

Baylor Social Work



# CATALOG

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BAYLOR  
UNIVERSITY

SCHOOL OF SOCIAL WORK

2005-2006

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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 Office of the Registrar during the first twelve class days of the fall semester. Request for nondisclosure will be honored by the University for only one academic year, or until notified in writing that information should no longer be withheld, whichever event occurs first. Directory information includes: name, address, telephone number, dates of attendance, classification, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred with date(s), past and present participation in officially-recognized sports and activities, physical factors of athletes (e.g. 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 making application should write to the Assistant Vice President and Director of Academic Scholarships and Financial Aid, Baylor University, One Bear Place #97028, Waco, TX 76798-7028.

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

(Adopted October 28, 1994)

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

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

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

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

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

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

## Historical Highlights of Baylor University

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

1845—Baylor chartered on February 1 by the Republic of Texas.

1849—Instruction in law began.

*1857*—School of Law organized.

*1883*—School of Law closed.

*1920*—School of Law reorganized.

1886—Baylor merged with Waco University and moved to Waco.

1903—College of Medicine organized in Dallas by assuming responsibility for operations of the University of Dallas Medical Department.

*1943*—Moved to Houston.

*1969*—Given independent status.

1903—College of Pharmacy organized in Dallas.

*1930*—College of Pharmacy terminated.

1905—Theological Seminary organized in Waco.

*1907*—Separated from Baylor University.

*1910*—Moved to Fort Worth.

1909—School of Nursing organized as a diploma-granting program.

1918—College of Dentistry organized in Dallas by taking over the State Dental College, founded in 1905.

*1971*—The College was separately incorporated in 1971, although Graduate programs continued to be offered through Baylor University.

*1996*—The college became a part of the Texas A&M System on September 1.

1919—Baylor Hospital organized in Dallas, now Baylor University Medical Center.

1919—College of Arts and Sciences organized.

1919—College of Fine Arts consisting of offerings in music and expression organized.

*1921*—Terminated in favor of the present School of Music.

1919—School of Education organized.

1921—School of Nursing organized as a diploma-granting program.

1921—School of Music organized.

1923—School of Business organized.

*1959*—Renamed Hankamer School of Business in honor of Mr. and Mrs. Earl Hankamer of Houston.

1947—Graduate School organized.

Graduate study and degrees have been offered since 1894.

1950—The School of Nursing reorganized as an academic unit of Baylor University offering a Bachelor of Science in Nursing degree.

*2000*—Renamed Louise Herrington School of Nursing in honor of Louise Herrington Ornelas.

1951—Graduate program in hospital administration established in conjunction with the Army Medical Field Service School, Fort Sam Houston.

*1971*—Graduate program in physical therapy added at Fort Sam Houston.

*1971*—Program in physician's assistant added in collaboration with the Army Medical Field Service School, Fort Sam Houston; terminated in 1977.

*1972*—Army Medical Field Service School renamed Academy of Health Sciences of the U.S. Army.

*1973*—Baylor University Memorandum of Agreement with the U.S. Army Academy of Health Sciences affiliated over 20 programs of instruction with 150 course offerings for academic credit at Baylor University; terminated in 1977 for all programs except Health Care Administration and Physical Therapy.

1987—University School organized. Responsibilities reassigned to other academic units in 1992.

1993—George W. Truett Theological Seminary organized in Waco.

*1994*—Seminary classes began.

1995—School of Engineering and Computer Science organized.

2002—Honors College organized.

2005—School of Social Work granted independent status from College of Arts and Sciences.

## Board of Regents

Stan Allcorn	Randy W. Ferguson
Miles Jay Allison	Sue Holt Getterman
Joseph B. Armes	Neal T. "Buddy" Jones
Wes Bailey	Arthur Phillip Lineberger
Howard K. Batson	Anne Graham Lotz
Carl W. Bell	Jaclanel Moore McFarland
Albert C. Black, Jr.	Drayton McLane, Jr.
James Alan Bowden	John H. Minton
Tommy L. Bowman	Ramiro Peña, Jr.
W.H. Brian, Jr.	Laree Estes Perez
Duane Brooks	Minette Drumwright Pratt
R. Stephen Carmack	John C. Reimers
Mary Chavanne-Martin	Belinda A. Reyes
Joe Edwin Coleman	David M. Sibley
Harold R. Cunningham	R. Dary Stone
Bobby C. Dagnel	Donell Phillips Teaff
Will D. Davis	Jim L. Turner
Toby A. Druin	John G. Wilkerson, Jr.

## Regents Emeriti

George C. Anson  
J. Harry Jeanes  
Dorothy Barfield Kronzer  
W. Winfred Moore



# Administration

## General Administration

William D. Underwood, B.A., J.D. ....	Interim President
Robert B. Sloan, Jr., B.A., M.Div., D.d.Theol. ....	Chancellor
Charles Beckenhauer, B.A., J.D., L.L.M. ....	Interim General Counsel
R. Kimberly (Kim) Gaynor, B.B.A. ....	Interim Vice President for University Relations
Van D. Gray, B.S., M.B.A., Ph.D. ....	Associate Vice President for Strategic Planning & Improvement
Ian McCaw, B.Comm., M.S. ....	Director of Athletics
Michael D. Morrison, B.A., Ph.D. ....	Interim Chief of Staff to the President
J. Randall O'Brien B.S., S.T.M., M.Div., Th.D. ....	Interim Provost and Vice President for Academic Affairs
Samuel W. "Dub" Oliver, B.S., M.S., Ph.D. ....	Interim VP for Student Development
Reagan M. Ramsower, B.B.A., M.S., Ph.D. ....	Acting Vice President for Finance and Administration
Richard C. Scott, B.B.A., M.B.A., D.B.A. ....	Vice President for University Development

## Academic Officers

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

## Enrollment Management Officers

Cliff A. Neel, B.S. ....	Assistant Vice President for Academic Scholarships and Financial Aid
James L. Steen, B.A., M.B.A. ....	Assistant Vice President for Enrollment Management
Diana M. Ramey, B.S.E., M.Ed. ....	Assistant Vice President for Retention Management
Patricia L. Tolbert, B.A., M.S.Ed., Ph.D. ....	Enrollment and Retention Research Analyst

## Student Life Officers

Martha Lou Scott, B.S., M.P.A., Ed.D. ....	Dean for Campus Life
Samuel W. "Dub" Oliver, B.S., M.S., Ph.D. ....	Dean for Student Development
Frank Shushok, Jr., B.S., M.S., Ph.D. ....	Associate Dean for Campus Living & Learning
John H. Boyd, Jr., B.S., M.A., Ed.D. ....	Director, Career Services Center

## University Relations Officers

Larry D. Brumley, B.S.E., M.A. ....	Senior Associate Vice President, External Relations
Randy Lofgren, B.M.E., M.M., Ed.D. ....	Associate Vice President, Baylor Network

## Campus Safety

James Doak, B.S. ....	Chief of Police
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## The School of Social Work

Diana R. Garland, Ph.D. ....	Dean
Dennis R. Myers, Ph.D. ....	Associate Dean, Graduate Studies
Gaynor I. Yancey, D.S.W. ....	Associate Dean, Baccalaureate Studies
James W. Ellor, Ph.D. ....	Director, Institute for Gerontological Studies
Jon Singletary, Ph.D. ....	Director, Center for Family & Community Ministries
Helen E. W. Harris, M.S.W. ....	Director of Graduate Field Education
F.B. (Pete) Campbell, Ed.D. ....	Director of Baccalaureate Field Education
Vicki C. Northern, M.S.W. ....	Director, Recruitment and Career Services
Preston M. Dyer, Ph.D. ....	Professor
Robin K. Rogers, Ph.D. ....	Associate Professor
T. Laine Scales, Ph.D. ....	Associate Professor
David Sherwood, Ph.D. ....	Professor
Scott Taylor, M.S.W. ....	Lecturer
Krista Barrett ....	Program Manager, Field Education
Angela Fields ....	Program Manager, Baccalaureate Studies
Jeanie Fitzpatrick. ....	Assistant to the Dean
Marilyn Gusukuma ....	Program Manager, Graduate Studies
Linda Hardwick ....	Program Manager, Institute for Gerontological Studies and Communication Coordinator

## Accreditations and Memberships

Baylor University consists of 11 colleges and schools located on three campuses in Waco, Dallas, and San Antonio. Baylor University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, specialist, and doctoral degrees. In addition, the University and its schools and colleges are accredited by and/or hold membership in the following organizations:

### General

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

### The School Of Social Work

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

## 2005-2006 Academic Calendar

### Summer Semester 2005

#### Full Summer Session, May 31–August 10

##### Session I, May 31–July 2

##### Session II, July 7–August 10

- April 18 - June 1— Registration/schedule changes through BearWeb for Session I.
- April 18 - July 8— Registration/schedule changes through BearWeb for Session II.
- May 2— Summer invoices available online at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers).  
Summer Financial Settlement begins. Pay and confirm attendance online at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers).
- 16— Postmark due date for students making payment and confirming attendance by mail.
- 27— Deadline for Summer Financial Settlement. Classes will be canceled for students not financially settled by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed.
- 28— Residence halls open at 1 p.m. for Session I.
- 30— Advisement, registration, and financial settlement for new students attending Session I. Registration and schedule changes will be made through BearWeb or in the Registrar's Office, third floor, Robinson Tower.
- 31— Class sessions begin, 8 a.m.
- June 31— Beginning May 31, late registration and financial settlement.
- 2— Last day to register or add courses for Session I.
- 2— Last day for credit by examination in enrolled courses.
- 6— Last day for graduating seniors to file for August graduation with their respective deans.
- 7— Last day to register or add courses running through the entire Summer semester.
- 8— Courses dropped after this date for Session I will be recorded as DP or DF, according to the report of the professor.
- 17— Courses dropped after this date for Session I will be recorded as failed.
- 17— Courses dropped after this date for the full Summer session will be recorded as DP or DF, according to the report of the professor.
- July 2— End of Session I; final examinations for Session I.
- 2— Residence halls close at 6 p.m. for Session I.
- 4— Holiday.
- 5— Deadline for Financial Settlement for those that registered for Session II after May 27. Classes will be canceled if not settled by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed.
- 6— Residence halls open at 1 p.m. for Session II.
- 6— Advisement, registration and financial settlement for Session II. Registration and schedule changes will be made through BearWeb or in the Registrar's Office, third floor, Robinson Tower.
- 7— Classes begin for Session II, 8 a.m.
- 8— Courses dropped after this date for full Summer session will be recorded as failed.
- 11— Last day to register or add courses for Session II.
- 11— Last day for credit by examination in enrolled courses.
- 15— Courses dropped after this date for Session II will be recorded as DP or DF, according to the report of the professor.

- 26— Courses dropped after this date for Session II will be recorded as failed.
- 29— Correspondence courses must be completed by this date for August graduation.
- 29— Incomplete courses must be completed by this date for credit for August graduation.
- August 10— End of Session II; final examinations, Session II.
- 11-12— Administrative check on candidates for graduation.
- 12— SSW Pinning Ceremony.
- 13— Commencement, Ferrell Center, 10 a.m.
- 13— Residence halls close at 2 p.m.

### Fall Semester 2005, August 22–December 5

- April 18 - August 26— BearWeb will be open to all eligible students for registration and schedule changes.
- April 18 - August 19— Registration and schedule changes can be made in the Registrar's Office, third floor, Robinson Tower from 8 a.m. – 5 p.m. (excluding weekends).
- July 12— Fall invoices available online at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers). Fall Financial Settlement begins. Pay and confirm attendance online at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers).
- August 3— Postmark due date for students making payment and confirming attendance by mail.
- 12— Pinning Ceremony. White-Beckham Room, BDSC, 3 p.m.
- 16— Deadline for Fall Financial Settlement. Classes will be canceled for students not financially settled by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed before class begins; \$150 after class begins.
- 18— Residence halls open at 7 a.m.
- 22— Class sessions begin at 8 a.m.
- 22-26— BearWeb will be open for late registration and schedule changes. After August 26, BearWeb registration will be closed for the Fall 2005 term.
- 22— Beginning August 22, late registration and schedule changes can be made in the Registrar's Office, third floor, Robinson Tower, 8 a.m. – 5 p.m. (excluding weekends).
- 22— Assessment of late fees begins.
- 29— Last day for graduating seniors to file for December graduation with their respective deans.
- 30— Last day to register or add a class.
- 30— Last day for credit by examination in enrolled courses.
- 30— Seminary Fall Convocation.
- September 2-3— SWO 5V80 Class (Gaynor Yancey).
- 8— School of Social Work Convocation.
- 9— Board of Advocates Meeting.
- 9— Parents Weekend.
- 16— Courses dropped after this date will be recorded as DP or DF, according to the report of the professor of record.
- 16-17— Fall Premiere (Baccalaureate).
- 22— Dyer Workshop.
- 29— B.S.W. Major Mixer 4-6 p.m..
- October 6-7— Truett Fall Preview.
- 7-8— SWO 5V80 Class (Jim Ellor).
- 14— M.S.W. Fall Preview Day.

- 14— Deficiency reports due in Registrar's Office (Academic Records) by 5 p.m.
- 14— Courses dropped after this date will be recorded as failed.
- 21-23— Fall break.
- 29— SSW Homecoming Reception. Grand Hall, Speight Plaza.
- November 23— Residence halls close at 9 a.m. for Thanksgiving. The Arbors, North Village, and Baylor Plaza will remain open.
- 23-27— Thanksgiving holidays, (Wednesday through Sunday). Residence halls open at 1 p.m. on November 27.
- December 2— Last day for completion of correspondence courses to apply toward December graduation.
- 5— Last day for removal of incomplete grades.
- 5— Last day of classes for the semester.
- 6-7— Study days.
- 8-14— Final examinations (includes Saturday, December 10).
- 15-16— Administrative check on candidates for graduation.
- 16— SSW Pinning Ceremony.
- 17— Commencement, Ferrell Center, 10 a.m.
- 17— Residence halls close at 2 p.m.

### Spring Semester 2006, January 9–May 1

- January 13— BearWeb registration and schedule changes.
- December 2— Spring invoices available online at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers). Spring Financial Settlement begins. Pay and confirm attendance online at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers).
- 16— Postmark due date for students making payment and confirming attendance by mail.
- January 2-6— Registration and schedule changes can be made in the Registrar's Office, third floor, Robinson Tower, 8 a.m. – 5 p.m. (excluding weekends).
- 3— Deadline for Spring Financial Settlement. Classes will be canceled for students not financially settled by 5 p.m. If allowed to re-register, a \$100 re-registration fee will be assessed before class begins; \$150 after class begins.
- 3— Residence halls open at 3 p.m. for students participating in sorority rush.
- 4— Residence halls open at 8 a.m.
- 9— Class sessions begin, 8 a.m.
- 9-13— BearWeb, late registration and schedule changes. After January 13, BearWeb registration will be closed for the Spring 2006 term.
- 9— Beginning January 9, late registration and schedule changes can be made in the Registrar's Office, third floor, Robinson Tower, 8 a.m. – 5 p.m. weekdays.
- 9— Assessment of late fees begins.
- 16— Martin Luther King, Jr. holiday.
- 17— Last day for graduating seniors to file for May graduation with their respective deans.
- 18— Last day to register or add courses.
- 18— Last day for credit by examination in enrolled courses.
- 24— Seminary Founders Day, Spring Convocation.
- 25— Academic Success Fair (Baccalaureate)
- 28— Decision '06 Saturday Workshop.
- February 2-3— Baylor Winter Premiere.
- 6— Courses dropped after this date will be recorded as DP or DF, according to the report of the professor of record.

- March
- 9— M.S.W. Preview Day.
  - 9-10— Truett Winter Preview Day.
  - 3-4— Hand In Hand: Family, Church, & Community Conference, Center for Family and Community Ministries of SSW.
  - 6— Courses dropped after this date will be recorded as failed.
  - 10— Deficiency reports due in Registrar's Office (Academic Records) by 5 p.m.
  - 10— Residence halls close at 6 p.m. The Arbors, North Village, and Baylor Plaza will remain open.
  - 11-19— Spring Break. Residence halls open at 1 p.m. on March 19.
  - 23-24— Truett Spring Preview.
- April
- 6— Diadeloso.
  - 14-17— Easter holidays.
  - 21-22— Spring Premiere (Baccalaureate).
  - 27— SSW Family Dinner.
  - 28— Last date for completion of correspondence courses to apply toward May graduation.
- May
- 1— Last day of classes for the Spring semester.
  - 1— Last day for removal of incomplete grades.
  - 2-3— Study days.
  - 4-10— Final examinations (includes Saturday, May 6).
  - 11-12— Administrative check on candidates for graduation.
  - 12— SSW Convocation.
  - 12— Truett Baccalaureate Service.
  - 13— Commencement, Ferrell Center.
    - 9:30 a.m. – College of Arts and Sciences and Graduate School Arts and Sciences programs.
    - 2:30 p.m. – Schools of Business, Education, Engineering and Computer Science, Music, Nursing, Social Work, Graduate School professional school programs, and Truett Seminary.
  - 13— Residence halls close at 2 p.m.

*Note: Deadlines subject to change. Please refer to the Web calendar for Spring 2006 for most current dates*

## Message from the Dean

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

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

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

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

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

With joy at the hope of working with you,

Diana Garland, *Dean*



# The Essence of the School of Social Work

## *What is Social Work?*

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

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

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

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

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

- Working with young offenders in juvenile courts, halfway homes and youth outreach programs.
- Working with bereaved families and with those who face a terminal illness.
- Working with international relief and mission organizations to design and implement community development programs.
- Working with neighborhood organizations to promote environmental and social development.

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Snapshots of The Baylor School of Social Work***

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

Baylor students are among the best in the United States. On the licensure examination of the Texas State Board of Social Work Examiners last year, graduates from the Baylor School of Social Work undergraduate program achieved a 100 percent passing rate and graduates from the M.S.W. program achieved an 88 percent passing rate. The passing rates for all schools in Texas are only 69 percent for licensure at both levels. The School of Social Work was ranked in the top 100 graduate schools in the 2005 *U.S. News & World Report* (87th).

- ***Craft an individualized program with faculty who know you.***

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.

- ***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 allows students to complete both degrees in one year less than would be required to do both independently. The Master of Theological Studies 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.***

Although Waco and central Texas provide a breadth of field learning experiences in diverse cultural settings for students, the School also provides opportunities for learning experiences — travel courses, international components, or field placements — in settings as diverse as Washington, D.C., Mexico, Haiti, and Africa.

- ***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 bring our students into contact 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.

- ***The Institute for Gerontological Studies.***

The Institute for Gerontological Studies at Baylor University seeks to enrich the lives of older adults and the communities and congregations that embrace them through research, education and service. The Institute is actively engaged in research in the areas of guardianship, counseling theory, and professional education. Previous studies by the faculty include work in the areas of caregiving, end of life issues, Alzheimer's disease and the response of faith-based organizations to societal aging. Faculty offer workshops in the community and contribute to national and international academic and professional conferences. In June, 2007, the Institute will host an International Forum on Religion, Spirituality and Aging, that includes scholars and practitioners from such countries as China, Australia, New Zealand, England, and Canada.

The Institute sponsors a minor for undergraduate students in the field of gerontology. A specialization in topics related to gerontology in the M.S.W. program is also available. Course work in gerontology is available every academic year.

### ***An Outstanding and Diverse Student Body***

The Baylor School of Social Work is small by choice, with a student body of about 175. Many of our B.S.W. students choose the five-year B.S.W./M.S.W. program, staying an additional 12 months after completing the B.S.W. 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'll 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. We are one of the most national programs at Baylor, with 40 percent of our graduate students coming from outside of Texas last year.

### *A Dedicated and Engaged Faculty*

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 as 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'll 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.

### **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 M.S.W. 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 prepare students in a Christian context for excellence in professional social work practice and leadership in diverse settings worldwide.

