

DIANA R. GARLAND SCHOOL OF SOCIAL WORK
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Believing • Caring • Serving

PURPOSE OF THIS PUBLICATION

This publication provides a description of the Master of Social Work program and activities of the Diana R. Garland 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 or veteran status in either employment or the provision of services. The University is governed by a predominately 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. Request for nondisclosure will be honored by the University until notified in writing that information should no longer be withheld. **Directory information includes: name, address, telephone number, e-mail address, dates of attendance, classification, University ID card photograph, previous institution(s) attended, major field of study, awards, scholarships, honors, degree(s) conferred and date(s), full-time/part-time status, earned hours, expected graduation date or degree candidacy, thesis and dissertation titles and advisors, past and present participation in officially recognized sports and activities, physical factors of athletes (age, height, weight), and date and place of birth.**

LEGAL NOTICE

If you are applying for admission to a program that may prepare you for an occupational license and/or if you later decide to change to such a program, Texas law requires that Baylor notify you of your potential ineligibility to obtain licenses due to prior criminal convictions. For more information visit <https://www.baylor.edu/admissions/index.php?id=948617>.

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 consideration for financial aid should complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. Visit the Student Financial Aid Office website at www.baylor.edu/sfs/ for additional information regarding the financial aid application or at 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

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.***

BOARD OF REGENTS

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Nancy Brickhouse, B.S., M.A, Ph.D. Provost and Vice President
Jason Cook, B.A. Vice President for Marketing and Communications
and Chief Marketing Officer
Brett Dalton, B.B.A., M.B.A Chief Business Officer
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Cheryl Gochis, B.A., M.A. Vice President for Human Resources
and Chief Human Resources Officer
Christopher W. Holmes, B.A., J.D. General Counselor and Chief Legal Officer
Kevin P. Jackson, B.A., M.A., Ph.D. Vice President for Student Life
Kristy J. Orr, B.A., J.D. Board Professional
Mack Rhoades, B.A., M.A Vice President and Director of Intercollegiate Athletics
Dave Rosselli Vice President for University Advancement
R. Brian Webb, B.B.A., M.B.A., Vice President and Chief Investment Officer

Academic Officers

Rodney G. Bowden, B.S., M.S., Ph.D. Dean, Robbins College of Health and Human Sciences
Shelley Conroy, R.N., M.S., Ed.D. Dean, Louise Herrington School of Nursing and
Douglas V. Henry, B.A., M.A., Ph.D. Interim Dean, Honors College
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
Gary Mortensen, B.M.E., M.M., D.M.A. Dean, School of Music
Lee C. Nordt, B.S., M.S., Ph.D. Dean, College of Arts and Sciences
Dennis L. O'Neal, B.S., M.S., Ph.D. Dean, School of Engineering and Computer Science
Terrill F. Saxon, B.A., M.S.Ed., Ph.D. Interim Dean, School of Education
Jon Singletary, B.A., M.Div., M.S.W., Ph.D. Dean, Diana R. Garland School of Social Work
Todd D. Still, B.A., M.Div., Ph.D. Dean, George W. Truett Theological Seminary
Bradley J.B. Toben, B.A., J.D., LL.M. Dean, School of Law
John Wilson, B.S., B.S., M.L.S. Interim Dean of University Libraries

GARLAND SCHOOL OF SOCIAL WORK FULL-TIME FACULTY

Jon E. Singletary, Ph.D., Dean and Diana R. Garland Endowed Professor in Child and Family Services. (2003)

B.A., Baylor U.; M.Div., Baptist Theological Seminary at Richmond; M.S.W., Virginia Commonwealth U.; Ph.D., *ibid*.

Holly K. Oxhandler, Ph.D., LMSW, Assistant Professor and Associate Dean for Research and Faculty Development. (2014)

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

Melody Y. Zuniga, M.S.W., LMSW, Senior Lecturer and Associate Dean of Academic Affairs (2009)

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

Christen Argueta, M.S.W., LCSW, Lecturer and MSW Online Program Director (2016)

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

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

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

Stephanie Boddie, Ph.D., Assistant Professor of Church and Community Ministries (2017)

B.A., Johns Hopkins Univ.; M.S.W., U. of Pennsylvania; Ph.D., *ibid*.

Jennifer S. Dickey, Ph.D., M.S.W., LMSW, Senior Lecturer and Endowed Chair in Global Leadership (2012)

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

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

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

James W. Ellor, Ph.D., Professor of Social Work and Co-Director of the Ph.D. Program and Dorothy Barfield Kronzer Endowed Professor in Aging and Family (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*.

Kerri K. Fisher, M.S.S.W., LCSW, Lecturer (2015)

B.A., Howard Payne University; M.S.S.W., Univ. of Texas

M. LeAnn Gardner, LISW-CP, M.Div., Lecturer and Associate Field Director-Online (2018)

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

Brianna Garrison, M.S.W., LCSW, Lecturer, MSW Program Manager and Assistant Field Director - Houston (2018)

B.S., Texas Tech Univ.; M.S.W., University of Houston

Helen E. Wilson Harris, Ed.D., LCSW, Associate Professor (1997)

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

Luci Ramos Hoppe, M.S.W., LMSW, Lecturer and BSW Program Director (2016)

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

- Brianna P. Lemmons, Ph.D.**, Assistant Professor (2018)
B.A., Spelman College; M.S.W., Howard University; Ph.D., *ibid.*
- Whitney L. Luce, LMSW**, Lecturer and Director of Field Education (2014)
B.S.W. Baylor U.; M.S.W., *ibid.*
- Elissa Madden, Ph.D., LMSW**, Associate Professor (2016)
B.A., Baylor U.; M.S.W., *ibid.*; Ph.D., University of Texas
- Jocelyn, McGee, Ph.D.**, Assistant Professor in Social Work (2018)
B.A., Baylor Univ.; M.S., *ibid.*; Ph.D., Fuller Theological Seminary
- Dennis R. Myers, Ph.D.**, Professor of Social Work and Danny & Lenny Prince Endowed Chair for the Residential Care of Older Adults (1981)
B.A., Baylor U.; M.S.S.W., U. of Texas; Ph.D., *ibid.*
- Danielle Parrish, Ph.D.**, Associate Professor in Social Work. (2018)
B.A., California State University Fresno; M.S.W., *ibid.*; Ph.D., University of Texas
- E. Clay Polson, Ph.D.**, Assistant Professor (2014)
B.A., Mississippi College; M. Div., Baylor U.; M.S.W., *ibid.*; M.A., *ibid.*; Ph.D., *ibid.*
- Cheryl A. Pooler, DSW, M.S.S.W., LCSW**, Lecturer (2017)
B.S., Lee University; M.S.S.W., Univ. of Louisville
- David K. Pooler, Ph.D.**, LCSW, Associate Professor of Social Work. (2009)
B.A., Lee College; M.S.S.W., U. of Louisville; Ph.D., *ibid.*
- Sarah Dorrell Ritter, M.S.W., LMSW**, Lecturer and MSW Program Director (2017)
B.A., Baylor U.; M.S.W., Temple University
- Robin K. Rogers, Ph.D.**, Associate Professor of Social Work and Co-Director of the Ph.D. Program (2001)
B.A., Baylor U.; M.R.E., Southern Baptist Theological Seminary; M.S.S.W., U. of Louisville; Ph.D., U. of Pittsburgh.
- Rebecca Bell Scott, M.S.W., LCSW**, Senior Lecturer (2009)
B.S., Abilene Christian U.; M.S.W., U. of Washington.
- Gaynor Yancey, D.S.W.**, Professor of Social Work, Master Teacher, and Director of the Center for Church and Community Impact (1999)
B.A., East Texas Baptist U.; M.R.E., Southwestern Baptist Theological Seminary; M.S.W., Temple U.; D.S.W., U. of Pennsylvania.

