

Social Work Education

Huntington University



Student Program Manual

September 2009

INTRODUCTION

Welcome to the social work program at Huntington University! This manual is written to define the program and the social work major, as well as guide you through the process toward successful attainment of your Bachelor of Social Work (BSW) degree. Department faculty invite questions and feedback you may have at any time. Our desire is that you will find your educational path to becoming a professional social worker a rewarding and challenging one.

The social work major at Huntington University is a baccalaureate program designed to prepare you for entry-level generalist social work practice. Generalist practice means working collaboratively with client systems of varying sizes (individuals, families, groups, organizations, communities) utilizing an eclectic knowledge base, professional values and ethics, and a variety of skills. Client systems are approached holistically and engaged in a planned change process based in the environmental context. The role set a generalist social worker is expected to fulfill includes educator, facilitator, counselor, mediator, broker, case manager, advocate, and mobilizer.

The professional organization for social workers, the National Association of Social Workers (NASW) provides a definition of social work that is adapted below to describe our program.

Social work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends:

- *Helping people obtain tangible services (i.e. food, housing, clothes)*
- *Providing holistic assistance to individuals, families and groups*
- *Helping communities or groups provide or improve social and health services*
- *Participating in relevant legislative processes. (Adapted-NASW)*

This BSW program was granted initial accreditation in February 2009 by the Commission on Accreditation of the Council on Social Work Education (CSWE). Accreditation is retroactive to the date of candidacy, February 2006. An accredited program provides the means by which graduates can apply for licensure as a professional social worker in any of the United States. It is also a degree recognized worldwide. Many Master in Social Work (MSW) programs grant graduates from accredited baccalaureate programs advanced standing, decreasing the amount of time and credits necessary to attain this advanced degree.

Since the social work major prepares students for a profession, there is a formal application, acceptance, review, and final affirmation process that each student must complete. This manual is a guidebook for that process, therefore it is very important to read and follow its procedures. All the forms you will need to complete along the way are included in the appendices. Each

student enrolled in the social work major is held responsible for the completion of the plan set forth on the following pages.

We trust you will enjoy this journey. The faculty view themselves as collaborators with you in attaining the educational goals you have set for yourself. Your input and feedback is welcomed and helpful in the ongoing growth and development of this program.

CONCEPTUAL FRAMEWORK

MISSION: The social work program exists within the mission and purposes of Huntington University to effectively prepare students to enter the social work profession, graduate school, and the service of others worldwide.

GOALS: Four goals have been identified for the social work program. They are as follows:

- A. Graduates are prepared for entry-level generalist social work practice.
- B. Graduates are prepared to enter Masters in social work programs.
- C. Graduates have developed a foundation of integrating faith and practice.
- D. Personal growth and development has led to a professional identity.

THEME: ***GLOBALLY AWARE/LOCALLY ACTIVE***

Accredited baccalaureate social work programs offer a curriculum that prepares students for entry-level generalist social work practice. Each program is also unique with regard to the particular environment from which they deliver this curriculum. Clear identification of a program's time and place within a particular environment is crucial in the selection of a program theme.

At Huntington University this social work program was initiated in Fall 2004. It was chosen as an addition to the educational programming based on its fit with the mission of the institution, requests from students, needs in the local community, and relevance to global service. The process of identifying a theme included specific review of the college mission, philosophy of education, long-range plan, and current curriculum. In addition, focus groups met to discuss ideas, needs, and characteristics of the campus community, the surrounding community, and worldwide issues. These focus groups included professional social workers from local agencies, college administrators, current students, divisional faculty, and social work educators. Recurring ideas that emerged from these discussions were the importance of students in the program being in connection with people in the local social service community and the need to be aware of worldwide issues and events. The emerging consensus affirmed "globally aware/locally active" as a theme that captured well these ideas.

In addition to selection of a theme, it became apparent that identification of a sub theme or focal point was necessary. Huntington University is a Christian university born out of the traditions and heritage of the Church of the United Brethren in Christ. That heritage also provides a uniqueness that the university deems important to carry into the future. The key values of that tradition that are congruent with the values of the social work profession are justice, service, and integrity. The focal point eventually chosen for this program was "Seek justice, love mercy, and

walk humbly with God”. This focus is specifically found in the writing of the Hebrew prophet, Micah, in chapter 6 verse 8. “ *He has showed you, O (hu)man, what is good, And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.*” It should be noted that “justice” appears nearly 150 times in the Bible, while mercy is addressed 120 times.

