

Garland School of
Social Work
BSW Student Handbook
2019-2020



Baccalaureate Student Handbook

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MESSAGE FROM THE DEAN

The best social workers have chosen their profession because they are motivated by a deep sense of calling to serve others. 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 demands of professional practice wherever your calling will take you. The passion of your life deserves nothing less.

The Diana R. Garland School of Social Work offers a unique educational experience comparable 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. 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. Garland 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.

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,

Jon Singletary, Dean

A SOCIAL WORK CAREER

A career in social work is both challenging and rewarding. 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.

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.

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. 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.

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 to the graduate program in 2001. The accreditation of both programs was reaffirmed in 2012.

MISSION, GOALS, AND PHILOSOPHY

Introduction

Social work has been a part of the university's curriculum since the first course was taught in the Department of Sociology in 1936. The first full-time faculty member with an MSW was hired in 1962. In 1969, the department launched a complete baccalaureate social work program to prepare students for the beginning level of social work practice. A feasibility study conducted during academic year 1997-98 documented the significant needs which Baylor University could address in its graduate social work program. Based on that study, the Baylor Board of Regents approved a Master 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 with a dean, effective June 2005. In April 2015, the school was renamed after its inaugural dean, becoming the Diana R. Garland School of Social Work (GSSW).

The Diana R. Garland 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 Garland 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.

BSW Program Mission Statement

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

Goals

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

1. To produce Alumni who are:
 - influencing (through service and leadership) the social welfare of people, families, and communities globally.
 - ethically integrating religious faith with social work practice.
 - culturally responsive and competent.
 - effective in creating healthy organizations.

2. To produce Research by the school and its alumni that:
 - provides resources and models for excellence in professional social work practice that contribute to social justice and the wellbeing of persons, families, and communities.
 - provides resources and models that are respectful, faithful, and effective for communities of faith and religiously-affiliated organizations.

BSW Program Goals

Students completing the BSW year programs will be able to:

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

6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts.

Ethical Integration of Christian Faith and Practice

The Garland School of Social Work teaches its students the importance of wholistic and ethical social work practice, which includes a focus on the ethical integration of 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.

BSW ADMISSIONS

How to Apply

Students interested in pursuing a BSW begin as pre-social work until they are admitted to the major. Applications are accepted each spring, and students are encouraged to submit their application in the spring of sophomore year. Information regarding application materials and deadlines are sent to pre-social work students via email and discussed in SWO 2321. Below is a general outline of steps for applying to the BSW program.

1. Apply for admission to Baylor University.
2. Declare pre-social work as your major.
3. Enroll in SWO 2321 (Introduction to Social Work) in the fall or spring of sophomore year.
4. Apply to the major in the spring of sophomore year.
5. If admitted, submit a signed copy of the admission agreement.

Sophomore students who change their major to pre-social work after the course add deadline in the spring may enroll in SWO 2321 in the following semester and apply to the major the next spring.

Admission Requirements

Applications will be reviewed for admission by the Admissions Committee in the spring semester.

1. A written application demonstrating a commitment to social work values and the profession. Applications are due in the spring semester of the sophomore year.
2. Completion of Introduction to Social Work (SWO 2321) with a minimum grade of "C" in the course. It is recommended that SWO 2321 be taken in the sophomore year.

3. A written response to essay questions summarizing your personal and professional values. The content and evaluation of this essay must reflect professional values and demonstrate self-awareness, professional development, and ethical decision making.
4. An overall GPA of 2.7 on a four-point scale and a grade of "C" or better in all social work courses. Preference for admission will be given to students who have achieved a cumulative 3.0 or higher GPA. Admission is competitive and a high grade point average does not guarantee admission.
5. A signed Student Code of Conduct, including affirmation of the Code of Ethics as outlined by the National Association of Social Workers (provided in SWO 2321).

5 YEAR PROGRAM

Undergraduate students who apply to the social work major are candidates for the 5-year program. If a student is admitted to the BSW program, and meets all requirements for entering the graduate program, they are not required to complete a separate application to the graduate program. The student then graduates in 5 years with a BSW and MSW. Students should refer to the MSW catalog for specific admission requirements.

FINANCIAL AID

Garland School of Social Work Scholarships

Enrolled students may also apply for financial assistance in the School of Social Work. The School of Social Work has limited scholarship funds available for students who have been admitted to and taken at least two courses in the social work major. Scholarships are awarded annually based on need and merit. Need is determined through the Office of Financial Aid once students have completed the Free Application for Federal Student Aid (FAFSA).