RESIDENTIAL STAFF

Angela Bailey Program Manager, Faculty Development and PhD
Krista Barrett Program Manager, Field Education
Emily Corntassel Assistant Director of Admissions
Crystal Diaz-Espinoza Director, Enrollment & Alumni Services
Katherine Diehl GML Program Coordinator
Amber George Manager, Grants and Sponsored Programs
Terry Henderson Financial Manager
Mallory Herridge..... Assistant Director of C3I
Jim Heston Academic Consultant and Instructional Designer
Andrea Hix Assistant to the Dean
Krysta Long Recruitment and Student Services Coordinator
Kayla Mize Program Manager, Baccalaureate Studies
Jeanne Samake Program Manager, Academic Affairs and GML
Suzanne Sellers Graduate Admissions Coordinator
Morgan Strehlow MSW Program Manager
Nikki Wilmoth Director, Marketing and Communications

ONLINE STAFF

Natalie Abrams Manager, Student Success – Nabrams@onlinegrad.baylor.edu
Maggie Gaylord Placement – mgaylord@onlinegrad.baylor.edu
Leeann Sadler..... Student Success Advisor – lsadler@onlinegrad.baylor.edu
Placement..... fieldeducation@onlinegrad.baylor.edu
Student Success..... SWstudentsuccess@onlinegrad.baylor.edu
Amber George Manager, Grants and Sponsored Programs

ACCREDITATIONS AND MEMBERSHIPS

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

General

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

The Diana R. Garland School Of Social Work

The Council on Social Work Education

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.

Diana R. Garland 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. Baylor's 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 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.

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 other settings.

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- or helping advocate for environmental changes. 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 the culture 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's of Social Work degree and the School of Social Work was established in January 1999. The program was moved from within the department of Sociology, Anthropology, Social Work and Gerontology to become a separate department in the College of Arts and Sciences. In September 2004, the School of Social Work was granted independent status, effective June 2005. In June 2013, the PhD in Social Work was launched with the first cohort of students. In May 2015, the name of Baylor University's School of Social Work was changed to the Diana R. Garland School of Social Work in honor of the School's first dean. That same year an extension campus of the Garland School of Social Work was opened in Houston, TX. In May 2019, the School began to offer a fully online campus for students seeking to gain their MSW through Baylor from across the United States.

The 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.

Mission

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

Goals

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; and
 - 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; and
 - provides resources and models that are respectful, faithful, and effective for communities of faith and religiously-affiliated organizations.

PROFESSIONAL STUDENT ORGANIZATIONS

Student Chapters of Professional and Academic Organizations

Phi Alpha Honor Society

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:

Graduate Students

- Be enrolled in the MSW program at Baylor University
- Have completed 9 term 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

Invitations are sent to those students who qualify. The membership fee is \$30. 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 Baylor 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, connect with their colleagues and act cooperatively on behalf of all social work students and those they serve. The Social Work Student Association supports various online affinity groups, many of which have an active faculty member who helps coordinate dialogue and discussion.

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 savings on a regular membership.

Student Representation on School Committees

Student representatives on school committees are elected through the Social work Student Association. Responsibilities include regular attendance and communication from students to committee and from committee to students. Student representatives who are unable to fulfill their responsibilities should resign to the Student Development Committee Chair so that they might 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: community building, strengths perspective, and the ethical integration of faith and practice. Students are expected to uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the Council on Social Work Education standards, in the NASW Code of Ethics and in the Texas State licensing standards (or comparable licensing standards in other states). As a part of the requirement for graduate entry into the program and for all practice in the community, students are asked to read and sign the following Student Code of Conduct derived from the NASW Code of Ethics and the Texas State Licensing Board regulations. (Numbers at the end of each item refer to the applicable section of the NASW Code of Ethics.)

1. Social work students are expected to uphold the values, ethics, and standards of the profession. (5.01)
2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these colleagues (2.01B).
3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01).
4. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination against persons (4.02).
5. Social work students should not participate in, condone, or facilitate any type of dishonesty, fraud, or deception (4.04).
6. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom and field practice requirements are expected to take appropriate remedial action and show documented evidence of the success of that action (4.05).
7. Social work students should not permit their private conduct to interfere with their classroom or field practice responsibilities (4.03).
8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informed consent, and inform participants of their right to withdraw from the study (5.02).
9. Social work students should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed (4.08).

Standards of Practice

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

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

Commitment to Clients (1.01)

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

Self-Determination (1.02)

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

Competence (1.04)

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

Diversity (1.05)

Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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.(2.06)

Attendance Policy

Students are expected to attend all scheduled course meetings (both asynchronous and synchronous) and complete all assigned work. Any student who misses 25% (more than 3 class sessions) or more of live sessions will fail the course. Please note that repeat late arrivals or early departures from class may also be counted as an absence.

Completion of your asynchronous modules/assignments is essential to your success in the course. Any incomplete work reduces your learning opportunities, will negatively impact your grade, and will negatively affect the interactive process with other students. Asynchronous course work includes responding to all prompts requiring either a written or video recorded response, as well as assignments that are to be completed prior to your live sessions. Your faculty may specify the amount of time in advance that asynchronous content must be completed in order to receive credit. While readings and videos are not graded, all students are expected to have read and viewed all videos before attending each live session. Missing asynchronous modules/assignments can result in a reduction of your overall course grade. Please see your individual course syllabi for more detailed information.

If extraordinary circumstances prevent attendance or the timely completion of assignments (including asynchronous material), the student should consult the course faculty to inquire about options that may exist. The decision to allow alternatives is at the full discretion of the faculty member. Please consult the syllabus for each course to determine the specific attendance expectations for both synchronous and asynchronous sessions.

Social Media Policy

The use of technology and social media is an ever-growing and ever-changing platform for connection, information and communication. The National Association of Social Workers released an updated Code of Ethics in 2017 to address important ethical considerations in the use of technology in social work practice. The Garland School of Social Work's Field Education office recognizes the benefits of individuals and organizations maintaining an active online presence. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace.

Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals and the general public to shape opinions about you and social workers as a whole. Maintaining primary social work values like client privacy and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

Social workers' professional behavior is guided by the *NASW Code of Ethics*, the State Code of Conduct, and the policies and practices of their employing organizations. Students in the Garland School of Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by all policies of Baylor University, the Garland School of Social Work, and the Field Education manual in addition to the legal and ethical responsibilities of the social work profession.

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 Garland 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 Garland School of Social Work's academic program.

It is the student's responsibility to become informed and to observe all regulations and procedures concerning degree completion required by the graduate program to which he/she is admitted. This includes attention to all internal deadlines (degree completion, registration, graduation, etc.), and satisfying registration throughout degree completion and financial settlement procedures.

