UNIVERSITY *of* MARYLAND
School of Social Work

STRENGTHENING SOCIETY
THROUGH EDUCATION

2019-2020

STUDENT

HANDBOOK

TABLE OF CONTENTS

This Handbook contains the official policies and procedures for the School of Social Work Master's Program, as well as a description of the curriculum requirements for the Master of Social Work Degree. Students in the School of Social Work are responsible for knowing School and University policies and procedures. The Handbook is designed to help students keep abreast of those policies and procedures.

All students are encouraged to discuss questions regarding materials in the Handbook with the school's Office of Student Services, Office of Records and Registration or the Academic Advisor.

MASTER'S PROGRAM

Welcome to one of the top Council on Social Work Education-accredited social work programs in the country for those interested in studying clinical social work, human services management, and community organization. Our competency-based 60-credit master's degree is divided between 24 foundation credits and 36 advanced credits, where students can choose from a rich curriculum of advanced courses and become the leaders of tomorrow. We educate students to face the challenges of the future—whether it is helping adults and children struggling with emotional and adjustment issues, working side by side with community residents to improve their neighborhoods or guiding human service agencies to better serve the needs of their clients.

In the advanced year, students have the choice between the Clinical concentration and the Macro concentration. It is also possible to have a primary and secondary concentration. In addition, students choose a specialization or field of practice that will focus on work in a particular area of study within the concentration.

These fields of practice are:

▸ Aging
▸ Behavioral Health
▸ Community Action and Social Policy (Macro Only)
▸ Families and Children
▸ Health

Subspecializations in Child, Adolescent, and Family Health (within the Health specialization) and Employee Assistance Programs (within the Behavioral Health specialization) are offered.

We also offer a one-year Advanced Standing program (36 credits) for students entering with a BSW from an accredited program. Students will typically take 30 credits during the fall and spring semesters and the remaining 6 credits in the summer after their enrollment. The Advanced Standing program may be extended to be completed in no more than two years.

Locations

The MSW program is offered in two locations, Baltimore and Shady Grove (Montgomery County). The Baltimore program offers students the opportunity to complete any of the five fields of practice. The Shady Grove program offers only the concentration/specialization of Clinical/Behavioral Health.

MISSION AND GOALS

All educational programs and activities at the University of Maryland School of Social Work are informed by our mission:

▸ The mission of the University of Maryland School of Social Work is to develop practitioners, leaders, and scholars who will advance the well-being of people and communities and promote social justice. As national leaders, we create

and use knowledge for education, service innovation, and policy development.

Goals of the MSW Program
Our goals are to prepare students to:

▸ use a person-in-environment framework and a strengths-based perspective that recognizes the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic, and social;

▸ embrace social work's fundamental mission to promote social, economic, and environmental justice, which requires practice with and on behalf of vulnerable and oppressed populations and people of diverse backgrounds and needs within multiple systems, domestically and internationally;

▸ practice competently—working across the spectrum of social work with individuals, families, groups, organizations, communities, and society—and build on this strong foundation to practice at an advanced level in a method of concentration (clinical or macro social work) and an area of specialization;

▸ practice in a manner that reflects the values and principles underlying the Code of Ethics of the National Association of Social Workers (NASW);

▸ critically assess, implement, and inform evidence-based and best practices in social work;

▸ understand the critical influence of social policy on social work practice and engage in advocacy for socially just policies at all levels of society; and

▸ pursue ongoing professional development to become highly skilled practitioners and the next generation of social work leaders.

ESSENTIAL TECHNICAL STANDARDS
Students must consistently, accurately, and independently demonstrate essential technical requirements and academic requirements. Technical requirements, as distinguished from academic requirements, refer to the minimum cognitive, professional, and behavioral standards required for a student to matriculate and satisfactorily complete all essential aspects of the program. Academic requirements refer to educationally based requirements such as prerequisite course completions and grade point averages.

Essential Technical requirements include:

▸ Intellectual and conceptual capacity to adequately learn, analyze, synthesize, and integrate information so that service can be provided to client populations, social agencies and other community services. These standards are met through demonstrated effective problem solving that occurs in a timely fashion, demonstrated exercise of good judgment, and prompt completion of all

responsibilities related to clients and School of Social Work curriculum responsibilities.

▸ Communication standards to retain and recall information effectively and promptly, and perceive and respond appropriately to oral, non-verbal, and written communications. Communication standards are met through demonstrated professionalism and sensitivity with faculty, staff, students, field placement colleagues, clients, School of Social Work stakeholders, and the community.

▸ Behavioral, ethical and professional standards consistent with the National Association of Social Workers (NASW) Code of Ethics including respect for faculty, staff, students, field placement colleagues, clients, School of Social Work stakeholders and the community, and differences in culture and values. A summary of the Social Work Code of Ethics is provided on the NASW website: https://www.socialworkers.org/about/ethics/code-of-ethics. These standards are met through demonstration of emotional health required to function in stressful situations, adaptation to changing environments, and prompt completion of all responsibilities related to the School of Social Work curriculum requirements.

MSW PROGRAM REQUIREMENTS

▸ The 60-credit MSW degree must be earned within four years of initial registration. Advanced Standing students must earn the MSW within two years of initial registration, provided the degree is awarded the MSW within two years of initial registration, provided the degree is awarded within six years from the baccalaureate graduation.

▸ To comply with the University's academic residency requirement, students must complete at least two consecutive semesters (i.e., fall-spring or spring-fall) and be registered for at least 9 credits during each of those semesters.

▸ Students may register for a maximum of 16 credits (each fall or spring semester).

▸ Students must register for a minimum of 6 credits (each fall or spring semester).

▸ Foundation courses must be completed before students may enter advanced field practicum.

▸ Students must have a 3.0 GPA in foundation courses before entering advanced field practicum.

▸ A specialization in a field of practice, as well as a concentration, is required in the Advanced Curriculum

▸ A methods course must be taken concurrently with field practicum. Foundation methods courses are SOWK 630 and 631 and 632, to accompany SOWK 635 and 636. Advanced methods courses begin with SWCL or SWOA. The advanced methods courses must be appropriate for the primary concentration (Clinical or Macro).

▸ No course may be taken without having received credit for the prerequisite.

- A minimum GPA of 3.0 is required for graduation and a "P" (Pass) for all field courses
- All students must allocate time to complete field practicum requirements.

CORE COMPETENCIES

Our CSWE-accredited program is also guided by the CSWE competencies that graduating MSW students are expected to acquire in a master's program. These competencies detail the fundamental practice behaviors students develop and use in their new roles as professional social workers. The 9 core competencies as outlined by CSWE are as follows:

1–Demonstrate Ethical and Professional Behavior
2 –Engage Diversity and Difference in Practice
3 –Advance Human Rights and Social, Economic, and Environmental Justice
4 - Engage in Practice-Informed Research and Research-Informed Practice
5 –Engage in Policy Practice
6 –Engage with Individuals, Families, Groups, Organizations, and Communities
7 –Assess Individuals, Families, Groups, Organizations, and Communities
8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

FIELD PRACTICUM

The field practicum is the signature pedagogy of the MSW program. It is a required component of the Master's curriculum, with specific professional competencies and practice behaviors that each student must demonstrate.

The School utilizes a concurrent model of Field Education that requires students to take classroom methods courses while in field placement. There are two different field placements included in a student's plan of study: first year Foundation and second year Advanced. These placements take place in social service agencies, departments, or other service delivery systems throughout the State of Maryland -- mostly in Baltimore City and Metro Washington DC regions. Field placements take place during traditional workday hours for the full academic year beginning in the fall and continuing through the spring semester.

University of Maryland School of Social Work students prepare for professional practice through the integration of theoretical, research, and practice-oriented material presented in the classroom, and the opportunity for guided practice experiences available through Field Education.