Social Work Scholarship Application Process

Students apply for these scholarships by completing the application for financial assistance and submitting it to the baccalaureate program manager for the Garland School of Social Work. The Financial Awards Committee recommends students each spring to receive the scholarship the following academic year, based on the following criteria:

1. Admission to the social work baccalaureate program
2. Completion of at least six hours of social work courses
3. Significant need for financial assistance AND/OR noteworthy academic performance
4. 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
5. Completion of the Free Application for Federal Student Aid (FAFSA)
6. Fit with the particular stipulations of available scholarship funds

Students who are interested and believe they are qualified should complete the application for financial assistance. Applications are due each spring, by February 1st for the upcoming academic year and can be found at http://www.baylor.edu/social_work/bswfinaid .

PROFESSIONAL STUDENT ORGANIZATIONS

Student Chapters of Professional and Academic Organizations

Phi Alpha

Phi Alpha is the National Honor Society for Social Work students. The Eta Sigma Chapter of Phi Alpha was chartered at Baylor University in 1998. The purpose of Phi Alpha is to promote a closer bond among students of social work and to foster humanitarian goals and ideals. Phi Alpha proudly encourages high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievements in social work. To be eligible for membership you must satisfy the following requirements:

Undergraduate Students

- Be enrolled at Baylor University and have declared social work as a major
- Have completed 9 semester hours of required social work courses or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved
- Rank in the top 35% of the BSW program

Graduate Students

- Be enrolled in the MSW program at Baylor University
- Have completed 9 semester hours of required social work graduate courses or at least 37.5% of the total hours/credits required for the social work graduate degree, whichever is later achieved
- Rank in the top 35% of the MSW program

Doctoral Students

- Have an MSW or a masters in a related discipline
- Be enrolled in the GSSW doctoral program
- Have completed 9 semester hours of required social work doctoral courses or at least 37.5% of the total hours/credits required for the doctoral degree, whichever is later achieved
- Rank in the top 35% of the PhD program

Invitations are sent to those students who qualify. There is an induction ceremony where students can participate and is considered the annual membership meeting. There are opportunities for Phi Alpha members to help in the community, as well as within the School, in the role of ambassadors for School of Social Work events.

Social Work Student Association

The school encourages social work students to participate in the Social Work Student Association. The purpose of the organization is to provide an opportunity through which students can participate in the governance of the school, coordinate their interests, and act cooperatively on behalf of all social work students and those they serve. The Social Work Student Association is divided by undergraduate and graduate students with a faculty advisor and student officers for each. The groups meet monthly for program meetings that focus on issues relevant to their social work

education and preparation for practice. There are times when both groups coordinate activities together.

National Association of Social Workers

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

Student Representation on School Committees

Student representatives on school committees are identified and recruited by members of the Student Development Committee. Responsibilities for participation on school committees include regular attendance and communication from students to committee and from committee to students. Student representatives who are unable to fulfill their responsibilities should resign to the Student Development Committee chair and be replaced.

GENERAL STUDENT POLICIES

Student Code of Conduct

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

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

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

Standards of Practice

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

Please note: If at any time during your classroom or field internship experiences, you find yourself in a situation in which you have questions about a potential ethical concern, please contact your field instructor, faculty liaison, or the director of field education.

Commitment to Clients (1.01)

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

Self-Determination (1.02)

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

Competence (1.04)

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

Cultural Awareness and Social Diversity (1.05)

Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

Conflicts of Interest (1.06)

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

Privacy and Confidentiality (1.07)

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

Sexual Relationships (1.09)

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

Physical Contact (1.10)

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

Derogatory Language (1.12)

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

Ethical Responsibility to Colleagues (2.01& 2.07)

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

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

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

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 academic credit is given for previous work or life experiences.

Student Rights and Responsibilities

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

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

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

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

The school policy conforms to the Student Policies and Procedures as outlined by the Baylor Office of Judicial Affairs.

Student/Program Communication and Notification

It is also the student's responsibility to keep a current address, Baylor University email address, and phone number on file with the university. Any changes in contact information should be updated in BearWeb. All students are required to obtain and monitor a Baylor email account. This contact information will be used to inform students of upcoming events and any unforeseen circumstances such as emergency cancellation of classes. Additionally, many faculty manage courses through Canvas.

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

Email - Faculty use email to communicate with students concerning class assignments, activities, and appointments. All Canvas communication utilizes Baylor email. All students are required to obtain, monitor and use a Baylor email address. Students should check the clutter folders regularly.