The school policy conforms to the Student Right to [*Due Process*](#) Policy and Procedures as outlined in [*Baylor University Student Policies and Procedures*](#).

Office of Access and Learning Accommodation (OALA)

Any student with a documented disability needing accommodations should contact the Office of Access and Learning Accommodation. Any student who needs learning accommodation should inform the professor immediately at the beginning of the term. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the term. To contact the OALA office email OALA@Baylor.edu or phone (254) 710-3605. Please be sure to state that you are an online student.

Change of Address and Telephone Number

It is frequently a matter of great importance to students for University officials to be able to locate them quickly. For this reason, students are asked to file a notice of change of student local or student home address and telephone number with the University promptly, and not later than ten days thereafter in any case. Address changes may be made through BearWeb. For assistance, contact the Office of the Registrar at registrar@baylor.edu or (254) 710-1181. Failure to receive University notices because of an incorrect address provided by the student will not relieve the student of responsibility for responding to the notice.

Student/Program Communication and Notification

It is also the student's responsibility to keep a current address, Baylor University email address, and phone number on file with the office of the Garland School of Social Work. The School will record the postal address, phone number, and email address at the time of initial admission. Any changes in contact information from that point forward must be initiated by the student. All students are required to obtain and monitor a Baylor email account. This contact information will be used to inform students of upcoming events and any unforeseen circumstances such as emergency cancellation of classes. Additionally, many faculty are managing courses through 2BU, [MSW@Baylor](mailto:MSW@Baylor.edu)'s learning management system.

The Garland School of Social Work 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 students are required to obtain, monitor and use a Baylor email address. Students should check your Baylor e-mail daily. Email serves as primary channel of information for the baccalaureate and graduate programs about program updates and changes.

2BU – 2BU is the online campus’ learning management system. It is the electronic source for course related information such as syllabi and asynchronous content. Please check each course for details, announcement, and information from your faculty relevant to that course.

Website - 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. Students should check these information sources frequently.

Other Methods - “The Voice” is a school newsletter that is emailed weekly to students.

Social Work Student Safety in Field Sites

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

GRIEVANCE AND APPEAL PROCEDURES

The 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 him or her unfairly with respect to a course for which the student was registered or required to be registered may complain of such alleged unfair treatment. Such a student shall set up a conference with the involved faculty member and present that faculty member a written statement that details the circumstances giving rise to the complaint. An effort should be made to resolve the matter with the faculty member.
2. *Appeal to Directors of Field Education*. If the situation involves a matter that pertains to field instruction, the student may appeal to the director of the appropriate field program. 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 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 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 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, he/she may appeal to the Dean of the School (or to the Executive Vice President and Provost 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 field director. The faculty member and Associate Dean will also provide the Dean with a written description of their views of the situation, including efforts to resolve the issue. The Dean may (a) attempt to resolve the complaint her/himself without referring it to the School Academic Appeals Committee (SWAAC), or (b) refer it directly to the committee.
5. *Social Work Academic Appeals Committee (SWAAC).* The function of this committee is to hear student complaints of alleged unfair treatment by members of faculty. This includes grades, assignments, internship issues, and alleged violations of professional behavior. When a complaint is referred to the SWAAC, the Dean of the School shall appoint a committee composed of three faculty members who have not previously been involved in the process and, with the student's written permission, two students. The appealing student can choose not to have students on the committee. The Dean shall also appoint one of the faculty members to serve as chair of the committee.

The SWAAC shall have access to all previously submitted written material and any additional material any of the parties involved wish to submit. The chair of the committee shall arrange a meeting of the committee and the parties involved and attempt to arbitrate the matter. The meeting shall be informal and confidential and conducted for the purpose of resolving the matter to the agreement of both parties. The student may ask to have another student accompany her/him to the meeting, but that student shall not speak during the meeting. The committee may collect any other data they deem essential to making a decision in the matter. Within 30 days of the time the matter was referred to the Garland 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 or his or her designee.* 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, who after review may refer such matter to the University 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 (if appropriate), 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 Garland 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 his/her 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; and
5. recommend to the Associate Dean for Academic Affairs and/or Dean of the Garland School of Social Work decisions regarding continuation in or termination from the Program.

The APD Committee 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 Committee. 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 integrity violations including cheating, lying, plagiarism, or falsifying process recordings 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 Committee 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 [Baylor University Student Policies and Procedures](#), and the general degree requirements found in this catalog or *Baylor University Undergraduate Catalog*. Participation in the APD Committee 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 Committee and by all parties involved in the APD process:

1. Referrals to the APD Committee can be made only by 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.
2. When a faculty member(s) identifies an issue that threatens the student's progress in the program, he/she 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 Committee 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 Committee. To refer to the APD, the Associate Dean for Academic Affairs will submit a letter to the Chair of the SDC, with a copy to the student

and to the Dean of the Garland 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 for Academic Affairs wishes the APD Committee to address, steps already taken, and possible remedies as he/she sees them. The original letter from the faculty member and any additional documentation should be included with this letter.

4. Within two weeks of receiving the referral, the Chair of the Student Development Committee will appoint members to the APD and call a meeting of the committee. At that time the committee will hear the faculty member(s), the student, and anyone else they deem necessary. The committee may meet as many times as necessary, but a final decision should be made in two weeks or less from the date of the first meeting. The committee may request an extension of this time, up to 15 days, from the Dean of the Garland School of Social Work. The Dean of the Garland School of Social Work will assign appropriate staffing to the committee.
5. The APD Committee will use its professional judgment to recommend an appropriate course of action to the Associate Dean for Academic Affairs. 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 Associate Dean for Academic Affairs that the student be terminated from the program. A copy of the APD Committee's decision will be sent to the student, the Associate Dean for Academic Affairs, the Dean of the Garland School of Social Work, and placed in the student's Garland School of Social Work file.
6. If the APD Committee recommends a developmental 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 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 Garland School of Social Work, and place documentation in the student's folder. If the terms of the plan are not met, the Associate Dean for Academic Affairs is responsible for imposing the agreed upon consequences.
7. The student may appeal the decision of the APD Committee following the Garland School of Social Work Grievance and Appeal Procedures, beginning with step number 4 – Appeal to the Dean of the Garland School of Social Work.

MASTER OF SOCIAL WORK PROGRAM

MISSION AND GOALS

MSW Mission Statement

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

MSW Program Goals

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

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

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

1. discover, compare, apply and evaluate conceptual perspectives, models, and research that guide advanced practice;
2. demonstrate competence in advanced practice skills and the evaluation of advanced practice skills;
3. demonstrate competence in both working autonomously and working collaboratively; and
4. know, evaluate, integrate and use literature in decision-making in advanced practice.

MSW@BAYLOR ADMISSION

Admission to the Garland School of Social Work graduate program is conducted by formal application to the Online Campus. Qualified students will be admitted regardless of race, color, national or ethnic origin, gender, age, veteran status, or disability. Applicants are expected to complete the degree at the campus to which they were admitted (Waco, Houston, Online). The applicant's packet will be considered complete when the following materials have been received:

1. A completed online application and application fee
2. Official transcripts from all institutions attended
3. Recommendations: Three letters of recommendation. **Standard applicants** at least one of the three letters of recommendation must be from an academic professor who has direct knowledge of your academic work. **Advanced standing applicants** at least two of the three letters of recommendation must be from an academic professor who has direct knowledge of your academic work. Of these two academic references, one must be the undergraduate program director, the director of field education, or the field instructor.
4. Completed Free Application for Federal Student Aid (FAFSA) (Recommended, but not required)
5. Final field evaluation (for advanced standing applicants only)

*A file will be considered complete with unofficial transcripts. If admitted, official transcripts will be required.