- Foundation year field placements are two full days a week (usually either Mondays and Wednesdays or Tuesdays and Thursdays) for a total of sixteen (16) hours each week for a minimum of fifteen (15) weeks each semester (a minimum of four hundred and eighty [480] hours for the Foundation year). Each field practicum day must not exceed eight hours.
- Advanced year field placements are three full days a week (usually Tuesdays, Wednesdays, and Thursdays) for a total of twenty-four (24) hours each week for a minimum of fifteen (15) weeks each semester (a minimum of seven hundred and twenty [720] hours for the advanced year). Each field practicum day must not exceed eight hours.
- Advanced students may choose an extended field practicum option, which requires 16 hours per week from September through July. This option requires approval by the agency and the Office of Field Education. Students who choose this option do not complete the MSW until July. These students receive their diplomas in August as summer graduates.
- Students working in a social service setting may consider an employmentbased field placement option if their proposal meets strict criteria and is approved by the agency and the Office of Field Education.
- Placements are generally within a (50) mile radius of the student's home.
- The foundation and advanced field placements take place in different settings.
- Additional, more detailed information about Field Education can also be found in the Field Education Manual located on our website: http://www.ssw.umaryland.edu/field-education/field-calendar--manual/

Students who have full-time jobs need to plan for release time from their regular work to participate in field practicum. All students must allocate time to complete field practicum requirements within the above noted days and hours.

FOUNDATION CURRICULUM [24 CREDITS]

The 24-credit Foundation Curriculum provides educational and skills development in the values, concepts, and processes that are the core of social work practice. Coursework in human behavior and the social environment, social work practice, social policy, and research helps students develop a problem-solving framework with individuals, families, groups, communities, and organizations. Students also complete a two-semester field practicum, taken two days a week, in a social service placement where, with the help of a field instructor, they engage in carefully supervised and progressively more responsible social work practice. In the second semester, students may take two advanced courses for which the prerequisites are met. For more information please refer to curriculum overviews online (*http://www.ssw.umaryland.edu/academics/curriculum_overviews*).

The goal of the Foundation Curriculum is to provide

students with a sound, broad base for future practice in any concentration and specialization.

Foundation Curriculum	Credits
SOWK 600 - Social Welfare and Social Policy	3
SOWK 630 - Social Work Practice with Individuals (taken with SOWK 635)	3
SOWK 631 - Social Work Practice with Communities and Organizations (taken with SOWK 635)	3
SOWK 632 - Social Work Practice with Groups and Families (taken with SOWK 636)	3
SOWK 635 - Foundation Field Practicum I	3
SOWK 636 - Foundation Field Practicum II	3
SOWK 645 - Human Behavior & the Social Environment	3
SOWK 670 - Social Work Research	3

PROGRESSION TO ADVANCED CURRICULUM

A student must complete the Foundation Curriculum with a 3.0 grade point average (grade of "B") to enroll in advanced field practicum. All students are encouraged to communicate with an academic advisor and develop an educational plan in order to meet the academic requirements and complete the program in the prescribed timeframe.

ADVANCED CURRICULUM [36 CREDITS]

Students must select a concentration and specialization for their advanced year of study. Students must take an advanced policy course, an advanced research course, and four methods courses in the same concentration. A methods course within the concentration must be taken each semester a student is in the field. In addition, a course specifically focusing on and requiring a measure of student competence with diversity content is required of every advanced student. The courses that satisfy this requirement will be designated on the class schedules available for each semester. These courses often fulfill other requirements as well. For more information please refer to curriculum overviews online *(http://www.ssw. umaryland.edu/academics/curriculum_overviews).*

Sample Plans of Study

Students can develop a plan of study to complete the program in two, three or four years. Sample plans of study are available on page 38 of the Academic Catalog. Academic advising is available to develop a plan.

SPRING SEMESTER ADMISSIONS

Students may be admitted to the Baltimore campus for the spring semester (January) and start taking courses on a part-time basis (6 credits only). They are expected to enter field practicum in the fall of the same year. (See Sample 2.5 Year Plan)

▸ A student entering in the spring with Advanced Standing status would enroll in (6) credits and then begin advanced field practicum in the fall.

PROGRAM CONCENTRATIONS

Students are required to select a concentration in the Advanced Curriculum. Concentrations available are Clinical and Macro. Each concentration has specific course requirements in addition to those required in the specialization.

Clinical

Co-Chairs: Shoshana Ringel, PhD, MSW and Ed Pecukonis, PhD, MSW

The Clinical Concentration provides a comprehensive gateway into the world of clinical social work. More direct clinical services are provided by social workers than any other profession in the United States. Our goal is to provide an education and field practicum that prepares graduates for the rapidly changing world of practice. Clinical social workers are licensed to provide a range of therapeutic services to children, adolescents, adults, older adults and their families across multiple settings using a wealth of treatment modalities

The rich curriculum at the School of Social Work taught by world-class faculty includes two required courses, Advanced Clinical Interventions and Psychopathology. Advanced Clinical Interventions teaches students how to apply theoretical models in client assessment and treatment. Psychopathology is a comprehensive immersion into assessment, the use of Diagnostic and Statistical Manual Version 5, and evidence-supported practices. The clinical concentration also provides in-depth direct practice courses that focus on families, couples, and groups and cutting edge treatment approaches. In keeping with social work's history of providing services in multiple contexts and settings, the Program presents courses on working in schools, hospitals, behavioral health settings, and child welfare agencies.

Social work historically has also provided services to populations in need. Population-specific courses that are offered include working with:

▸ Women
▸ Military service members & their families
▸ Trauma Survivors
▸ Youth with disabilities
▸ People with serious health conditions
▸ People with serious mental illness
▸ Individuals with addictive disorders
▸ People who identify as gay, lesbian, transgender or bisexual

▸ Older Adults

In the advanced year, clinical field placements provide an intensive learning experience across over 400 settings throughout the region and abroad. Examples of these settings include: in-patient and out-patient behavioral health facilities and community-based clinics; health care settings that serve people across the lifespan; departments of social service; child welfare settings; the Veterans Administration; social service; non-profits, court systems, employee assistance programs; and school settings.

Macro
Co-Chairs: Rebecca Davis, MSW and Adam Schneider, MA, MSW

The Macro concentration prepares graduates for careers that improve organizations, communities, and society through positive social change. Macro social workers are prepared to meet the challenges of the 21st century with knowledge, skills, and attitudes developed through a diverse curriculum, internship, called a field practicum, and other opportunities offered by our program

Dynamic leadership, stakeholder engagement, resource development, program management, and policy analysis will enable graduates to solve today's biggest problems with creativity and a commitment to social justice. Although not required, students are encouraged to select an area of focus in one of three practice areas: 1) Community Action, 2) Organizational Leadership, and 3) Policy Advocacy.

A brief description of each of the practice areas follows:

Community Action
The community action focus prepares students for careers in neighborhood and community organizing, political campaigns, and movement leadership as catalysts, coordinators, power brokers, negotiators, activists, and organizers. Coursework in this area develops students' skills in asset mapping, advocacy through media, analyzing power structures, strengthening community connections, improving service delivery and community economic development.

Organizational Leadership
The organizational leadership focus prepares students for careers in government, human service and nonprofit organizations as supervisors, team leaders, program managers, and transformational organization leaders. Coursework in this area develops students' skills in the design, implementation, and management of programs and services, talent and resource development, performance measurement, budgeting, and leadership to target change in people, organizations, and culture

Policy Advocacy
The policy advocacy focus prepares students for careers in the development, implementation, and evaluation of public policy in government and nonprofit organizations as thought leaders, researchers, educators, and policy advocates. Coursework in this area develops students' knowledge of current policies in the context of history and political economy, skills to analyze and advocate for policy options, and mastery of how public policies and programs affect marginalized populations, including how such communities can impact the policymaking process and drive social change.

Secondary Concentration Option
It is also possible to elect a secondary concentration in conjunction with a primary one. Students who select a primary and secondary concentration (i.e., Clinical/Macro) are placed in their Advanced Field Practicum based upon their primary concentration (in this case, Clinical). A secondary concentration will expose the student to some of the content from the other concentration through study in two courses.

A student interested in this educational plan would satisfy all of the requirements for either the Clinical or Macro concentration, including the diversity requirement. Thirty-six advanced credits are required at a minimum. Students choosing a secondary concentration must develop their plan of study carefully.

PROGRAM SPECIALIZATIONS
Students are required to select a specialization in the Advanced Curriculum. All students specialize in one of the following five fields of practice. Each specialization is guided by a committee that ensures the curriculum and field experiences are current and appropriate.

