
 5383 Research Project
 5790 Advanced Internship III
 5398 Capstone

Physical and Mental Health

5182 Research Seminar
 5333 Human Wellness & Health Care
 5573 Advanced Practice: Health
 5190 Intro to Adv. Internship III
 5383 Research Project
 5790 Advanced Internship III
 5398 Capstone

Community Practice

5182 Research Seminar

5335 Frameworks & Perspectives for Community Practice

5575 Advanced Practice: Community Practice

5190 Intro to Adv. Internship III

5383 Research Project

5790 Advanced Internship III

5398 Capstone

Electives: 6 hours from MBA program = 3 elective + 3 hours substitute for SWO 5323 Administrative Practice in Social Work

Total Hours 51MSW Core and Elective Courses Advance Level**Families**

SWO 5301 Advanced Practice Readiness I

SWO 5302 Advanced Practice Readiness II

5182 Research Seminar

5334 Family Resilience & Crises

5574 Advanced Practice: Families

5190 Intro to Adv Internship III

5383 Research Project

5790 Advanced Internship III

5398 Capstone

Physical and Mental Health

SWO 5301 Advanced Practice Readiness I

SWO 5302 Advanced Practice Readiness II

5182 Research Seminar

5333 Human Wellness & Health Care

5573 Advanced Practice: Health

5190 Intro to Adv Internship III

5383 Research Project

5790 Advanced Internship III

5398 Capstone

Community Practice

SWO 5301 Advanced Practice Readiness I

SWO 5302 Advanced Practice Readiness II

5182 Research Seminar

5335 Frameworks & Perspectives for Community Practice

5575 Advanced Practice: Community Practice

5190 Intro to Adv Internship III

5383 Research Project

5790 Advanced Internship III

5398 Capstone

Electives: 3 hours from MBA program = 3 elective + 3 hours substitute for SWO 5323
Administrative Practice in Social Work

Total Hours: 29

Master of Business Administration

First Semester

ACC 5121 Accounting Planning
ACC 5122 Accounting Implementation
ECO 5115 Demand Analysis
ECO 5116 Production and Cost Analysis
FIN 5161 Corporate Finance-Planning
FIN 5162 Corporate Finance-Implementing
MGT 5132 Operations Management Core 2
MIS 5151 Tech Foundations of Info Systems
QBA 5131 Quantitative Methods Part I
BUS 5390 Management Communication
2 3-hour Required Flexible Courses

Required Flexible Courses:

MKT 5310 Marketing Administration
MGT 5385 Strategic Management
MGT 5310 Organizational Behavior

Total Hours 33

Total Hours Foundational Level: 84

Total Hours Advanced Level: 62

Second Semester

ACC 5123 Accounting in a Changing Environment
ECO 5117 Microeconomic Theory
FIN 5163 Financial Control
MGT 5131 Operations Management Core 1
MGT 5133 Operations Management Core 3
MIS 5152 Aligning Info Technology with the
MIS 5153 Managing the Info Technology
QBA 5132 Quantitative Methods Part 2
QBA 5133 Quantitative Methods for Decision
BUS 5395 Focus Firm
1 3-hour Required Flexible Courses

Optional Courses:

BUS 5111 Professional Career Development #1
BUS 5112 Professional Career Development #2

Sample MSW/MBA Standard Degree Plan

Minimum 84 semester hours (51 MSW, 33 MBA core):

Foundation Year**Fall Pre-Term, Year 1**

5221 Intro to the Profession 2

Fall Semester, Year 15561 Professional Practice with
Individuals and Families 5

5362 Professional Practice with Groups 3

5491 Foundation Internship I 4
12**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 4
14**Concentration Year: Health****Fall Semester, Year 2**

5190 Intro to Adv. Internship III 1

5182 Research Seminar 1

5333 Human Wellness & Health Care 3

5573 Advanced Practice: Health 5
10**Spring Semester, Year 2**

5383 Research Project 3

5790 Advanced Internship III 7

5398 Capstone 3
13**Concentration Year: Families****Fall Semester, Year 2**

5190 Intro to Adv. Internship III 1

5182 Research Seminar 1

5334 Family Resilience & Crises 3

5574 Advanced Practice: Families 5
10**Spring Semester, Year 2**

5383 Research Project 3

5790 Advanced Internship III 7

5398 Capstone 3
13**Concentration Year: Community Practice****Fall Semester, Year 2**

5190 Intro to Adv Internship III 1

5335 Frameworks and Perspectives
for Community Practice 3

5182 Research Seminar 1

5575 Adv. Prac.: Community Practice 5
10**Spring Semester, Year 2**

5383 Research Project 3

5790 Adv. Internship III 7

5398 Capstone 3
13

9 hours from MBA program = 6 elective + 3 hours substitute for SWO 5323 Administrative Practice in Social Work taken in year 3.