While the focal point seems very relevant to the preparation of social workers in this time and place, it has been there from the beginnings of the profession. In her book Democracy and Social Ethics, Jane Addams writes, “*The Hebrew prophet made three requirements from those who would join the great forward-moving procession led by Jehovah. ‘To love mercy’ and at the same time ‘to do justly’ is a difficult task; . . . It may be that the combination of the two can never be attained save as we fulfill still the third requirement- ‘to walk humbly with God’, which may mean to walk for many dreary miles beside the lowliest of His creatures.*” Those words were written in 1902 and remain relevant to this program a century later.

What impact does this conceptual framework that contains a theme and a focal point have on this social work program? Together they are the rudder that guides the ship. Each course taught by the social work department will include experiential learning in the local community or a tangible international connection intended to enhance and provide application of classroom learning. This leads students toward greater global awareness and local involvement. Each course will integrate aspects of justice, mercy, and personal faith. Ultimately the conceptual framework is intended to assure that the goals of the program are met in a particular way that reflects the environment in which it lives.

PROGRAM OBJECTIVES:

1. Understand and integrate social science theories with social work practice
2. Understand professional values and demonstrate ethical practice.
3. Apply knowledge and skills with systems across the micro/macro continuum.
4. Demonstrate constructive critical thinking.
5. Understand and implement a planned change process based in systems theory
6. Serve effectively and professionally in social service agencies
7. Identify personal strengths and limitations with commitment to personal growth and development.
8. Evaluate own practice
9. Articulate and fulfill role set that encompasses generalist social worker practice.
10. Communicate effectively and professionally in oral and written formats.

11. Understand diversity and practice without discrimination against persons based on age, ethnicity, gender, race, religion, or sexual orientation.
12. Understand and utilize effectively organizational structures and policies in service to at-risk populations.
13. Understand and work toward greater social and economic justice.
14. Demonstrate a life span bio-psycho-social-spiritual understanding of self and approach in service to others.
15. Understand the history, current realities, and future implications of the social welfare system with regard to the local/global continuum.

CURRICULUM

The courses required for a social work major at Huntington University have been chosen in light of the Council on Social Work Education Educational Policy and Accreditation Standards (EPAS), the professional Code of Ethics (NASW), and the unique context of this university. The Introduction to Social Work course gives a broad overview of the profession and is generally taken first. All other courses are categorized under the five content areas of Human Behavior and the Social Environment, Social Policy, Research, Practice, and Field Education. Although courses are grouped in this manner, all courses are interrelated with one another. It could be viewed as a large system with interrelated parts whose intention is to produce a well-rounded holistic professional generalist social worker.

ADVISING

After the student declares social work as a major with the Registrar's Office, they will be assigned a social work faculty member as an advisor. Students are encouraged to discuss and plan their academic and professional life with their advisor. The student will schedule a minimum of one meeting per semester for the particular purpose of planning courses for the future term(s). Faculty will have a sign-up sheet posted on their office doors where students will place themselves on the meeting schedule or a group advising time will be announced.

Faculty advisors can be expected to assist with the following:

1. Course selection
2. Providing information regarding University policies and procedures
3. Networking for appropriate support services
4. Setting personal goals toward academic success
5. Explore career plans
6. Support individual growth and development

Although each student has an assigned faculty advisor, social work department faculty will be equipped to assist any majors in the advising process, so that if one faculty member is absent, another may assist a student. To facilitate this option advisors make file notes after each meeting with an advisee to summarize content of the meeting and decisions made during that time.

Student responsibilities within the advising relationship include the following:

1. Set up regular advising appointments
2. Provide accurate information
3. Early identification of academic difficulties
4. Work diligently toward identified goals
5. Make use of support services offered
6. Select courses and set a tentative schedule prior to meetings
7. Complete appropriate forms in a timely manner

The advising relationship should be considered confidential within the department.