Aging
Chair: Joan Davitt, PhD, MSW
Social workers specializing in aging are dedicated to enhancing the quality of life of older adults. A growing older adult population, increasing life expectancy, and diminishing health care have created a need for professionals skilled in helping older people, which, according to the Department of Labor, will translate into numerous career opportunities for many years to come.

The School of Social Work has a long history in the field of aging. Many opportunities exist for professionals skilled in working with older persons in Baltimore, throughout Maryland and in DC. Clinicians, community organizers, social administrators, and policy advocates specializing in aging have an edge in the job market: in community-based agencies, housing programs, senior centers, family agencies, hospitals, and nursing homes, as well as in policy advocacy, think tanks or even on Capitol Hill.

This specialization is available to students in both the Clinical and Macro concentrations.

Behavioral Health
Chair: Michelle Tuten, PhD, MSW
The behavioral health specialization provides students with an understanding of mental health and substance abuse that recognizes the ongoing integration of mental health, substance abuse and somatic health taking place at multiple levels from clinical practice to social policy. Students will develop competencies in evidence-based practices in behavioral health as well as knowledge of current and emerging policies that impact the behavioral health of communities. This specialization places emphasis in training students macro and clinical practice competencies to carry out and support emerging best practices combined with a solid foundation in core social work prevention, intervention and policy. Specifically, students will be trained on core mental health approaches common in social work including, cognitive-behavioral treatments, interpersonal therapies, motivational interviewing, and other techniques. Students in the behavioral health specialization will explore the national, state and local policies that impact mental health such as the Affordable Care Act and the recent merger of mental health and addictions administrations in the State of Maryland. Importantly, students will understand behavioral health practice within a social justice perspective.

The specialization is available to students in both the Clinical and Macro concentrations.

Community Action and Social Policy
Chair: Adam Schneider, MA, MSW
Students who specialize in community action and social policy prepare for careers helping community organizations, non-profit agencies, and their constituents collaborate to enhance their individual and collective well-being. Through a grassroots, empowerment-based approach they collaborate with other disciplines and professions to create social and policy change through advocacy to reduce poverty and socio-economic inequality, promote community economic and social development, and provide services that are more responsive to community needs. During this era of community fragmentation, social alienation and exclusion, and economic degeneration of the poor and the middle class, the need for skilled professionals in social and community development, policy analysis, and policy advocacy has never been greater.

The School of Social Work is one of the few schools of social work in the nation that offers a specialization in these areas. In addition to faculty expertise, a strong alumni and social network, and excellent resources to support this specialization, the School is located in downtown Baltimore, yet only a short drive or train ride from the nation's capital and social policy center, and near the state capital, Annapolis. This prime location provides a host of opportunities for policy analysis and advocacy at the local, state, and national levels. In addition, the diversity of the Maryland-DC area provides numerous opportunities for both rural and urban social and community action and development.

Beginning in the 2018-2019 academic year, the School began a dual degree program with the School of Public Policy at the University of Maryland, College Park. This MSW/MPP program is particularly well suited for students who select the Community Action and Social Policy Specialization.

This specialization is only available to Macro concentrators.

Families and Children
Chair: Caroline Burry, PhD, MSW
Social workers have always led the efforts of society to help families and children. Those specializing in service to families and children know that not only do children need protection, but also that families need help and support to change their behaviors. Social workers respond to problems within families and advocate for laws, programs, and public understanding of the special needs of children, the most vulnerable group in our society. In addition, families and children social workers are also deeply involved in prevention efforts to strengthen families.

The University's social work faculty is nationally recognized in the areas of foster care, adoption, adolescence, divorce, child abuse and neglect, custody disputes and parental kidnapping, single parents, and African-American families. The faculty has an outstanding record of research and publication, grant funding, and community service.

The families and children specialization prepares students for clinical, community organization, and/or social administration practice in a range of professional settings, including child protection and child placement, home-based services to families at risk, children's group and residential care, school social work, child guidance, child and family services, parent education, juvenile and family courts, family violence programs, child and family advocacy, and policy development.

The specialization is available to students in both the Clinical and Macro concentrations.

Health
Chair: Melissa Bellin, PhD, MSW
Social workers specializing in healthcare practice know that treating an illness biomedically does not necessarily solve the patient's problems. Acute, chronic, and life-threatening health conditions often cause emotional, financial and social challenges, for both the affected

patient and surrounding family. Clinical health social workers provide supportive counseling, crisis intervention, care coordination to link patients and families with community resources, serve as advocates to promote understanding of and sensitivity to social determinants of health, and collaborate with interdisciplinary healthcare team members to implement evidence-supported psychosocial interventions. Healthcare social workers also engage in macro practice in social administration and community organization leadership roles to study patterns of illness, develop and implement programs to prevent disease, administer services to improve health, and advocate for an equitable health care system accessible to all patients with healthcare needs.

The School takes advantage of its location on a campus that includes several major medical centers, a trauma center, and diverse interprofessional education opportunities for social work students to partner with professional students from nursing, medicine, pharmacy, dental, and law. Field placements are available in renowned health organizations throughout Maryland and Washington, D.C. Graduates are well-qualified to work in one of the largest fields of social work practice–one in which employment opportunities in recent years have been excellent.

The specialization is available to students in both the Clinical and Macro concentrations.

SUBSPECIALIZATIONS
Employee Assistance Program Subspecialization
Chair: Jodi Frey, PhD, MSW
The Employee Assistance Program (EAP) Sub-Specialization is internationally recognized as the largest graduate social work program in the world dedicated to preparing social workers for the EAP field. In recent years, there has been rapid growth in the demand for human services in the workplace. EAP social workers provide clinical and macro services for employees and employers, including, but not limited to assessment and short-term assessment and counseling for mental health and substance use, workplace and relationship stress, worker well-being, crisis intervention, and organizational change management. Additionally, EAP social workers partner with diverse work organizations, including unions, to develop and implement policies, consult with managers, and assess organizational functioning. EAPs fill a critical role in the workplace, supporting employers' most valuable asset, their employees. The EAP sub-specialization is offered within the Behavioral Health specialization. In addition to focusing on EAPs, the sub-specialization includes learning on topics of workplace behavioral health, work/life, well-being and management. Faculty members at the School of Social Work are recognized experts in EAP and related fields. EAP social work graduates join a rapidly expanding field and are well qualified to create and manage EAPs in

private and public settings, including global programs. Employment opportunities also exist at all corporate and government levels, as well as internationally.

This subspecialization is available to students in both the Clinical and Macro concentrations.

Child, Adolescent, and Family Health Subspecialization
Chair: Sarah Dababnah, PhD, MSW
Child, adolescent, and family health social workers practice in a variety of settings, including prenatal clinics, well-baby centers, pediatric intensive care units, school-based health centers, programs for pregnant and parenting teens, and child development centers. They also practice in settings for children with chronic illnesses, disabilities, and handicapping conditions in state and local departments of public health, and in child advocacy organizations. Depending on the setting and their position, they may provide direct services, organize parents and other constituencies, administer programs, formulate policy or advocate for improved services.

The Child, Adolescent, and Family Health Subspecialization is part of the Health Specialization.

This subspecialization is available to students in both the Clinical and Macro concentrations.

DUAL-DEGREE PROGRAMS
The School of Social Work participates in five dual-degree programs. More information about these program options is available from the following contact people and from the Office of Admissions.

Applicants to any dual-degree program must apply separately to each program. Admission to one program does not guarantee admission to the other.

Master of Social Work and Master of Public Policy
The MSW/MPP dual-degree program, offered in collaboration with the School of Public Policy at the University of Maryland, College Park, prepares graduates for practice in public policy and social service agencies and settings in which a combined expertise in social work and public policy would enable them to assume policy and leadership positions.

The dual degree program requires 90 credits. This consists of 51 credits in the School of Social Work and 39 credits in the School of Public Policy. Combining the strengths of the University of Maryland School of Social Work's MSW program and the University of Maryland, College Park's MPP program, students will be immersed in two diverse curricula and faculties. Both programs accept nine (9) credits from the other program, which allows students to complete both the MSW and MPP programs with fewer courses and in less time than if they had to enroll in each program separately. Full-time students complete the dual degree in three (3) years, excluding

summers. Students may complete their first year in either program, their second year in the alternate program, and then split their third year between the two programs.