### **Statement of Philosophy and Program Rationale**

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

#### **1. Ethical Integration of Christian Faith and Practice**

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

In addition to the need for all social workers to be able to integrate knowledge about faith, spirituality, and religion with professional practice, many social workers practice in organizational contexts that have religious missions and faith orientations. These social work

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

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

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

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

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

- Social workers serve best when they empower others through a participatory model of leadership and service, building on strengths of persons, social systems, and communities.<sup>1</sup>

## 2. Building Communities as the Focus of Practice

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

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

The community-building focus of the program derives from an ecosystemic 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 ecosystemic perspective uses ecology as a metaphor for human systems and their relationship with their physical and social environments. Thus, the ecosystemic approach looks at systems within systems within systems, each system nested in the next larger system, and how this complexity of interacting layers of factors creates the internal and external environment in which persons, families, groups, and communities function (Garland, 1989; Garland & Pancoast, 1990; Hartman & Laird, 1983; Kretzmann & McKnight, 1993).

## 3. Strengths Perspective

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

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

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

### (Footnotes)

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

### References

- Brueggemann, W.G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall.
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Garland, D.S.R., & Pancoast, D.L. (Eds.). (1990). *Churches ministering with families: A practical guide*. Irving, TX: Word.

Hartman, A., & Laird, J. (1983). *Family-centered social work practice*. NY: Free Press.

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

## Goals

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

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

## Objectives

The School strives to meet the following 26 objectives through its educational curricula and other school activities.

**The Baccalaureate curriculum and M.S.W. Foundation curriculum prepare students to:**

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand and interpret the history of the social work profession and its contemporary structures and issues.
3. Apply the knowledge and skills of generalist social work practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes.
4. Analyze, formulate, and influence social policies.
5. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
6. Use supervision and consultation appropriate to social work practice.
7. Use communication skills differentially across client populations, colleagues, and communities.
8. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender (social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation.
9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities.
10. Understand the value base of the profession and its ethical standards and principles, including the



integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly.

11. Understand and demonstrate knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively.
14. Demonstrate a developing self-awareness, the ability to be self-critical, and the ability to use self in generalist social work practice.
15. Effectively apply an understanding of the roles of spirituality and religion in social work practice with individuals, families, groups, organizations, and communities.
16. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

**The School of Social Work will:**

17. Involve graduates and faculty in continuing professional growth and development.
18. Contribute to the knowledge and practice models for social work including religious settings through sponsoring or providing conferences, conducting professional research, presenting at professional meetings, and contributions to professional literature.
19. Recruit, retain and graduate students who represent a diversity of population groups and cultures.
20. Recruit and retain faculty who represent a diversity of population groups and cultures.
21. Contribute to the work of professional organizations through its faculty, students and alumni.

**The concentration curriculum prepares social work practitioners to meet all of the baccalaureate and foundation year objectives at an advanced level and to:**

22. Apply the knowledge and skills of advanced practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes.
23. Analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical.
24. Evaluate, refine, and advance the quality of their own practice and that of the larger social work profession.
25. Competently apply advanced professional knowledge, skills and ethical decision-making in their area of concentration.
26. Synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency within their area of concentration.

**School of Social Work Standing Committees**

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

Key Committees:

- Administrative
- Curriculum
- Faculty Development
- Field Education
- Program Evaluation and Accreditation
- Resources and External Relationships
- Student Development
- Committee on Committees

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

## Financial Aid

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

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

## 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 section of the School of Social Work Student Handbook for eligibility, application and internships at place of work.

# Professional and Student Organizations

## Student Representation on School Committees

Student committee representatives are elected through NASW/Baylor 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. Students representatives who are unable to fulfill their responsibilities should resign to the Student Development Committee Chair and be replaced by appointment of the NASW/Baylor officers.

## 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 application.

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

1. Completed one term of course work with the minimum number of social work credits as determined by the local chapter.
2. Achieved a minimum grade point average of 3.5 (based on a 4-point scale).

### *Social Work Student Organization – NASW Baylor*

Students chose in 1997 to name their student organization “NASW/Baylor”. The School encourages social work students to participate in the Baylor Social Work Organization, National Association of Social Workers/Baylor (NASW/Baylor). The purpose of the organization is to provide an association through which students can participate in the governance of the School, coordinate their interests, and act cooperatively in behalf of all social work students and those they serve. The group meets at least monthly for program meetings that focus on issues relevant to their social work education and preparation for practice. The group is affiliated with NASW/Waco, NASW/Texas and the national NASW organization.

Membership in NASW is encouraged but not required to participate in meetings and activities. The officers are representatives from both the graduate and baccalaureate programs.

***National Association of Social Workers***

“The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with more than 155,000 members. 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](http://www.naswdc.org)). By joining NASW, student members can get the information, contacts, and resources needed for launching a successful social work career, with a 75 percent savings on a regular membership. NASW/Baylor members also are included in a state and local chapters at no additional cost.

***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.

## General University Regulations

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

**Student Classification**

The classification of students is determined as follows:

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

SOPHOMORE: Completion of 30 semester hours.

JUNIOR: Completion of 60 semester hours.

SENIOR: Completion of 90 semester hours.

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

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

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

**Eligibility for Participation in Student Activities**

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

1. Students must register for and continue to be enrolled in a minimum of twelve semester hours both at the time of election/selection and during the term of office or membership. Only graduating seniors needing fewer than twelve hours for graduation are exempt from this requirement.
2. Except in authorized situations, students must complete a minimum of twelve semester hours in residence at Baylor to be eligible to participate in student organizations. First-semester freshmen may not pledge any organization. Students must have a cumulative GPA of 2.5 in order to pledge and/or be initiated. Transfer students with at least thirty hours from other institutions and a GPA of 3.0 on all courses are exempt from this policy only during their first semester at Baylor University. Once one is a student at Baylor, one will always be evaluated on one’s Baylor transcript.

3. Students must have and maintain a current and cumulative minimum GPA of 2.25 in order to maintain active membership. A one semester probationary period is given to students who have above a 2.5 cumulative grade point average (GPA) and below a 2.25 current GPA. A member on probation will have only one semester to raise his or her current GPA above the 2.25 level before being declared inactive. When calculating grades, the summer semester may be used to raise a current GPA if twelve or more semester hours are completed. Anything less than a minimum of twelve semester hours will be computed into the cumulative GPA. There is no exception made to this grade policy.
4. Graduate students may not have membership in fraternities or sororities, except for alumni and alumnae chapters. They may not participate in fraternity/sorority intramural sports or competitive activities.
5. Students are not eligible to affiliate with a local or national collegiate social/service sorority or fraternity unless the organization is recognized by the University and adheres to University policies. The University will not recognize a local chapter of any group that includes students from other schools.
6. Eligibility for participation in intercollegiate athletics is governed by the Big 12 Conference and National Collegiate Athletic Association regulations and not the preceding requirements.

### **General Expectations of Baylor Students**

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

While attending Baylor, a student is expected to obey the laws of the United States, the State of Texas, and municipalities, or, if studying abroad, the laws of other countries. A student is also expected to obey the rules, regulations, and policies established by Baylor University.

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

### **Change of Address**

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 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 Robinson Tower or may be sent via email to [AcademicRecords\\_Office@baylor.edu](mailto:AcademicRecords_Office@baylor.edu). Additionally, address changes for student local or student home addresses may be made through BearWeb. Failure to receive University notices because of an incorrect address provided by the student will not relieve the student of responsibility for responding to the notice.

### **Campus Safety**

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

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

Prevention and Security Report is provided annually to all students and is available at [www.baylor.edu/DPS](http://www.baylor.edu/DPS).

## Health Insurance

Information about health insurance may be secured through Baylor Health Services, One Bear Place #97060, Waco, TX 76798-7060 or call 254-710-7425.

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. Rates for the Fall 2004 semester were: Students, \$480; Student and Spouse, \$1,808; Student and Children, \$958; Student, Spouse and Children, \$2,166. Rates for the 2004 Spring/Summer semester were: Students, \$659; Student and Spouse, \$2,497; Student and Children, \$1,322; Student, Spouse and Children, \$3,166. Rates for the 2005-2006 academic year will be similar.

## Information and Instructional Technology Resources

Please refer to the Baylor University Student Handbook for policies on using the University Information Systems, email, and Student Web Home Pages. All students will obtain and monitor their Baylor email address and School list serve, website and/or Blackboard communications.

## Libraries

Please refer to the Baylor University Student Handbook and Baylor website, [www.baylor.edu](http://www.baylor.edu), for information about the resources available through the Baylor library system.

## Advisement of 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 Director of Field Education (Baccalaureate or Graduate).* If the situation involves a matter that pertains to field instruction, the student may appeal to the director of the appropriate field program (B.S.W. or M.S.W.). A written statement that details the circumstances giving rise to the complaint and a narrative of the effort to resolve the situation with field education must be provided the Director prior to the meeting. If appropriate, the field faculty member will also provide the Director with a written description of her/his view of the situation including efforts to resolve the issue. If the situation is not resolved to the student's satisfaction within 30 days, he/she may appeal to the Associate Dean for Baccalaureate or Graduate Studies.
3. *Appeal to Associate Dean of the program (Baccalaureate or Masters).* If the situation is not resolved to the student's satisfaction, the student may appeal to the Associate Dean of the program that is the focus of the concern (B.S.W. or M.S.W.). 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 Academic Program.
4. *Appeal to the Dean of the School.* If the situation is not resolved to the student's satisfaction within 30 days, he/she may appeal to the Dean of the School (or to the Provost and Vice President for Academic Affairs if the complaint is against the Dean). The student must provide

the Dean with a written statement that details the circumstances giving rise to the complaint and a narrative of efforts to resolve the conflict at the faculty, Associate Dean or director level. The faculty member and Associate Dean or director will also provide the chair (or dean) with a written description of their views of the situation, including efforts to resolve the issue.

5. *Appeal to School of Social Work Academic Appeals Committee (AAC)*. The Dean may (A) attempt to resolve the complaint her/himself without referring it to the School Academic Appeals Committee (AAC), 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 AAC. 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 AAC, 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 AAC 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 AAC 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 Academic Appeals Committee*. The function of the University Academic Appeals Committee is to hear student complaints of alleged unfair treatment by members of the faculty. The committee shall receive complaints only by referral from the Provost and Vice President for Academic Affairs and shall not otherwise receive or hear complaints.
8. *Composition and Appointment of the Committee*. The Academic Appeals Committee is appointed by the president of the university and consists of eleven members-nine faculty members and two students.
9. *Hearing Before an Academic Appeals Committee Hearing Panel*. At this point in the process, the chair of the academic appeals committee shall select a hearing panel consisting of five members — three faculty members and two students — from members of the larger committee to hear the complaint. The hearings panel shall arrange a conference between the parties involved and attempt to arbitrate the matter. At least three members of the panel (two faculty members and one student) shall participate in any meeting with the parties involved. The meeting shall be informal and private and conducted for the purpose of resolving the matter to the agreement of both parties.
10. *Appeals Committee Recommendation*. If such a resolution agreeable to both parties is not reached, then the hearing panel shall make a recommendation concerning the disposition of the appeal to the Provost and Vice President for Academic Affairs.

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

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

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

The functions of APD are to:

1. facilitate student development in thinking critically, acting ethically and practicing 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 Graduate Studies or Associate Dean for Undergraduate 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 which 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 the School of Social Work Catalog or Baylor University Undergraduate Catalog. Participation in the APD process does not abridge the student's rights to use the University appeals process.

### **Academic and Professional Development Committee Procedures**

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

1. Referrals to the APD can be made only by the appropriate Associate Dean (Associate Dean for Undergraduate Studies, and Associate Dean for Graduate Studies) or the Director of Field Education (B.S.W. or M.S.W.). In unusual situations, referrals may be made by the Dean of the School of Social Work following the procedures set out for the Associate Dean.
2. When a faculty member(s) identifies an issue that threatens the student's progress in the program, she or he will submit a letter to the appropriate associate dean and the student, detailing the concern(s), the steps taken to date, and, if possible, suggesting potential remedies. An Associate Dean may make a referral to the APD without a referral from a faculty member.

3. The Associate Dean may take action to resolve the issue or at any point refer the situation to the APD. To refer to the APD, the Associate Dean will submit a letter to the Chair of the SDC, with a copy to the student and to the Dean of the School of Social Work detailing the concern(s) and any action she or he has taken on the situation. This letter should make clear the specific issue(s) the Associate Dean wishes the APD to address, steps already taken, and possible remedies as he or she sees them. The original letter from the faculty member and any other documentation should be included with this letter.
4. Within two weeks of receiving the referral, the Chair of the Student Development Committee will appoint members to the APD and call a meeting of the committee. At that time the committee will hear the faculty member(s), the student, and anyone else they deem necessary. The committee may meet as many times as necessary, but a final decision should be made in two weeks or less from the date of the first meeting. The committee may request an extension of this time, up to 15 days, from the Dean of the School of Social Work. The Dean of the School of Social Work will assign appropriate staffing to the committee.
5. The APD will use its professional judgment to determine an appropriate course of action. This action may include: (A) a developmental plan with input from the student, the faculty member(s), and other appropriate persons to resolve the issues within a specific time limit; (B) a referral to any other university committee for resolution; (C) a recommendation to the Dean of the School that the student be terminated from the program. A copy of the APD's decision will be sent to the student, the associate dean, the Dean of the School of Social Work, and placed in the student's School of Social Work file.
6. If the APD establishes a developmental plan, it shall include the consequences of failure to follow the plan. The Associate Dean is responsible for monitoring the plan, but may delegate this responsibility to the advisor or some other faculty member. When the terms of the plan have been met, the Associate Dean will notify the Chair of the Student Development Committee, the Dean of the School of Social Work, and place documentation in the student's folder. If the terms of the plan are not met, the Associate Dean and/or the Dean of the School is responsible for imposing the agreed upon consequences.
7. The student may appeal the decision of the APD following the academic appeals procedure beginning with item number 2.





## **Baccalaureate Program**

# Admission

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

Policies are established by the Board of Regents on the advice of the President and the Admissions Committee. Appeals for individual approval are reviewed by the Admissions Committee, which includes the Assistant Director of Transfer Admissions, Assistant Vice President and Director of Academic Scholarships and Financial Aid, Assistant Vice President for Enrollment Marketing, Assistant Vice President for Enrollment Operations, Dean for Academic Services, Director of Academic Support Programs, Director of Admissions Counseling, Director of Campus Visits, Faculty Senate Enrollment Management Committee Chair, Faculty Senate Enrollment Management Committee Member, and Vice President of Human Resources and Enrollment Management as regular members and Admissions Counselors as team members. Appeals for individual approval are reviewed by the Admissions Committee.

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

## Admission as Degree-Seeking Student

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

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

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

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

## Methods of Admission

### I. By Graduation from High School for Freshman Admission

A **freshman** is one who meets one of the following:

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

Graduates of accredited high schools must present at least 16 year-units prescribed as follows:

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

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

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

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

## II. By Early Admission

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

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

A transfer is defined as one of the following:

- A **transfer freshman** has earned fewer than 30 semester hours of college work beyond (and not before) the summer following high school graduation.
- A **transfer** has earned 30 or more semester hours of college work following high school graduation.

Students who wish to transfer to Baylor from another college or university should plan to do so not later than the end of the sophomore year, because the residence requirement for a bachelor’s degree at Baylor is sixty semester hours.

The minimum grade point average required for transfer is a cumulative 2.5 on a four-point scale.

In addition, transfer students who have completed fewer than thirty semester hours must also meet freshman admissions requirements (as described in Section I). Eligibility is established by graduation within the upper one-half of the high school class and by acceptable scores on either the American College Test (ACT) or the Scholastic Assessment Test (SAT), as well as the course requirements described in Section I.

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

Upon admission to the University, all course work that a student takes at another college is evaluated for equivalent transfer credits, not necessarily for degree requirements. It is the student’s responsibility to determine if the equivalent course applies to a specific degree requirement by referring to the Baylor University Undergraduate Catalog or to the appropriate college or school. The Texas Common Course Numbering System as described in this catalog will assist in determining some equivalent courses at participating Texas community/junior colleges.

Work from regionally accredited institutions and foreign institutions will be evaluated for equivalent credit on a course by course basis provided a grade of “C” or higher is recorded

on an official transcript. Baylor University will not allow transfer credit for courses in which a grade of less than “C” was earned at another institution. Credit for educational experience in the armed services is evaluated based on recommendations from the American Council on Education. No grades earned on transfer work will become part of the Baylor grade point average.

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

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

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

#### **IV. By Previous Degree from Another College or University**

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

#### **V. By Readmission**

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

Students who enrolled provisionally but did not meet the minimum grade point average at the completion of the freshman year must apply for readmission upon completing at least 24 semester hours at another college or university and achieving a cumulative 2.5 GPA on that work. While up to 24 semester hours can be transferred back to Baylor if the work is evaluated as equivalent credit, the transfer of any hours over that may be limited by individual Baylor colleges/schools.

#### **VI. By Individual Approval**

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

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

### **Admission as a Non-Degree Student**

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

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

### **Methods of Admission**

#### **I. By Advanced Studies**

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

- A. Completion of the junior year in high school with appropriate progress toward required courses.
- B. Rank within the top one-tenth of the high school class and score at least 1300 on the SAT or at least 30 on the ACT.
- C. Recommendation of high school principal and counselor. Area high school students who meet the requirements for Advanced Studies may enroll for one or two courses during their final year of high school. Students who enroll in nine hours and make a “B” in each course may be considered for Early Admission (see “Admission as a Degree-Seeking Student” section).

## II. By Pursuing a Degree at Another College or University

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

## III. By Individual Approval

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

## Application Forms and Admission Information

Applications for admission and admission information are available by writing the Office of Admission Services, One Bear Place #97056, Waco, TX 76798-7056, by calling 1-800-BAYLOR-U, menu option 1-1, or 254-710-3435, by accessing the Baylor home page at [www.baylor.edu](http://www.baylor.edu), or by emailing [Admissions@baylor.edu](mailto:Admissions@baylor.edu).

## Credit by Examination

### I. For the Entering Freshman

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

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

### II. For the Transfer Student

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

An official CLEP, AP, College Board Achievement or IB test score report must be sent to the Office of Institutional Research and Testing at Baylor for evaluation of credit.

### III. For the Currently Enrolled Student

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

- A. Permission for the examination must be secured from the department chair.
- B. A student seeking credit by examination during his or her last thirty hours must secure a petition from the Dean of the student’s school or college before requesting permission from the department chair.
- C. Prerequisites for courses in which a student is seeking credit must be satisfied prior to examination.

- D. Grade points are not earned through credit by examination.
- E. Credit may not be earned by examination in any course previously taken for credit or noncredit.
- F. Residence requirements are not reduced when credit is received for a course through credit by examination.
- G. The academic registration closing date is the last day a student is permitted to establish credit by examination for a course in which the student is enrolled.