The letter of admission constitutes the University's official notification of an admission decision. Admitted students will have a maximum of one year (three terms) from the date of admission within which to enroll. Attempts to enroll after this time period will require completion of another application. For accurate dates and deposit amounts, students should contact MSW Admissions, indicating status as a newly admitted online MSW student. The University reserves the right to refuse admission to any applicant whose previous academic record and/or readiness for graduate study in social work is deemed unsatisfactory. Applicants who are not admitted into the program may reapply for any subsequent term. If that applicant is denied a second time, he or she must wait a full calendar year from their second application decision date to apply.

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

1. The program requires that all applicants have either a bachelor's degree from a regionally accredited institution in the United States or proof of equivalent education at an international institution of higher learning.
2. 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, as the Garland School conducts a holistic review process.
3. Baccalaureate coursework that demonstrates a strong liberal arts background is required.
4. Students who are enrolled in the graduate program in another university, and who wish to take coursework for transfer credit, are classified as "transfer of credit" students. A letter of good standing from the original university's Registrar will suffice as proof of eligibility to enroll. The request for the letter is made by the student in writing. The application, along with a non-refundable processing fee of \$25 and a letter of good standing from your institution must be completed and submitted to the Garland School of Social Work before you register for class.
5. Credit for Courses Transferred from Accredited Social Work Programs:

- The Associate Dean for Academic Affairs (based upon review of syllabi submitted by student) may approve the transfer of up to 12 hours of course work for inclusion into the MSW standard degree requirements.
 - The Associate Dean for Academic Affairs may approve the transfer of up to 6 additional credit hours that qualify as elective credit.
 - No credit will be given toward required MSW courses unless the following conditions apply:
 - The courses were taken in a graduate program accredited by the Council on Social work Education.
 - A course description and syllabus are provided by the student, and the Associate Dean for Academic Affairs judges the courses to be an appropriate substitution for a specific course in the graduate program.
 - For any requests to transfer credit for MSW required coursework, the Associate Dean will consider 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.
 - The Associate Dean for Academic Affairs will make decisions about acceptance of transfer credit for any required MSW course.
6. Credit for elective courses transferred from other Graduate Programs:
- A maximum of six (6) term hours for the Standard MSW degree option and a maximum of three (3) term hours for the Advanced Standing option taken for graduate credit in other approved graduate programs may be considered for elective credit.
 - For any requests to transfer credit for MSW required coursework, the Associate Dean will consider 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."
7. None of the transfer coursework consists of extension or workshop courses
8. **Transfer Applicants** (as described above) must also provide:
1. A letter of good standing on official university letterhead from the MSW program director of any MSW program you have attended.
 2. If you have completed any hours in a MSW field placement, you must provide a letter of good standing on official university letterhead from the director of field education.
 3. Syllabi for any courses you wish to be considered for transfer credit
 4. Transfer applicants must provide an addendum to the application answering the following:
 - a. Why do you want to transfer to the Garland School of Social Work?

- b. What do you hope to gain from being a student in the Garland School of Social Work?
9. While past professional experiences may strengthen an application, no academic credit will be given for life experiences.

Online Advanced Standing Admissions

Students who are granted admission to the combined Garland School of Social Work BSW/MSW program are admitted into the MSW program upon successful completion of the BSW from Baylor University with at least a 3.0 overall GPA, a B in every social work course, and the recommendation of the Field (SWO 4492) faculty.

*Students who have earned a baccalaureate degree in social work from another program accredited by the Council on Social Work Education, may apply for admission into the Advanced Standing program at the Garland School of Social Work. Applicants to the Garland School of Social Work Advanced Standing program with a degree from an international social work program must provide evidence through CSWE's International Social Work Degree Recognition and Evaluation Service that the program from which they have graduated or anticipate graduating is recognized/approved/certified by CSWE. *If admitted, full time students can complete their MSW in 3 terms, or 32 credit hours of graduate work.**

As a part of being admitted to the advanced standing program students must complete three hours of graduate coursework that orients and prepares students for success and they must earn a minimum grade of B for the course. Students will take this course- Advanced Practice Readiness- concurrently with other courses in their first term. Students who earned the BSW degree at Baylor University do not have to take these additional three hours.

Advanced Standing applicants must have completed their baccalaureate degrees from a CSWE accredit program no more than five years prior to submitting their application. Decisions about their admission to Advanced Standing will be based on the following, in addition to the standard graduate social work application:

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

Posthumously Awarded Degrees

A student in his/her final year who has successfully completed 75% of the degree requirement, who is enrolled in good standing, making satisfactory academic progress, meeting all minimum grade point average requirements for his/her degree program, and dies before completing his/her degree may be awarded the degree posthumously upon the recommendation of the Garland School of Social Work Dean and with the approval of the Executive Vice President and Provost.

FINANCIAL RESOURCES

Students entering or enrolled in the Garland School of Social Work may apply for financial assistance through the Office of Academic Scholarships and Financial Aid. Financial aid information and applications may be obtained from:

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

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.

Loans

Loan plans available to graduate students include the Direct Unsubsidized Loan, the Direct GradPLUS Loan, and other various private alternative lenders. Texas residents will also have the option to apply for the College Access Loan. Information concerning eligibility and applying for these loans can be obtained from the Student Financial Aid Office, Baylor University, One Bear Place #97028, Waco, TX 76798-7028. Or call 254.710.2611. When contacting financial aid, please identify yourself as an online student.

Policy for Financial Award Recipients

Receiving financial support is contingent upon satisfactory academic and professional progress, class attendance, continued enrollment in the prescribed coursework, and certification of eligibility by the Student Financial Aid Office. Awardees will follow the procedure of the University Development Office in expressing appreciation for awards. Eligibility to receive funding will be granted on a term-by-term 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 Student Financial Aid Office.

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. For an estimate of the 2019-20 grad expenses for one term including tuition and fees, please visit <https://www.baylor.edu/sfs/index.php?id=960099>. Cost of Attendance (COA) is an estimate of the total cost to attend Baylor University and includes not only direct costs as outlined above, but also indirect costs. Direct costs are those billed by Baylor: tuition and fees. Indirect Costs are books, supplies, transportation, and personal expenses. For those students who live off campus indirect costs include room and meals.

Payment of Accounts

A student's registration for the term is not finalized (financially settled) until all expenses are paid or acceptable payment arrangements are made and the student has confirmed his or her intent to attend for the term billed. For additional information about financial settlement, please visit <https://www.baylor.edu/sfs/index.php?id=937012>.

Students who are recipients of scholarships from religious institutions, foundations, corporations, individuals, or other organizations outside the University should complete the online Outside Scholarship Report form at www1.baylor.edu/OSRF for each outside scholarship so that the award can be reflected in the student's financial aid award package. Organizations should send scholarship checks to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048. For questions about outside scholarships, please email Outside_Awards@baylor.edu. If you have questions about tuition, fees, or financial settlement that are not covered here, visit the Student Financial Services website at www.baylor.edu/sfs, email the Cashier's Office at Cashiers_Office@baylor.edu, or call (254) 710-2311. Please indicate you are an online student.