For further information, contact:

Corey Shdaimah, PhD, MSW
School of Social Work
University of Maryland
525 West Redwood Street
Baltimore, Maryland 21201
410-706-7544
410-706-6046 (Fax)
cshdaimah@ssw.umaryland.edu

William Powers, PhD
School of Public Policy
University of Maryland, College Park
2101 Van Munching Hall
College Park, Maryland 20742
wpowers@umd.edu

Master of Social Work and Leadership in Jewish Education and Communal Service/Jewish Studies

The dual-degree program in Social Work and Leadership in Jewish Education and Communal Service (or Jewish Studies) prepares students for careers in the Jewish community in areas such as Federations (planning, campaign, and resource development); community relations councils (Jewish advocacy and community organizations); Jewish community center work (group work, programming, youth work, and administration); Jewish educational settings (religious/day schools, camps) and Jewish family services (clinical social work).

The dual degree underscores the need to be skilled in social work, be knowledgeable about Judaism, and receive professional experience in the Jewish community. This program emphasizes the development of students' capacities for effective communication, critical analysis, and flexible thought. Students may complete the program in two years with summer classes or a mini-mester; however a three-year program is offered and recommended. Dual-degree students concurrently obtain their degrees from Towson University (TU) and the University of Maryland. The School of Social Work accepts 6 credits to be transferred from TU, to apply to the Advanced Curriculum requirements. Towson University accepts 6 credits to be transferred from UMD.
For more information, contact:

Geoffrey Greif, PhD, MSW
University of Maryland School of Social Work
525 W. Redwood St.
Baltimore, MD 21201-1777
410-706-3567
ggreif@ssw.umaryland.edu

Hana Bor, PhD
Director, Leadership in Jewish Education & Communal Service, Associate Professor
Family Studies & Community Development Department
Towson University
8000 York Road
Towson, Maryland 21252-0001
410-704-5026
hbor@towson.edu

Master of Social Work and Juris Doctor

Our nation and our society must face major social problems to fulfill American dreams and promises. A person educated both in social work and law is better equipped to understand personal, social, and community problems, the programs and policies that affect human lives, and is better prepared to use legal and institutional resources. The dual-degree program in social work and law is a valuable preparation for careers in advocacy, as well as in the administration of human service organizations, and in executive, legislative or judicial areas of government concerned with problems such as child welfare, family law, services to disabled persons, family violence, corrections, and social justice. The dual-degree program makes it possible to earn an MSW and JD within four years. Study during one summer is usually required.

The 24-credit Foundation Curriculum is the same for all students. As part of the 36-credit Advanced Curriculum, the School of Social Work accepts 6 credits from the law school. The six credits must be selected in consultation with Corey Shdaimah, PhD, LLB, LLM.

Dual-degree students have access to the full range of social work field practicums. Most dual-degree students want to do some of their field work in legal or forensic settings where social workers and attorneys interact, where clients have legal and social problems or where legislation is advocated or drafted.

For more information, contact:

Corey Shdaimah, PhD, LLB, LLM
University of Maryland School of Social Work
525 W. Redwood St.
Baltimore, MD 21201-1777
410-706-7544
cshdaimah@ssw.umaryland.edu

KATRIN HUSSMANN SCHROLL, J.D.
Assistant Dean for Admissions
The University of Maryland Francis King Carey School of Law Office of Admissions
500 West Baltimore Street

Baltimore, Maryland 21201
Tel: 410.706.3492
kschroll@law.umaryland.edu
http://www.law.umaryland.edu/prospective/

Master of Social Work and Master of Business Administration

Financial and business expertise combined with social work practice, knowledge, and experience is invaluable in nonprofit, public, and for-profit human service organizations. The MSW and MBA degrees complement each other and provide graduates with the combination of knowledge, skills, experience, and values necessary in business and the human services to effectively deliver quality services. Combining the strengths of the School of Social Work's MSW program and the University of Maryland, College Park's MBA program, students will be exposed to two diverse curricula and faculties. Students will experience life in the Washington-Baltimore corridor, a 40-mile stretch connecting two exceptional cities that share one of the richest concentrations of resources and talent in the nation. The dual-degree program makes it possible for full-time students to earn the MSW and the MBA degrees within four years, excluding summers. The dual program requires 90 credits. Of those, 39 are from the Robert H. Smith School of Business in College Park, and 51 are from the School of Social Work.

Students typically would complete their first year in the MSW, the second and third years in the MBA program, and their fourth in the MSW program. Students have the option of taking some courses in the summers.

For more information, contact:

Karen Hopkins, PhD, MSW
University of Maryland School of Social Work
525 W. Redwood St.
Baltimore, MD 21201-1777
410-706-1496
khopkins@ssw.umaryland.edu

Tia M. Tanksley
Assistant Director of Admissions, Full-Time MBA
Smith School of Business
University of Maryland 2303 Van Munching Hall
College Park, MD 20742
301-405-8146
ttanksley@rhsmith.umd.edu

Master of Social Work and Master of Public Health

The School of Social Work offers two dual-degree program options in Social Work and Public Health: 1) the MSW/MPH program at the University of Maryland School of Medicine Department of Epidemiology and Public Health, and 2) the MSW/MPH program at the Johns Hopkins University Bloomberg School of Public Health. The purpose of these combined programs is to prepare graduates to assume leadership positions in program administration in health-related agencies and setting, to advance the science of health disparities research, and to deliver multi-level practice interventions for at-risk health populations. Full-time students typically complete their first year in the MSW program, their second year in the MPH program (at Maryland or Hopkins), and then return to the MSW program in their third year. The School of Social Work allows 6 to 9 credits of its program to be completed in the MPH program; these include 6 credits of research requirements and 3 credits of electives. This allows students to complete both the MSW and MPH programs with fewer courses than if they had to enroll in each program separately.

For detailed information on the MSW/MPH programs, see: ***http://www.medschool.umaryland.edu/epidemiology/mph/Prospective-Students/Joint-MPH-Degree-Programs/MSWMPH/*** for the dual degree program with Maryland and ***https://www.jhsph.edu/academics/degree-programs/master-of-public-health/program- overview/dual-degrees.html*** for the dual degree program with Johns Hopkins.

For more information on both programs, contact:

Terry Shaw, PhD, MSW, MPH
University of Maryland School of Social Work
525 W. Redwood St.
Baltimore, MD 21201-1777
410-706-3811
tshaw@ssw.umaryland.edu

University of Maryland School of Medicine
Master of Public Health Program
660 W. Redwood St, Howard Hall Suite 100
Baltimore MD 21201
Telephone (410) 706-0539
mph_program@som.umaryland.edu

George Rebok, PhD
Bloomberg School of Public Health
Johns Hopkins University
624 N. Broadway
Baltimore, MD 21205
410-955-8550
grebok@jhsph.edu

FOUNDATION CURRICULUM COURSES

SOWK 600—Social Welfare and Social Policy [3 credits]
This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It introduces core concepts to provide both an understanding of the political process and the analytic skills needed to further the achievement of social work goals regarding social policies and programs. The course also reviews the development of the social work profession and its influence on social welfare policies through advocacy, social action, research, and social reform.

SOWK 630—Social Work Practice with Individuals [3 credits] (Co-requisites: SOWK 631 and SOWK 635)
The values and societal mission of the social work profession guide this course. An ecological systems perspective and generic problem-solving model are taught to provide students with theory, knowledge, and a value base for purposeful, culturally competent, and sequential intervention with individuals of diverse backgrounds. Generalist skills taught in this course are interviewing, problem identification, problem-exploration, formulating the problem-to-be worked, data gathering, differential assessment, planning, intervention, termination, and evaluation. Initial exposure to finding evidence-based practices for our work with individuals, families and groups will be introduced. Self-awareness and conscious use of self are emphasized. Self-care will also be discussed. Classroom learning is enhanced through the systematic use of the students' experiences in work with individuals in their field placements.