Fall Semester, Year 3 (18 hours)

ACC 5121 Accounting Planning
 ACC 5122 Accounting Implementation
 ECO 5115 Demand Analysis
 ECO 5116 Production and Cost Analysis
 FIN 5161 Corporate Finance-Planning
 FIN 5162 Corporate Finance-Implementing
 MGT 5132 Operations Management Core 2
 MIS 5151 Tech Foundations of Info Systems
 QBA 5131 Quantitative Methods Part I
 BUS 5390 Management Communication
 2 3-hour Required Flexible Course

Required Flexible Courses:

MKT 5310 Marketing Administration
 MGT 5385 Strategic Management
 MGT 5310 Organizational Behavior

Total Hours 33**Spring Semester, Year 4 (15 hours)**

ACC 5123 Accounting in a Changing Environment
 ECO 5117 Microeconomic Theory
 FIN 5163 Financial Control
 MGT 5131 Operations Management Core 1
 MGT 5133 Operations Management Core 3
 MIS 5152 Aligning Info Technology with the
 MIS 5153 Managing the Info Technology
 QBA 5132 Quantitative Methods Part 2
 QBA 5133 Quantitative Methods for Decision
 BUS 5395 Focus Firm
 1 3-hour Required Flexible Course

Optional Courses:

BUS 5111 Professional Career Development #1
 BUS 5112 Professional Career Development #2

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 or the 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 60 semester hours including the following:

Foundation Year**Fall Pre-Term, Year 1**

5221 Intro to the Profession 2

Fall Semester, Year 1

5561 Professional Practice with
Individuals and Families 5

5362 Professional Practice with Groups $\frac{3}{8}$

Spring Semester, Year 1

5381 Research for Social Work Practice 3

5322 Social Policy for
Social Work Practice $\frac{3}{6}$

Fall Semester, Year 2

5491 Foundation Internship I $\frac{4}{4}$

Spring Semester, Year 2

5463 Practice with Communities and Orgs 4

5492 Foundation Internship II $\frac{4}{8}$

Concentration Year: Health**Fall Semester, Year 3**

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 $\frac{1}{13}$

Spring Semester, Year 3

5383 Research Project 3

5790 Advanced Internship III 7

5398 Capstone $\frac{3}{13}$

Concentration Year: Families**Fall Semester, Year 3**

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 $\frac{1}{13}$

Spring Semester, Year 3

5383 Research Project 3

5790 Advanced Internship III 7

5398 Capstone $\frac{3}{13}$

Concentration Year: Community Practice**Fall Semester Year 3**

5323 Administrative Practice
in Social Work 3

5335 Frameworks and Perspectives
for Community Practice 3

5182 Research Seminar 1

5575 Adv. Prac.: Community Practice 5

5190 Intro to Adv. Internship III $\frac{1}{13}$

Spring Semester, Year 3

5383 Research Project 3

5790 Adv. Internship III 7

5398 Capstone $\frac{3}{13}$

Six (6) 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.

FIELD CURRICULUM

Mission

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, values, and value dilemmas are examined. It is expected that each intern will be fully engaged in the professional learning opportunities provided under the supervision of the Field Instructor. Foundation year graduate interns will be expected to achieve skill development similar to entry level generalist practitioners but at a level that shows readiness for advanced practice in the concentration year. Concentration graduate interns in the advanced placement will be expected to achieve skill development and performance commensurate to entry level MSW practitioners in a specific area of concentration.

Field in the Curriculum

Field internship is the application of the knowledge and skills the student has obtained in the classroom courses. The standard two-year program includes two semesters of Field instruction taken concurrently with other courses, and a third semester dedicated to orientation and training for the final internship. Students complete the final internship in the fourth semester, concurrent with the completion of their research project course and project. 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 and the accompanying seminar: 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. A minimum grade of **-B** is required in Practice with Communities and Organizations and in Foundation Internship II. Part-time students must complete at least Introduction to the Profession, Practice with Individuals and Families, and Practice with Groups prior to entering Foundation Internship I. Practice with Communities and Organizations must be taken concurrently with or prior to Foundation Internship II.