For a *Credit by Examination* brochure, contact:

Office of Institutional Research and Testing  
 Baylor University  
 Suite 540, Robinson Tower  
 One Bear Place #97032  
 Waco, TX 76798-7032  
 254-710-2061

### Advanced Placement in Foreign Language

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

### National and International Scholarships

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

**Ford Foundation Predoctoral Fellowships for Minorities:** Encourages the presence of minorities on faculty, enhances diversity on campuses, and promotes future scholars and researchers in higher education. [www7.nationalacademies.org/fellowships/fordpredoc.html](http://www7.nationalacademies.org/fellowships/fordpredoc.html)

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

[www.iie.org/TemplateFulbright.cfm?section=Fulbright1](http://www.iie.org/TemplateFulbright.cfm?section=Fulbright1)

**Gates Cambridge:** Awards scholarships for postgraduate study at Cambridge University in England. [www.gates.scholarships.cam.ac.uk/](http://www.gates.scholarships.cam.ac.uk/)

**Barry M. Goldwater Scholarships:** Encourages excellence in science and mathematics. [www.act.org/goldwater](http://www.act.org/goldwater)

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

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

**Mellon Fellowships:** Designated for students who intend to teach one of the humanities (not creative or performing arts) at the university level. [www.woodrow.org/mellon](http://www.woodrow.org/mellon)

**Mitchell:** Awards one academic year of postgraduate study in Ireland. [www.us-irelandalliance.org/](http://www.us-irelandalliance.org/)

**National Institutes of Health Scholarships:** Offers a variety of opportunities for those preparing for careers in the medical sciences. [grants.nih.gov/grants/oe.htm](http://grants.nih.gov/grants/oe.htm)

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

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

**Rhodes Scholarships:** Regarded as perhaps the most prestigious scholarship in the world, this award permits the pursuit of an Oxford University degree. It is awarded only to students who exemplify superior intellectual capabilities and character of the highest order. [www.rhodes-scholar.org](http://www.rhodes-scholar.org)

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

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

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

**Morris K. Udall Scholarships:** Awards scholarships to students who intend to pursue careers related to environmental public policy and to Native Americans and Alaskan Natives who intend to pursue careers in health care and tribal public policy. [www.udall.gov/p\\_scholarship.htm](http://www.udall.gov/p_scholarship.htm)

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

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

## Academic Scholarships and Financial Aid

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

The Office of Academic Scholarships and Financial Aid provides a comprehensive program that includes merit-based scholarships and need-based scholarships, as well as grants, loans, and part-time campus employment designed to help eligible students meet expenses while enrolled at Baylor University. Approximately 75 percent of all students receive some form of financial assistance.

### Scholarships

#### Regents' Baylor Scholarship

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

By virtue of the application for admission, new freshmen will be considered for one of the following four awards if not receiving the Regent's Baylor Scholarship. Merit scholarship recipients must meet all university requirements for regular admission.

**President's Baylor Scholarship:** \$32,000 divided over 8 undergraduate semesters. (\$8,000 per academic year)

**Provost's Baylor Scholarship:** \$26,000 divided over 8 undergraduate semesters. (\$6,500 per academic year)

**Deans' Baylor Scholarship:** \$14,000 divided over 8 undergraduate semesters. (\$3,500 per academic year)

**Founders' Baylor Scholarship:** \$6,000 divided over 8 undergraduate semesters. (\$1,500 per academic year)

### **Achievement Baylor Scholarship**

By virtue of the application for admission, new freshmen who are entering in the fall semester will also be eligible for one of the following three additional awards. Merit scholarship recipients must meet all University requirements for regular admission.

- \$12,000 divided over 8 undergraduate semesters (\$3,000 per academic year) for new freshmen with an SAT score of 1500+ or an ACT score of 36.
- \$8,000 divided over 8 undergraduate semesters (\$2,000 per academic year) for new freshmen with an SAT score of 1400-1490 or an ACT score of 33-35.
- \$4,000 divided over 8 undergraduate semesters (1,000 per academic year) for new freshmen with an SAT score of 1300-1390 or an ACT score of 30-32.

By virtue of the application for admission, transfer students will be considered for one of the Baylor Scholarships for Transfer Students and the Phi Theta Kappa Scholarship.

**Baylor Scholarship for Transfer Students:** \$5,500 per academic year with 3.5 cumulative transfer grade point average or \$4,000 per academic year with 3.0-3.49 cumulative transfer grade point average.

**Phi Theta Kappa Scholarship:** \$1000 per academic year as a member in good standing of Phi Theta Kappa who is entering Baylor as a transfer student.

### **Carr P. Collins Scholars Program**

Seven (7) Collins Scholarship recipients are awarded \$3,750 each year, renewable for four years. To be considered, applicants must meet all University requirements for unconditional admission; have a minimum score of 1250 on the SAT or a minimum score of 28 on the ACT; have completed a balanced college preparatory program including history, science, and a foreign language; be in the top quarter of their graduating class, and have been a resident of the state of Texas for at least one year. Applications must be complete by January 31 by prospective freshmen students. To obtain an application and additional information, please visit our website at [www.baylor.edu/finaid](http://www.baylor.edu/finaid).

### **Baptist National Merit Finalist Scholarship**

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

### **Baptist Church Matching Scholarship**

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

### **Baptist Youth Speakers Scholarship**

Tuition assistance is provided for first, second, or third place winners at the state level competition of the Baptist Youth Speakers Tournament. This freshman year award is available to students who provide appropriate proof of eligibility. First place winners will receive \$1,000, second place winners will receive \$750, and third place winners will receive \$500.

### **Presidential Denominational**

These \$6,000 scholarships, divided equally over eight semesters of undergraduate study, are awarded to Baptist students who become Acteen National Panelists, Texas State Panelists, or complete



all six quest levels of Mission Quest, or to Challengers who receive the National Missions Challenge Award.

### **Baptist Ministers Dependent Scholarship**

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

### **Baptist Missionaries Dependent Scholarship**

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

### **Baylor-Waco I.S.D. Partnership Scholarship**

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

### **Ministry**

Baylor, in cooperation with the Baptist General Convention of Texas (BGCT), provides tuition assistance to Baptist students who are preparing for careers in Christian ministry. The Ministry Scholarship amounts to \$87 per semester hour. In addition to the \$87 per hour scholarship, eligible applicants who demonstrate need may receive additional grant or scholarship tuition assistance. To determine eligibility for additional assistance, the applicant must complete the appropriate need-based application (FAFSA) through the Office of Academic Scholarships and Financial Aid. To apply for this scholarship, the student should contact the Ministry Guidance Office, Baylor University, One Bear Place #97284, Waco, TX 76798-7284.

### **University Endowed Need-Based**

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

### **Athletic**

For information regarding athletic scholarships, please contact the Athletic Department, Baylor University, One Bear Place #97018, Waco, TX 76798-7108.

### **Other Scholarships**

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

Students may ask their high school counselors about these opportunities or check appropriate reference materials in their local libraries. Although most outside scholarships are initiated and perpetuated by the donors, sometimes Baylor will serve as the liaison between a qualified student and a scholarship donor. There are numerous internet free search opportunities such as the Financial Aid Page, sponsored by the National Association of Student Financial Aid Administrators ([www.finaid.org](http://www.finaid.org)) and Texas Guarantee Student Loan Corporation ([www.tgslc.org](http://www.tgslc.org)). Some of these sites provide free search and match services.

### **Hope Scholarship Credit**

The Hope Scholarship is actually a tax credit, not a scholarship awarded through the Office of Academic Scholarships and Financial Aid. Please contact your tax professional for further details. Additional information on the Hope Scholarship Credit and other educational benefits only can be found on the IRS website at [www.irs.ustreas.gov/hot/tax-law.html](http://www.irs.ustreas.gov/hot/tax-law.html).

## **Federal and State Grants**

### **Federal Pell Grant**

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

### **Federal Supplemental Educational Opportunity Grant**

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

### **Texas Tuition Equalization Grant**

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

### **Leveraging Educational Assistance Partnership Program Grant**

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

## **Other Aid Sources**

### **Veterans Administration (G.I. Bill)**

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

### **Vocational Rehabilitation**

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

## **Loan Programs**

### **Federal Perkins Loan**

The Federal Perkins Loan is a loan program for students who have need, as documented by the FAFSA. The amount that can be borrowed is variable, up to \$20,000 cumulative maximum

for undergraduates and up to a maximum of \$40,000 for both undergraduate and graduate studies. Repayment can be over a 10-year period with a \$40 per month minimum payment. The current interest rate is 5 percent.

### **Subsidized Federal Stafford Loan**

This low-interest loan is available to a student enrolled, or accepted for at least half-time enrollment, in a degree or certification program. This loan is provided by a participating lender such as a bank or credit union. The interest rate is variable with a cap of 8.25 percent and the government pays the interest when the student is enrolled half time or more in an eligible program. The student will pay an origination/guarantee fee. Effective July 1, 1993, the annual maximums are:

- \$2,625 for freshmen;
- \$3,500 for sophomores;
- \$5,500 for juniors or seniors;
- \$8,500 for graduate/professional students.

Postgraduate eligibility is based on senior-level classification. The aggregate loan limit for undergraduates is \$23,000; for graduate/professional students, \$65,500. Loan repayment begins six months after the student graduates, leaves school, or drops below half-time status.

### **Unsubsidized Federal Stafford Loan**

The Higher Education Amendments of 1992 created an Unsubsidized Stafford Loan Program. The Unsubsidized loan's term and conditions are the same as Subsidized Federal Stafford Loans. However, students are responsible for the interest during school and deferment periods. Students must also pay an origination/guarantee fee. The annual maximums for dependent students are:

- \$2,625 less Subsidized Stafford for freshmen;
- \$3,500 less Subsidized Stafford for sophomores;
- \$5,500 less Subsidized Stafford for juniors or seniors.

The annual maximums for independent students are:

- \$6,625 less Subsidized Stafford for freshmen;
- \$7,500 less Subsidized Stafford for sophomores;
- \$10,500 less Subsidized Stafford for juniors or seniors;
- \$18,500 less Subsidized Stafford for graduate/professional.

The aggregate loan limit for dependent undergraduates is \$23,000; for independent undergraduate students, \$46,000; for graduate or professional students, \$138,500.

### **Federal "PLUS" Loans**

Federal "PLUS" Loans are for parents of dependent students. This loan provides funds for educational expenses. Federal PLUS loans are made by lenders such as banks and credit unions. The PLUS annual limit is the difference between the students cost of attendance and estimated financial assistance. PLUS can be used to offset an expected family contribution, but in no case can the amount exceed the student's cost of attending Baylor minus that student's financial assistance. Repayment of the PLUS loan may be deferred; payments usually begin when the last disbursement is made. Contact the lender to request a deferment.

### **Hinson-Hazlewood Student Loan Program**

For those students who are eligible Texas residents, the Texas Higher Education Coordinating Board administers the College Access Loan. The College Access Loan is a 7.5 percent interest loan designed to help the college student whose family finds it difficult to meet its contribution toward educational costs. There is also a 3.5 percent origination fee. The student must be enrolled at least half-time. The annual loan limit is the lesser of the cost of education minus other aid or \$10,000. Federal PLUS loans are not available through the Coordinating Board.

### **Other Loans**

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

### **Campus Employment/Work-Study**

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

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

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

### **Financial Aid Applications**

Students will be considered for merit-based scholarships by virtue of their applications for admission for the fall semester. New freshman recipients are selected based on ACT and/or SAT scores and class rank. Transfer students are selected based on transfer cumulative grade point average. Announcements follow shortly after the admission acceptance. Merit-based scholarships for currently enrolled students are awarded based on the cumulative Baylor grade point average.

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

Students who applied for assistance for the prior year will receive a PIN mailer from the federal processor late in the fall semester. (The PIN mailer is mailed directly to the students' permanent address by the Department of Education.) Students are encouraged to file the FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for quicker processing time. Students interested in pursuing assistance for the summer sessions will be considered automatically once they have pre-registered for classes. Due to limited funding, scholarship assistance is not usually available for summer terms. Summer aid consists of Pell and SEOG grants for those who have eligibility, loans, and on-campus employment.

To be eligible for financial aid, students must be making satisfactory academic progress as defined by Baylor University. A copy of the Statement of Satisfactory Academic Progress is provided with the award announcement to each recipient of federal and/or state aid programs. In addition, academic scholarships may have specific requirements above these minimum standards.

Students who consider dropping hours should contact the Office of Academic Scholarships and Financial Aid prior to dropping the hours to determine the effect on scholarship and financial aid eligibility. A reduction in hours may result in an adjustment to the aid package and may also affect satisfactory academic progress. It is the responsibility of the student to notify this office of any reduction in hours and reimburse the University for financial assistance received but not earned.

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

Complete information on the various types of assistance is available 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

**Baccalaureate Social Work Scholarships**

The School of Social Work has limited scholarship funds available for students who have been admitted in the major and who have proven their commitment by posting good grades and taken at least two courses in the major. The following scholarships are awarded on an annual basis.

***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.

***Alicia Abernethy Endowed Book Fund***

The Alicia Abernethy Endowed Book Fund was created to assist social work students with the costs of textbooks. It was named in honor of a student by a donor grateful for services received from Ms. Abernethy during her field internship.

***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.

**Social Work Scholarship Application Process**

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

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

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

## Financial Costs

Although the exact cost of attending Baylor University will vary according to personal habits, tastes, and financial resources, there are some fees that all students pay. A general estimate for 2005-06 expenses for one semester, including tuition, fees, room, and board, is \$13,972 or \$27,943 for nine months. An estimate for a grandfathered student is \$11,553 for one semester or \$23,106 for nine months. Due to continually increasing operating costs, Baylor reserves the right to change tuition, fees, deposits, and room and board rates without notice to prospective students.

### Tuition

Student, per semester (12 or more hours)	\$9,525.00
Student, 11 hours or less per semester hour	794.00
Student, guaranteed tuition, per semester (12 hours or more)	10,600.00
Grandfathered student, per semester hour	490.00

### Fees

Administrative fee, per term (certain programs only)	\$100.00
Application fee (non-refundable)	50.00
Applied music fee, per semester for one thirty-minute lesson per week	151.00
Audit fee, per course (if not paying fl at rate)	150.00
Change-of-schedule fee (Changes made at student's request after 5th day of class fall/spring or after 2nd day of class in summer)	20.00
Chapel fee, per semester	55.00
Commencement charges	
Bachelor's cap and gown, purchase, no return	24.00
Duplicate diploma to replace lost original (special order)	10.00*
Credit by Baylor examination fee, per course	245.00
General student fee	
Students taking 12 hours or more per semester	800.00
Fewer than 12 hours, per semester hour	60.00
Identification card replacement fee	12.00
Installment plan fee (optional per semester)	60.00
Laboratory/course fee, per course (\$50 minimum – charges vary)	50.00
Late registration fee (when registering after semester begins)	50.00
Matriculation fee (first time students only)	100.00
Re-registration fee – schedule cancelled and allowed to re-register	
Re-registration before semester begins	100.00
Re-registration after semester begins	150.00
Summer access fee (full summer)	160.00
Technology fee	
Students taking 12 hours or more, per semester	210.00
Fewer than 12 hours, per semester hour	17.50
Vehicle registration fee	
Automobile, annual (September-August)	175.00
Spring (January-August)	105.00
Motorcycle, annual (September-August)	30.00
Spring (January-August)	20.00
Temporary, for two-week period	14.00
Replacement, any time, return old	5.00

### Deposits

Air Force ROTC uniform deposit	\$100.00
Enrollment deposit (non-refundable, non-transferable deposit paid to assure enrollment place and applied on student's first semester bill)	100.00

**Rooms and Housing**

Dormitory rooms for men and women, per semester, per person (charges may vary for some rooms)	\$1,573.00
Collins and Penland	1,673.00
Baylor Plaza	1,675.00
The Arbors	Varies by Unit
North Village	Varies by Unit
Speight-Jenkins Apartments, per month, per double occupancy (\$442.00 per month if only one student occupies apartment)	578.00

**Board**

Dormitory Dining Halls:	
The Works – 16 Meal Plan	\$1,569.63*
Classic – 11 Meal Plan, plus \$150 Dining Dollars	1,503.13*
Basic – 7 Meal Plan	887.65*
Modified – 5 Meal Plan	647.88*
Socialite – 5 Meal Plan, plus \$400 Dining Dollars	955.32*
Light Eater – 3 Meal Plan, plus \$250 Dining Dollars	596.94*

The Works, Basic & Modified include 10 guest passes.

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

**Estimate of Expenses Per Semester (New Student)**

Tuition, normal course load of 12 semester hours or more	\$9,525.00
Dormitory room, per semester	1,673.00
Board, per semester	1,569.63*
General Student fee, per semester	800.00
Technology fee, per semester	210.00
Laboratory/course fee, per course, varies	50 to 250.00
Vehicle registration fee, per year	175.00

**Payment of Accounts**

A student's registration for a semester is not finalized (financially settled) until all expenses are paid or acceptable payment arrangements are made.

Several weeks prior to the beginning of a semester, students who have registered will receive an email at their Baylor email address with a link to view that semester's invoice. Payment can be made from there or at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers), using checking, savings or credit card accounts. (Credit cards are accepted only when using the online payment processor. A 2.85 percent fee will be charged, with a \$3 minimum, by the online payment processor for credit card payments. MasterCard and American Express are the accepted credit cards.) After viewing the invoice online, the student should click on the button indicating that he/she will be attending Baylor for the semester billed, even if the invoice shows a zero or credit balance. These actions must be completed by the due date indicated on the invoice. A student who does not complete financial settlement by the deadline date (posted on BearWeb) will have classes cancelled and must re-register before being allowed to move into housing or to attend classes. A re-registration fee will be charged. \*8.25 percent tax included.

Invoices will also be mailed. If financially settling by mail, the student should fill out the top portion of the invoice and return it to the Cashier's Office with the indicated payment by the postmarked due date. Invoice payments postmarked after this date may be subject to a late fee. If a student has not pre-registered by the invoice cut-off date (found on the Cashier's Office website and BearWeb), an invoice will not be mailed.

In lieu of full payment, Baylor University offers an installment plan for financial settlement. This plan divides the financial obligation for a semester into five payments (summer is divided into two payments) to make the Baylor education more affordable for students and parents. It is available to undergraduate and graduate students, part-time and full-time. There is a \$60 per semester non-refundable

fee for participation in the plan (summer installment fee is \$24). A student may elect the installment plan after viewing the invoice online by clicking on the Installment Plan button and remitting the first payment as shown on the invoice through the online payment site at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers). If paying by mail, remit the installment plan worksheet enclosed with the invoice and the first month's payment by the postmarked due date. Notice of monthly billing statements will be emailed for you to view online, with payment due by the first of the following month.

A student registering for the first time after the financial settlement deadline (posted on BearWeb) should either pay in full or make the first installment payment online or at the Cashier's Office the same day that the student registers. A \$50 late registration fee will be charged when registering for a term after it has begun.

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

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

Students needing financial aid or assistance should contact the Office of Academic Scholarships and Financial Aid, One Bear Place #97028, Waco, TX 76798-7028. Students who are recipients of scholarships from religious institutions, foundations, corporations, individuals, or other organizations outside the University should arrange with their donors to have checks sent to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048, and provide verification of awards to the Office of Academic Scholarships and Financial Aid so that such information is included in the Baylor pre-registration process. The Office of Academic Scholarships and Financial Aid also will assist students in obtaining loans if needed.

Students must meet the following financial aid deadlines to ensure the availability of funds by the time payment is due.

Fall and spring semesters	March 1
Spring semester only	October 1

Students who file their financial aid applications after the deadlines should be prepared to personally pay their tuition and fees. If eligible for aid, they will be reimbursed at a later time.

## Cancellations

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

## Withdrawals

A withdrawal is defined as a student deciding to leave the University after he/she has completed financial settlement and classes have begun for a semester. Withdrawals and related refund requests must be made through the Dean of Academic Services, One Bear Place #97021, Waco, TX 76798-7021, 254-710-8212. Under no circumstances will notification to professors constitute official withdrawal from the University.

When a student withdraws from the University, refunds of tuition, general student fee, technology fee, chapel fee, laboratory or course fees, administrative fees, and applied music fees will be computed on a decreasing scale. An on-campus resident must contact Campus Living & Learning, One Bear Place #97076, Waco, TX 76798-7076, for room cancellation fees and penalties. An on-campus resident must vacate his or her residence hall within 48-hours after withdrawal from the University, following proper check-out procedures. Prepaid board is refunded effective with the date of withdrawal from the



University less an administrative charge equal to one week of meal charge for the student’s respective meal plan. Other fees, unless specifically stated herein, are considered non-refundable.

For a student withdrawing from the University, the refund of tuition and fees will be pro-rated on a per diem basis based on the total calendar days in that payment period up to the date that represents 60 percent of the payment period. A payment period is defined as the total number of calendar days in the semester or term (published first day of class through the published last day of finals) excluding the five calendar day Thanksgiving break and the nine calendar day spring break. There are no refunds after the 60 percent point of the payment period. For a calendar schedule of refund percentages, please refer to the schedule of classes for the term or contact the Cashier’s Office at 254-710-2311 or Cashier’s Office website at [www.baylor.edu/cashier](http://www.baylor.edu/cashier).