SOWK 631—Social Work Practice with Communities and Organizations [3 credits] (Co-requisites: SOWK 630 and SOWK 635)
SOWK 631 is a required foundation year course stressing beginning skills and knowledge for practice within social service organizations, networks, and communities, i.e., the contexts in which all social work practice occurs. Understanding and intervening in the environment are skills consonant with the ecological or social determinants perspective that provides focus for the foundation curriculum. This course stresses that social, economic, and political systems are important sources of individual and familial distress. In order to intervene in this distress, it is essential to craft interventions on the macro-social (communities and organizations) as well as the micro-social (individuals and families) levels. In the course, we will also explore the nature and dynamics of diverse communities and social service networks.

MASTER OF SOCIAL WORK COURSE DESCRIPTIONS

*Courses approved as diversity courses.

SOWK 632—Social Work Practice with Groups and Families [3 credits] (Prerequisites: SOWK 630, 631 and SOWK 635; Co-requisite: SOWK 636)

This course is designed for foundation students to learn about dynamics and basic procedures for direct practice with groups and families. The course first presents an ecological perspective on groups in clinical and organizational settings, explores group typologies, formation, composition, and development, and teaches concepts of group structure and process. The course then furnishes a foundation on social work practice with families, with emphasis on family structure and dynamics as well as beginning techniques for intervention with families.

SOWK 635, 636—Foundation Field Practicum I and II [3 credits each semester]

The Field Practicum is the signature pedagogy of the MSW program. It provides the framework for knowledge and skill development through immediate application of theoretical knowledge presented in the classroom to real situations presented by individuals, groups or service delivery systems. The practicum helps students learn to shape human services in ways that respond to broad social welfare needs and issues through various forms of intervention. Attention is directed to what is currently known and practiced, to the preparation of students for change in the knowledge base and organization of services, and for reflection on the practice curriculum. Students should have knowledge of, and an opportunity to develop competence in, service delivery that reflects their understanding of the particular needs of minorities, women, and people of various ethnic backgrounds. The practicum aims to integrate the entire Foundation Curriculum. The practicum teaches a common core of knowledge and principles of social work practice in which students are guided by the values and ethics of the profession.

SOWK 645—Human Behavior and the Social Environment [3 credits]

Within the person/environment framework, this course will provide a foundation for social work practice through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the roles that culture and cultural identity play in human development and to what constitutes "normal" behavior. Students will master the central concepts of theories that provide the basis for many assessment and intervention tools used in social work practice with individuals, families, groups, communities, and organizations. Students will also master relevant concepts of genetics and neurobiology to facilitate understanding of human functioning at the

biological level. The course emphasizes the interrelations among social institutions, social structures, and social processes on the one hand, and the realities of the lives of families, groups, communities, organizations and societies, on the other. Another major emphasis of the course is on human diversity, both in terms of its inherent social value and with respect to discrimination and oppression.

SOWK 670—Social Work Research [3 credits]

As both consumers and producers of research, social workers need to understand core research concepts. This course provides a solid foundation in social work research, with a special emphasis on evidence-based practice. It will prepare you to evaluate critically the wealth of research and evidence available to inform your practice. Furthermore, you will learn to synthesize empirical research into a systematic review of the literature to address a social work practice of personal interest.

ADVANCED CURRICULUM COURSES
ADVANCED POLICY COURSES (Prerequisite: SOWK 600)
Course selections are determined by the student's concentration and specialization.

SOWK 704—Social Work and the Law [3 credits]

Social Work and the Law is an introduction to the structure and operations of the legal system as it affects social work practice. The course covers several areas closely related to social work: family and domestic matters, child welfare, juvenile justice, mental health, education, and advocacy. Emphasis is on analyzing legislation and court decisions as social policy. The focus includes legal issues relating especially to minors, women, people of color, and other disempowered groups. The course also provides an overview of legal issues bearing upon professional responsibility (such as malpractice, privileged communications, and confidentiality) and offers an introduction to the development of skills used in courtroom testimony.

SOWK 706—Mental Health and Social Policy [3 credits]

This course examines the growth of community mental health in the United States and its relationship to sociological and psychological approaches to various communities and cultural groups. Approaches to mental health, mental illness, problems of service delivery, professional roles, and the possibilities and problems of community mental health are discussed.

SOWK 708—Integrated Behavioral Health Policy [3 credits]

This course is an introduction to U.S. health and behavioral health care policies and programs. This course is designed to prepare students to analyze, develop, and implement health and behavioral health policies across a range

of settings, including prevention/promotion services, primary care, acute care, chronic care, and long-term care. It examines the financing and organization of health and behavioral health systems, including the historical and contemporary forces that have shaped their development. We will pay particular attention to evidence-based models that aim to integrate physical and behavioral health services. The role of social workers in health care will be addressed throughout the semester, including the need to work effectively with cross-disciplinary teams of providers. A major focus will be the impact of policies on excluded, marginalized, and vulnerable populations, and the evaluation of policies based on the social work profession's ethical criteria such as fairness, social justice, anti-oppression, self-determination, and human dignity. The course will also examine diversity dimensions, including ability, age, class, culture, ethnicity, family structure, gender, gender identity and expression, relationship status, national origin, race, religion, sexual orientation, and socioeconomic status.

SOWK 710—Legislative Processes in Social Welfare [3 credits]
This course has two basic purposes. The first is to provide students with an understanding of American legislative processes with particular reference to the social welfare policy formulation system. The federal system of policy and legislative process also will be examined. The second aim is to develop an appreciation and understanding of the range of social work involvement in the policy/legislative process. Throughout the course, attention is given to the role of human service advocacy organizations active in influencing social welfare legislation and the role of social workers in social action. The course is also offered as SWOA 710 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the designation chosen (Advanced Policy or Macro methods).

SOWK 713—Social Policy and Health Care [3 credits]*
This course is designed to prepare students to assess and understand the impact of American medical and health service programs and policies on human well-being. It has several purposes: (1) to understand the political process through which health service delivery policy evolves; (2) to provide students with background on the organization of health care services so that they have some understanding of the origins and current directions of health care programs; (3) to understand the relationship of medical care and health care programs to other community programs and their impact on various communities; and (4) to enable students, as future social workers, to assess and evaluate program directions and proposals for change.

SOWK 715—Children and Social Services Policy [3 credits]*
This course identifies challenges contemporary American families are experiencing and presents strategies for developing policies and services to meet these challenges. It not only examines specific policies and services that most affect families but also considers broader questions concerning power and its distribution, allocation of resources, and the role of government in promoting individual and family well-being. The theme of advocacy on behalf of children and families at all levels is stressed throughout the course. This course will help students build on the knowledge of the evaluative concepts of social policy analysis developed in prior research and policy courses.

SOWK 718 —Equality and Social Justice [3 credits] *
This course examines concepts of equality and inequality, justice (or equity), and injustice, and how they have been or could be applied to the development and implementation of social policy, with a particular focus on the U.S. The course will address (1) the effects of diverse ideologies, values, cultural perspectives, and historical contexts on the evolution of these concepts; (2) the implications of contemporary definitions of equality and social justice for social policy; and (3) the relationship between social justice, equality, and human rights.

SOWK 720—Comparative Social Policy [3 credits]*
The course provides an overview of global social welfare policies and programs, and the historical and contemporary forces that have shaped their development. The course introduces core concepts relating to global human rights and social justice to provide both an understanding of the political process and the analytic skills which will further the achievement of social work goals regarding social work programs and policies. The course also reviews the contemporaneous progress of international social work organizations in responding to global initiatives. The course frames policies by examining the social determinants of health. It pays specific attention to the commitment of social workers to underserved populations, based on the profession's ethical criteria such as fairness, equity, anti-oppression, self-determination, and human dignity. The course will apply these frameworks to the assessment of specific policies in the areas of health care, civil rights, immigrant and refugee rights, employment, criminal justice, education and the environment.