Financial Aid

There are several types of financial aid options that may be available to assist online students with funding. To be eligible for federal loans and some alternative loans, a student must be enrolled at least half-time each term (6 hours). For additional information about financial aid available to online graduate students, please visit <https://www.baylor.edu/sfs/index.php?id=958340>.

Financial Obligations

Students are individually responsible for their financial obligations to Baylor University. Charges to their student account are payable when due. Upon graduation or University Withdrawal, unpaid student account balances are subject to referral to a collection agency and disclosure to credit bureaus.

CANCELLATIONS, DROPS, AND UNIVERSITY WITHDRAWALS

This section provides information about Cancellations, Drops, and University Withdrawals. Definitions of these terms include:

- **Cancellation**—Dropping all classes prior to the first class day or prior to financial settlement cannot occur once the first class day is reached for a term.
- **Drop**—Removing a class(es) from a student's schedule through the 45th class day. (This term does not apply when a student discontinues all classes during the term.) Depending on the timing of this action, the outcome will either be that the class is removed from the student's transcript record or that it results in a "W" (Withdrawal) notation for the class on the transcript. A student cannot drop a class after the 45th class day during a term term.
- **University Withdrawal**—Officially discontinuing all classes for which a student is registered on or after the first class day (through the 45th class day). Beginning the 1st class day of each term, a student will not be able to withdraw from their complete class schedule online. A student cannot withdraw from the university after the 45th class day during a term term.

CANCELLATIONS

Cancellation occurs when a student decides not to attend classes for a term prior to the first class day for that term.

Academic Effects—Cancelled classes do not appear on the official academic transcript.

Financial Effects—Cancellations and related refund requests must be made in writing, addressed to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048, or by email to Cashiers_Office@baylor.edu received prior to the first class day for the term. For cancellations, all tuition, fees and meal plans will be refunded at 100 percent.

DROPPING CLASSES BY A STUDENT

A student has the option to drop a class prior to or during a term. Prior to dropping a class, a student should review “Before you Drop A Course” www.baylor.edu/b4udrop.

Academic Effects

- Through the 5th class day, drops can be processed in BearWeb. Beginning on day 6, the student must submit an Add/Drop form to the MSW Program Manager.
- A drop prior to the end of the 5th class day of the term results in the course being removed from the official academic transcript.
- After the 5th and through the 45th class day, a drop in one or more classes requires a professional mentor signature and results in a “W” notation on the official academic transcript. There are no drops after the 45th class day during the term.
- Failure to drop a class will result in the instructor posting the grade the student has earned (i.e., an “F”).
- Prior to dropping a class, a student is expected to attend class regularly.

Financial Effects

- Beginning with the 5^h class day for the term, a Change of Course fee will be assessed for all schedule changes.
- Refunds for dropped classes (tuition and lab/course fees) during the fall and spring terms include the following policies:

Dropped courses will be processed according to the following refund schedule*

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

To determine how a refund is calculated, multiply the number of hours the student will drop by the applicable percentage rate above based on the day of the drop. This calculation will determine the number of hours to subtract from the number of enrolled hours. The student is financially liable for the remaining enrolled hours plus the determined percentage of dropped hours.

For example, if a student enrolled in 14 hours drops a 3 hour course prior to the 15th class day, multiply the 3 dropped hours by 50% (1.5 hours), subtract the 1.5 hours from the original 14 hours, and the student is left with 12.5 billable hours.

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

UNIVERSITY WITHDRAWAL

A University Withdrawal occurs on or after the first class and following financial settlement. To withdraw officially from the University and request appropriate refunds, a student must submit a Withdrawal Form and complete an exit interview with a designated representative from the Garland School of Social Work.

Upon confirmation by a student’s instructors of persistent non-attendance, the University reserves the right to withdraw the student for that term with an effective date matching the last known date that the student attended class.

Academic Effects

- The University Withdrawal effective date is established by the date on which a student submits the mandatory [University Withdrawal Form](#) (or contacts designated program staff to include the student's assigned student support specialist).
- When a student withdraws from the University, the assigned "W" is based upon the effective date of the University Withdrawal.
- Students will contact their Student Success Advisor, or the Online Program Director to initiate the withdrawal process and to understand next steps.
- Any other procedure will lead to failure in all classes for which the student is registered. Under no circumstances does notification to instructors or dropping classes constitute an official University Withdrawal.

Financial Effects

If the student fails to contact their Student Success Advisor, or the Garland School of Social work Online Program Director and simply stops attending class, then the following policies apply:

- Tuition, fees and other applicable charges will not be adjusted on the student's account.
- Financial aid credits, however, may be reversed as required by federal regulations.
- Refunds of tuition, fees, or other charges are applied to any outstanding balance owed to the University.
- Any credit balance remaining after all processing is complete will be sent by direct deposit (if bank account is designated in BearWeb) or mailed to the student at his/her home address listed in BearWeb.
- Refunds of tuition and required fees (General Student Fee, Laboratory/Course Fees, Administrative Fee) are based on the effective University Withdrawal date and are prorated on a per diem scale based on the total number of calendar days in that payment period.
- There are no refunds for University Withdrawals that occur after 60 percent of the payment period has passed. A payment period is defined as the total number of calendar days in the term (from the published first class day through the published last day of finals) excluding the five-calendar day Thanksgiving break and the nine-calendar day spring break.
- To obtain a calendar schedule of refund percentages, please visit the Student Financial Services website www.baylor.edu/sfs or contact the Cashier's Office at Cashiers_Office@baylor.edu or (254) 710-2311. If contacting them by phone, please indicate you are an online student.
- Unless specifically noted, other fees are considered non-refundable.
- A student receiving scholarships or other financial aid should contact a financial aid counselor to discuss the financial implications of a University Withdrawal.
- Financial aid recipients are not eligible for a refund until all of the financial aid programs are reimbursed in accordance with federal, state, and University requirements. To obtain information about the return of financial aid funds, contact the Student Financial Aid office at FinancialAid@baylor.edu or (254) 710-2611. Additional contact information is available online at www.baylor.edu/sfs.

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. Please see www.baylor.edu/student_policies/financial for the transcript and registration hold policy.

REGISTRATION AND ENROLLMENT

Classifications

Graduate: Any person holding a bachelor's degree who has been admitted to the Garland 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.

Procedures

1. Registration information is located on Baylor's Office of the Registrar [Enrolling for Classes](#) webpage.
2. All students are expected to register for a minimum of one credit hour in each term. This practice is institutionally referred to as "continuous registration."
3. All students should refer to the official University calendar and Garland School of Social Work [MSW Graduation webpage](#) for dates set for their graduation term.

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

PROFESSIONAL MENTORING

The Garland School of Social Work offers students the optional resource of being assigned a faculty mentor. The role of the faculty mentor is to provide professional advice as students begin designing their social work career paths. Mentors* within the GSSW will act as:

- Professional Advisors – Sharing knowledge on the profession of social work as well as on areas of personal expertise.
- Supporters – Supporting the student's intellectual and professional development.
- Consultants – Assisting students through the development of their educational program of work.
- Sponsors – Assisting students in engaging with faculty on projects that may lead to publications or conference presentations.
- Models – Faculty will engage with the student in a way that provides an example of responsible, ethical, and balanced communication.