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

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

Students should check their Baylor e-mail daily. These methods of communication serve as primary channels of information for the baccalaureate and graduate program about program updates and changes.

Course Policies

The following policies are found, as an appendix, in each course syllabus. For the most updated information, please check your syllabi for the current term.

Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. This includes documents that have already been submitted by you to a previous teacher or school. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student,

faculty expect you to be intimately familiar with the Honor Code at:

<http://www.baylor.edu/honorcode/>

The University Academic Integrity Policy will be upheld in this class. The academic integrity policy can be viewed online at <http://www.baylor.edu/honorcode/index.php?id=44059>.

Occasionally students are asked to work in teams for some assignments. It is highly recommended that you share with each other and edit one another's work (within and outside of your team) in order to critique and improve the content of your papers and presentations. Be sure that all written assignments are in your own words (or, for group assignments, the words of your own group members). Papers written by others or drawing on others' work without acknowledgment will not be accepted and will result in a failing grade for the course.

Referencing & Accessing Appropriate Sources

Referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA¹ style is preferred for citations within the text and in the reference section. In doing all assignments, it is expected that students will use discretion employing online sources that have not been professionally reviewed and that they will also always include sources that have been subjected to peer review and are published in scholarly journals.² If you have any questions as to whether or not a website is appropriate, please see your instructor.

Formatting and Style

The GSSW Style Guide and APA Manual 6th Edition are the formatting guides for all work in the GSSW. The professor may also post samples of work on Canvas so you can see how others have done the assignment.

Turn it in

Honor policy and paper submission to Turnitin.com. All students are expected to abide by the rules and regulations of Baylor University. Given the widespread availability of papers for purchase online, Baylor subscribes to *Turnitin*, a plagiarism detection service. Student papers may be submitted to *Turnitin* and compared to others in the database, with the results of the comparison (including hyperlinks to web pages or other papers with the same text) sent to the instructor. *Turnitin* is not used to grade your paper; this remains the responsibility of your professor.

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be required to be submitted to *Turnitin* or similar parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of *Turnitin* is available on its web site:

<http://www.turnitin.com>. Students understand that all work submitted to *Turnitin* will be added to its database of papers. Students further understand that if the results of such a review support

¹ *Publication manual of the American Psychological Association* (APA) (6th Ed.). (2009). Washington, DC: American Psychological Association.

² For guidance in using the web for class assignments, see Lynch, D., Vernon, R. F., & Smith, M. L. (2001). Critical thinking and the web. *Journal of Social Work Education*, 37(2), 381-386.

an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

To submit your assignments to *Turnitin*, you will need to set up a user's account. First, go to <http://www.turnitin.com>. In the top right-hand corner, you will be prompted to "create a user profile." Once you have created your profile, you can log in. You will need your Class ID number, as well as the password. *Please sign up for Turnitin during the first week of class. Only written assignments submitted to Turnitin will receive a grade.* You will need to submit your assignments as MS Word files.

Any act of academic dishonesty, on any assignment, will result in a grade of zero for the entire course.

Student Success

We as faculty members have high academic expectations of you and believe every student who has been admitted to Baylor can be successful. If your academic performance in this class is substandard, faculty will submit an Academic Progress Report to the Success Center during the sixth week of the semester. Familiarize yourself with the culture of success we have at Baylor by stopping by the Paul L. Foster Success Center in Sid Richardson or by going to: <http://www.baylor.edu/successcenter/>. Even if you don't need help, you can get involved by tutoring or telling other students how and where to get help.

Students with Disabilities

"No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Baylor University complies with all applicable federal and state non-discrimination law and does not engage in unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, or disability in employment or the provision of services.

OALA

Any student with a documented disability needing accommodations should contact the Office of Access and Learning Accommodation at: 254-710-3605. If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible. Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254) 710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson. More information is available online at: <http://www.baylor.edu/oala/>

Grading Scale

A	=	93 - 100
A-	=	90 - 92
B+	=	87 - 89
B	=	83 - 86

B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	Below 60.

Attendance and Class Participation Policy

Attendance at class meetings is essential to academic success. Interaction with faculty members and fellow students provides the best opportunity for learning information and for exercising skills necessary to gain competencies in the subject. Classroom discussion also enriches understanding beyond the boundaries of the specific course and develops students' analytical facility and ability to communicate ideas effectively. The University expects each student to take full advantage of his or her educational experience by developing personal responsibility for class attendance.