SOWK 721—Housing, Homelessness, and Social Policy [3 credits]
This course is designed to prepare students to assess and understand the dialectic between social policies

and human well being, with a focus on shelter in its many manifestations. It has several purposes: (a) to reflect upon the concepts of social justice and social change and their relationship to housing, social policy, and participation; (b) to understand the processes through which housing and homelessness services are financed, constructed, maintained, and evolve; (c) to reflect upon the relationships among housing, health, human growth and development, neighborhoods, and communities; (d) to develop a sufficient knowledge of the background and context of housing and homelessness services in the U.S. so that they might predict and influence future directions of these goods; (e) to understand the relationships between housing markets on the one hand, and policies and programs serving the poor and the disadvantaged on the other hand; (f) to enable students to evaluate program changes and proposals for reform in the institutions providing housing, related services, and financing; (g) to become familiar with the context of housing provisions/ financing and homelessness services in other nations; and (g) to understand the role of social workers as service providers and change agents in access to emergency shelter, homelessness services, and housing.

SOWK 725—Work, Well-being and Social Policy [3 credits]

This course provides a theoretical framework for delivering social work services in the workplace. It also explores the possible value conflicts faced by the occupational social worker. It will include a history of social services in the work arena and a comprehensive picture of the delivery points for human services, including, but not limited to Employee Assistance Programs (EAPs), human resources and occupational health/medicine. Specific subjects such as mental health and substance abuse, work/life, workplace violence and crisis, diversity, globalization and more will be explored with their respective policy implications. Discrimination and equality in the workplace based on gender, sexual orientation, race, religion, disability, age, employee work status and any other protected categories will be discussed with their appropriate policy questions. This is a required course for students pursuing the Employee Assistance Program (EAP) Sub-specialization.

SOWK 726—Aging and Social Policy [3 credits]

This course examines a variety of social welfare policies that affect the rights and interests of older adults. These include policies related to economic security, health, long term care, and elder justice. Building on the foundation policy curriculum, the course reviews the policy-making process with a discussion of the influence of legislative sanctions and case law in establishing aging policy in the U.S. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, as well as enhancing skills in policy messaging and advocacy.

Finally, the course includes a critical examination of the intersection between policy and practice, that is, the influence that policy has on the design of interventions and service delivery practices at the federal, state and local level and the impact of changing policies on communities, providers and older adults.

SOWK 729 —Justice at the Intersection of Social Work and the Law [3 credits - offered every other year]

Increasingly, social workers and lawyers are asked to collaborate within the legal system-from the inception of a case to after a case is resolved through court and extrajudicial processes. This advanced policy course provides an opportunity for law and social work students to explore together the promises and challenges of work that draws on the expertise of both professions. The class will meet alternately at the School of Social Work and the School of Law. It will critically explore the professional ethics and training for each profession and their workplace and institutional responsibilities in a variety of settings. It will also examine the different professional conceptions of justice, and how these may be illustrated across settings. Students will work independently and in teams to explore these issues.

ADVANCED RESEARCH COURSES (Prerequisite: SOWK 670)

Course selections are determined by the student's concentration and specialization. Research curriculum online at *http://www.ssw.umaryland.edu/academics/ curriculum-overviews/research-curriculum/*.

SOWK 772—Research: Program Evaluation [3 credits]

This is an advanced research class that introduces students to the issues and methods of evaluation in social work practice. In this course students will consider concepts and approaches for evaluating social interventions, including social work practice, programs, and policies. SOWK 670—Social Work Research—serves as a prerequisite for this class. Previously acquired research knowledge is built upon for elaborating on the conceptual, methodological, and administrative aspects of evaluation research. The course focuses on use of empirically based methods to enhance social work practice. Students will consider the theoretical and ethical aspects of an evaluative approach to treatment and examine the policy implications of professional participation (or lack thereof) in evaluation processes.

SOWK 777—Research in Child Welfare [3 credits]

The purpose of this advanced research course is to provide the student with an opportunity to explore critical research questions, methods, and results that are related to the child welfare service delivery system. Under federal requirements to report on outcomes of child welfare

programs, social workers face a persistent challenge to improve the scientific knowledge that guides practice and policy in this field. This course focuses on the evaluation of interventions in child welfare, by measuring outcomes of child welfare programs. A goal of this course is to draw the logic between research findings and the development and evaluation of child welfare programs, practice, and policy. As such, the course is intended for students who are interested in discovering ways to use research to answer critical child welfare questions and to integrate empirical findings in their practice. This course fulfills the advance research requirement for the families and children specialization.

SOWK 781—Actionable Research: Results-based Accountability and Empowerment Evaluation [3 credits]

SOWK 781 is an advanced research course on Results-Based Accountability (RBA) and complementary Empowerment Evaluation (for working with stakeholders). This course is primarily designed for students in or planning to be in macro practice roles (such as human service or nonprofit administrators, program managers, supervisors, evaluators, community planners, developers, and organizers, and policy practitioners). The RBA framework, currently used at the national, state, local and community levels in the United States and abroad, is used to improve results among whole populations and to improve results among the consumers of specific programs, agencies and service-delivery systems. The goals of this course are for students to know how to use a results and performance framework, identify indicators of success and performance measures to track progress towards a result over time, and engage organizational members and community partners in efforts to collect and analyze data, measure outcomes, and interpret and utilize findings to enhance program, organizational, and community effectiveness. The course requires a "hands-on" team-based project in partnership with designated organizations or community initiatives.

SOWK 783—Qualitative Cross-Cultural Research [3 credits]*

The course purposes are: (1) To provide students with beginning level of skill in planning, implementing, and evaluating ethno-cultural research projects that utilize qualitative methods. (2) To enable students to develop confidence in their ability to independently conduct ethnocultural class project within constrains of time, energy, and resources. (3) To aid students to enhance their awareness of a role of an ethnographic researcher as one who learns from members of different cultural backgrounds in order to develop an ability to learn from insider perspectives.

SOWK 789—Faculty Initiated Independent Research Project [1-6 credits]

The instructor-initiated advanced research course involves student participation in research activities under the instructor's direction and supervision. Opportunities are provided for students to engage in hands-on research activities which contribute to a faculty member's program of research. See specific course descriptions offered each semester in the course schedule.

SOWK 790—Student Initiated Independent Research Project [1-6 credits]

The student-initiated independent research course provides an opportunity for students with advanced research abilities to pursue a research topic of personal interest that cannot be addressed in the existing MSW curriculum. This course requires a faculty mentor and a written proposal that is approved by the research sequence as methodically sound. It must also be approved by the chair of the student's concentration and specialization. To be eligible to propose an independent research course, the student must have earned a grade of "A" in SOWK 670, and must have some hands-on research experience. Approval submission deadlines are: March 1st for fall semester; October 1st for spring semester.

ADVANCED HUMAN BEHAVIOR COURSES (Prerequisite: SOWK 645)

SOWK 765—The Nature of Health and Illness [3 credits]

A bio-psychosocial model of health and illness is developed in this course, where biological, psychological, social, cultural, and environmental factors and their interactions are explored. A framework of individual and family development is used to study common diseases throughout the life span.

SOWK 766—International Social Welfare [3 credits] *

This advanced human behavior course prepares students for international social work globally and / or for transnational work in the United States or abroad. International social work is a discrete field of practice within social work that seeks to improve the social and material well-being of people everywhere. It is practiced across geopolitical borders and at all levels of social and economic organizations. International social work is also development-focused, and so practice is most often at the local, state, and provincial levels within countries. Increased global communication strengthens our awareness of social challenges faced throughout the world, including human rights violations, rapid and unplanned urbanization, poverty, housing access, gender inequality, inability to care for the complex needs of children, poverty and indebtedness, racial and/or ethnic discrimination, and cultural conflicts. To respond to

these challenges, social work models used in the United States represent only a subset of possible intervention strategies to meet the diverse needs of communities and societies globally. Expanding the knowledge of models of intervention strategies and their relevance to specific situations is a key element of this course.

SOWK 767—Intimate Partner Violence (IPV) - Breaking the Cycle [3 credits]

Intimate partner violence (IPV) is a significant societal problem, which has persisted despite determined efforts to eradicate it through legal and therapeutic methods. In this course, the student will be introduced to the basics of IPV, as well as a number of different theories which have been used to explain it. Issues related to victims, offenders, and the effects of exposure to IPV on children will also be examined. Against this backdrop, we will explore various strategies for ending and preventing IPV. Both clinical and policy options will be addressed. This course will help students think critically about what it means to end intimate partner violence on both individual and macro levels of intervention and change.