The *Faculty Mentor Request Form* must be submitted by the first day of classes for the term in which the student is requesting the mentorship. Mentors will be assigned for Fall and Spring terms only. Mentor assignments will be made for a single term and can be considered for extension upon student request. Students who are interested in mentorship should contact the MSW Program Manager (morgan_strehlow@baylor.edu).

*The above definition of Mentor is modified from mentoring resources provided by Duke University

GENERAL DEGREE INFORMATION

Course Numbering System

The numbers applied to each course indicate level, hours of credit, and departmental codes. Courses numbered 5000 and above are limited to graduate students. The first digit in the number

indicates the level. The second digit in the number indicates the value in graduate credit hours. Thus, “3” as a second digit indicates three credit hours. The last two digits are reserved for departmental use.

Course Load

The maximum number of hours for which a Social Work master’s student may register in a given term is eighteen.

Grading System

Passing grades for GSSW graduate students are

- A (4.00)
- A- (3.67)
- B+ (3.33)
- B (3.00)
- B- (2.67)
- C+ (2.33)
- C (2.00)

The grade of D carries one grade point per hour; however, it will not apply toward the total number of hours required for program completion. If a grade of D or F is made in a required course, the student must repeat the same course and make a grade of C or better to meet the degree requirements for graduation. Courses taken at Baylor may be repeated where the grade received is C or lower. Student’s transcripts will reflect both grades and both will be included in the overall grade point average.

The grade of “I,” incomplete, may be given at the discretion of the faculty member when unforeseen circumstances arise that prohibit students from completing assignments toward the end of the semester, only after the withdrawal period has ended and when the completed portion of the course work is of passing quality. The faculty member will determine a new deadline for finishing the course requirements that will be no later than the end of the following term. It is the student’s responsibility to complete the course requirements and to see that the incomplete grade is removed from the record in the prior to the term following the “I”. Professors may request an extension or the grade automatically changes to “F.” A student may not graduate with an “I” incomplete on their transcript.

Students who receive one or more incomplete grades during a term may be required to have their schedule for the following term reduced by the number of hours of “incomplete” received. **Please note:** A grade of "I" for any course that is a pre-requisite or co-requisite for subsequent courses may delay the student's course of study.

Grades will be based on the following 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.

Social Work Graduate Grade Change Policy

Changes to grades may be initiated by the instructor of the class and must be approved by the Associate Dean for Academic Affairs. Changes to grades may only be initiated by an instructor when the original grade resulted from an error or when the original grade was an Incomplete. Changes resulting from an error may only be made within one calendar year of the original date that the grade was due and may not occur once a degree to which the course was applied has been conferred. Beyond changes to grades for those reasons, changes may occur when initiated by the Provost based on the finding of a violation of academic integrity or when a grade is successfully appealed through the appropriate process(es); the one-year time limit does not apply to these changes.

Continuation in the Program

Students are expected to earn a grade point average of 3.0 for each term in which they are enrolled. Failure to earn this grade point average in a term may result in dismissal from the program (see next section). Failure to earn a 3.0 grade point average in a student's final term may result in not being permitted to graduate.

Probation

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

Dropping Courses

A student who wishes to drop a course should consult their student success advisor and follow the processes discussed within that conversation. The university has specific dates that determine the effect of the drop on the student's academic record. These dates are listed in the Academic Calendar for the specific term and can be found on the [Events Calendar](#) website. Please note: For the most accurate dates related to online program trimesters, contact the registrar's office and note that you are an online graduate student.

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.

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 academic 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 Academic Affairs 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 completion of internship requirements. See [Field Education Manual](#) for the MSW online campus.
3. Successful presentation of the Capstone project. Students must receive a grade of "B" or better in the final advanced practice, internship, and capstone courses in order to be eligible for graduation.
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 [Baylor University Student Policies and Procedures](#), 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 GSSW the term before the degree is expected to be conferred (see [MSW Graduation](#) webpage). 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.

ONLINE MSW CURRICULUM AND DEGREE PLANS

Standard Program

The MSW curriculum for the Standard degree option consists of 60 credit hours, which includes credit for generalist practice and specialized internships. The foundation year of study provides the student with knowledge, skills, and values for generalist social work practice as well as the foundation for advanced or specialized social work practice. Students enroll in internship seminars during the terms indicated on their degree plans for both the foundation and specialized years. Students must complete the field application process according to a designated timeline prior to the first placement term. In the specialized year of study, the students choose one of two areas of specialized practice, community practice and clinical practice.

Advanced Standing Degree option

The Advanced Standing degree option may be selected if a student has earned a baccalaureate degree in social work from a program accredited by the Council on Social Work Education and meets other admission criteria. If admitted, the full-time student can complete the MSW degree in 3 terms,

or 32 credit hours of graduate work. Baylor BSW graduates can complete the MSW Advanced Standing degree in 29 credit hours of graduate work.

Curriculum Areas

MSW students come to the program with an undergraduate degree based on a strong liberal arts education providing preparation for graduate education that produces social workers who can think critically, analyze alternatives skillfully, communicate well verbally and in writing, appreciate their own culture and that of others, and dedicate themselves to lifelong learning that empowers and equips them to make a difference. Social workers share a common set of professional values and ethics and a common set of basic or generalist skills that enable them to work with diverse populations and fill diverse roles in diverse settings. The transmission of these values and ethics to students is a critical aspect of professional socialization. Upon entering the program, MSW students are informed of their responsibility to perform as a social work professional according to the guidelines of the National Association of Social Workers (NASW) Code of Ethics, including advocacy for human rights and justice. Professional values and ethics are infused throughout the entire MSW curriculum. Prior to any academic work in the community that involves the use of social work knowledge, values, and skills, students are required to study the entire NASW Code of Ethics and the applicable state code and make a commitment to practice congruent with those codes. Due to the unique mission of the GSSW program, attention is also given to areas of congruence and conflict with students' own personal values and ethics, as well as those of various faith groups.

Foundation Year in the Standard Degree option

The foundation year provides a generalist education in social work at an advanced level and is required of every student in the standard degree option.

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

- Human Behavior and the Social Environment (SWO 5561 Practice with Individuals & Families and SWO 5463 Practice with Communities & Organizations)
- Social Welfare Policy and Services (SWO 5221 Introduction to the Profession; SWO 5322 Social Policy for Social Work Practice),
- Social Work Practice (SWO 5561 Practice with Individuals & Families; SWO 5362 Practice with Groups; 5463 Practice with Communities & Organizations)
- Research (SWO 5381 Research for Social Work Practice), and
- Field Practicum (SWO 5491 Foundation Internship I and SWO 5492 Foundation Internship II)

Students enroll in foundation internship courses for two consecutive terms of the foundation year in the standard program (see degree plan for specific terms). Students must earn at least a "B" in Foundation Internship I, Practice with Individuals & Families and Practice with Groups in order to enroll for Foundation Internship II. Required Field orientation must be completed before the first week of the Foundation Internship I course. Foundation Internship I & II consist of professional preparation for practice in an approved setting for a minimum of 240 clock hours in addition to a weekly integrative seminar. Foundation Internship II is designed to be a continuation of the internship and learning from Foundation Internship I, in the same placement setting. Foundation Internship II consists of an additional minimum of 240 clock hours of training practice in the agency. Students will apply the foundations of knowledge, values, and skills they have learned in the standard courses in Foundation Internship I & II. Students must earn at least a B in Foundation Internship II and Practice with Communities & Organizations in order to enroll in practice and internship courses for the specialized year. Students should pay careful attention to requirements for prerequisites and enrollment in courses concurrently, following the appropriate course sequence options on the following pages.