Student attendance must be recorded through the twelfth class day of the summer, fall or spring terms.

Please see your course syllabus for specific Attendance Policies for each class. Faculty members may establish their own requirements regarding attendance, punctuality, and participation. Any attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course. The student bears the responsibility for the effect that absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course.

If a student's required participation in a university-sponsored activity causes the student to miss class, this is ordinarily considered an absence that is counted against a student in the context of an applicable attendance policy. However, if in this event the student seeks to make arrangements prior to the absence to complete scheduled assignments, the faculty member will work with the student to allow for the completion of missed classwork and assignments.

In the event of serious illness, accident, or death in the family, students should contact their professors as soon as they are able. When such a crisis prohibits the student from being able to make immediate contact, the office of the Chaplain notifies faculty when information is available; the Chaplain, does not, however, pursue official verification of such reports. Requests by faculty to verify the nature of an absence should be made to the student upon the student's return. Students are usually allowed to make up classwork and/or tests missed which result from such crises. As these instances are academic matters, any dishonesty on the part of a student in such a situation is considered a violation of the University Honor Code.

Class absences are one of the early signs that a student may be experiencing academic, personal, or emotional challenges or distress. Resources in the Paul L. Foster Success Center and

Counseling Center are available for students who are experiencing difficulties related to class attendance.

Confidentiality

Due to the sensitive nature of the information that may be involved, no information shared by a class participant about a client or agency is to be discussed outside of the classroom. All information that identifies clients and agencies must be carefully protected and should be disguised or removed from conversation and from any documents provided in presentations and papers.

Self-Disclosure Statement

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experience in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Office Hours

One of the best ways to take full advantage of learning in a course is by going to your instructor's office during specified office hours or connecting with them through a video-conference.

Computer Use

All courses require the use of a computer for course readings, assignments, and/or participation. Students need to plan accordingly, through the use of their own personal computer or those available through libraries or computer labs.

Portable Technology Policy

Many School of Social Work courses incorporate some degree of blended learning, where there is a combination of electronic and in-person learning activities. In the classroom, portable technology – such as laptop computers, tablets, mobile phones, smart watches and other devices – are valuable learning tools. In addition to increasing the proficiency of note taking, these devices offer access to the internet and other resources as well as provide learning tools during class. School of Social Work faculty encourage the use of portable technology in the classroom, while seeking to reduce distracting uses of the technology that deter learning for the user and other students around the user. To avoid this distraction, the use of portable technology should be for class-related activity. Students should check with individual course faculty about any questions regarding appropriate use of portable technology for each course.

Conditions for Synchronous Electronic Learning

Some courses in the School of Social Work use video-conferencing systems such as Big Blue Button and WebEx. The School requires the highest quality internet signal available for these

tools and encourages a wired ethernet connection if possible. All users are responsible for installing and testing these tools before they are used in class.

Information for each system is available in the following groups on Canvas:

- BSW Program
- Houston MSW
- Student Orientation – SSW
- GSSW PhD Resources

Universal Norms for Virtual Synchronous Learning

Before a class begins:

- Test that needed technology works (especially if using new hardware, software, or location) before class begins.
- Maximize the connection by:
 - Plugging into a power source.
 - Plugging into an Ethernet cable (or being as close to a wireless router as possible).
 - Closing unneeded programs.
- If sharing video, check self-view by ensuring your face is framed/angled appropriately and not in shadow.
- If sharing audio, minimize extraneous noises, use headphones, and mute when not talking, in order to reduce feedback.
- Dress appropriately for class.
- Limit distractions – including children, pets, other media or devices (e.g. television and music), noise in public spaces – in order to maintain an academic environment.
- Join early enough to remove distractions and test equipment.

Class Session Expectations:

- It is required that you are visible on camera during all synchronous sessions, unless otherwise directed by your instructor.
- Respect class start and end times. Students should not attempt to leave early unless the instructor is notified or an emergency has taken place.
- Listen, participate, and maintain eye contact.
- Avoid performing unrelated activities. Third party distractions take away from the classroom setting and disrupt the learning environment.
- Unless used for class, your cell phone should be in the off or silent position during class time. It is inappropriate to answer phone calls during class time, and especially in view of the camera. Certain instances occur when it is necessary, however. For most cases, use of a cell phone during class time is prohibited.
- Be sure to mute your microphone when you are not talking.
- Respect the specific etiquette for each class/instructor.