CLINICAL METHODS COURSES (Prerequisites: SOWK 632
and SOWK 636 unless otherwise specified)

At least one clinical methods course must be taken concurrently with each semester of advanced clinical field practicum.

SWCL 700—Advanced Clinical Interventions [3 credits] (Prerequisites: SOWK 630, 631 and SOWK 635)

This required clinical methods course advances students' ability to work directly with adult individuals from diverse populations using evidence and theoretical models to inform clinical practice. Major skills to be acquired are how to make comprehensive psychosocial assessments, treatment plans, and facilitate interventions for clients based on evidence and theoretical models. The specific models of clinical practice addressed in this course are: cognitive, behavioral, solution-focused, narrative, psychodynamic, and motivational interviewing. The development, maintenance, and termination of the therapeutic alliance will be explored from different theoretical perspectives. Multi-cultural applications for practice will also be incorporated. Attention will be given to developing students' critical thinking skills and their ability to apply ethical standards to clinical practice.

SWCL 703—Family Therapy [3 credits]

Working with families requires a conceptual base in understanding the importance of transactions and patterns between family members, and development of practice application in family therapy techniques. This course extends knowledge in current theoretical thinking about family interaction, and methods of direct intervention. Among the various theoretical perspectives that are examined, special emphasis will be placed on structural, strategic and family-of-origin models.

SWCL 704—Integrated Behavioral Health Practice [3 credits]

This course is designed to provide the students with extensive knowledge of the integration of treatment for health, mental health and substance use disorders. Students will develop competence in the implementation of this integration in a variety of practice settings. Further, students will develop competence in assessment, treatment planning, and implementation through awareness and understanding of the most modern, empirically based and accepted treatments for a variety of health, mental health, and substance use illnesses. Upon successful completion of the course, the student will be able to gather and analyze information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan and present it in a form consistent with current practice in the Behavioral Health Professions.

SWCL 705—Clinical Social Work With Addictive Behavior Patterns [3 credits]

This course is designed to teach the clinical social work student the following major content areas: 1) current scientific understanding of substance use disorders (SUDs), 2) diagnostic indicators of SUD(s) (DSM 5), 3) drug classifications, routes of drug administration, and intoxication effects for select commonly abuse substances, 4) example evidence-supported screening and assessment instruments, 5) example evidence-supported interventions for treating SUDs, 6) the impact of factors such as gender, race, ethnicity, co-occurring disorders, and health disparities on treatment access and outcomes, and 7) the application of social work values and ethics in the delivery of SUD-related services.

SWCL 710—Advanced Group Methods [3 credits]*

The aim of this advanced group methods course is to deepen students' understanding of group dynamics, theories, and methods, with special emphasis on the group-as-a-whole. Course content includes using research and theory to plan for and facilitate groups with different populations and in different settings. The meanings of group experience for members of oppressed groups will be stressed. Specific readings and assignments will focus on group treatment for members of groups who have and are suffering discrimination, exclusion, lack of resources and stigmatization because of ethno-racial background, gender, religion, sexual orientation, nationality and/or age.

SWCL 712—Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions [3 credits]

This course focuses on the roles and functions of social workers in a rapidly changing health care industry. A strengths-based, family-centered and culturally aware approach to assessment and intervention is presented and used as the organizing framework for this course. We explore a range of advanced practice interventions, from prevention and health promotion activities (e.g., motivational interviewing in primary care) to crisis intervention in acute care and end-of life scenarios. We also critically evaluate how ethical dilemmas and the interprofessional environment influence the implementation of these interventions.

SWCL 714—Clinical and Public Health Perspectives in Child and Family Health [3 credits]

The course examines maternal and child health with a life course perspective. The course builds upon theory and policy introduced in the health specialization courses and emphasizes social work services to women, children, and adolescents within the context of the family. The curriculum examines a variety of issues affecting the health and well-being of mothers and children. Students examine the cultural diversity inherent in our nation's families and the richness these differences bring to our communities. In pursuit of this discovery, the course focuses on both maternal and child health within a historical context and the utility of social work practice methods in the provision of services to this population. A strong emphasis is placed on exploring issues with difficult to reach MCH populations and use of evidence-based interventions employing a public health perspective.

SWCL 715—Mindfulness, Stress Reduction and Self Care [3 credits]

The focus of this course is to teach students to utilize stress-management techniques for the purpose of self-care, and to implement these techniques with their clients. A neurobiological framework will be used to conceptualize the stress-management techniques taught in this advanced methods course. Psychological, physiological and sociocultural aspects of stress will be addressed, and stress-management techniques will be explored didactically and experientially. Students will learn to understand the cognitive, affective and neurobiological impact of stress. They will discuss how diversity factors such as race, ethnicity, gender, sexual orientation, spiritual/religious beliefs and other factors impact the type and impact of stress and coping responses.

SWCL 720—Art Therapy in Clinical Social Work Practice [3 credits]

This 3 credit advanced clinical practice course explores the principles of Art Therapy and considers the adjunctive use of art in a therapeutic setting. Ethical guidelines will be presented on the appropriate therapeutic use of art in a social work setting. Art therapy was established as a psychotherapy profession over 70 years ago. Current and past research will be reviewed. Art Therapy interventions can be a challenge to research and to establish at the highest level of evidence based practice due to the subjective nature of the creative process. Clinical studies that support best practice approaches in the field will be emphasized in all lectures with emerging EBT discussed. Readings will cover the hierarchy of evidence-based approaches.

SWCL 722—Cognitive Behavioral Therapies [3 credits] (Additional Prerequisite: SWCL 700)

This course provides an introduction to Cognitive and Behavior Therapy as it applies to the practice of Clinical Social Work. The course begins with an overview of the behavioral approaches to therapy. Students will become familiar with respondent and operant conditioning, social-learning, behavioral observation/assessment, differential reinforcement and the application of behavioral interventions in working with individuals, families, and other client groupings. The various settings for behaviorally oriented social work, such as schools, hospitals (behavioral medicine), and others are discussed. Following this review of behavioral approaches to clinical social work, students will learn about the theoretical framework and treatment components of cognitive therapy and the role of cognitive interventions in promoting symptom reduction and behavior change. This includes an understanding of cognitive assessment, Socratic questioning, and cognitive restructuring. Once students have a solid understanding of cognitive and behavioral frameworks and interventions, the course will explore various applications of cognitive and behavioral techniques as they are integrated into evidence-based treatment approaches which will prepare students to work with diverse client populations in a variety of clinical social work and social service settings.

SWCL 723—Couples Therapy [3 credits]

This course builds upon the knowledge, attitude and skills components of the foundation curriculum, with a focus on assessment and intervention in intimate relationships within clinical social work practice. The process and outcomes of working with intimate dyadic adult relationships will be viewed from psychosocial, developmental, structural, communication, and systems, frameworks. Lecture, discussion and assignments will encourage student awareness of their own values base

and the need to provide ethical professional service free of personal bias.

SWCL 724—Clinical Social Work With the Aging and Their Families [3 credits]*

This course is required for the Aging Specialization and provides a foundation for clinical social work practice with older adults and their families. We will be focusing on PIE-person in environment perspective in order to practice effective clinical interventions with older individuals, their families, and the practice settings where older adults interface. Major goals for this course will be for students to: (1) Understand the aging process from a comprehensive holistic perspective, including biophysical, psychological (cognitive and emotional), social, economical, and spiritual dimensions. (2) Develop knowledge and skills to conduct a competent psychosocial assessment and implement effective interventions with older adults and their caregivers. (3) Become familiar and develop skill set to practice competent social work in specific practice settings such as hospitals, adult day centers, gero-psychiatry units, hospices, retirement communities, and adult protective services. (4) Apply social work ethical principles to guide work with older adults and their families.