Standard program graduate students and advanced standing 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 550 hours in the field. Prerequisites for the Advanced Internship include all Foundation year coursework, including a minimum grade of B in 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 and a formal presentation during the third week on the campus before graduation. Part-time students must complete at least the Introduction to the Field and the concentration practice course with a minimum grade of B, and the human behavior course with a minimum grade of B- prior to entering Advanced Internship III.

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. Advanced Internship III requires completing a minimum total of 550 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* have 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, and a description of the Field faculty/liaison system. 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 Manuals along with all other policies and procedures related to Field Education. The Generalist Practice Field Manual is the reference for foundation year graduate students. The Advanced Practice Field Manual is the reference for concentration year graduate students.

Students who are denied admission to the field internship are informed in writing, and are directed to contact their faculty advisor regarding any effect on the completion of the degree plan.

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 and 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 equivalents 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 CEU equivalents) 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.

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. A template for the specialization was developed in conjunction with the Hartford Foundation and Baylor University School of Social Work. The specialization will provide specific focus in the area of gerontology and geriatric social work. It is intended to enhance the student's concentration, but does not replace it. 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, families in later life, intergenerational relations, and/or organizations and communities that benefit the older population. The faculty member will assist the student 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 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 2 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 on older adults, families in later life, intergenerational relations, and community practice that benefits 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, end of life, families in later life, intergenerational relations, and/or community response to the needs of the 55+ population. |
| 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, Social Security Act, or other public and/or organizational policy impacting older adults. |
| Advanced Administrative Practice | SWO 5323 Administrative Practice in Social Work (3 hrs) | Paper or project focusing on administrative practice in an organization that addresses policies and/or 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, families in later life, intergenerational relations, and/or community organizations that serve them. |
| Advanced Practice Skill Demonstration | SWO 5573, 5574, or 5575 Advanced Practice (5 hrs) | Demonstration of gerontological practice competencies through successful completion of gerontological competencies linked to the concentration and demonstrated 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 issues related to older adults, families in later life, intergenerational relations, and community practice that benefits them. |
| 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, families in later life, intergenerational relations, and/or community and/or policy issues that impact older adults. |

| Content Area | Course Work | Assignment Plan |
|----------------------|---|-------------------------|
| Elective | A minimum of 1 approved graduate elective hours in the area of specialization. Aging and Mental Health is required. | Aging and Mental Health |
| Continuing Education | The equivalent of 3 CEUs 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 CEU equivalents) is placed in an electronic portfolio, which the student submits to the supervising faculty no later than the day of the MSW Practice Colloquium . 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.

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 the 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 and 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 School of Social Work's 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 member 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 member 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's 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 member 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, MSSN 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 member.

3. Concentration Internship:

SWO 5190 Introduction to Advanced Internship III (1 hr)

SWO 5790 Advanced Internship III (7 hrs)

The 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 Specialization 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) | |
| 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 CEUs 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 CEU equivalents) is placed in an electronic portfolio, which the student submits to the supervising faculty member by the last day of the graduate capstone seminar. Portfolios are graded by the supervising faculty member 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.

Applications for retroactive specialization recognition will not be approved. Upon successful completion of the specialization, the student is awarded the Church Social Work Specialization at Convocation.

Global Mission Leadership Specialization

The Global Mission Leadership (GML) specialization is for students interested in developing a specific knowledge base in international social work practice. It is a required specialization for students enrolled in the Global Mission Leadership initiative. The GML specialization provides students the opportunity to create a strategic approach for addressing a specified social issue in a country of concern utilizing accumulated research, government, non-governmental and congregational resources. The Global Mission Leadership specialization will allow students to go deep into one of the MSW 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 Program students.

Specialization Plan

Interested 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 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. 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 member 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. (GML scholars only) Enrollment in and successful completion of SWO Cross Cultural Interactive Seminars
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. The program 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) | |
| 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 | SWO 5180 International Research and Strategic Planning | |
| Other | Student and faculty discretion | |

Portfolio:

Documentation of all of the above requirements (completed projects and papers, field placement evaluations, documentation of CEU equivalents) 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.

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)

4315 Foundation for Social Justice

Examines theories and practices of social justice as related to oppressed groups in a multicultural society utilizing religious and nonreligious perspectives. Addresses issues of power, inequality and privilege and the diverse experiences of oppressed groups in framing strategies to promote social justice.

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.

4317 Human Trafficking

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

This course is designed to help students gain a better understanding of contemporary human trafficking and modern day slavery. The roles that entities such as government, the media, faith-based organizations, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored.