Specialized Year and Advanced Standing Degree option

Curriculum Content

The program offers two areas of specialized practice. In each specialization, students acquire advanced practice skills and knowledge that build on the standard curriculum. The program's areas of specialized practice are defined by fields of practice: Clinical Practice and Community Practice. Students complete the Advanced Internship in a setting that allows them the opportunity for preparation for practice in these areas. Students are expected to further refine their learning in their chosen specialization by use of electives.

Each area of specialized practice areas consists of a combination of courses taken exclusively with others in the specialization. In addition, students in all specializations take the Administrative Practice in Social Work course and Evaluation of Practice. These combined courses allow students an opportunity to learn from each other and gain exposure to the other areas of specialized practice.

Students must have completed all standard requirements before enrolling in the advanced social work practice courses. These courses are designed to provide an intensive experience of applying learning in the standard curriculum and advanced practice methods and principles in the specialization to actual practice situations. Students will learn the skills for advanced practice in the area of their specialization and to assess their own practice and establish ongoing professional development.

Students will enroll in advanced internship seminar courses during the terms they are completing the Advanced Internship (see degree plans). Advanced Internship consists of social work preparatory practice in a setting appropriate to the student's specialization for a minimum of 275 hours per term.

During the final term, students engage in a capstone experience, during which they present their project to colleagues and professional social workers, including a faculty evaluator.

Brief Description of Master of Social Work Areas of Specialized Practice

Clinical Practice

The clinical practice specialization prepares students for advanced, direct practice with individuals, families, and groups in a variety of clinical settings. Students learn to apply evidence-based practice theories and methods of intervention that reflect a person-environment orientation and a strengths perspective. Specific philosophical frameworks include humanism, positivism, and evidence-based methods. The program is based on the development of an eclectic method that offers the opportunity to investigate more specific practice models. Some examples include cognitive behavioral therapy, solution-focused therapy, motivational interviewing, narrative approaches, Eye Movement Desensitization and Reprocessing (EMDR), structural family therapy, therapeutic use of play, and dialectical behavior therapy. Assessment tools and techniques, especially focusing on DSM-5, are critical to the program.

Common professional opportunities for social workers in clinical practice include practice in health settings and practice with children and families. As a result, the clinical specialization provides students with the option to focus on these settings in an advanced practice classes and in their advanced internship. Students in the clinical practice specialization will take practice courses focused on health settings (SWO 5376) and children and families (SWO 5377).

When focusing on health settings, graduates work in public, private, and faith-based organizations including hospitals and primary care clinics, community health centers, counseling agencies, mental health facilities, health education programs, long-term care facilities, hospice, chemical dependency units, and a wide variety of private-practice settings. When studying children and families, graduates work in public, private, and faith-based organizations such as schools, child welfare agencies, family service agencies, juvenile justice systems, residential settings for children and youth, recreational and

leisure agencies, marriage and family counseling centers, shelters, refugee and immigration centers, and congregations.

Community Practice

The community practice specialization prepares students for advanced practice with public and/or nonprofit organizations, neighborhoods, communities, congregations, and religiously affiliated agencies. Students learn a variety of professional community practice models that serve to strengthen and enrich communities in local and global settings. Communities can be defined as both geographic (e.g., neighborhoods) and relational (e.g., ethnic communities). The central models are rooted in professional literature, research, and theory, and they include advanced skills in community development, community organizing, and community planning.

The advanced model of development is asset-based community development, which recognizes community struggles but responds most centrally to community assets. Asset mapping is a key skill learned when studying this model.

The advanced model of organizing is consensus-based. Consensual organizing is rooted in consensus-building rather than building on the potential conflict. Negotiation and facilitation are key skills learned with regard to this model.

The advanced model of planning is emergent-based. While most planning requires a rational approach to planning (e.g. the logic model), the emergent model allows for greater flexibility and adaptability when working in diverse contexts. Engagement of stakeholders is a key skill here.

Online MSW Degree Plans

All degree plans may be found on the Garland School of Social Work website and can be accessed here: https://www.baylor.edu/social_work/index.php?id=956629. Each degree plan is broken up into Standard (4, 6 or 8 terms) and Advanced Standing (2 or 3 terms) options. Additionally, students may see what their prescribed program is based on the Clinical and Community Practice specializations.

FIELD CURRICULUM

Mission

The primary goal of the internship is education and preparation for professional practice. The aim of the Field experience is to provide interns the opportunity to develop and integrate values, knowledge, and skills learned in the classroom with practice in actual practice settings. Through the Field internship experience, theory is applied, skills are refined, and attitudes, values, and ethical dilemmas are examined. It is expected that each intern will be fully engaged in the professional learning opportunities provided under the supervision of the Field Instructor. Foundation year graduate interns will be expected to achieve skill development similar to entry level generalist practitioners but at a level that shows readiness for specialized practice in the Advanced year. Advanced year graduate interns will be expected to achieve skill development and performance commensurate to entry level MSW practitioners in an area of specialized practice (Clinical Practice or Community Practice).

Field in the Curriculum

Field internship is the application of the knowledge and skills the student has obtained in the classroom courses. Graduate Foundation Field internship for full-time students begins in the second term of academic work and requires 480 hours in the field (240 per term for two consecutive terms). Full-time Foundation students are enrolled in generalist practice courses concurrently with Field internship and the accompanying seminar.

Standard program graduate students and advanced standing students in the Advanced year of the curriculum complete a total of 550 hours in the field, within an area of specialized practice (Clinical

or Community). This internship is completed concurrently or following courses in the specialized practice curriculum.

Field Instructors and Field liaisons for the Advanced internship have experience in the area of specialized practice and are able to facilitate the student's learning and skill application in the specialization.

All policies related to Field Education, including application processes, prerequisites, minimum grade requirements, and other expectations can be found in the [Field Manual for the MSW@Baylor online campus](#).

Field Orientation

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

Students who are denied admission to the field internship are informed in writing, and are directed to contact their student success specialist regarding any effect on the completion of the degree plan. Please see the corresponding Field Manual (for the MSW@Baylor online campus) for more information.

COURSES OF INSTRUCTION

SOCIAL WORK (SWO)

Foundation Year Courses

5221 Introduction to the Profession

Prerequisite: Admission to Master of Social Work 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.

5561 Professional Practice with Individuals and Families

Prerequisite(s): A minimum grade of C or concurrent enrollment in SWO 5221; or a minimum grade of C in SWO 5122.

Knowledge, values, and skills needed for working with individuals and families.

5362 Professional Practice with Groups

Prerequisite(s): A minimum grade of B or concurrent enrollment in SWO 5561.