SOCIAL WORK COURSES AND PROGRAM OBJECTIVES

COURSES	OB 1	OB 2	OB 3	OB 4	OB 5	OB 6	OB 7	OB 8	OB 9	OB 10	OB 11	OB 12	OB 13	OB 14	OB 15
SW171		X		X		X			X	X	X	X	X		X
SW325	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
SW345	X	X	X	X	X	X	X		X	X	X	X	X	X	
SW363				X		X				X	X	X	X		X
SW391/5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SW425	X	X	X	X	X	X	X		X	X	X	X	X	X	
SW445		X	X	X	X	X	X			X	X			X	
SW471	X			X						X	X		X	X	
SW496	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SO111	X			X						X		X		X	
SO321	X			X						X	X	X	X		X
SO333				X						X	X	X	X		X
PY111	X			X						X				X	
PY211	X			X						X				X	
PY215	X			X						X				X	
PY321				X			X			X				X	
PY/SO381				X				X		X					
PY/SO382				X				X		X					
PY461	X			X						X		X			
PS111				X						X		X	X		X

MA151				X						X				
EB211				X						X		X	X	
BI111				X						X				X

PROCEDURES FOR BECOMING AND COMPLETING THE MAJOR

The first step in becoming a social work major is to complete the declaration of major process with the Registrar’s Office. That office will then assign the student to a social work faculty member as an advisor. After completion of the Introduction to Social Work course and upon completion of the sophomore year, the Application to the Social Work Program form must be completed and presented to the Director of Social Work Education. During the spring semester of the junior year the student will complete a Junior Review with the department faculty. Successful completion of this process gives the student permission to enter the senior year and complete the social work program. A Senior Comprehensive Exam will be given at the beginning of the final semester. Obtaining a passing grade on this exam and the Senior Practicum are necessary to graduate with a social work major.

APPLICATION TO THE MAJOR (form in Appendix II) is intended to gather pertinent demographic information; identify personal interests, abilities, and motivations; identify initial understanding of and fit with the social work profession; explore intrapersonal perspectives; and provide an introduction to unique background and experiences. The essays provided as part of the application serve as a foundation on which to build ideas and insights for course assignments, job applications, and graduate school applications.

JUNIOR REVIEW is the next step in assuring a student’s fit with the profession, continued personal growth and development, and academic success in program completion. The student will present a portfolio of the best work they have compiled to this point. Additionally, department faculty will utilize the Application to the Major, current transcript, experiential learning evaluations, the junior practicum evaluation, and feedback from courses completed. A discussion of this compiled information will be completed through an hour-long interview between the student and all department faculty. A summary of the review findings and the decision whether or not to give permission for the student to complete the program will be completed by the Director of Social Work Education. Copies will be given to the student for review and feedback. After the student has signed the review summary it is placed in their departmental student file.

SENIOR COMPREHENSIVE EXAM consists of oral and written components relating to all coursework within the major. An objective written section includes content questions in direct proportion to the number of credits devoted to that subject matter in the curriculum. It seeks to simulate a licensure or standardized credentialing exam. The subjective written section presents

scenarios to which responses must be made in a holistic and integrated manner. This section simulates questions that may be asked on graduate school applications or in job interviews. The oral section is taken before at least two departmental faculty members. Mastery of content and appropriate application is evaluated.

The passing level for all sections of the exam is 70%; congruent with the level (C-) at which courses must be completed to be able to be accepted into the major. If a student fails to attain that level of mastery in any section(s) of the exam, they will need to retake that section(s). Retakes must be successfully completed by April 15 in order to graduate in that semester. If the student fails the retake, they will be asked to complete a thorough review of that subject matter and submit outlines of this content to the Director of Social Work Education. Upon completion of this process, they may again take that section(s) of the exam. If the student fails for the third time they will be required to retake the courses that are part of this content area and then complete the comprehensive exam. Failure at this point results in failure to be awarded the Baccalaureate degree in social work.

EXPECTED STANDARDS

In order to be retained in the social work program students must attain the following:

1. Minimum of 2.5 GPA within the major
2. A minimum grade of C- in all courses required in the major
3. Satisfactory completion of all experiential learning
4. Satisfactory completion of the Junior Practicum
5. Complete all steps of the admission and completion process on time and appropriately
6. Comply with the NASW Code of Ethics in all practicum placements
7. Demonstrate personal growth and health necessary to fulfill professional roles

Admission and retention in the social work program is based on development and attainment of competencies in the academic areas of content, practice, and personal growth. Failure to meet the expected standards of the program will result in a student's termination from the program. The student may request readmission to the program beginning again with the Application for Admission to the program. This may involve retaking courses to increase GPA or bring a grade to C- or better. It may involve a demonstration of improved personal growth and health that now makes it possible to fulfill the professional roles of a social worker. It may involve satisfactory completion of experiential learning and/or the junior practicum, where it had been unsatisfactory previously. It may involve demonstration of ethical practice where previously ethics were violated. Any one or combination of these expected standards can be grounds for dismissal and if rectified lead to program readmission.