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.

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.

5085 Cross Cultural Interactive Seminar VI

Prerequisite(s): SWO 5084 or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on advanced practice in the chosen area of concentration. Seminar enables students to experience a guided learning community with international colleagues.

5086 Cross Cultural Interactive Seminar VII

Prerequisite(s): SWO 5085 or consent of instructor.

Integration and contextualization of MSW course work across the academic program with a selected national culture. Emphasis on overview of MSW curriculum. Seminar enables students to experience a guided learning community with international colleagues.

5110 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.

5111 Cross Cultural Interactive Seminar II

Prerequisite(s): SWO 5110 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.

5112 Cross Cultural Interactive Seminar III

Prerequisite(s): SWO 5111 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.

5113 Cross Cultural Interactive Seminar IV

Prerequisite(s): SWO 5112 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.

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.

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, 5381, or SWO 4293; 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, 5492, or SWO 4293 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 Advanced Practice Readiness 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 Advanced Practice Readiness 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 5322; or SWO 5301 and 5302, or SWO 4293

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, fundraising, organization development, structure and governance, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system.

5333 Human Wellness and Health Care

Prerequisite(s): SWO 5301 and 5302, or SWO 5492, or SWO 4293

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 SWO 5492, or SWO 4293.

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 SWO 5492, or SWO 4293.

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.

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 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.
Integrative seminar to demonstrate readiness to practice social work at an advanced level in the student's area of concentration.

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; 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): B (3.0) or higher in SWO 5491, 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): Credit or concurrent enrollment in SWO 5333; and SWO 5561, 5362, and 5463, or SWO 5301 and 5302, or SWO 4293.

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): Credit or concurrent enrollment in SWO 5334; and credit in SWO 5561, 5362, and 5463, or SWO 5301 and 5302, or SWO 4293.

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

Prerequisite(s): Credit or concurrent enrollment in SWO 5335; and credit in SWO 5561, 5362, and 5463, or SWO 5301 and 5302, or SWO 4293.

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

Carrie Arroyo, M.S.W., Lecturer (2011)

B.S.W., U. of Texas at Austin; M.S.W., U. of Pennsylvania.

Flor Avellaneda, M.S.W., Lecturer (2012)

B.S.W., Baylor U.; M.S.W., (*ibid*).

Erma Ballenger, Ph.D., Lecturer and Director of Field Education-Advanced Practice (2007)

B.A., U. of Colorado-Boulder; M.S.W., U. of Nebraska-Lincoln; Ph.D., *ibid*.

Tanya S. Brice, Ph.D., Associate Professor (2010)

B.S., South Carolina State U.; M.S.W., U. of South Carolina; Ph.D., U. of North Carolina.

Preston Dyer, Ph.D., Professor Emeritus (1969)

B.A., Baylor U.; M.S.W., Louisiana State U.; Ph.D., Texas Woman's U

James W. Ellor, Ph.D., Professor of Social Work (2004)

B.A., Kent State U.; A.M. (M.S.W.), U. of Chicago; M.Div., McCormick Theological Seminary; D.Min., Chicago Theological Seminary; Ph.D., *ibid*.

Diana Garland, Ph.D., Professor and Dean of School of Social Work. (1997)

B.A., U. of Louisville; M.S.S.W., *ibid*.; Ph.D., *ibid*.

Elizabeth Goatley, Ph.D., Assistant Professor (2012)

B.A., Spelman College; M.S.S.W., U. of Louisville; Ph.D., Clark Atlanta U.

Cynthia R. Harr, Ph.D., Assistant Professor of Social Work (2008)

B.A., California State U.; M.R.E., Golden Gate Baptist Theological Seminary; M.S.W., California State U.; Ph.D., U. of Texas.

Helen E. Wilson Harris, Ed.D., Senior Lecturer in Social Work (1997)

B.A., U. of Mary Hardin-Baylor; M.S.W., Our Lady of the Lake U.; Ed.D., U. of Mary Hardin-Baylor

Johnny M. Jones, Ph.D., Assistant Professor (2010)

B.A., Georgia State U.; M.S.W., Southern Baptist Theological Seminary; Ph.D., Florida State U.

Dennis R. Myers, Ph.D., Professor of Social Work and Dorothy Barfield Kronzer Endowed Professor in Aging and Family (1981)

B.A., Baylor U.; M.S.S.W., U. of Texas; Ph.D., *ibid*.

David K. Pooler, Ph.D., Assistant Professor of Social Work (2009)

B.A., Lee College; M.S.W., U. of Louisville; Ph.D., U. of Louisville/Kentucky.