The withdrawal date, in accordance with federal guidelines, is recognized as the date the student notifies the Dean of Academic Services of the intent to withdraw, either in writing or orally. If a student leaves without notification and a date of last attendance cannot be documented, the midpoint of the payment period would be recognized as the withdrawal date.

A student is not eligible for a refund until all Federal Title IV programs and other scholarship and financial aid programs are reimbursed in accordance with federal, state, and University guidelines and all outstanding balances with the University have been settled. Contact the Office of Academic Scholarships and Financial Aid with questions regarding the return of financial aid funds. Examples of refund calculations are available in the Cashier’s Office or on the Cashier’s Office website at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers).

**Dropping Classes**

Dropping a class prior to the end of the 20th class day of the regular semester provides for tuition and fee refunds. Refunds will be computed as follows:

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

Classes dropped will receive a percentage refund as detailed above. Classes added will be charged at the full tuition rate. Beginning with the 6th class day for fall and spring semesters, a \$20 change of course fee will be assessed for all schedule changes. Note: There is no refund adjustment for a student on the flat tuition rate who adds and/or drops and does not drop below 12 hours at any point; only the \$20 change of course fee is charged.

**Appeals**

Students or parents who believe that they have individual circumstances warranting an exception to published refund policies may appeal the application of the policy. To appeal based on these circumstances, the student or parent should contact the Dean of Academic Services, 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.

**Right to Withhold Transcripts and/or Block Registration**

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

## Grade Reports

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

# Registration and Course Load

## Course Load

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

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

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

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

For a full summer the ideal maximum schedule is two courses in each term, or one course in each term plus two full summer semester courses. Students enrolled in a Special Workshop Course may not pursue other studies during that period.

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

## Registration Policies and Procedures

Registration is completed according to the procedures and time schedule outlined on the web under "Registering for Classes."

## Pass-Fail Registration

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

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

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

Pass-fail registration must be completed in the Office of the Registrar.

## Audit Registration

Students who wish to take a course and not earn academic credit may be eligible to audit the course with the written permission of the dean of the appropriate academic unit. The fee for auditing a course is one-fourth of the current tuition rate of one semester hour.

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

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

Audit registration must be completed in the Office of the Registrar.

## Postgraduate Registration

A post baccalaureate student does not need to petition or get permission to take any undergraduate course, but must obtain permission from the Associate Dean for Graduate Studies before registering for a graduate course. Students must register for graduate courses in the Office of the Registrar by providing written consent on the registration form by the Associate Dean for Graduate Studies. If students register in the Office of the Registrar, they will need to inform the Registration Assistant of their post baccalaureate status. In order to register through BearWeb for a course that requires a prerequisite, students must contact the department, identifying themselves as post-baccalaureate in order to receive a waiver. Students deciding to audit courses must follow procedures for all students as stated in the catalog.

## Correspondence Course Registration

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

The student must submit a petition to the dean of the academic unit in which he or she is enrolled requesting permission to take by correspondence one of the courses which has been approved to be offered by correspondence. The dean's office of the school/college in which the course is offered is responsible for registration, verification of tuition payment, and academic administration of the correspondence course.

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

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

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

## Post Registration Changes

Change in schedules may be made through BearWeb at [www.baylor.edu](http://www.baylor.edu) through the 100 percent refund period. After that time, students must make class schedule changes in the Office of the Registrar. A \$20 fee will be charged for each time students come to the office to make changes. Permission from

the appropriate deans' offices is required to add or register after a specific time (refer to calendar). Students may drop classes at their own request through the twentieth class day (fall and spring).

***School of Social Work***

Freshmen	Office of Academic Advisement
Sophomores, juniors and seniors	B.S.W. Program Manager Associate Dean for Baccalaureate Studies

***College of Arts and Sciences***

Freshmen and sophomores	Office of Academic Advisement
Juniors and seniors	Departmental Advisor

***Hankamer School of Business***

Undergraduate courses	Hankamer Undergraduate Office
Graduate courses	Hankamer Graduate Office

***School of Education***

Pre-education courses	Coordinator of Certification/Admissions
Education courses	Education School Dean

***School of Engineering and Computer Science***

All courses	Engineering and Computer Science Dean
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***School of Music***

All courses	Music School Advisor/Dean
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***Louise Herrington School of Nursing***

Pre-Nursing courses	Prenursing Program Director, Waco
Nursing Courses	Nursing School Advisor/Associate Dean, Dallas

## Drop from Courses

If a student drops a course before the end of the twentieth class day of a semester, the student is presumed to be passing. After the twentieth class day, the student's standing is determined by the professor. If the student is failing at this time, the final grade is "DF" which is equivalent to "F."

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

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

## Withdrawals from the University

Withdrawals occur when a student decides to leave the University after classes have begun for a semester. Withdrawals and requests for related refunds must be in writing and addressed to the Office of the Assistant Vice President for Academic Development.

Grades are assigned according to the same schedule as courses dropped. Courses from which a student is withdrawn are not removed from the student's record unless tuition refunds of 100 percent are awarded. Tuition refunds are defined under "Expenses."

Students who attended Baylor as non-degree seeking students must reapply for admission and provide appropriate documents in order to be reviewed for possible admission as a degree-seeking student. Students who were provisionally admitted to the university but did not meet the minimum 2.0 GPA at the completion of the program must apply for readmission upon completing at least thirty semester hours at another college or university and achieving a cumulative 2.5 GPA on the work taken at another college or university. The student will be responsible for degree requirements and regulations in effect upon reentry to Baylor. This does not apply to students given permission to take courses in summer school elsewhere.

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

## Transfer Credit from Another School

All course work that a student takes at another college is evaluated for equivalent transfer credits, not necessarily for degree requirements. It is the student's responsibility to determine if the equivalent Course applies to a specific degree requirement by referring to the Baylor University Undergraduate Catalog or to the appropriate college or school.

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

1. After matriculation, a student may transfer a maximum of fifteen semester hours to Baylor for degree credit. If the Admissions Committee requires more than 15 hours for readmission to Baylor, the transfer of any of these additional hours for degree credit may be limited by individual Baylor colleges/schools for degree credit. The student should seek further information from the school or college in these circumstances.
2. In summer school, a student may earn credit for two courses in six weeks or four courses in twelve weeks (not to exceed a total of fourteen semester hours). This privilege does not apply to the last thirty hours of degree requirements nor will exceptions to general or major residence requirements be approved.
3. A grade of "C" or better must be earned in all courses transferred to Baylor; this work does not alter the grade point average.
4. Courses taken in residence may not be repeated at another school for degree credit.
5. A maximum of seventy semester hours may be transferred from a community/junior college.
6. No course at or above the "3000" level may be taken at a community/junior college and no community/junior college course will be evaluated as an advanced course.
7. Degree credit will not be given for courses taken at other colleges or universities while concurrently enrolled at Baylor University.
8. Students may not defer basic required courses in the expectation of taking such courses elsewhere.
9. Elementary science and modern foreign language courses without laboratory will not be accepted for transfer.
10. PSC 2302 may not be transferred from another school after the student has earned hours at Baylor.

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

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

## Curriculum Organization

### Eligibility for Courses

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

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

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

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

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

Senior level students may be eligible to take one "5000" level course in their major subject each semester. Students must qualify for enrollment based upon the policies stated in the Graduate School Catalog. Interested students should contact the Associate Dean, Baccalaureate Studies and the Graduate School.

Undergraduate students may not register for "6000" level courses under any circumstances.

## Semester Hour

The semester hour is the measure of credit at Baylor University. It is the amount of credit given for the successful completion of one clock hour of class work per week for one semester or an equivalent amount of time scheduled in a different manner. Consequently, a class that meets one hour daily, three days per week for fifteen weeks carries credit for three semester hours. Generally three hours of laboratory or practicum are rated as one semester hour. The credit hours for a given course are indicated by the second digit of the course number. The letter “V” in this position indicates that the course can be taken for a varying number of credit hours.

## Course Numbering

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

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

The last two digits are reserved for departmental use in indicating sequence of courses. The letter “C” is used in the third digit to designate capstone courses.

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

## Class Attendance

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

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

Students are usually allowed to make up classwork and/or tests missed because of serious illness, accident, or death in the family. Staff members in the Division of Student Life will make every effort to inform the faculty member concerning class absences on behalf of the student in these instances.

## Course Content and the Mission of the University

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

## Examinations

### End of Semester Examinations

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

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

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

### Delayed Examinations

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

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

## Grading Policies

### Course Grades and Points

- A Excellent; earns four grade points per semester hour.
  - B+ Very good; earns three and one-half grade points per semester hour.
  - B Good; earns three grade points per semester hour.
  - C+ Above average; earns two and one-half grade points per semester hour.
  - C Average; earns two grade points per semester hour.
  - D Poor; earns one grade point per semester hour.
  - F Unsatisfactory; earns no grade points per semester hour.
  - I Incomplete; usually because of excused absence from the final examination or permission for extension of time to submit a report or term paper. In most courses, the "I" must be removed by the end of the next semester (summer terms included); if the course is not completed by this time, the "I" will automatically be changed to the grade of "F." However, in some specifically designated courses with an exceptionally heavy reading, research, or project component, such as honors courses, the "I" must be removed within one calendar year from the time at which the "I" was given. If the course is not completed by this time, the "I" will automatically be changed to a grade of "F." An "I" is not included in hours attempted or grade point average until it expires or becomes a grade.
  - IP Used for courses in which the specified time for completing an incomplete has expired but for which the instructor has submitted an extension of time request.
  - DP Withdrew from a course in satisfactory status.
  - DF Withdrew from a course in failing status, equivalent to "F."
- Pass/Fail
- P Pass; used for courses graded on a pass-fail basis. If a grade of "A", "B", or "C" is earned, the grade will be recorded as "P." Semester hours are earned, but no grade points.

- F Fail; used for courses graded on a pass-fail basis. If a grade of “D” or “F” is earned, the grade will be recorded as “F.” This does not count in the grade point average.
- CR Satisfactory completion of courses graded on a credit/non-credit basis; semester hours are earned, where appropriate, but no grade points.
- NC Unsatisfactory completion of courses graded on a credit/non-credit basis; neither semester hours nor grade points are earned.
- AU No academic credit earned; for courses registered on an audit basis.

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

Grades will be based on the following scale:

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

## Academic Appeals

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

## Course Repetition

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

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

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

Specified majors and minors require a grade of “C” or better in all courses for the field. See school or departmental major/minor requirements for policies governing the repetition of courses in specified academic areas.

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

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

### Courses taken at Baylor for which the grade is “B” cannot be repeated.

**Courses taken in residence, failed or not, may not be repeated in another school for transfer to Baylor.**

## Deans’ Academic Honor List

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



## Graduation With Honors

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

### Minimum credit

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

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

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

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

## Academic Actions

### Academic Probation and Suspension

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

### Suspension Process

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

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

### Applying for Reinstatement Following Academic Suspension

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

## General and Second Degree Requirements

### General

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

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

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

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

A student may elect a minor consisting of a minimum of eighteen semester hours in a designated area of study, which may be from a different school/college than the major field (at least twelve hours in residence). At least nine hours must be at the “3000” or “4000” level; not more than three hours from the major may be applied to the minor. Specific requirements for the minor, as designated by the academic units, are listed with “Degree Requirements” and in the department and institute sections of this catalog.

### Second Degree

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

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

## University Requirements for Graduation

### Residence Requirements

Baylor University holds to the principle that a Baylor degree is symbolic of a Baylor education and of the principles for which Baylor stands. To this end the University insists on a significant residence period as a degree requirement. A minimum of sixty semester hours must be earned in residence and the University urges a much higher amount.

Note: After matriculation, a student may transfer a maximum of fifteen semester hours.

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

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

3. A maximum of nine hours of elective work, in the last thirty, may be earned out of residence if at least 100 hours will have been earned in residence.

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

## Chapel

Chapel is the oldest tradition at Baylor. Each semester, students are introduced to outstanding musicians and preachers, social activists and scientists, educators and authors, missionaries and business people. Each program features individuals who excel at what they do as an expression of their commitment to Christ. Scripture reveals “All things have been created through Christ and for Christ... and in him all things hold together” (Colossians 1:16-17). Chapel is an opportunity for students to experience the integration of vocational excellence and Christian commitment within the context of worship.

For these reasons, Chapel attendance is a graduation requirement at Baylor University. Credit for Chapel requires attendance of at least three-fourths of all meetings. The Chapel requirement is two semesters for an entering freshman student and for a student who transfers to Baylor from another institution and who is classified by Baylor at the time of transfer as either a freshman or a sophomore.

Entering freshmen who begin in a fall semester must take Chapel during that semester, including the Chapel Fridays program. In this program, they meet for the first six Fridays of the semester in a small group with a faculty or staff member. The Chapel requirement is one semester for a student who transfers to Baylor from another institution and who is classified by Baylor at the time of transfer as either a junior or a senior.

## Admission to Candidacy

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

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

## Grade Average

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

## Required Assessment

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

## Catalog Governing Requirements

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

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

# Bachelor of Social Work Program

## Admissions

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

## Course Credit is Not Given for Life or Work Experience

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

## Baccalaureate 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 to the Baccalaureate Program

Students wishing to pursue the Bachelor of Social Work degree must apply for admission to the major. This application process is normally initiated in the Introduction to Social Work course. Students who transfer to Baylor University having already completed the Introduction to Social Work course should discuss application for admission to the program with their advisor or the baccalaureate program director.

Admission to the major requires:

1. an overall GPA of 2.5 on a four-point scale, which shall be maintained thereafter.
2. a grade of "C" or better in all social work courses
3. a written application
4. an essay comparing personal and professional values
5. a satisfactory Volunteer or Service Learning reference
6. an interview with a faculty member resulting in recommendation for admission
7. ability to qualify for state licensure in the State of Texas upon completion of the academic program (i.e., no disqualifying factors) under the Texas Professional Social Worker Act
8. signed Student Code of Conduct, including affirmation of NASW Code of Ethics
9. signed statement that the student has read the School of Social Work Student Handbook
10. approval of the School of Social Work Baccalaureate Admissions Committee

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

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

1. *Admission.*
2. *Decision delayed.* The candidate will be notified in writing of specific conditions which must be met before admission will be reconsidered.
3. *Not Admitted.* The candidate will be notified in writing of specific reasons for his/her denial. The University’s appeals process is documented in the Baylor University Student Handbook.

The decision of the committee will be made on the basis of a simple majority after a review of items 1-10 mentioned above.

The written decision of the admissions committee will be communicated to the applicant within fifteen (15) days of the decision date. Students who are “Accepted” will be admitted upon receipt of a signed statement of acceptance which outlines the standards and conditions for maintaining his/her standing in the program. Students must be admitted to the program prior to enrolling in Practice II.

### **Baccalaureate Social Work Curriculum**

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

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

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

## **Bachelor of Social Work (B.S.W.)**

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

## B.S.W. Degree Requirements

Minimum 124 semester hours including the following:

- I. Basic requirements ..... 58-72 hrs.
  - A. ENG 1302, 1304, and 2301, plus one of the following:
    - ENG 2304 or 2306 or 3 hours of “2000” level or above GTX ..... 12 hrs.
  - B. REL 1310 AND 1350 ..... 6 hrs.
  - C. MTH 1301, 1304\*, 1321, or STA 1380 ..... 3 hrs.  
*\*MTH 1304 is intended only for students who plan to take MTH 1321.*
  - D. Fine Arts ..... 6 to 9 hrs.
    1. One course from each of the three areas:
      - ART 1300, 2302, or 2303.
      - CLA 3380.
      - FSC 3313, 4313.
      - JOU 1303 or CST 1303. \*
      - \* Credit not allowed for both JOU 1303 and CST 1303.*
      - MUS 1220, 3322, 3323, 4320.
      - CSS 1301, 1302, 1304.
      - THEA 1206, 2374.
    2. Applied courses may not be substituted.
  - E. Foreign Language ..... 3 to 14 hrs.  
 To be fulfilled with one of the following combinations:
    1. Complete one Modern or Classical language through 2320 level. Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, and Thai may be used. (Spanish is recommended.) [1401 (1301) and 1402 (1302)] or 1412, 2310, and 2320.
    2. Complete two Classical languages through 1302 or 1402 level. Two languages from Latin, Greek, and Hebrew may be used. (If available, the following Biblical and Related languages may be used: Akkadian, Aramaic, Syriac, Ugaritic.)  
*\*It is strongly recommended that the language requirement be started during the first year of residence work.*
  - F. Laboratory Science ..... 12 hrs.
    1. Four semester hours from BIO 1401 or BIO 1305-1105.
    2. Four semester hours from: NSC 1306-1106.
    3. Four semester hours from: CHE 1300-1100, or CHE 1301-1100 or CHE 1405, or PHY 1405, 1408, 1422 or 1425, or 1455.
  - G. History and Social Science ..... 12 hrs.
    1. PSC 2302
    2. Six semester hours from HIS 1305, 1306, 1307, 2365, or 2366.
    3. ECO 4355
  - H. Human Performance, three activity courses ..... 3 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, 2322, 3301, 3351, 3352, 3354, 3371, 3401, 4372, 4373, 4491, 4492, and 4293.
  - B. A grade of “C” or better in social work courses used for the major.
- III. Advanced work (“3000” or “4000” numbered courses) minimum ..... 36 hrs.
- IV. The requirements for advanced credit, residence, chapel, minimum grade point average, and maximum credit are the same as for the bachelor of arts degree. Additional information about requirements is listed under Regulations for the College of Arts and Sciences” and the “General “General University Regulations.” Practice in accordance with the National Association of Social Work (NASW) Code of Ethics is required.

## Requirements for a Minor in Gerontology

Eighteen semester hours including the following:

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

## Bachelor in Social Work (Sample program of work)

### Fall Semester, Freshman

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

### Fall Semester, Sophomore

History 2366	3
English 2304	4
Language (Spanish)	4
Neuroscience 1306/1106	3
HPE	<u>1</u>
	15

### Fall Semester, Junior

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

### Fall Semester, Senior

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

### Spring Semester, Freshman

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

### Spring Semester, Sophomore

English 2306	3
Language (Spanish)	4
Social Work 2321 (Introduction)	3
Social Work 3354 (Family)	3
Social Work 3401 (Statistics for SW)	<u>4</u>
	17

### Spring Semester, Junior

Social Work 2322 (Policy)	3
Social Work 3352 (HBSE II)	3
Social Work 4372 (Practice II)	3
Economics 4355	3
Language (Spanish)	3
Civic Education (CCS 1100)	<u>1</u>
	16

### Spring Semester, Senior

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

**Total Hours = 124**

## Social Work Requirements for Graduation

### Requirements for Graduation from the Baccalaureate Program

#### Capstone Seminar

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

The oral portfolio presentation process demonstrates essential components of professional social work education such as practice skills, social work values and ethics, integration of faith and practice, communication skills, research ability, policy analysis, social and economic justice issues, understanding of populations-at-risk, and understanding and appreciation for human diversity. The process provides

the student an opportunity to demonstrate his/her readiness for practice. It requires an integration of all of the student's learning throughout her/his university career and the ability to communicate this knowledge. Students will be scheduled for oral portfolio presentations that are held at the end of the final internship semester. Students will prepare a portfolio in hard copy or electronically, or both, and provide two copies two weeks before the oral portfolio presentation. The presentation will consist of an interview with a team composed of a social work faculty member and a community practitioner who has not supervised the student.