There is no discrimination on the basis of age, class, color, disability, ethnicity, national origin, political orientation, race, sex, or sexual orientation. No credit is given in the social work major for life experience or previous work experience

ACADEMIC GRIEVANCE PROCESS: In the event that a conflict arises between a student and a faculty member the proper steps toward conflict resolution are as follows:

1. Talk with the instructor about your concern.
2. If unable to resolve, talk with your advisor.
3. If the concern still exists, talk with the director of the program.
4. If the issue is still unresolved, go to the Academic Dean's Office to complete and submit the *Concern Opportunity Process Form: Student-Instructor Conflict*.
5. Meet with the Academic Dean.

TRANSFER OF CREDIT: When students transfer credits to HU the registrar evaluates all courses outside the major and within the general education core for transfer of credit. Only courses that have attained a C- or better grade are accepted for credit. The registrar then forwards transcripts of potential social work majors to the director of social work education for review. The director has the authority to make the decision on transferability of all courses required in the social work major. In most cases a syllabus from the course is requested to assure that content required is included and that transfer students do not repeat content. Practice courses and field education must have been completed in a CSWE-accredited program to be accepted as transfer credit. No transferred credit is computed into the GPA.

FIELD EDUCATION

EXPERIENTIAL LEARNING: All courses taught through the social work department are designed with some type of experiential learning component. This design is an intentional way of actualizing the program theme: ***GLOBALLY AWARE/LOCALLY ACTIVE***. Those courses that focus on the ***LOCALLY ACTIVE*** aspect involve students directly with at-risk populations through social service and host agencies in the surrounding community. This is facilitated through a partnership with the Enterprise Resource Center (ERC) at the University. Classes that utilize this format are SW171, SW325, SW345, PY/SO 382, SW425, and SW445.

Courses focusing on the ***GLOBALLY AWARE*** aspect involve students with global or cross-cultural voices through e-mail partnerships, literature, guest appearances, and video connections. Classes that utilize this format are SO321, SO333, and SW471.

JUNIOR PRACTICUM: The semester prior to the Junior Practicum (generally fall of the junior year) students enroll in SW391: Junior Practicum Orientation in preparation for the first practicum experience. This first experience in the Field Education section of the curriculum (Junior Practicum) is usually completed during the January term of the junior year. Placement of the practicum in this term is strategic in that it follows the completion of the first practice course during the fall term. Spending two and a half weeks fulltime in a social welfare service setting, supervised by a professional social worker, is intended to connect the classroom to the practice setting with immediacy. Things learned in Practice I and the Junior Practicum Orientation can be applied and the usefulness of coursework yet to be completed can become apparent. Students are encouraged to consider international and nationally diverse settings for this experience. The social work department has partnerships already established in some locations and is very open to working out others that can serve as an effective practicum experience. Agency supervisor must have an MSW or BSW degree. The combination of the Junior Practicum Orientation in fall and the Junior Practicum in January require a minimum of 120 hours of input from the student,

earning 3 credits. For a thorough description of the Junior Practicum Orientation and Junior Practicum objectives, guidelines, and assignments see the syllabi located in Appendix II. **SENIOR PRACTICUM & SEMINAR:** Upon completion of all social work major courses and after successful completion of the Junior Review a student is able to enroll in this second course in the Field Education section of the curriculum. It is a fulltime block placement in a social service setting under the supervision of a field instructor with an MSW or BSW with experience. This course is offered in the spring semester and requires a minimum of 480 hours and 13 weeks. The site for this practicum must be within 100 miles of the university campus. The reasons for this policy are that field instructors are required to come to campus for a one-day intensive orientation, the prospective practicum student and faculty liaison visit the agency to complete an application process that simulates a job interview, all practicum students meet with social work faculty on a monthly basis for seminar days, faculty liaisons visit the students in the field placement at least twice during the semester, and field instructors are invited to a “Celebration Luncheon” at the conclusion of the experience. For further details about the Senior Practicum & Seminar, please see the syllabus in Appendix II.