Treat the session as much like an in-person meeting/class as possible:

- Respect start and end times.
- Listen, participate, and maintain eye contact.
- Avoid performing unrelated activities.
- Respect the specific etiquette for each class/instructor.

Student conduct within the online classroom is expected to comply with all other aspects of the Diana R. Garland School of Social Work and Baylor University's codes of conduct for students.

Baylor University Title IX

Sexual and Gender-Based Harassment and Interpersonal Violence Policy

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct). For more information on how to report, or to learn more about our policy and process, please visit www.baylor.edu/titleix. You may also contact the Title IX office directly by phone, (254) 710-8454, or email, TitleIX_Coordinator@baylor.edu.

VI. Military Student Advisory

Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.

ACADEMIC ADVISING AND PROFESSIONAL MENTORING

Academic Advising

The BSW program manager is a professional staff position with support and training from the university related to use of the university's course advising and registration systems. The program manager conducts academic advising for the purposes of creating and maintaining an educational plan that helps students identify and register for social work courses. This person refers students to their professional mentor for professional development questions.

Purpose of Baylor GSSW Baccalaureate Professional Mentoring

Professional mentoring in the Baylor GSSW is designed as a resource to provide strengths-based, empathic, and individualized support that engages and empowers students to maximize their personal, professional, and educational development. As mentors, faculty support students in achieving academic and professional success.

The mentor role includes enriching development for students who wish to explore any concerns in a more individualized and supportive context. When appropriate, the faculty mentor may be notified if a student has exceptional difficulty with professional or academic issues in an effort to provide additional support.

Procedures for Baccalaureate Student Professional Mentoring

1. The BSW program manager assigns and/or reassigns professional mentors. All students, once admitted to the major, are assigned to a professional mentor.
2. The professional mentoring assignments are communicated to students following their acceptance to the major. Students are encouraged to connect and schedule an initial visit with their professional mentor.

While the professional mentor is available to assist the student in interpreting the *Baylor University Undergraduate Catalog*; the *Garland School of Social Work BSW Student Handbook*; planning course schedules; suggesting electives; and completing degree applications, the student is responsible for developing an educational plan with the BSW program manager and is expected to assume responsibility for initiating and following up on these tasks.

BACCALAUREATE SOCIAL WORK CURRICULUM

Throughout the curriculum, the baccalaureate social work program coursework provides students with the opportunity to acquire knowledge and skills that will enable them to develop into competent social work professionals. Students learn eleven competencies, including specific practice behaviors, throughout the curriculum and have an opportunity to demonstrate all of them in a field internship.

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

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

The BSW degree requirements can be found in the *Baylor University Undergraduate Catalog*.

Grading

For BSW courses, the following grading scale will be used:

A	=	93 - 100
A-	=	90 - 92
B+	=	87 - 89
B	=	83 - 86

B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	Below 60

FIELD POLICIES

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

ACADEMIC ACTIONS

Garland School Academic Standing Policy

Students must maintain a GPA of 2.7 or higher and not have a grade below C in social work courses to continue in the major. Social work students with 1 term below a 2.7 GPA are subject to probation within the major. Students with 2 consecutive terms of a GPA below 2.7 will be subject to a change of major. Students are responsible for noting minimum grade requirements for specific courses within the major.

University Level Academic Probation and Suspension

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

Suspension Process

Any student who is subject to suspension under the guidelines for academic probation and suspension will be informed in writing by the Associate Dean of Academic Affairs in the School of Social Work that suspension appears to be appropriate. The letter will inform the student that the associate dean will review the student's academic records before making a decision as to whether to place the student on academic suspension. The letter will indicate that the student has ten days from the date of the letter to provide the associate dean with relevant information (change of grade, verifiable medical condition, or other circumstances) that might affect the

associate dean's decision. After reviewing the student's academic records and other relevant information supplied to the associate dean by the student or by others, the associate dean will decide whether to place the student on academic suspension or to extend the student's period of academic probation. The associate dean will notify the student in writing of the associate dean's decision. The period of suspension for a student who is placed on academic suspension for the first time is one enrollment term. The period of suspension for a student who is placed on academic suspension for a second time is three enrollment terms.