### ***State Licensing Examination***

To become a licensed social worker (L.B.S.W.) in Texas, the Texas State Board of Social Work Examiners requires a bachelor's degree in social work from a CSWE-accredited social work program and a grade of 70 or better on the ASWB basic social work examination. This is a national examination used by most states for the licensure of entry-level social workers. The program recommends that students take this exam in the last semester of coursework while at Baylor. Because it provides an independent, objective measure of an individual's basic competency for entry-level social work practice, the program recommends that students take this exam while at Baylor. Historically, 99-100 percent of Baylor students taking the exam have passed this examination, often with a grade several points higher than the state average.

The examination may be taken during the semester the student is enrolled in SWO 4492, Internship II, or SWO 4293, Senior Capstone Seminar.

The test is given on a computer and can be taken in Waco. It takes several weeks to get a test date, so students should apply for a date early. Obtain an application by calling the Texas State Board of Social Work Examiners (1-800-232-3162) and asking that a licensure application be sent to you. Once your application has been received and approved, you will be notified by the state office to contact the EXPro Test Center at an 800 number to schedule the examination date and location of your choice. When calling for your appointment, have your social security number and school code (mailed to you with your approval letter) available. The center will give you a confirmation number that you will need to know to be admitted to the test center on the examination day. In addition to your confirmation number, you will need to bring your approval letter, two forms of signature-bearing identification, (one must be a picture ID card), and a cashier's check or money order for the cost of the examination. They will not accept cash or a personal check. You will receive your score immediately after you complete the examination. Students may make a copy of the score form and turn it in to the Director of Baccalaureate Field Education to assist the school with program evaluation. You may keep the original for your records.

Individuals who fail the licensing examination three times must petition the Texas State Board of Social Work Examiners in writing to take the examination again. The board will require the individual to complete either a college or continuing education course related to the deficiencies identified by the examination report, or complete an examination preparatory course prior to retaking the examination. If an individual fails the examination the fourth time, the applicant will not be allowed to retake the examination for one year.

## **Field Curriculum**

### **Mission**

Field internship is the practical application of the knowledge and skills acquired in the classroom. The aim of the field experience is to provide interns the opportunity to develop and integrate knowledge, skills, and values learned in the classroom in actual human service delivery practice settings, both non-sectarian and faith based. Through the internship experience, theory is applied, skills are refined, and attitudes and values, and value dilemmas are examined. It is expected that each intern will complete training and education for social work by performing social work responsibilities equivalent to those of a newly employed staff member in the agency and/or faith based organization or congregation under the supervision of the field instructor. Baccalaureate interns and foundation year graduate interns will be expected to achieve skill development as entry level generalist practitioners in the agency while concentration graduate interns in the advanced placement will be expected to achieve skill development



and performance as entry level M.S.W.s in the agency. All internships are educationally directed under the supervision of experienced social work practitioners.

### Objectives

The field component is an integral part of the social work curriculum. The field experience is intended to address all of the program's identified objectives and educational outcomes. In addition, the following general objectives of the field internship include to:

1. enable students to develop competence in professional practice through the attainment, integration, testing, evaluation, and reinforcement of knowledge and skills.
2. prepare students for professional practice that includes the integration of faith and social work practice in congregations and faith based organizations and in non-sectarian social service settings.
3. provide opportunities for students to shape their professional identity within the framework of the ethics and values of the social work profession and of Christian social service.
4. enable students to use generalist practice skills sensitive to systems at risk and diversity that empower and enhance well-being.
5. enable graduate students to use specific skills and interventions in their area of concentration that facilitate change in clients, client systems, and in the systems that impact clients.
6. provide the opportunity for students to apply strategies and skills of change that advance social and economic justice, and demonstrate understanding of oppression.
7. provide the student the opportunity to demonstrate professional use of self.
8. enable students to use supervision and to prepare graduate students to provide supervision
9. provide students the opportunity to develop goals and strategies to increase self-awareness and continue professional development.
10. enable students to monitor their own practice through the use of research literature and methods.
11. enable graduate students to contribute to the research and literature in their area of concentration.

### Additional expectations of placements include:

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

### The Field Education Committee

The Field Education Committee serves an advisory function in these areas:

1. Field admissions
2. Field policies and procedures
3. Planning of special programs and services for field instructors and students
4. Recommendation of the Field Intern of the Year and the Field Instructor of the Year.

The Field Education Committee is composed of the Directors of Field Education and at least seven members: at least three field instructors including graduate and baccalaureate field instructors, one field liaison, one additional faculty member and one baccalaureate and one graduate student. The Directors of Field Education rotate serving as chair of the Field Education Committee. The chair appoints all committee members to serve for one academic year.

Results of the Field Education Committee meetings will be reported on a monthly basis to the faculty at faculty meetings.

### **Field and Seminar Grading Equation**

The baccalaureate Internship I grade is composed of the field evaluation tool completed by the field instructor (50 percent) and the integrative seminar grade (50 percent), determined by the seminar faculty. Foundation Internship II grade is composed of the field evaluation tool (60 percent) and integrative seminar grade (40 percent).

### ***Field Requirements and Considerations for Admission***

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

### **Responsibilities of the Field Student Intern**

One of the opportunities and responsibilities for students in field internship is to take the learning experience of the field into their own hands instead of relying on the supervisor to structure their learning. In the “field within the field” experience, the student should identify learning possibilities in his/her placement, identify his/her own professional needs, as well as use the supervisory time to learn what he/she needs to know, share ideas, and evaluate his/her own practice skills, knowledge, and values.

Although field placements vary greatly, all field placements offer practice opportunities in a number of the following ways: working with individuals, families, groups, organizations including faith based organizations, congregations, neighborhoods, and communities; participating in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and even formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas within the agency for potential field learning. All students in all field placements should have the opportunity for social work practice for which they are personally responsible within one or more of these areas. Whatever the placement situation, the student should always be thinking, “What can I do to help my client?” and “How can I improve my knowledge and skills?”

The Director of Baccalaureate Field Education, field instructor, and the other students in field internship seminar are available to support and assist each student in taking responsibility for his/her own professional development. Additional field intern responsibilities in field education include:

1. Attending the Field Orientation.
2. Reading, knowing, and following the field policies outlined in the Catalog and Student Handbook.
3. Completing the “Application for Field Experience” (baccalaureate) and “Registration for Field Experience” (graduate), supplying all other required application materials, completing successfully any screening and/or criminal background checks required by the agency and conveying to the Director of Baccalaureate Field Education all information pertinent to the selection of a field placement in the semester prior to field internship.
4. Spending at least the required hours per week in assigned agency (as designated in the Internship Seminar syllabus). Baccalaureate field placements will begin with the first week of classes. For baccalaureate field a minimum of 240 hours per semester is required for a passing grade. Field hours must be completed across the course of the semester; students will not complete hours more than one week before the scheduled end of the semester.

5. Functioning as a professional person, a student intern, in the placement setting. Students are responsible for reading and abiding by the agency Personnel Manual.
6. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from field placement, result in a failing grade, and may warrant further school disciplinary action. The complete NASW and Texas Codes can be found in the Student Handbook.
7. Being prompt for internship at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the field instructor if unable to report for field internship. Unavoidable absences can be made up within a reasonable limit. (Refer to the Sick Leave Policy in the School of Social Work Student Handbook). Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from field with a failing grade.
8. Using initiative and creativity in his/her activities in field internship.
9. Sharing field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.
10. Entering field experience with a positive and receptive attitude.
11. Completing all seminar and field internship assignments by designated deadlines, including for baccalaureates the required process recordings.
12. Completing documentation required by the agency according to the agency's personnel policies. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.
13. Arranging a conference with the faculty field liaison and/or Director of Field Education pertaining to problems or other matters of concern to the student regarding the field placement.
14. Completing an evaluation of the field experience at the conclusion of the semester. This evaluation form is supplied as part of the termination process in each seminar.
15. Completing an evaluation (exit survey) of the social work program at the conclusion of the final field internship. This evaluation form is supplied as part of the termination process in through the evaluation and accreditation committee.

### **Agency Documentation Requirements for Interns**

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

Field sites are approved by the Director of Field Education with review by the Field Education Committee and oversight of the faculty. In order for agencies (field sites) to be approved by the School of Social Work for the purpose of providing field instruction, they must meet minimum criteria identified in the field policies of the School.

### **Out-of-Area Field Placements**

Area placements shall be those within Waco, McLennan County and within a 150 mile radius (driving distance for seminar) of Baylor University. Most students will be placed in field placement sites within Waco and McLennan County. The field education program has developed a number of placements in Bell County including Temple and Killeen, in the Dallas/Fort Worth area, and in the Austin/Travis county area. If students are interested in placements in these areas that are not on the approved list of field placements, the student should ascertain that the site and supervisor meet the SSW criteria and then talk with the field education office about developing that site. Students in these areas will be expected to drive in to attend integrative field seminars unless special approval is given by the field education office to use distance technology.

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

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

### **Placements in Place of Work**

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

1. The student will have release time for course and field instruction.
2. The student's assignments will differ from those associated with the student's employment.
3. The student's field work supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's established requirements in class and field interaction.
5. The program's established requirement in field instruction is educationally focused rather than solely centered on agency's services. (Adapted from SFA policies.)

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

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

### **Field in the Curriculum**

Volunteer and service learning opportunities are included in Introduction to Social Work, Practice I and Practice II. Students will have opportunity in a variety of ways to interact in agencies, to observe the work of social workers, and to begin to practice skills under the direction and supervision of course faculty and agency personnel.

Baccalaureate field internship begins after the student has successfully completed the core Social Work courses. These include: Introduction to Social Work, Marriage and Family, Human Behavior and the Social Environment I and II, Policy, Research, 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 (Summer, 28 hours per week for 10 weeks), for a minimum total of 240 hours per semester (280 summer hours) or 480 hours total. During the first semester field internship, the student is not permitted to take more than 15 semester hours (including field internship) without the consent of either the Director of Baccalaureate Field Education or Associate Dean for Baccalaureate Studies. Students taking summer field internship are not permitted to take more than one additional hour of coursework during the summer without the consent of either the Director of Baccalaureate Field Education or the Associate Dean for Baccalaureate Studies.

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

### Field Orientation

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

***The Application/Registration Process for Field Internship is found in the Student Handbook.***

Students who are denied admission are informed in writing the concern of the Field Education Committee, and are directed to contact the Associate Dean and/or their faculty advisor.

The following policies and procedures and forms can be found in the Student Handbook:

- Agency Placement Considerations
- Policy/Procedure for Change of Placement
- Policy/Procedure for Unsatisfactory Progress in the Placement
- Removal of a Student from Field Internship
- Council on Social Work Education Educational Policy and Accreditation Standards
- Field Administrative Policies including holidays, inclement weather, dress code, sick leave, travel, professional liability insurance, personal safety guidelines, international travel for field, field grievance, confidentiality, sexual harassment.
- Learning Contracts and Final Field Evaluations
- Internship Seminar Syllabi
- Field Journal and Supervisory Agenda forms
- List of Approved Field Sites
- Social Worker Safety
- Sample Field Agency Agreement
- Process Recording Format
- Skills Lists
- Program Evaluation Forms
- Field Award Nomination Forms
- Field Agency Form
- Contract for Placement in the Workplace
- Field Instructor Information Sheet
- Task Supervisor Information Sheet

## **Field Internship Seminars**

Each semester of field placement is accompanied by an integrative seminar. These seminars provide support to the internship learning process.

### **Baccalaureate Internship I Seminar**

This seminar is a required course for all baccalaureate social work majors, taken in conjunction with their first semester of supervised field instruction. The objective for the internship is competence in the program generalist practice objectives at an entry level.

### **Baccalaureate Internship II Seminar**

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

## Courses of Instruction

### SOCIAL WORK (SWO)

#### 1100 Community Volunteer Work

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

#### 2321 Introduction to Social Work

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

#### 2322 Social Policy

Prerequisite(s): SWO 2321, and credit or concurrent enrollment in SWO 3301.

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. Forty-two hours of community service work required.

#### 3301 Social Work Research

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

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

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

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

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

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

#### 3313 Working with Minorities: The Interpersonal Perspective

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

#### 3351 Human Behavior and the Social Environment I

Prerequisite(s): SWO 2321 or concurrent enrollment.

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

Prerequisite(s): SWO 2321 or concurrent enrollment.

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

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

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

**3360 Juvenile Delinquency (Cross-listed as SOC 3360)**

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

**3371 Social Work Practice I: Generalist Practice**

Prerequisite(s): SWO 2321, credit or concurrent enrollment in 3351, and declared social work major.

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

**3382 Skills in Working with People**

Knowledge, values, and skills in the helping process. Supplemented by three hours per week of supervised service learning experience.

**3401 Statistics for Social Workers**

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

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

**4293 Senior Capstone Seminar**

Prerequisite(s): SWO 2321, 2322, 3301, 3401, 3352, 3354, 3371, 4372, credit or concurrent enrollment in SWO 4492, and a minimum 2.7 GPA in Social Work courses.

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

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

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

**4329 Community Services for Families and Children**

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

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

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

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

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



**4352 Criminology (Cross-listed as SOC 4352)**

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

**4372 Social Work Practice II: Individuals, Families, Groups**

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

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

**4373 Social Work Practice III: Organizations and Communities**

Prerequisite(s): SWO 2321, 3371, 3372, 4372, and admittance to Social Work program.

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

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

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

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

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

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

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

**4491 Social Work Internship I**

Prerequisite(s): SWO 2321, 2322, 3301, 3401, 3351, 3352, 3354, 3371 and 4372; and admitted to Social Work program, admission to field program, consent of Director of Baccalaureate Field Education, and a 2.7 GPA in Social Work courses. Minimum grade of "B" in SWO 4372.

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

**4492 Social Work Internship II**

Prerequisite(s): SWO 2321, 2322, 3301, 3351, 3352, 3354, 3372, 3401, 4372; minimum grade of C in SWO 4491; admitted to Social Work program, admitted to field program, consent of Director of Baccalaureate Field Education, and 2.7 GPA in Social Work courses.

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

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

Prerequisite(s): Consent of instructor.

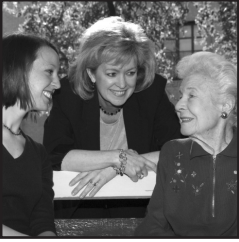
Course for students who wish to study an area of social work not covered by a formal course. May be repeated for up to a total of six hours credit when the subject matter varies.

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

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

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





## **GRADUATE PROGRAM**

## Admission

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

1. An application form and application fee;
2. An official transcript from each junior college, college, or university in which 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. Faculty who are members of the M.S.W. Admissions Committee may not write letters of recommendation. Recommenders may submit these directly to the School of Social Work Graduate Program or may provide these confidentially to the applicant who then submits them with the application packet. These letters must be written on institutional or business letterhead. If a recommender would prefer to use a recommendation form rather than write a letter, these forms are available from the Graduate Program and will be included in the application packet.

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 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 training at a foreign institution of higher learning.
2. The applicant will be expected to complete all undergraduate prerequisites as specified by the Associate Dean for Graduate Studies. Students otherwise eligible for unconditional admission and who require no more than six semester hours of prerequisite coursework may, with the permission of the graduate program to which the student applies, concurrently pursue both graduate study and prerequisite coursework in the first semester. The total course load, however, may not exceed seventeen semester hours.
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 for the assessments and review processes conducted by the graduate admissions committee.
5. Baccalaureate coursework that demonstrates a strong liberal arts background including:
  - Laboratory sciences, biology recommended (4 hrs.)
  - 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)
  - Math (minimum 3 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 M.S.W. graduate study at Baylor University and support of the stated mission of Baylor's M.S.W. program.
  9. Self-statement that there is no pre-existing criminal record which would preclude licensure as a professional social worker.
  10. Profile of all the above criteria which demonstrates commitment to social work values and the potential for growth toward skilled, competent, advanced level social work practice.
  11. Willingness to participate in an admission interview.
  12. A student desiring financial assistance from the SSW must complete a financial assistance request form.
  13. If evidence of qualifications for admission is inconclusive, a student may be admitted on probation for a total of one semester and for a minimum of 6 semester hours of graduate coursework, contingent upon the recommendation of the Associate Dean for Graduate Studies. If the student is unable to satisfy the institutional overall GPA requirement of 3.0 at the conclusion of one semester and a minimum of 6 semester hours, the student will be dismissed from the graduate program.
  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. Graduate program receipt of 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 Other Institutions: A maximum of twelve (12) semester hours for the Standard program and six (6) semester hours for the Advanced Standard program may be transferred from an accredited institution toward the Master of Social Work degree, subject to approval by the Associate Dean for Graduate Studies. No credit will be given toward required M.S.W. 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.

Students must present course syllabi to the Associate Dean for Graduate Studies in the School of Social Work in order for courses to be considered for transfer credit. The Associate Dean will advise the student concerning which courses, if any, will be accepted as transfer credit. Courses taken in other graduate programs may be considered for elective credit. If a student has taken more than 12 graduate hours in another accredited School of Social Work, the Associate Dean for Graduate Studies may waive the comparable courses, if any, in the Baylor program, subject to review of the course syllabi from the other institution to confirm comparability with required courses in the Baylor program. The student may then be able to

take that number of semester hours as elective credit. Once the Associate Dean has advised the student concerning which courses the Associate Dean will approve for transfer credit or Baylor requirements that will be waived, the student prepares a letter of petition that requests which courses be accepted as transfer credit (and/or for waiver of required courses), and in place of what required courses in the Baylor curriculum.

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.

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 Test of English as a Foreign Language (TOEFL). Information concerning this test may be obtained from the U.S. Embassy or Consulate.
  - B. Obtain the assistance of an international official in monetary matters to confirm in writing that the applicant is capable of sustaining financial security during the U.S. period of study. (The U.S. Immigration and Naturalization Service will NOT approve off-campus employment for international students during the student's first year in the U.S.)
  - C. Send a deposit check for \$750 (which will be applied toward tuition upon arrival) only after receiving a letter of admission from the graduate program. If an assistantship or scholarship is awarded, the deposit can be waived.
  - D. When all of the preceding requirements have been received and satisfied, and after the applicant has been accepted by a degree program, an I-20 or IAP-66 form will be mailed to the student so that an F-1 (student) visa classification can be obtained from the admitted student's nearest U.S. Embassy or Consulate. After admission, Baylor University will require that the international graduate student obtain medical insurance (see Health Insurance section of this catalog).
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 live 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 Advanced Standing at Baylor University. If admitted, students can complete their M.S.W. at Baylor in one calendar year, or 35 credit hours of graduate work. Students meeting the admissions requirements for advanced standing will complete 6 hours of advanced standing seminars, offered during the preceding summer term, as well as the 29 hours of the advanced practice year.

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 M.S.W. 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:

- A grade point average of 3.0 or higher on a 4.0 scale and a B or better in all social work field experiences
- A copy of the Field Evaluation from baccalaureate social work field experience(s). (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.)

## M.S.W. Admission Procedures

Prospective students should obtain an application packet from the School of Social Work graduate admissions office. The packet contains:

- Application for Graduate Program Admission
- M.S.W. Brochure
- Writing Assignment
- Health Form
- School of Social Work Financial Award Application

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

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

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

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

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

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

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

## Financial Resources for Graduate Students

The School of Social Work has several sources of financial award, based on student qualifications, financial need, and vocational goals. Scholarships are being added continuously with the growth of the program. Students apply for these scholarships by completing the Financial Award Application form and submitting it to the Associate Dean for Graduate Studies, Baylor University, One Bear Place #97320, Waco, TX 76798-7320. The Associate Dean for Graduate Studies 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

### Assistantships/Fellowships

The school provides graduate assistantships (tuition remission and/or stipend support) and fellowships which are available with varying compensation levels depending upon the nature of the service and the amount of time required of the students. Information concerning assistantships and fellowships may be obtained from the Associate Dean for Graduate Studies. In addition to University-funded assistantships, there are foundation grants that provide funds for various kinds of assistantships. **Students receiving assistantships must maintain an overall grade point of 3.0 to avoid being placed on probation.**

Graduate Assistantships are awarded by the graduate program and generally fall into three broad categories:

1. **Graduate Teaching Assistantships** that primarily engage graduate students in tutoring, grading, and/or classroom teaching, under the supervision of a member of the faculty.
2. **Graduate Research Assistantships** that primarily involve graduate students in research with a faculty member or in independent research under the supervision of a faculty member. Although the specific responsibilities will vary, the number of hours required by the School in return for this assistance will typically not exceed twenty hours per week in order to protect graduate students from excessive commitments away from research and study. Graduate assistantship assignments should not exceed the number of hours specified by the appointment. Consultation with the Associate Dean for Graduate Studies is encouraged if a graduate student has concerns regarding unexpected, excessive, or other use of time which interferes with the student's course work.