A student may be dismissed from the senior practicum, and consequently the social work major, if their activities and behaviors in the field placement are not congruent with agency, field, program, or University policies. For a complete description of senior practicum termination policies and procedures please refer to pages 18 and 19 of the Senior Field Education Manual.

COMMUNITY CONNECTIONS

COMMUNITY ADVISORY BOARD: The **purpose** of the Community Advisory Board (CAB) is to provide a direct and mutual line of communication between the program and the practice environments. This mechanism is seen as necessary in keeping the social work education program relevant and vibrant. Faculty and students have a consistent means of networking and assisting area agencies with their ongoing services.

Board membership consists of 5-9 community members representing a variety of fields of practice from all geographic locations in which students complete field experiences. In addition there are 3-7 members representing various parts of the university community. There must always be at least one university administrative and one student representative on the board. Membership is reviewed and appointed annually by the Director of Social Work Education in collaboration with departmental faculty.

Objectives for the CAB are:

1. Assist department in brainstorming, assessing, planning, and evaluating all aspects of program development
2. Assist department in accurate program representation in the community
3. Direct interaction with students in a systematic manner
4. Assist faculty and students in identifying potential field experiences and guest classroom presentations

Board meetings will be held one day per semester. In addition to the work needed by the department, a portion of the day will be spent in purposeful and guided interaction with student groups. Special meetings may be called in relation to a particular project or event.

PROFESSIONAL ORGANIZATIONS

Professional organizations are a source of support, information, services, and identity. Social work students are encouraged to join and be involved in any or all of the organizations listed. Memberships are available for students at a reduced rate.

National Association of Social Workers (NASW). *NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. (www.socialworkers.org)*

Benefits of membership in this organization include receiving the **Social Work Journal, NASW News**, discounts for national and state conferences and workshops, opportunity for liability insurance, and other benefits.

The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. See your Social Work Practice I primary textbook for a complete copy of this Code.

North American Association of Christians In Social Work (NACSW). *NACSW Mission: NACSW equips its members to integrate Christian Faith and professional social work practice.*

Benefits of NACSW membership include a subscription to NACSW's quarterly newsletter, **Catalyst**; a subscription to the quarterly journal, **Social Work and Christianity**; discounts on a variety of books, monographs, and electronic media; on-line bibliography providing references to books and articles on topics of particular interest to Christians in social work; a mentor program connecting students and new members with longer-standing NACSW members; listservs to enable members to correspond on the Internet on topics of special interest; conventions and audio conference workshops; JobNet service; and eligibility for NACSW's Professional Liability Insurance (www.nacsw.org).

The Council on Social Work Education (CSWE). The Council on Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the USA.

CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is

therefore to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice, and to strengthen community and individual well being. (www.cswe.org)

The CSWE Educational Policy and Accreditation Standards (EPAS) are presented in Appendix I of this handbook.

ANNUAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Baccalaureate Program Directors Conference (BPD). Generally held in late February or early March for administrators, faculty, and students in BSW programs. Registration fees are generally waived for students who volunteer their services for one day of the conference. Location varies each year.

Convention and Training Conference of NACSW. Held in late October or November. Student members who volunteer services for one day of conference receive a discounted rate for registration. Location varies each year.

Day of Healing. An annual local conference sponsored by the Wabash Friends Counseling Center. Students receive a reduced rate for registration. Generally held on a Saturday in October at the Honeywell Center, Wabash, IN.

NASW-IN Annual Professional Development Conference. Generally held in early October in Indianapolis. Student members receive reduced registration rates.

LEAD Day. A day of education held at the Indiana State Capital focusing on social policy and the legislative process. Sponsored by the Indiana Association of Schools of Social Work and NASW-IN. Generally held early in February and open to all social work education programs in Indiana.

The Council on Social Work Education Annual Program Meeting (APM). Held in late October or early November for social work education programs at all levels. Students who volunteer to work one day of the conference may have registration fees waived. Location varies each year.

UNIVERSITY-BASED STUDENT DEVELOPMENT PARTNERSHIPS

Volunteerism is an integral part of meeting human need. The social work profession is often dependent on volunteers to successfully deliver services. Participation as a volunteer can be a fulfilling life-long activity. HU has a history of volunteerism by faculty, staff, and students. Social work students are encouraged to become involved in university-sponsored opportunities.