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

Applying for Reinstatement Following Academic Suspension

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

GRIEVANCE AND APPEAL PROCEDURES

The Garland 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 GSSW faculty member has treated them 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.* If the situation involves a matter that pertains to field instruction, the student may appeal to the director of field education. 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 to the director prior to the meeting. If appropriate, the field faculty member will also provide the director with a written description of their view of the situation including efforts to resolve the issue. If the situation is not resolved to the student's satisfaction within 30 days, they may appeal to the associate dean for academic affairs.
3. *Appeal to Associate Dean for Academic Affairs.* If the situation is not resolved to the student's satisfaction, the student may appeal to the associate dean for academic affairs. 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 to the associate dean of academic affairs prior to the meeting. The faculty member will

- also provide a written description of their view of the situation including efforts to resolve the issue. If the faculty member involved in the complaint is the associate dean, the student may appeal directly to the dean of the school. If the faculty member involved is the dean, the student may appeal directly to the provost of the university.
4. *Appeal to the Dean of the School.* If the situation is not resolved to the student's satisfaction within 30 days, or if the student is not satisfied with the findings of the Academic and Professional Development Committee (see p. 23), they 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 of academic affairs. The faculty member and associate dean of academic affairs will also provide the dean with a written description of their views of the situation, including efforts to resolve the issue.
 5. *Appeal to School of Social Work Academic Appeals Committee (SWAAC).* The dean may (a) attempt to resolve the complaint without referring it to the SWAAC, or (b) refer it directly to the committee. If the situation is not resolved to the student's satisfaction with the dean, they may appeal to the SWAAC. The function of this committee is to hear student complaints of alleged unfair treatment by members of faculty. This includes grades, assignments, internship issues, and alleged violations of professional behavior.

When a complaint is referred to the SWAAC, the dean of the school shall appoint a committee composed of three faculty members who have not previously been involved in the process and, with the student's written permission, two students. The appealing student can choose not to have students on the committee. The dean shall also appoint one of the faculty members to serve as chair of the committee.

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

6. *Appeal to the Executive Vice President and Provost.* 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 executive vice president and provost or their designee. After review, the executive vice president and provost may refer such matter to the academic appeals committee.

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 mentor, 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 mentor holds a potential adjudicative role in the appeals process, the SDC chair will appoint an interim mentor for the duration of the process. After the matter is resolved, the SDC chair will reassign the student to their previous mentor.

The functions of APD are to:

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

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

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

1. Failure to meet or maintain academic grade point requirements as established by the university and the Garland 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 Garland 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, values, and skills of the profession
5. Indication of an inability to develop the appropriate knowledge and interpersonal skills necessary for effective social work practice
6. Indications of an inability to meet the criteria for social work licensure in the State of Texas

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

Academic and Professional Development Committee Procedures

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

1. Referrals to the APD can be made only by the associate dean for academic affairs or field education director. In unusual situations, referrals may be made by the dean of the Garland School of Social Work following the procedures set out for the associate dean of academic affairs.
2. When a faculty member(s) identifies an issue that interferes with the student's progress in the program, they will submit a letter to the associate dean for academic affairs and the student, detailing the concern(s), the steps taken to date, and, if possible, suggesting potential remedies. The associate dean for academic affairs may make a referral to the APD without a referral from a faculty member.
3. The associate dean for academic affairs 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 Garland School detailing the concern(s) and any action they have taken on the situation. This letter should make clear the specific issue(s) the associate dean for academic affairs wishes the APD to address, steps already taken, and possible remedies as they see them. The original letter from the faculty member and any additional documentation should be included with this letter.
4. Within two weeks of receiving the referral, the chair of the Student Development Committee will appoint members to the APD and call a meeting of the committee. At that time, the committee will hear the faculty member(s), the student, and anyone else they deem necessary. The committee may meet as many times as necessary, but a final decision should be made in two weeks or less from the date of the first meeting. The committee may request an extension of this time, up to 15 days, from the dean of the School of Social Work. The dean of the School of Social Work will assign appropriate staffing to the committee.
5. The APD will use its professional judgment to determine an appropriate course of action. This action may include: (A) a remediation 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 for academic affairs, the dean of the Garland School, and placed in the student's file.
6. If the APD establishes a remediation plan, it shall include the consequences of failure to follow the plan. The associate dean for academic affairs is responsible for monitoring the plan, but may delegate this responsibility to the mentor or some other faculty member. When the terms of the plan have been met, the associate dean for academic

affairs will notify the chair of the Student Development Committee, the dean of the School of Social Work, and place documentation in the student's file. If the terms of the plan are not met, the associate dean for academic affairs and/or the dean of the school is responsible for imposing the agreed upon consequences.

7. The student may appeal the decision of the APD following the School of Social Work Grievance and Appeal Procedures, beginning with step number 4 – Appeal to the dean of the school (p.22).