The School should provide graduate students with sufficient facilities, equipment, and supplies to complete the duties and responsibilities of the given assistantships. The students should confer with the supervisor to establish procedure for acquiring this support.

3. **Graduate Fellowships** in which support is given to aid students in the pursuit of academic student, but not for services such as research or teaching.

### Financial Assistance Resources

#### **The Louise T. Brandon Stipends** *Established 1998*

The Louise T. Brandon Endowment Fund was established in 1998, following her death. Louise T. Brandon was an executive with Bell of Pennsylvania. Throughout her life she showed appreciation for education, hard work and benevolent service through a sincere insight into the world around her. Because of her lifelong commitment to learning and to good investment opportunities, she sought to encourage young people with the greatest investment available, support for education. The dividends of academic excellence, good citizenship, the improvement of society and service to others were her ultimate reward and an example to all who knew her. This fund honoring her memory and exemplary



life of good stewardship was established to further the good work of students who will pursue a vocation in social work, helping to touch the lives of hurting people and seeking to make the world a better place in the name of Christ. Preference is given to current staff of Buckner Baptist Benevolences, although scholarships/stipends may also be awarded to others who express a commitment to professional practice in faith-based organizations. Funds will be allocated as scholarships and/or work stipends in the school.

**The Joe M. and Marguerite Long Scholarship** *Established 1998*

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

**Woman's Missionary Union of Texas Scholarships** *Established 1999*

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

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

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

**Board of Advocates Scholarship** *Established 2000*

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

**Cara Mitchell Olsen Scholarship**

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

**J I and Bruce Roberts Scholarship**

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

**BW / Vera Orrick Scholarship**

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

**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.

**Graduate School Stipend and Tuition Assistance** *Established 2002*

Each academic year, the Associate Dean of Graduate Studies awards stipend and tuition assistance funds for allocation to graduate students.

**Agency-Based Assistance Programs**

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

### Grant-Related Funding

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

### Funded Field Internships

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

### Loans

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

### Policy for Financial Award Recipients

Recipients for awards will be selected by the Associate Dean for Graduate Studies or his/her designee. The Financial Awards Committee, whose members are recommended by the Chair of the Student Development Committee and appointed by the Dean of the School of Social Work, 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)	\$9525.00
Regular tuition, per semester hour	\$794.00*
Dual –degree students in Truett Seminary, regular tuition, per sem. hour	461.00
<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>	
Continuing (grandfathered) student, per semester hour	\$490.00*

*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

*Applications will not be processed without this fee. This fee will not be waived.*

Change-of-course fee (changes made at student's request after 5th day of class fall/spring or after 2nd day of class in summer)	20.00
Commencement charges	
Master's cap/gown/hood, purchase through bookstore, no return	44.00
*Duplicate diploma to replace lost original (special order)	10.00
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	800.00
Fewer than twelve semester hours, per semester hour	60.00
Identification card replacement fee	12.00
Installment plan fee (unless receiving Graduate stipend)	60.00
Laboratory/Course fee, per course (\$50 minimum, charges vary)	50.00
Late registration fee (when registering after semester begins)	50.00
Re-registration fee - schedule cancelled and allowed to re-register	
Re-registration before semester begins	100.00
Re-registration after semester begins	150.00
Summer access fee, per five week part of term*	80.00
<i>(*For graduate students actively pursuing degree completion who are taking no graduate coursework during the summer, but who wish to use campus resources, including the library)</i>	
Technology Fee	
For students enrolled in 12 or more hours, per semester	210.00
Fewer than twelve semester hours, per hour	17.50
Vehicle registration fees	
Automobile – Annual (September-August)	175.00
Spring (January-August)	105.00
Temporary – For two-week period	14.00
Replacement – Any time, return old sticker	5.00
Motorcycle – Annual (September-August)	30.00
Spring (January-August)	20.00
<b>Rooms and Housing</b>	
Dormitory rooms for men and women, per semester, per person (charges may vary for some rooms)	\$1,573.00
Collins and Penland	1,673.00
Baylor Plaza	1,675.00
The Arbors	Varies by Unit
North Village	Varies by Unit
Speight-Jenkins Apartments, per month, per double occupancy (\$442.00 per month if only one student occupies apartment)	578.00
<b>Board</b>	
Dormitory Dining Halls:	
The Works – 16 Meal Plan	\$1,569.63*
Classic – 11 Meal Plan, plus \$150 Dining Dollars	1,503.13*
Basic – 7 Meal Plan	887.65*
Modified – 5 Meal Plan	647.88*
Socialite - 5 Meal Plan, plus \$400 Dining Dollars	955.32*
Light Eater - 3 Meal Plan, plus \$250 Dining Dollars	596.94*

The Works, Basic & Modified include 10 guest passes.

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

## Housing

Limited housing is available through the University. Interested students should contact the Office for Campus Living & Learning, One Bear Place #97076, Baylor University, Waco, TX 76798-7076; telephone 254-710-3642, fax 254-710-3667 or online at [www.baylor.edu/Housing/](http://www.baylor.edu/Housing/).

## 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.

Several weeks prior to the beginning of a semester, students who have registered will receive an email at their Baylor email address with a link to view that semester's invoice. Payment can be made from there or at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers), using checking, savings or credit card accounts. (Credit cards are accepted only when using the online payment processor. A 2.85 percent fee will be charged, with a \$3 minimum, by the online payment processor for credit card payments. MasterCard and American Express are the accepted credit cards.) After viewing the invoice online, the student should click on the button indicating that he/she will be attending Baylor for the semester billed, even if the invoice shows a zero or credit balance. These actions must be completed by the due date indicated on the invoice. A student who does not complete financial settlement by the deadline date (posted on BearWeb) will have classes cancelled and must re-register before being allowed to move into housing or to attend classes. A re-registration fee will be charged.

Invoices will also be mailed. If financially settling by mail, the student should fill out the top portion of the invoice and return it to the Cashier's Office with the indicated payment by the postmarked due date. Invoice payments postmarked after this date may be subject to a late fee. If a student has not pre-registered by the invoice cut-off date (found on the Cashier's Office website and BearWeb), an invoice will not be mailed.

In lieu of full payment, Baylor University offers an installment plan for financial settlement. This plan divides the financial obligation for a semester into five payments (summer is divided into two payments) to make the Baylor education more affordable for students and parents. It is available to undergraduate and graduate students, part-time and full-time. There is a \$60 per semester non-refundable fee for participation in the plan (summer installment fee is \$24). This fee is waived if the student receives a monthly stipend. A student may elect the installment plan after viewing the invoice online by clicking on the Installment Plan button and remitting the first payment as shown on the invoice through the online payment site at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers). If paying by mail, remit the installment plan worksheet enclosed with the invoice and the first month's payment by the postmarked due date. Notice of monthly billing statements will be emailed for you to view online, with payment due by the first of the following month.

A student registering for the first time after the financial settlement deadline (posted on BearWeb) should either pay in full or make the first installment payment online or at the Cashier's Office the same day that the student registers. A \$50 late registration fee will be charged when registering for a term after it has begun.

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

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

Students needing financial aid or assistance should contact the Office of Academic Scholarships and Financial Aid, One Bear Place #97028, Waco, TX 76798-7028. Students who are recipients of scholarships from religious institutions, foundations, corporations, individuals, or other organizations outside the University should arrange with their donors to have checks sent to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048, and provide verification of awards to the Office of Academic Scholarships and Financial Aid so that such information is included in the Baylor pre-registration process. The Office of Academic Scholarships and Financial Aid also will assist students in obtaining loans if needed.

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.

All graduate students receiving a graduate assistantship stipend are required to complete a Form I-9 at the graduate program office, Speight Plaza, Room 127. Students must present in person either a passport or U.S. driver's license and a Social Security card. Stipend checks will be held until the Form I-9 has been completed.

Students must meet the following financial aid deadlines to ensure the availability of funds by the time payment is due.

Fall and spring semesters	March 1
Spring semester only	October 1

Students who file their financial aid applications after the deadlines should be prepared to personally pay their tuition and fees. If eligible for aid, they will be reimbursed at a later time.

## Cancellations

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

## Withdrawals

A withdrawal is defined as a student deciding to leave the University after he/she has completed financial settlement and classes have begun for a semester. Withdrawals and related refund requests must be made through the Dean of Academic Services, One Bear Place #97021, Waco, TX 76798-7021, 254-710-8212. Under no circumstances will notification to professors constitute official withdrawal from the University.

When a student withdraws from the University, refunds of tuition, general student fee, technology fee, chapel fee, laboratory or course fees, administrative fees, and applied music fees will be computed on a decreasing scale. An on-campus resident must contact Campus Living & Learning, One Bear Place #97076, Waco, TX 76798-7076, for room cancellation fees and penalties. An on-campus resident must vacate his or her residence hall within 48-hours after withdrawal from the University, following proper check-out procedures. Prepaid board is refunded effective with the date of withdrawal from the University less an administrative charge equal to one week of meal charge for the student's respective meal plan. Other fees, unless specifically stated herein, are considered non-refundable.

For a student withdrawing from the University, the refund of tuition and fees will be pro-rated on a per diem basis based on the total calendar days in that payment period up to the date that represents 60 percent of the payment period. A payment period is defined as the total number of calendar days in the semester or term (published first day of class through the published last day of finals) excluding the five calendar day Thanksgiving break and the nine calendar day spring break. There are no refunds after the 60 percent point of the payment period. For a calendar schedule of refund percentages, please refer to the schedule of classes for the term or contact the Cashier's Office at 254-710-2311 or Cashier's Office website at [www.baylor.edu/cashier](http://www.baylor.edu/cashier).

The withdrawal date, in accordance with federal guidelines, is recognized as the date the student notifies the Dean of Academic Services of the intent to withdraw, either in writing or orally. If a student leaves without notification and a date of last attendance cannot be documented, the midpoint of the payment period would be recognized as the withdrawal date.

A student is not eligible for a refund until all Federal Title IV programs and other scholarship and financial aid programs are reimbursed in accordance with federal, state, and University guidelines and all outstanding balances with the University have been settled. Contact the Office of Academic Scholarships and Financial Aid with questions regarding the return of financial aid funds.

Examples of refund calculations are available in the Cashier's Office or on the Cashier's Office website at [www.baylor.edu/cashiers](http://www.baylor.edu/cashiers).

## Dropping Classes

Dropping a class prior to the end of the 20th class day of the regular semester provides for tuition and fee refunds. Refunds will be computed as follows:

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

Classes dropped will receive a percentage refund as detailed above. Classes added will be charged at the full tuition rate. Beginning with the 6th class day, a \$20 change of course fee will be assessed for all schedule changes. Note: There is no refund adjustment for a student on the flat tuition rate who adds and/or drops and does not drop below 12 hours at any point; only the \$20 change of course fee is charged.

## Appeals

Students or parents who believe that they have individual circumstances warranting an exception to published refund policies may appeal the application of the policy. To appeal based on these circumstances, the student or parent should contact the Dean of Academic Services, 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.

## Right to Withhold Transcripts and/or Block Registration

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

# 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 in the preceding section.)

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

**Undergraduate Senior:** An undergraduate senior may enroll in graduate coursework (including 5000-level courses and 4000-level courses approved for graduate credit and which the student intends to apply either toward graduate credit or toward undergraduate degree requirements), subject to the following conditions:

1. The student must have grade point averages, both overall and in the major field, of at least 3.0.
2. The student may enroll in no more than one graduate course in one semester.

3. The course load (combined undergraduate and graduate coursework) may not exceed fifteen credit hours in one semester.
4. The student must have taken and successfully completed all prerequisites for the graduate course(s).
5. The student may include no more than six credit hours of graduate credit within the total credit hours for the undergraduate degree.
6. The student will assume the responsibilities of a graduate student in a graduate course.

Permission to take graduate coursework requires the student to file a petition to be approved by the professor(s) of the course(s), the Associate Dean for Graduate. 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](http://www.baylor.edu) under "Current Students," then "Registering for Classes."
2. Students who do not pre-register should check with the Associate Dean for Graduate Studies, School of Social Work, for registration information prior to the first day of classes.
3. All students are expected to register for a minimum of one credit hour in each semester. This practice is institutionally referred to as "continuous registration."
4. All students must be registered for at least one semester hour of graduate credit during the semester of graduation.
5. All students should refer to the official University and School of Social Work Calendars for dates set for the semester of graduation.

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

## Advisement

Advisement provides strengths-based, empathic, and individualized guidance, assessment, instruction and mentoring for students. Advisors shall offer assigned students: (1) orientation to the graduate program, policies and procedures; (2) opportunity to clarify and articulate their aptitude and motivation for a social work career, (3) consultation for the development of an educational program of work which should be submitted to the Associate Dean for Graduate Studies during the first fall semester and updated each semester (all revisions approved by the advisor must also be submitted on a timely basis.); (4) a post-graduation career plan; (5) a semester review of academic progress, and in concert with the Director of Graduate Field Education, assistance around preference of field placement; and (6) a copy of the School of Social Work Student Rights and Responsibilities Statement, as well as information on the School and University's academic appeal process.

Advisement should be limited to the appropriate graduate program advisor. Advisement is expected to be consistent with policies and procedures as stated in the School of Social Work Catalog. In addition to these responsibilities, the advisor role also includes enriching the ethical development for students who wish to explore their concerns in a more individualized and less threatening context.

The initial advisor assignment is made subsequent to enrollment to the program. Upon assignment, the advisor will contact the student and provide a statement of advisement services, policy and procedures, as well as arrange the initial advisement conversation. The student may be reassigned an advisor if the student chooses a specialization. See the description in the section on Specializations.

Students shall be apprised of the advisement policy and procedures by: a written statement in the initial letter of acceptance to the Program; the Student Handbook, and the School of Social Work website.

## 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 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 the School of Social Work 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

At least thirteen semester hours constitutes official full-time status for a graduate student, although some University fees are figured on a threshold of twelve semester hours. The maximum number of semester hours for which a master’s student may register in a given semester is seventeen. No more than nine semester hours may be taken in either of the two summer sessions.

## Grading System

Passing grades for graduate students are A, A-, B+, B, B-, C+, C and C-. 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. The grade of “I,” incomplete, may be given only when the completed portion of the coursework 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. The uncompleted must be completed in the semester following the “I.” Professors may request an extension or the grade automatically changes to “F.”

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.

## Probation

A student who is admitted to the graduate program on probation must maintain a “B” (3.0) overall grade point average during one semester and for a minimum of 6 semester hours of graduate coursework. Failure to do so will result in notification of dismissal. The graduate program is not required to hear student appeals of this decision. Students are automatically removed from probation upon completion of one semester and a minimum of 6 semester hours of graduate-level coursework if an overall 3.0 grade point average is attained.



Any fully admitted student whose overall GPA falls below a “B” average during any semester will be placed on probation for one semester and for a minimum of 6 semester hours of coursework. If, after completion of the one semester and the sixth 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 being placed on probation.

### **Suspension**

Individuals whose probationary semester does not attain the required minimum grade point average of 3.0 will be notified in writing by the graduate program of their suspension.

The student will be precluded from all registration and enrollment privileges at that time. Should the student’s circumstances be so unusual as to warrant special consideration, the dismissal letter will include directions and provisions for engaging in an appeals process. Appealed cases will be heard by the Academic and Professional Evaluation Committee. The decision of this committee will be final.

### **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](http://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. A 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 programs must file for graduation in both programs or schools.

At this time, graduate students are supplied with a packet of degree completion resources and directions for accessing the guidelines. 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.

## **Graduate (M.S.W.) Social Work Curriculum**

### **Graduate Programs**

#### **Standard Program**

The M.S.W. curriculum for the Standard program consists of 63 credit hours, which includes credit for two internships. The first year of study provides the student with the foundation for direct counseling (clinical) practice, administration, and community development. Students begin their internships during the second semester. In the second year, the students choose a concentration in either Children and Families or Physical and Mental Health. 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 Program**

The Advanced Standing program 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 student can complete the M.S.W. degree in one calendar year, or 35 credit hours of graduate work.

#### **M.Div./M.S.W. Dual Degree Program**

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

## Curriculum Areas

A liberal arts education serves as the foundation for the M.S.W. program. Professional social work education builds on the broad knowledge base of the biological, psychological, social and cultural contributions to human beliefs, attitudes, and behavior. Effective professionals perceive, think critically about, and work with this breadth of 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 Foundation 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 Foundation Sequence course that addresses each 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 foundation and advanced 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 foundation 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 faith-based organizations, the relationship between government policies and programs and those of faith and other voluntary groups, church polity as it influences practice from the local to the international level.

## **Foundation Year First Year in 2-Year Program**

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

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

- Human Behavior and the Social Environment (SWO 5331 Individuals, Families, Networks; and SWO 5332 Groups, Communities, Organizations),
- Social Welfare Policy and Services (SWO 5321 Introduction to the Profession and SWO 5322 Policy and Services I),
- Social Work Practice (SWO 5371 Professional Practice I and SWO 5372 Professional Practice II and the two labs)
- Research (SWO 5381 Research for 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. With the knowledge, values, and skills gained in the first semester of work, and while they are concurrently enrolled in the remainder of these required foundation courses, students begin their Field Internship in the second semester. Students must have completed a minimum of 10 hours of these foundation courses, including Introduction to the Profession, Professional Practice I, and Social Work Skills Lab I and earn at least a B in Professional Practice I and the Practice Lab in order to enroll for Foundation Internship I. Required field orientation must be completed before enrolling in the internship. Foundation Internship I consists of actual practice in a professional setting generally 16 hours weekly for 5 weeks for a minimum of 240 clock hours. The second field internship is completed during the interim summer term. This field internship is designed to be a continuation of the first internship, in the same placement setting. Foundation Internship II consists of an additional minimum of 240 clock hours of practice in the agency and a weekly integrative seminar. By the second field internship, students should have completed all their foundation studies and be able to apply the foundations of knowledge, values, and skills they have learned as generalist practitioners. Students should pay careful attention to requirements for prerequisites and enrollment in courses concurrently, following the appropriate course sequence options on the following pages. Practice with and appreciation for children and older adults is infused across the curriculum.

## **Concentration Year Second Year of 2-Year Program and Advanced Standing Program**

### **Curriculum Content**

The program offers two concentrations. In each concentration, students acquire advanced practice skills and knowledge that build on the foundation curriculum. The program's concentrations are defined by fields of practice: Physical and Mental Health and Children and Families. Within each concentration, students achieve knowledge, values, and skill competencies at the micro, mezzo, and macro practice levels, including direct practice with individuals, families, groups, organizations, and communities, as well as program development and administration. Students complete the Advanced Internship in a setting that allows them the opportunity for practice in the concentration field of practice. The field placement includes experiences in micro and macro 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 and Family Resilience and Crisis), and Advanced Internship

III. In addition, students in both concentrations together take the Social Policy II 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 major practice research project related to their concentration during the final year of the program and the Policy course is designed to develop advanced knowledge and skills in social policy analysis and social work administration.

Students must have completed all foundation requirements before enrolling in the advanced social work practice course (Advanced Practice: Physical and Mental Health or Advanced Practice: Children and Families). These practice courses are designed to provide an intensive experience of applying learning in the Foundation 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 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 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, training and research development during 60-90 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 practice in a setting appropriate to the student's concentration for 30-35 hours per week for 14 weeks for a minimum total of 490 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 sites, when their professional goals call for such an experience. Over time, the program intends to establish long distance sites which provide adequate supervision for students who want the experience of practice elsewhere in the United States or internationally. Long distance technology is used to bring students together via audio conferencing 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 to a faculty and professional social work panel.