On campus partnerships in volunteerism include:

The Joe Mertz Center for Volunteer Service (JMC). As a student-directed organization it mobilizes the campus community for Christian service. The JMC involves students in the local

community, instills a lifelong tendency toward service, and promotes the idea that one person can make a difference.

Acting on AIDS. The AoA student group exists to call Huntington University and the surrounding community to act on AIDS locally and globally. They desire to raise awareness through monthly meetings, a fall Spiritual Emphasis Week, interaction with local AIDS groups, and other activities.

Alpha Gamma Pi Sorority. Open to all female students with the primary objective of stimulating and enriching the social atmosphere as well as encouraging academic excellence, promoting leadership, and providing opportunities for service.

Amnesty International. Open to all students who are interested in discussing and raising the awareness of human rights issues.

Global Vision. The purpose of Global Vision is to raise the campus community's awareness of missions and to motivate one another to faith-based action. Participation is open to all students.

Habitat for Humanity. Open to all students interested in addressing the needs of substandard housing in the greater Huntington community. The University Chapter works with the local affiliate and sponsors a spring break collegiate challenge

Social Work Faculty

Twyla Lee, ACSW, LCSW

Director of Social Work Education
Associate Professor of Social Work
2303 College Avenue
Huntington, IN 46750
Phone: 260-359-4252
Fax: 260-359-4144
Office: Loew-Brenn Hall LBH233
tlee@huntington.edu
www.huntington.edu

Carla MacDonald, ACSW, LSW

Assistant Professor of Social Work
Field Education Director
2303 College Avenue
Huntington, IN 46750
Phone: 260-359-4220
Fax: 260-359-4144
Office: Loew-Brenn Hall LBH232
cmacdonald@huntington.edu
www.huntington.edu

SOCIAL WORK B.S.W. DEGREE			Advisor: Prof. T. Lee		
Fall 2008			Spring 2009		
<u>PY 111:</u>	<u>Introduction to Psychology</u>	3	<u>SO 111:</u>	<u>Principles of Sociology²</u>	3
<u>SW 171:</u>	<u>Introduction to Social Work</u>	3	<u>HS 116:</u>	<u>Hist Persp on Cult & Civ II</u>	3

HS 115:	Hist Persp on Cult & Civ I	3	EN 151:	Perspectives on Literature	3
EN 121:	Academic Writing and Research	3	MI 285:	Core Curriculum Christian Faith	3
BR 111:	Biblical History and Literature	3	PE 111:	Physical Education Activities	1
PE 110:	Introduction to Physical Wellness	1	115:	Introduction to AR/MU/TH	2
SS 111:	University Life ¹	.5			
	total	16.5		total	15
Fall 2009			Spring 2010		
BI 111:	Biology and the Modern World	4	MA 151:	Intro to Probability & Statistics ³	4
EB 211:	Principles of Economics I	3	PY 215:	Adult Development	3
PY 211:	Child & Adolescent Development	3	* SO 321:	Minority Groups	3
CO 215:	Public Speaking	3	PL_____:	Introduction to Philosophy/Ethics	3
	Elective	3		Laboratory Science	4
	total	16		total	17
Fall 2010			Spring 2011		
PS 111:	Public Policy	3	PY 382:	Applied Research Methods	3
PY 321:	Interpersonal Relationships ⁴	3	* SO 333:	Social Welfare Institutions	3
PY 381:	Introduction to Research Methods	3	SW 345:	Social Work Practice II	3
SW 325:	Social Work Practice I	3	SW 363:	Social Policy	3
SW 391:	Junior Practicum Orientation	0		Elective	4
BR_____:	Bible Elective [300+ level]	3			
	total	15		total	16
Fall 2011			Spring 2012		
* PY 461:	Abnormal Psychology	3	SW 496:	Senior Practicum and Seminar	12
SW 425:	Social Work Practice III	3			
SW 445:	Interview Workshop	3			
SW 471:	Human Behavior & Social Env	3			
CAP475:	Capstone Seminar	2			
	Creative Studio Arts	1			
	total	15		total	12

Guide to Typical Program

NOTES:

1. SS 111 is required in the fall semester of the freshman year for first-time freshman only.
2. SO 111 is not required during the freshman year but is recommended in that year.
3. MA 151 must be taken before PY 381, so MA 151 should be taken early in the program.
4. To take PY 321 you must have junior standing.
5. Majors need to take SW 395 during the January Term of their junior year.
6. All J-Terms must be taken to reach 128 hours.