Robin K. Rogers, Ph.D., Associate Professor of Social Work and Associate Dean for Graduate Studies (2001)
B.A., Baylor U.; M.S.S.W., U. of Louisville; Ph.D., U. of Pittsburgh.

Ratonia Runnels, Ph.D. , Lecturer (2012)
B.A., U. of Texas at Austin; M.S.S.W., *ibid.*; Ph.D., *ibid.*

Rebecca Scott, M.S.W., Lecturer (2009)
B.S., Abilene Christian U.; M.S.W., U. of Washington.

Jon E. Singletary, Ph.D., Diana R. Garland Endowed Professor in Child and Family Services and Associate Dean for Baccalaureate Studies. (2003)
B.A., Baylor U.; M.Div., Baptist Theological Seminary at Richmond; M.S.W., Virginia Commonwealth U.; Ph.D., *ibid.*

Jennifer Smyer Dickey, M.S.W., Lecturer (2012) and Director of Global Mission Leadership
B.A., Baylor U.; M.S.W., *ibid.*

Gaynor Yancey, D.S.W., Professor of Social Work (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.

Melody Y. Zuniga, M.S.W. Lecturer and Director of Field Education – Generalist Practice (2009)
B.A., Baylor U.; M.S.W., *ibid.*

PART-TIME FACULTY

Kelly Atkinson, M.S.W.
B.A., Baylor U.; M.S.W., *ibid.*

Dale Barron, M.S.W.
B.A., Baylor U.; M.S.W., U. of Houston Graduate School of Social Work.

Elizabeth Bellinger, D.Min.
B.A., Barton College; M.S.G., Baylor U.; M.Div., Southeastern Baptist Theological Seminary; D.Min., *ibid.*

Rebecca Carlson, M.S.W.
B.S.W., Union U.; M.S.W., Baylor U.

Robin Cohagen, M.S.W.
B.S.W., Baylor U.; M.S.W., *ibid.*

Pamela Crawford, M.S.W.
B.A., Dallas Baptist Univ.; M.S.W., Baylor U.

Buddy Edwards, M.S.S.W.
B.A., Baylor U.; M.S.S.W., U. of Texas at Arlington.

Rebecca Ellison, M.S.W.

B.A., Baylor U.; M.S.W., *ibid.*

Amy Everett, M.S.W.

B.A., Baylor U.; M.S.W./M.Div, *ibid.*

LeAnn Gardner, M.S.W.

B.A., Samford U.; M.Div., George W. Truett Theological Seminary; M.S.W., Baylor U.

Robyn Hicks, M.S.W.

B.A., Baylor U.; M.S.W., U. of Texas at Arlington.

Tancy Horn-Johnson, M.S.W.

B.S., U. of Pittsburg; M.S.W., *ibid.*

Tracey Kelley, M.S.W.

B.B.A., Baylor U.; M.S.W., *ibid.*

Beth Kilpatrick, M.S.W.

B.A., U. of Wisconsin; M.S.W., Baylor U.

Doug McDurham, M.S.W.

B.S., Tennessee Technological U.; M.S.W., Southern Baptist Theological Seminary.

Terri Oldham, M.S.W.

B.S.W., U. of Mary Hardin-Baylor; M.S.W., Baylor U.

Natalee Oliver, M.S.

B.B.A., Baylor U.; M.S., *ibid.*

Elizabeth (Bethie) Timmons, M.S.W.

B.A., West Texas State U.; M.S.W., Our Lady of the Lake U.

For more information:

Undergraduate Contact Information:

Admission Services
Baylor University
One Bear Place #97056
Waco, TX 76798-7056
1-800-BAYLOR-U, option 1-1, or
254-710-3455
E-mail: Admissions@baylor.edu

Graduate Contact Information:

Baylor School of Social Work
MSW Program Admissions
Baylor University
One Bear Place #97320
Waco, TX 76798-7320
254-710-6400
E-mail: Social_Work@baylor.edu

Academic Scholarships and Financial Aid

Baylor University
One Bear Place #97028
Waco, TX 76798-7028
1-800 BAYLOR-U, option 8-2, or
254-710-2611
E-mail: FinancialAid_Office@baylor.edu

Campus Visits

One Bear Place #97331
Waco, TX 76798-7331
1-800 BAYLOR-U, option 1-2, or
254-710-2407
E-mail: Campus_Visits@baylor.edu
www.baylor.edu/Social_Work

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