### **Children and Families Concentration**

The Children and Families Concentration prepares students for advanced social work practice with families based on the diverse strengths, resources, and needs of families across the developmental spectrum from the families of infants to families of elderly adults—including families that span this spectrum. The concentration emphasizes building communities that strengthen and support families in all their forms, with sensitivity to cultural diversity. The concentration prepares students to assess and intervene with families at the levels of direct practice, program development, community development, administration of family service programs, and political advocacy. Special attention is given to work with faith communities and religiously-affiliated organizations as they serve families. The concentration uses practice theory and methods from family resource, educational and prevention models of practice; from methods of family counseling, consultation, and therapy; from community and program development approaches; and from strategies of political advocacy. Ecosystemic and strengths perspectives, with an emphasis on the role of faith in practice and on the significance of community as the primary context for family life, provide the organizing framework for selecting and integrating the various practice theories and methods in the concentration.

### **Physical and Mental Health Concentration**

The Physical and Mental Health Concentration prepares students for advanced social work practice in a wide variety of health and mental health care settings. The concentration develops community-based, family-centered practitioners who can translate ecosystems, strengths, and other theoretical and

empirically-based approaches to the real-world challenges faced by health consumers, particularly those who are marginalized and/or underserved within the contemporary context of American health service delivery. Students develop specialized competencies in established theoretical interventions including strengths based practice, psychopathology and psychopharmacology, outcomes research and data management, brief services and crisis intervention, individual and group counseling skills, program planning, collaboration and team building, conflict mediation, advocacy, and networking. The concentration assists students in defining their role in health planning, administration, consultation and program evaluation. A biopsychosocial approach facilitates understanding of the transactions between health consumers and political-economic, organizational, and cultural contexts of health care. Students examine the impact of class, gender, ethnicity, sexual orientation, and culture on practice as well as consider how health care policy, community organization, and research contribute to social justice for all health care consumers. Course offerings provide opportunities for critical review of unique ethical dilemmas and complex health care practice issues. Students examine the relationship between religious faith and health as well as the role of faith communities and religiously-affiliated health care providers.

### **M.S.W. Two-Year Degree Plan**

Minimum 63 semester hours including the following:

#### **Foundation Year**

##### **Fall Semester, Year 1**

5321 Intro to the Profession	3
5331 Individuals, Families, Networks	3
5371 Professional Practice I	3
5171 Social Work Skills Lab I	1
5381 Research for Practice	<u>3</u>
	13

##### **Spring Semester, Year 1**

5332 Groups, Communities, Organizations	3
5372 Professional Practice II	3
5172 Social Work Skills Lab II	1
5491 Foundation Internship I	4
5322 Policy and Services I	<u>3</u>
	14

##### **Summer Semester, Year 1**

5492 Foundation Internship II	4
	4

#### **Concentration Year: Health**

##### **Fall Semester, Year 2**

5323 Policy and Services II	3
5182 Research Seminar	1
5333 Human Wellness & Health Care	3
5573 Advanced Practice: Health	5
5194 Intro to Adv Internship III: Health	<u>1</u>
	13

##### **Spring Semester, Year 2**

5383 Research Project	3
5794 Advanced Internship III: Health	7
5398 Capstone	<u>3</u>
	13

#### **Concentration Year: Families**

##### **Fall Semester, Year 2**

5323 Policy and Services II	3
5182 Research Seminar	1
5334 Family Resilience & Crises	3
5574 Advanced Practice: Families	5
5193 Intro to Adv Internship III: Families	<u>1</u>
	13

##### **Spring Semester, Year 2**

5383 Research Project	3
5793 Advanced Internship III: Families	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.

### **Advanced Standing Program**

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

M.S.W. program in the following fall and spring and, upon completion of 35 hours, are eligible for graduation in May. Based on the student's performance in the 6 hours of advanced standing seminars in the summer months, faculty recommend continuation into the concentration year. ENROLLMENT IN THE CONCENTRATION YEAR IS NOT AUTOMATIC. Criteria for continuation include:

1. 3.0 grade point average in the 6 hours of summer coursework
2. Demonstration of the knowledge, skills and values predictive of competence at the advanced level of social work practice
3. Completion of all course requirements
4. Recommendation for continuation by the faculty of the 6-hour advanced standing seminar.
5. Support for mission of the School of Social Work.

### **M.S.W. Advanced Standing Degree Plan**

Minimum 35 semester hours including the following:

#### **Summer Semester, Year 1 Advanced Standing Seminars**

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

#### **Concentration Year: Health**

##### **Fall Semester, Year 1**

5323 Policy and Services II	3
5182 Research Seminar	1
5333 Human Wellness & Health Care	3
5573 Advanced Practice: Health	5
5194 Intro to Adv Internship III: Health	<u>1</u>
	13

##### **Spring Semester, Year 1**

5383 Research Project	3
5794 Advanced Internship III: Health	7
5398 Capstone	<u>3</u>
	13

#### **Concentration Year: Families**

##### **Fall Semester, Year 1**

5323 Policy and Services II	3
5182 Research Seminar	1
5334 Family Resilience & Crises	3
5574 Advanced Practice: Families	5
5193 Intro to Adv Internship III: Families	<u>1</u>
	13

##### **Spring Semester, Year 1**

5383 Research Project	3
5793 Advanced Internship III: Families	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 Program Master of Divinity/Master of Social Work**

The Master of Divinity/Master of Social Work Program 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 dual degree program, therefore, addresses this need for dual competency.

## Admission

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

### Requirements

Theological Education Core Courses 51 hrs.

### Introductory Courses

THEO 7340 Introduction to Scripture 3 hrs.

THEO 7343 Introduction to Christian History 3 hrs.

THEO 7345 Introduction to Christian Theology 3 hrs.

### Christian Scriptures

THEO 7370 Christian Scriptures 1 3 hrs.

THEO 7372 Christian Scriptures 2 3 hrs.

THEO 7371 Christian Scriptures 3 3 hrs.

THEO 7373 Christian Scriptures 4 3 hrs.

### Christian Texts and Traditions

THEO 7360 Christian Texts and Traditions 1 3 hrs.

THEO 7361 Christian Texts and Traditions 2 3 hrs.

THEO 7362 Christian Texts and Traditions 3 3 hrs.

MSSN 7385 Christian World Mission 3 hrs.

THEO 7396 The Baptist Identity 3 hrs.

### Leadership/ Administration

LEAD 7301 Leadership for Ministry 3 hrs.

### Preaching and Worship

PRCH 7316 Preaching 1 3 hrs.

THEO 7316 Christian Worship 3 hrs.

### Christian Ministry

PAST 7331 The Christian Ministry 3 hrs.

PAST 7033 Clinical Pastoral Education 0 hrs.

### Capstone

THEO 7388 Theological Capstone 3 hrs.

### Electives

Electives from THEO, PRCH, MSSN, CRED, PAST,  
or LEAD courses (25 for Advanced Standing,  
11 for Standard program) 25 or 11 hrs

**Total hours of Master of Divinity Courses** 76 or 62 hrs.

**Total elective hours counted toward the M.Div. from  
M.S.W. courses** (17 for Advanced  
Standing, 31 for Standard program) 17 or 31 hrs.

**Total M.Div. hours** 93 hrs.

**Standard M.S.W. required coursework** 32 hrs.

Actual non-repeating hours taken:

63 hours M.S.W. + 62 hours M.Div. 125 hrs.

**Advanced Standing M.S.W. required coursework** 18 hrs.

Actual non-repeating hours taken:

35 hours M.S.W. + 76 hours M.Div. 111 hrs.



Covenant Groups – six semesters

Satisfactory completion of 200 Lifelong Learning Units

Satisfactory academic progress

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

### M.Div./M.S.W. Dual Degree Plan

Minimum 125 (63 Social Work; 62 Seminary) semester hours including the following:

#### Fall Semester, Year 1

Seminary Classes	9
COVG 7001 Covenant Group-1	0
5321 Intro to the Profession	<u>3</u>
	12

#### Spring Semester, Year 1

Seminary Classes	12
COVG 7002 Covenant Group-1	0
5322 Policy and Services I	<u>3</u>
	15

#### Fall Semester, Year 2

Seminary class	3
COVG 7003 Covenant Group-3	0
5331 Individuals, Families, Networks	3
5371 Professional Practice I	3
5171 Social Work Skills Lab I	1
5381 Research for Practice	<u>3</u>
	13

#### Spring Semester, Year 2

Seminary Class	3
COVG 7004 Covenant Group-4	0
5372 Professional Practice II	3
5172 Social Work Skills Lab II	1
5491 Foundation Internship I	4
5332 Groups, Communities, Organizations	<u>3</u>
	14

#### Summer Semester, Year 2

5492 Foundation Internship II	<u>4</u>
	4

#### Concentration Year: Health

##### Fall Semester, Year 3

COVG 7005 Covenant Group-5	0
5323 Policy and Services II	3
5182 Research Seminar	1
5333 Human Wellness & Health Care	3
5573 Advanced Practice: Health	5
5194 Intro to Adv Internship III: Health	<u>1</u>
	13

##### Spring Semester, Year 3

COVG 7006 Covenant Group-6	0
5383 Research Project	3
5794 Advanced Internship III: Health	7
5398 Capstone	<u>3</u>
	13

#### Concentration Year: Families

##### Fall Semester, Year 3

COVG 7005 Covenant Group-5	0
5323 Policy and Services II	3
5182 Research Seminar	1
5334 Family Resilience & Crises	3
5574 Advanced Practice: Families	5
5193 Intro to Adv Internship III: Families	<u>1</u>
	13

##### Spring Semester, Year 3

COVG 7006 Covenant Group-6	0
5383 Research Project	3
5793 Advanced Internship III: Families	7
5398 Capstone	<u>3</u>
	13

#### Fall Semester, Year 4

Seminary Classes	18
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#### Spring Semester, Year 4

Seminary Classes	17
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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.

### Part-Time Program

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.

#### M.S.W. Part-time Degree Plan

Minimum 63 semester hours including the following:

##### Fall Semester, Year 1

5321 Intro to the Profession	3
5331 Individuals, Families, Networks	<u>3</u>
	6

##### Fall Semester, Year 2

5371 Professional Practice I	3
5171 Social Work Skills Lab I	1
5381 Research for Practice	<u>3</u>
	7

##### Summer Semester, Year 2

5492 Foundation Internship II	<u>4</u>
	4

#### Concentration Year: Health

##### Fall Semester, Year 3

5323 Policy and Services II	3
5182 Research Seminar	1
5333 Human Wellness & Health Care	3
5573 Advanced Practice: Health	5
5194 Intro to Adv Internship III: Health	1
	13

#### Concentration Year: Families

##### Fall Semester, Year 3

5323 Policy and Services II	3
5182 Research Seminar	1
5334 Family Resilience & Crises	3
5574 Advanced Practice: Families	5
5193 Intro to Adv Internship III: Families	<u>1</u>
	13

##### Spring Semester, Year 1

5332 Groups, Communities, Organizations	3
5322 Policy and Services I	<u>3</u>
	6

##### Spring Semester, Year 2

5372 Professional Practice II	3
5172 Social Work Skills Lab II	1
5491 Foundation Internship I	<u>4</u>
	8

##### Spring Semester, Year 3

5383 Research Project	3
5794 Advanced Internship III: Health	7
5398 Capstone	3
	13

##### Spring Semester, Year 3

5383 Research Project	3
5793 Advanced Internship III: Families	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.

## Field Curriculum

### Mission

Field internship is the practical application of the knowledge and skills acquired in the classroom. The aim of the field experience is to provide interns the opportunity to develop and integrate knowledge, skills, and values learned in the classroom in actual human service delivery practice settings, both non-

sectarian and faith based. Through the internship experience, theory is applied, skills are refined, and attitudes and values, and value dilemmas are examined. It is expected that each intern will be trained to perform social work responsibilities equivalent to those of a newly employed staff member in the agency and/or faith based organization or congregation under the supervision of the field instructor. Foundation year graduate interns will be trained to function as entry level generalist practitioners in the agency while concentration graduate interns in the advanced placement will be trained to function as entry level M.S.W.s in the agency. All internships are educationally directed under the supervision of experienced social work practitioners. The primary goal of the internship is education and preparation for professional practice.

## Objectives

The field component is an integral part of the social work curriculum. The field experience is intended to address all of the program's identified objectives and educational outcomes. In addition, the following general objectives of the field internship include to:

1. enable students to develop competence in professional practice through the attainment, integration, testing, evaluation, and reinforcement of knowledge and skills.
2. prepare students for professional practice that includes the integration of faith and social work practice in congregations and faith based organizations and in non-sectarian social service settings.
3. provide opportunities for students to shape their professional identity within the framework of the ethics and values of the social work profession and of Christian social service.
4. enable students to use generalist practice skills sensitive to systems at risk and diversity that empower and enhance well-being and receive feedback and direction that guides their practice.
5. enable graduate students to learn to use specific skills and interventions in their area of concentration that facilitate change in clients, client systems, and in the systems that impact clients.
6. provide the opportunity for students to apply strategies and skills of change that advance social and economic justice, and demonstrate understanding of oppression with professional feedback and supervision.
7. provide the student the opportunity to demonstrate professional use of self.
8. enable students to use supervision and to prepare graduate students to provide supervision
9. provide students the opportunity to develop goals and strategies to increase self-awareness and continue professional development.
10. enable students to monitor their own practice through the use of research literature and methods.
11. enable graduate students to contribute to the research and literature in their area of concentration.

### Additional expectations of placements include:

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

## The Field Education Committee

The Field Education Committee serves an advisory function in these areas:

1. Field admissions
2. Field policies and procedures
3. Planning of special programs and services for field instructors and students
4. Recommendation of the Field Intern of the Year and the Field Instructor of the Year.

The Field Education Committee is composed of the Directors of Field Education and at least seven members: at least three field instructors including graduate and baccalaureate field instructors, one field liaison, one additional faculty member and one baccalaureate and one graduate student. The Directors of Field Education rotate serving as chair of the Field Education Committee. The chair appoints all committee members to serve for one academic year.

Results of the Field Education Committee meetings will be reported on a monthly basis to the faculty at faculty meetings.

## Field and Seminar Grading Equation

The graduate Foundation Internship I grade is composed of the field evaluation tool completed by the field instructor (50 percent) and the integrative seminar grade (50 percent), determined by the seminar faculty. Foundation Internship II grade is composed of the field evaluation tool (60 percent) and integrative seminar grade (40 percent). The graduate Concentration field grade is 70 percent of total course grade. The other 30 percent is the grade from the integrative seminar, determined by the seminar faculty.

## Field Requirements and Considerations for Admission

1. For Foundation year internship, completion of the first semester of Foundation courses as listed previously in this catalog. For Concentration year internship, concurrent enrollment in Research Seminar and SWO 5193 or 5194 and successful completion of the concentration coursework, with the exception of Research Project (5383) and the Capstone Seminar for the block placement.
2. Continuing in good standing in the masters program.
3. A minimum grade of “B” in the Professional Practice I and Social Work Skills Lab I courses for Foundation and in Advanced Practice for concentration students.
4. Completion of Field Orientation and required paperwork.

## Responsibilities of the Field Student Intern

One of the opportunities and responsibilities for students in field internship is to take the learning experience of the field into their own hands instead of relying on the supervisor to structure their learning. In the “field within the field” experience, the student should identify learning possibilities in his/her placement, identify his/her own professional needs, as well as use the supervisory time to learn what he/she needs to know, share ideas, and evaluate his/her own practice skills, knowledge, and values.

Although field placements vary greatly, all field placements offer practice opportunities in a number of the following ways: working with individuals, families, groups, organizations including faith based organizations, congregations, neighborhoods, and communities; participating in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and even formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas within the agency for potential field learning. All students in all field placements should have the opportunity for social work practice for which they are personally responsible within one or more of these areas while under the educational supervision of a professional social worker. Whatever the placement situation, the student should always be thinking, “What can I do to help my client?” and “How can I improve my knowledge and skills?”

The Director of Graduate Field Education, field instructor, and the other students in field internship seminar are available to support and assist each student in taking responsibility for his/her own professional development. Additional field intern responsibilities in field education include:

1. Attending the Field Orientation.
2. Reading, knowing, and following the policies outlined in the Catalog and the Student Handbook.

3. Completing the “Registration for Field Experience,” supplying all other required application materials, completing successfully any screening and/or criminal background checks required by the agency and conveying to the Director of Graduate Field Education all information pertinent to the selection of a field placement in the semester prior to field internship.
4. Spending at least the required hours per week in assigned agency (as designated in the Internship Seminar syllabus). Graduate placements may begin prior to the beginning of classes in a given semester, while foundation field will begin with the first week of classes. For graduate Foundation field, a minimum of 240 hours per semester is required for a passing grade. Graduate Concentration field requires a minimum of 490 hours in the field placement. Field hours must be completed across the course of the semester; students will not complete hours more than one week before the scheduled end of the semester.
5. Functioning as a professional person in training, not a college or graduate student, in the placement setting. Students are responsible for reading and abiding by the agency Personnel Manual.
6. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from field placement, result in a failing grade, and may warrant further school disciplinary action. The complete NASW and Texas Codes can be found in the Student Handbook. Graduate interns in concentration placements in other states or countries are responsible for abiding by the NASW Code of Ethics and any applicable codes in the state or country in which they are practicing and should obtain a copy of those codes from the field instructor.
7. Being prompt for work at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the field instructor if unable to report for field work. Unavoidable absences can be made up within a reasonable limit. (Refer to the Sick Leave Policy in the Student Handbook.) Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from field with a failing grade.
8. Using initiative and creativity in his/her activities in field work.
9. Sharing field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.
10. Entering field experience with a positive and receptive attitude.
11. Completing all seminar and field internship assignments by designated deadlines.
12. Completing documentation required by the agency according to the agency’s personnel policies. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.
13. Arranging a conference with the faculty field liaison and/or Director of Graduate Field Education pertaining to problems or other matters of concern to the student regarding the field placement.
14. Completing an evaluation of the field experience at the conclusion of the semester. This evaluation form is supplied as part of the termination process in each seminar.
15. Completing an evaluation (exit survey) of the social work program at the conclusion of the final field internship. This evaluation form is supplied as part of the termination process in through the evaluation and accreditation committee.

### **Agency Documentation Requirements for Interns**

Interns are required to complete and submit all agency documentation as instructed and within the timeframes specified by the agency’s policies and the field instructor’s directions. Agency documentation requirements are completed during field internship hours. Agency documentation requirements are paperwork in addition to the seminar requirements and process recordings required for the internship and completed outside of internship hours. Agency orientation and training should cover documentation requirements. Agencies may require that field instructors or supervisors review and/or co-sign interns’

documentation. It is the interns' responsibility to follow the requirements for agency documentation and **not to write anything in a client's file without learning the proper agency procedure**. Agency files are the agency's property and should never be removed from the agency.

Field sites are approved by the Director of Graduate Field Education with review by the Field Education Committee and oversight of the faculty. In order for agencies (field sites) to be approved by the School of Social Work for the purpose of providing field instruction, they must meet minimum criteria identified in the Student Handbook.

### **Out-of-Area Field Placements**

Area placements shall be those within Waco, McLennan County and within a 150 mile radius (driving distance for seminar) of Baylor University. Most students will be placed in field placement sites within Waco and McLennan County. The field education program has developed a number of placements in Bell County including Temple and Killeen, in the Metroplex, and in the Austin/Travis county area. If students are interested in placements in these areas that are not on the approved list of field placements, the student should ascertain that the site and supervisor meet the SSW criteria and then talk with the field education office about developing that site. Students in these areas will be expected to drive in to attend integrative field seminars unless special approval is given by the field education office to use distance technology.