Knowledge, values, and skills needed for working with groups.

5463 Professional Practice with Communities and Organizations

Prerequisite(s): A minimum grade of B or better in both SWO 5362 and 5561.

Knowledge, values, and skills needed for working with communities and organizations.

5322 Social Policy for Social Work Practice

Prerequisite(s): SWO 5221 or 5122.

Introduces the historical context of social policy and services in the United States, the analysis of current developments, and how social workers influence social welfare policy and provide social services.

5491 Foundation Internship I

Prerequisite(s): A minimum grade of C in SWO 5122 or a minimum grade of C or concurrent enrollment in SWO 5221; and a minimum grade of B or concurrent enrollment in both SWO 5362 and SWO 5561.

Orientation and introduction to field internship, at least 240 hours of applied learning in the field, and an integrative seminar. Fee: \$50

5381 Research for Social Work Practice

Prerequisite(s): A minimum grade of C in SWO 5221 or a minimum grade of C in SWO 5122.

Critical evaluation and use of research and conducting research in one's own professional practice.

5V80 Diversity and Leadership (3 sem. hrs.)

Prerequisite(s): Graduate student.

Prepares students to engage in ethical and informed practice with clients from diverse backgrounds and life experiences. Students will expand their self-awareness and increase their knowledge of culture, power, privilege, oppression, layers of identity, and societal perceptions of the role of culture and difference.

5492 Foundation Internship II

Prerequisite(s): B or higher in SWO 5362, 5491, and 5561; and credit or concurrent enrollment in SWO 5463, 5381, and 5322.

Additional 240 hours of field experience; continuation of SWO 5491. Includes more sophisticated social work practice opportunities and expectations. Fee: \$50

Advanced Standing Readiness

5301 Advanced Practice Readiness I

Prerequisite(s): Admission into the Master of Social Work program.

This course prepares students for entrance into Baylor's Advanced standing MSW Program. Introduces the mission of the program with an emphasis on integrated faith and social work practice, the strengths perspective, and building communities. Overviews the professional foundation to include human behavior and the social environment and social work practice with individuals, families, groups, communities, and organizations.

Specialization Year Courses

5337 Advanced Clinical Theories and Models

Prerequisite(s): SWO 5301; or B or better in SWO 5492; or B or better in SWO 4492.

Prepares students learn and apply developmental, sociological, psychological, and therapeutic theories to the needs of individuals, families, groups, and communities. The course explores advanced clinical theories and empirically informed and emerging models for practice.

5379 Advanced Clinical Practice: Individuals, Families, and Groups

Prerequisite(s): Credit or concurrent enrollment in SWO 5337.

Prepares students with specialized knowledge and skills for advanced clinical practice within a broad array of practice contexts. Uses social work knowledge, skills, and values to prepare students to assess and intervene at the levels of individual, family, and group with some discussion of organizational and community practice. The course provides an overview of major theoretical clinical practice models.

5335 Frameworks and Perspectives for Community Practice

Prerequisite(s): SWO 5301; or B or better in SWO 5492; or B or better in SWO 4492.

Guides advanced practice social workers in the evaluation and selection of frameworks for community change. Emphasizes values, professional role, and cultural influences on how change is envisioned, enacted, and evaluated.

5375 Advanced Practice I: Community Practice

Prerequisite(s): Credit or concurrent enrollment in SWO 5335.

Prepares advanced practice social workers to promote community problem-solving and development. Emphasizes community assets; leadership development; and change strategy selection, enactment, and evaluation. Focuses on congregations and religiously affiliated organizations as agents of community change.

5494 Part I Advanced Internship

Prerequisite(s): SWO 5301, or B or better in 5492, or B or better in SWO 4492; and credit or concurrent enrollment in SWO 5337 or 5335; and credit or concurrent enrollment in SWO 5379 or 5375.

Introduction and first of two semesters of the advanced internship in a specified area of specialization. Fee: \$50

5323 Administrative Practice in Social Work

Prerequisite(s): SWO 5322; or SWO 5301; or B or better in SWO 4492.

Administrative Practice in Social Work prepares students to perform managerial functions in public, nonprofit, and faith-based human service organizations with particular emphasis on those with programs designed to improve human wellness. Specific attention is given to the topics of leadership, human resources, fund raising, organization development, structure and governance, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system.

5377 Advanced Clinical Practice: Children and Families

Prerequisite(s): B or better in SWO 5379 or concurrent enrollment.

Emphasizes application of theory, models, and skills in contexts of practice with children and families. Includes instruction on models and theories and the impact of crisis and trauma on the family. Exposes students to a variety of themes in child and family practice such as grief, levels of need, strengths, and collaborative work. A grade of B or better must be received in this course in order to complete requirements for the master's degree.

5378 Advanced Practice II: Community Practice

Prerequisite(s): B or better in SWO 5375.

Continuation of 5375. Prepares advanced practice social workers to promote community problem-solving and development. Emphasizes community assets; leadership development; and change strategy selection, enactment, and evaluation. Focuses on congregations and religiously affiliated organizations as agents of community change. A grade of B or better must be received in this course in order to complete requirements for the master's degree.

5282 Evaluation of Practice I

Prerequisite(s): SWO 5301, or 5381, or B or better in SWO 4492; and credit or concurrent enrollment in 5375 or 5379.

Selection and implementation of outcome-based, evaluation of practice protocols to inform intervention decisions by advanced practice social workers.

5490 Part II Advanced Internship

Prerequisite(s): Credit in 5335 or 5337; a minimum grade of B in SWO 5494; and a minimum grade of B in SWO 5375 or 5379; and credit or concurrent enrollment in SWO 5376, 5377, or 5378; and credit or concurrent enrollment in SWO 5323.

Second of two semesters of the advanced internship in a specified area of specialization. Fee: \$50

5376 Advanced Clinical Practice: Health Settings

Prerequisite(s): B or better in SWO 5379 or concurrent enrollment.

Prepares students with specialized application of theory, models, and skills for advanced clinical practice within health practice contexts. Uses social work knowledge, skills, and values to prepare students to assess and intervene at the levels of individual, family, and group in health care settings. A grade of B or better must be received in this course in order to complete requirements for the master's degree.

5V80 Community Practice Elective- Social Justice and Technology (3 sem. hrs.)

Prerequisite(s): Graduate student.

Prepares students to apply frameworks of social work practice focused on social justice, advocacy, and leadership by developing skills to create engaging presentations, use social media, design websites, and create and edit video that will promote themselves and their agendas.

5283 Evaluation of Practice II

Prerequisite(s): SWO 5282.

Selection and implementation of outcome-based, program evaluation protocols to inform intervention decisions by advanced practice social workers.

5298 Capstone

Prerequisite(s): Credit or concurrent enrollment in SWO 5490 or 5790, and credit or concurrent enrollment in SWO 5283.

Integrative seminar to demonstrate readiness to practice social work at an advanced level in the student's area of specialization. A grade of B or better must be received in this course in order to complete requirements for the master's degree.

For more information:

Diana R. Garland School of Social Work
MSW@Baylor Admissions
Bobby Bowden, Director of Admissions
254-271-3273
E-mail: bbowden@onlinegrad.baylor.edu
Online [MSW Admissions](#)
http://www.baylor.edu/social_work/

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

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