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

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

### **Placements in Place of Work**

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

1. The student will have release time for course and field instruction.
2. The student's assignments will differ from those associated with the student's employment.
3. The student's field work supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's established requirements in class and field interaction.
5. The program's established requirement in field instruction is educationally focused rather than solely centered on agency's services. (Adapted from SFA policies.)

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

1. The field placement must have social work as its primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
2. The organization must provide social work students with a qualitatively different experience from that provided by regular employment.

3. The student must answer to a different supervisor than the work supervisor.
4. The field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.
5. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar and research project.
6. The agency must meet all requirements of any agency site for field placements including affiliation with the SSW.
7. The employment work hours and internship hours must be clearly articulated ensuring release time for course and field instruction. Compensation for a new internship assignment will be considered.
8. Under no circumstances will a student do more than one field placement at the place of employment.
9. The student, employer, field instructor and field education office must sign the Contract for Placement in Place of Employment. See Appendix (adapted from SWT policies).

### Field in the Curriculum

Graduate foundation field internship begins after the student has completed one semester of academic work. Graduate students must successfully complete prerequisite foundation courses including: Introduction to the Social Work Profession; Social Work Practice: Individuals and Families; Social Work Skills Lab I; Individuals, Families, and Social Networks prior to Foundation Field Internship I. Courses taken concurrently with Foundation Field Internship I may include: Groups, Communities and Organizations; Professional Practice II (Practice with Groups, Communities and Organizations); Social Work Lab II, and Social Welfare Policy I. Foundation Field Internship II is taken in the summer and may be taken with one elective course.

Second year graduate students and advanced placement students complete a semester of Concentration coursework and an Introduction to the Field Internship prior to an Advanced Field Internship in the following semester for a total of 490 hours in the field. Prerequisites for the Advanced Internship include all foundation year coursework including Foundation Internship I & II or successful completion of the Advanced Standing Seminar; Concentration coursework except the Capstone Seminar, and a minimum grade of "B" in the Advanced Practice course 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 three week Capstone Seminar on the campus before graduation. Part time students must complete at least the Introduction to the Field and the concentration practice and human behavior sequences prior to entering Advanced Internship III. It is possible for part time students to complete the block internship in three semesters consisting of the introductory semester and two semesters of concurrent internship for a minimum total of 490 hours of internship over the three semesters.

Field internship is the application of the knowledge and skills the student has obtained in the classroom courses. The program includes two semesters of field instruction taken concurrently with other courses and a third semester of field dedicated to field internship and professional research. Foundation Internship I and II each require the student to complete at minimum, 16 hours per week for 15 weeks (Summer, 35 hours per week for 7 ½ weeks), for a minimum total of 240 hours per semester or 480 hours minimum total. Because of the Baylor class schedule, most students will be involved in Foundation internships in the spring semester for sixteen hours a week Tuesday through Friday, attending classes on Mondays and Tuesday, Wednesday, Thursday afternoon/evenings. Interns are expected to work out a time schedule with the agency and field instructor that meets the needs of the agency population, provides blocks of at least 4-8 hours in the agency, and protects classroom schedules. Exceptions to the four hour internship requirement must be approved by the Director of Graduate Field Education. Advanced Internship III requires completing a minimum total of 490 hours, 60-90 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. Part time students may complete the Advanced Internship in two consecutive semesters of placement, totaling 490 hours.

All students are expected to complete internship hours across the course of the semester; students will not complete the internship more than one week prior to the official end of the internship.

Field instructors and field liaisons for the concentration internship have expertise in the area of concentration and are able to facilitate the student's learning and research in the concentration.

Students will not do foundation and concentration internships in the same agency or with the same field instructor. Students will not do both placements in a congregation.

## **Field Orientation**

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

***The Application/Registration Process for Field Internship is found in the Student Handbook.***

Students who are denied admission are informed in writing the concern of the Field Education Committee, and are directed to contact the Associate Dean for Graduate Studies and/or their faculty advisor.

The following policies and procedures and forms can be found in the Student Handbook:

- Agency Placement Considerations
- Policy/Procedure for Change of Placement
- Policy/Procedure for Unsatisfactory Progress in the Placement
- Removal of a Student from Field Internship
- Council on Social Work Education Educational Policy and Accreditation Standards
- Field Administrative Policies including holidays, inclement weather, dress code, sick leave, travel, professional liability insurance, personal safety guidelines, international travel for field, field grievance, confidentiality, sexual harassment.
- Learning Contracts and Final Field Evaluations
- Internship Seminar Syllabi
- Field Journal and Supervisory Agenda forms
- List of Approved Field Sites
- Social Worker Safety
- Sample Field Agency Agreement
- Process Recording Format
- Skills Lists
- Program Evaluation Forms
- Field Award Nomination Forms
- Field Agency Form
- Contract for Placement in the Workplace
- Field Instructor Information Sheet
- Task Supervisor Information Sheet

## **Graduate Concentration/Advanced Internship**

Graduate students in good standing in the School of Social Work are considered eligible for field internship when they have satisfactorily completed the prerequisite course work. Satisfactory completion includes a minimum grade of "B" in the required practice course(s).



## Field Internship Seminars

Each semester of field placement is accompanied by an integrative seminar. These seminars provide support to the internship learning process.

### Graduate Foundation Internship

This seminar is a required course for all graduate students, taken as part of the first semester of field internship. Foundation Internship I is a required course that consists of at least 240 hours of applied learning in the field and an integrative seminar that meets weekly. Objectives for the internship are competence in the program's generalist practice objectives at an entry level.

### Foundation Internship II

This seminar is a required course for all graduate students, taken in conjunction with the second semester of field internship. This course follows immediately after Foundation Internship I and consists of an enhancement of professional practice opportunities in the concurrent field site. Foundation Internship II is a required course that consists of at least 240 hours of applied learning in the field and an integrative seminar. This course is designed to provide a continued opportunity for student social workers to apply what they have been learning in the classroom to practice in the field under the supervision of an experienced social worker. Objectives for the seminar include competence in the program's generalist practice objectives.

### Advanced Internship III Syllabi

Concentration students will begin their advanced internships with the Introduction to Advanced Internship. During this semester of 60-90 hours of internship, they will complete orientation and training in the agency and develop with the agency the research question, proposal and design.

Students in the advanced concentration field internships will have experience in both direct practice and administration. Internship assignments and integrative seminar assignments are made based on the student's area of concentration, consideration of any specialization the student is pursuing, and the student's identified learning needs.

#### Advanced Internship III: Families

This course consists of supervised advanced social work practice with families in an organizational setting for at least 490 clock hours, and a weekly integrative seminar with a school faculty member. Students have opportunity to apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the student's area of concentration. Their practice is educationally directed and is enhanced by the seminar meeting times, which are designed to enable students to compare their practice experiences with one another, integrate knowledge acquired in the classroom, and thus expand knowledge beyond the scope of the practicum setting. Objectives include competence in the program's generalist practice objectives at an advanced level and competence in the program's advanced practice objectives.

#### Advanced Internship III: Health Care

This course consists of supervised advanced social work practice in health care organizational settings for at least 490 hours, and a weekly integrative seminar with a school faculty member. Students have opportunity to apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the area of medical or health care social work. Objectives include competence in the program's generalist practice objectives at an advanced level and competence in the program's advanced practice objectives.

## M.S.W. Specialization

### Purpose

The M.S.W. Specialization is an option designed collaboratively by a student and a faculty advisor 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.

### Specialization Plan

Students take the initiative in contacting a faculty member who has knowledge in a particular area of social work and is willing to advise the student throughout the specialization development and completion process. Students are responsible, in collaboration with the faculty advisor, for developing and implementing a plan for documenting (i.e., paper, power point presentation, conference summary) how the student will develop specialized expertise through these elements:

1. Social Policy.
2. Social Work Practice.
3. Human Behavior and the Social Environment.
4. One or more Special Topics Seminars.
5. The equivalent of .3 CEU's from workshops or conferences
6. An 8-hour field placement.
7. A research project.
8. Other elements as required by the supervising faculty and/or specialization.

A plan for completion of the specialization will be electronically submitted for approval to the supervising faculty. The plan should list each specialization element, the method of documentation, and the date of anticipated completion. The faculty will submit the plan to the Associate Dean for Graduate Studies for review and submission to the Curriculum Committee for approval. If the plan is approved, the student may petition the student development committee for a change of advisor to the faculty member supervising the specialization.

### Completion of the Specialization

Specialization documentation of completion should be based on an electronic portfolio model which contains the elements outlined above. Once all elements of the specialization requirements are complete, the student submits the portfolio electronically to the supervising faculty by the last day of Graduate Capstone Seminar. Portfolios are graded by the supervising faculty on a pass/fail basis. Upon recommendation of the supervising faculty, the completed electronic portfolio is submitted by the last day of final examinations to the Associate Dean of the Graduate Program for approval. An electronic copy of the completed specialization portfolio will remain in the School of Social Work archives. Upon successful completion of the specialization, the student is awarded a Certificate of Specialization during SSW commencement ceremony. If a student does not graduate with an M.S.W., the work on the specialization is forfeited.

### State Licensing Examination

Faculty recommend that the intermediate level licensing examination be taken during the semester the student is enrolled in the Capstone Seminar. Students planning out-of-state internships may elect to obtain approval from the Associate Dean for Graduate Studies and make all arrangements to take the examination in the state in which they are interning.

In Texas, the test is given on a computer and can be taken in Waco at the Sylvan Learning center, or at another facility in the state. Tests can be taken in other states by students in long distance sites. Students in internship placements will take the exam in the spring semester or during capstone. It takes at least 6 weeks to get a test date, so students should apply for a date early. Obtain an application by calling the Texas State Board of Social Work Examiners (1-800-232-3162), or the state board of examiners of the state in which a long distance internship is located, and asking that a licensure application be sent to you. You may also be able to download the application from the licensure board website. Once your application has been received and approved, you will be notified by the state office to contact the EXPro

Test Center at an 800 number to schedule the examination date and location of your choice. When calling for your appointment, have your social security number and school code (mailed to you with your approval letter) available. The center will give you a confirmation number that you will need to know to be admitted to the test center on the examination day. In addition to your confirmation number, you will need to bring your approval letter, two forms of signature-bearing identification, (one must be a picture ID card), and a cashier's check or money order for the price of the examination. They will not accept cash or personal check; you must have a cashier's check or a money order to be admitted to the test site. You will receive your score immediately after you complete the examination. Make a copy of the score form and turn it in to your Capstone instructor; keep the original for your records.

For students who will pursue licensing in Texas, individuals who fail the licensing examination cannot retake the exam for 90 days and those who fail the exam three times must petition the Texas State Board of Social Work Examiners in writing to take the examination again. The board will require the individual to complete either a college or continuing education course related to the deficiencies identified by the examination report, or complete an examination preparatory course prior to retaking the examination. If an individual fails the examination the fourth time, the applicant will not be allowed to retake the examination for one year.

## Courses of Instruction

### SOCIAL WORK (SWO)

#### **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.

#### **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.

#### **4372 Social Work Practice II: Individuals, Families, Groups**

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

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

#### **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.

#### **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.

#### **5171 Social Work Skills Lab I**

Prerequisite(s): Concurrent enrollment in SWO 5371.

Basic skills for social work practice with individuals and families.

#### **5172 Social Work Skills Lab II**

Prerequisite(s): SWO 5371.

Co-requisite(s): SWO 5372.

Skills needed for working in and through groups, communities, and organizations.

**5182 Research Seminar**

Prerequisite(s): SWO 5301 and 5302, or 5381; and concurrent enrollment or completion of 5193 or 5194, and 5573 or 5574.

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.

**5193 Introduction to Advanced Internship III: Children and Families**

Prerequisite(s): SWO 5334, 5492, 5574; and credit or concurrent enrollment in SWO 5182 and 5323.

Introduction to the advanced families concentration mentoring/internship.

**5194 Introduction to Advanced Internship III: Physical and Mental Health**

Prerequisite(s): SWO 5333, 5492, 5573; and credit or concurrent enrollment in SWO 5182 and 5323.

Introduction to the advanced physical and mental health concentration mentoring/internship.

**5301 Current Issues in Social Work I**

Prerequisite(s): Admission to advanced standing.

This course prepares students with Advanced Standing for entrance into Baylor's M.S.W. Program. Students will be introduced to the unique mission of the Baylor program with an emphasis on integrating faith and social work practice. The course provides an overview of the professional foundation as follows: Issues in the profession of social work; individuals, families, groups, communities and organizations; and social welfare policy.

**5302 Current Issues in Social Work II**

Prerequisite(s): Admission to advanced standing.

This course provides an overview of the generalist model of social work practice with individuals, families, groups, communities, and organizations. The knowledge, skills and values associated with problem-solving are reviewed and the steps of Generalist Practice are examined. Students will learn to conduct their own practice research and to use the research of others to improve their effectiveness in practice.

**5321 Introduction to the Profession**

Prerequisite(s): Admission to M.S.W. program.

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.

**5322 Policy and Services I**

Prerequisite(s): Admission to M.S.W. program.

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 Policy and Services II**

Prerequisite(s): SWO 5321, 5322, 5331, and 5332.

Analysis of social welfare policies and services and the processes of policy formulation and assessment for families and health care.

**5331 Individuals, Families, Networks**

Prerequisite(s): SWO 5321 or concurrent enrollment.

Knowledge and values needed to understand human behavior throughout the life span, with emphasis on diverse life experiences and social networks.

**5332 Groups, Communities, Organizations**

Prerequisite(s): SWO 5331.

Social systems—groups, communities, and organizations—with which individuals, families, and social networks interact and in which social work practice occurs.

**5333 Human Wellness and Health Care**

Prerequisite(s): SWO 5301 and 5302; or 5321, 5331, and 5332.

Examines how the intrapersonal, interpersonal, sociocultural and physical environmental systems in transactional relationships with health care consumers, contribute to the processes of wellness, stress, and illness.

**5334 Family Resilience and Crises**

Prerequisite(s): SWO 5301 and 5302; or 5321, 5331 and 5332.

The intrapersonal, interpersonal, social, and physical environmental systems in transactional relationships with families, contributing to the processes of family resilience, strength, vulnerability, stress, and crisis.

**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.

**5371 Professional Practice I**

Prerequisite(s): SWO 5331 or concurrent enrollment, and concurrent enrollment in 5171.

Foundation knowledge for social work practice with individuals and families.

**5372 Professional Practice II**

Prerequisite(s): SWO 5331, 5371, and concurrent enrollment in 5172.

Knowledge and values needed for working in and through groups, communities, and organizations.

**5381 Research for Practice**

Prerequisite(s): Admission to M.S.W. program.

Critical evaluation and use of research and conducting research in one's own professional practice.

**5383 Research Project**

Prerequisite(s): SWO 5182; and SWO 5193 or 5194; and SWO 5333 or 5334; and SWO 5573 or 5574; and concurrent enrollment in SWO 5394 or 5396; or concurrent enrollment in SWO 5793 or 5794.

Complete a major research project evaluating one dimension of practice in the chosen concentration.

**5394 Part I Advanced Internship III: Families**

Prerequisite(s): SWO 5193.

First of two semesters of the advanced families concentration internship.

**5396 Part I Advanced Internship III: Physical and Mental Health**

Prerequisite(s): SWO 5194.

First of two semesters of the advanced physical and mental health concentration internship.

**5397 Methods in Aging Research (Cross-listed as GRT 5397 and SOC 5397)**

Prerequisite(s): Undergraduate research course or approval 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 5182.

An intensive seminar on current issues and practice in the area of concentration, based on the research of student colleagues, faculty, and invited resource persons.

**5491 Foundation Internship I**

Prerequisite(s): SWO 5171, 5321, 5331, and 5372 or concurrent enrollment in 5372 and a minimum grade of B or higher in 5371.

Orientation and introduction to field internship, at least 240 hours of applied learning in the field, and an integrative seminar.

**5492 Foundation Internship II**

Prerequisite(s): SWO 5491.

Additional 240 hours of field experience; continuation of SWO 5491. Includes more sophisticated social work practice opportunities and expectations.

**5495 Part II Advanced Internship III: Families**

Prerequisite(s): SWO 5394.

Second of two semesters of the advanced families concentration internship.

**5497 Part II Advanced Internship III: Physical and Mental Health**

Prerequisite(s): SWO 5396.

Second of two semesters of the advanced physical and mental health concentration internship.

**5573 Advanced Practice: Physical and Mental Health**

Prerequisite(s): SWO 5171 and 5172; and SWO 5333 or concurrent enrollment; and SWO 5371 and 5372 or SWO 5301 and 5302.

Specialized knowledge and skills for advanced social work practice within array of health delivery contexts. Emphasizes intervention that promotes wellness, with sensitivity to cultural diversity.

**5574 Advanced Practice: Families**

Prerequisite(s): SWO 5171 and 5172; and SWO 5334 or concurrent enrollment; and SWO 5371 and 5372 or SWO 5301 and 5302.

Preparation for advanced social work practice with families across the developmental spectrum from the families of infants to families of elderly adults. Emphasizes building communities that strengthen and support families in all their forms, with sensitivity to cultural diversity.

**5793 Advanced Internship III: Children and Families**

Prerequisite(s): SWO 5193 or MENT 7193.

Supervised advanced social work internship/mentoring practice with families, including four hundred thirty clock hours and a weekly integrative seminar.

**5794 Advanced Internship III: Physical and Mental Health**

Prerequisite(s): SWO 5194 or MENT 7194.

Supervised advanced social work internship/mentoring practice with physical and mental health, including four hundred thirty clock hours and a week integrative seminar.

**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 Special Topics Seminar****1 to 3 sem. hrs.**

Prerequisite(s): Consent of instructor.

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.





## **FACULTY**

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## Full-Time Faculty

- F.B. (Pete) Campbell, Ed.D.**, Lecturer and Director of Baccalaureate Field Education. (2005)  
B.A., Mississippi College; M.S.W., Louisiana State U.; Ed.D, Campbell U.
- Preston Dyer, Ph.D.**, Professor of Social Work and Sociology. (1969)  
B.A., Baylor U.; M.S.W., Louisiana State U.; Ph.D., Texas Woman's U.
- James W. Ellor, Ph.D.**, Associate Professor of Social Work and Director of Institute for Gerontological Studies. (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*.
- Helen E. Wilson Harris, M.S.W.**, Senior Lecturer in Social Work and Director of Graduate Field Education. (1997)  
B.A., U. of Mary Hardin-Baylor; M.S.W., Our Lady of the Lake U.
- Dennis R. Myers, Ph.D.**, Professor of Social Work and Associate Dean for Graduate Studies. (1981)  
B.A., Baylor U.; M.S.S.W., U. of Texas; Ph.D., *ibid*.
- Robin K. Rogers, Ph.D.**, Associate Professor of Social Work. (2001)  
B.A., Baylor U.; M.S.S.W., U. of Louisville; Ph.D., U. of Pittsburgh.
- T. Laine Scales, Ph.D.**, Associate Professor of Social Work and Associate Dean of Graduate Studies and Professional Development. (1998)  
B.A., U. of North Carolina; M.S.W., Southern Baptist Theological Seminary; Ph.D., U. of Kentucky, Lexington.
- David Sherwood, Ph.D.**, Professor of Social Work. (2000)  
B.A., Lipscomb U.; M.A., Vanderbilt U.; M.S.S., Bryn Mawr Graduate School of Social Work and Social Research; Ph.D., U. of Texas.
- Jon E. Singletary, Ph.D.**, Assistant Professor of Social Work and Director of the Center for Families and Community Ministries. (2003)  
B.A., Baylor U.; M.Div., Baptist Theological Seminary at Richmond; M.S.W., Virginia Commonwealth U.; Ph.D., *ibid*.
- Scott W. Taylor, M.S.W.**, Lecturer in Social Work. (2003)  
B.S., Indiana State U.; M.Div., Baylor U.; M.S.W., *ibid*.
- Gaynor Yancey, D.S.W.**, Assistant Professor of Social Work and Associate Dean for Baccalaureate Studies. (1999)  
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