SWCL 726—Clinical Social Work With African-American Families [3 credits]*

The overall objective of this course is to provide a knowledge base on African American families within a community and societal context that is the basis for developing methods and skills relevant for clinical intervention with African American families. The course will explore in depth the literature on African American Families with a focus on understanding the wide range of forces which help to shape the Black family historically. The course will provide the student with the opportunity to expand on the concepts, principles, skills and assumptions about clinical transactions learned in the basic clinical courses; and most importantly to hone the student's capacity to critically analyze existing models for relevance and appropriateness for intervention with African American Families. Conceptual models for assessment and intervention with African American Families will be presented with the goal of assisting students in clarifying and becoming comfortable with theoretical and practice approaches with African American Families. These theoretical and practice models will recognize the importance of culture in providing effective social work clinical intervention. The course content is presented from a perspective of resilience and strength rather than from a perspective of deficit or deviance, acknowledging the impact of oppression and racism on African American Families and communities, and will examine these issues as critical to clinical practice with African American Families.

SWCL 727—Clinical Practice With Families and Children in Child Welfare [3 credits]

This course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. The course examines issues and builds practice skills related to family support services, child maltreatment, substitute care, and permanency planning. It considers family events within their ecological context and works to build sensitivity to various family forms and cultural patterns. Skills that are emphasized include: engaging families as partners, interviewing, assessing risk and safety, assessing the child and family, planning and delivering effective treatment, evaluating change and risk reduction, and deciding when to close the case.

SWCL 730—Clinical and Evidence-Supported Practices for Individuals in Recovery from Serious Mental Illness [3 credits]* (Additional Prerequisite: SWCL 744)

This is an advanced methods course within the clinical concentration. The focus is on social work treatment and care with persons in recovery from serious mental illness using empirical knowledge of what we know works (recovery-oriented and evidence-supported practices and interventions and noting where there is a paucity of evidence-supported practices and interventions). This course teaches practice models and methods of intervention for effective social work practice in community mental health services, including the promotion of mental health, the prevention of mental illnesses (with special emphasis on relapse prevention), and the delivery of psychosocial treatments and rehabilitation services across diverse populations. It will assist students with the ability to examine research literature and determine how to translate research into practice. A major focus of the course is on enabling individuals with mental health problems to increase their functioning in the least restrictive environments, with the least amount of ongoing professional intervention, so these individuals maximize their success and satisfaction. This course has a specific emphasis on services to individuals who suffer from serious and persistent mental illness, substance abuse in conjunction with mental illness (dual-diagnosis population) and/or who are recovering from the effects of severe traumatic events. Interventions relevant to these conditions help individual's develop/restore their skills and empower them to modify their environments so as to improve their interactions with their environments. A second major focus is culturally humility in the context of providing services including addressing special issues for groups who have been subject to ongoing oppression. Privilege and social justice as they affect access to treatment will be a major emphasis of the

course. Mental health disparities by race, class, gender, sexual orientation, gender identity and physical disability will be considered in relation to diagnoses, treatment options and case disposition within the mental health system.

SWCL 738—Financial Stability for Individuals, Families, and Communities [3 credits]
This course examines barriers to and opportunities for the financial stability of individuals, families, and the impact of low wealth in communities. The course uses a comprehensive approach examining social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions. This is an advanced clinical methods course. It is also offered as SWOA 734 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWCL 744—Psychopathology [3 credits] (Prerequisites: SOWK 630, 631 and SOWK 635)
This course is designed to provide the student with extensive knowledge of the major forms of emotional illness and their treatment. Students will develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-V). They will develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of the course, the student will be able to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan, and present it in a form consistent with current practice in the mental health professions. Students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings. This course is required for clinical concentrators.

SWCL 747—Introduction to Forensic Social Work [3 credits]
Forensic social work is the application of social work methods and practice to questions and problems, which arise within the legal system. This social work specialty involves clinical practice with (1) victims and defendants in the Criminal Justice and Penal systems, (2) victims and respondents in CINA (Child in Need of Assistance) and delinquency proceedings in Juvenile Court, and (3) adults and children who are involved in proceedings in Civil Court, such as child custody determinations, divorce mediation, and civil commitments. This three-credit class reflects a holistic and comprehensive approach to the practice of forensic social work. It offers an overview of the structure and operation of the judicial system with emphasis on the various roles of the forensic social worker. However, unlike the policy course Social Work and the Law, this course option focuses on the varieties and methods of clinical interventions and practice within the legal system. Moreover, this course on forensic social work differs from those offered at other institutions, in that it is balanced with perspectives of both prosecution and defense, and it is comprehensive and practical. The instructor and guest presenters include legal and social work practitioners with experience in the wide variety of areas in which forensic social workers practice. The goal of this course is to develop appropriate clinical skills within the forensic setting, and foster an appreciation for the variety of roles that forensic social workers assume.

SWCL 748—Clinical Social Work Practice in Relation to Death, Dying, and Bereavement [3 credits]*
This course provides a framework of knowledge, skills and values for culturally competent and responsive social work practice in helping clients who confront the issues of death and dying. A comparative, critically reflective approach to content is employed. The students will explore experiences of death, dying and bereavement in relation to diversity of ethnicity or culture, age, gender, sexual orientation, and social class.

SWCL 749-Clinical Social Work Practice with LGBTQI+ Communities [3 credits]*
This is an advanced clinical course that is designed to expose students to a variety of concepts, topics, and contemporary phenomena that impact LGBTQI individuals, families (by blood and by choice), and communities. The framework of this course endorses non-cis, non-heterosexual identities, and self-concepts as real and irrefutable. This course recognizes key dimensions of intersectionality in addition to marginalization and alienation – which are byproducts of structural oppression that limit and/ or restrict the freedoms and therefore well-being of LGBTQI individuals. The class seeks to elevate the importance of the "lived experience" of individuals within a social context and arena that is influenced by institutionalized heterosexism and proscribed gender binaries. Additionally, this course highlights the phenomena of "minority stress" as a key instigator of psycho-social and health-based disparities. Lastly, this course endorses the need for students as well as tenured social workers to be equipped and versed in strategies and

knowledge to effectively and clinically support LGBTQI clientele. Ultimately it is pivotal that Social Workers employ affirming clinical techniques that recognize the inherent worth, value, and strengths and resiliencies of LGBTQI clientele.

SWCL 750—Social Work in Education [3 credits]*
This course will present knowledge, skills, and strategies for engaging in social work practice from preschool through high school in educational settings across the continuum from direct practice, to school- and district-level programming and policy. The course is designed for students who are interested in direct practice or programming and policy roles in educational settings. Ten central topical areas will be covered: 1) the history of social work in school settings leading to the current and still evolving roles of social workers in schools; 2) theory, research, and conceptual frameworks informing social work practice and programming in schools; 3) historical and ongoing inequities in public education, policy and programming efforts to reduce those inequities; 4) laws, legislation, and current policy and procedures guiding the identification and service provision for students with disabilities; 5) assessment skills with student, family, classroom, school-level, and community needs and struggles in order to conduct student development studies, functional behavioral assessments, and to inform student, family, classroom, and school level service planning; 6) response to intervention (RTI) and the three level approach to prevention and intervention service delivery; 7) crisis management and response including student suicide risk assessment and screening or violent incidents and prevention in schools; 8) consultation and coordination with school staff and families; 9) planning and implementing direct social work services in schools at the individual, family, group, classroom, and school levels; 10) issues and service needs of populations of students vulnerable to poor educational outcomes due for example economic disparities, historical discrimination, language or immigration status, incarcerated parents, parents with substance abuse issues, sexual orientation, or homelessness. This is an advanced clinical methods course. It is also offered as SWOA 750 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWCL 751—Relational Theory and Practice [3 credits] (Additional Prerequisite: SWCL 700)
This course builds on earlier psychodynamic theories taught in HBSE and Paradigms, and emphasizes self psychology and relational theory as the basis for learning contemporary psychodynamic/relational clinical practice skills. The course focuses on learning models of intervention grounded in a comprehension of relational theory and self psychology, and their integration of feminist and gender perspective with socio-cultural factors in the treatment. Specific skills will be emphasized, including the clinician use of self, the appreciation for attachment processes, developmental factors, relational patterns, affect facilitation, and utilization of impasse and enactment in the therapeutic relationship. This course includes the application of relational treatment with multicultural populations, and with clients presenting with a range of mental illnesses, including mood and anxiety disorders, trauma, and personality disorders.

SWCL 753—Social Work Response to Mass Violence and Disaster [3 credits]
This course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the social work assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to human-made and natural disaster will be discussed, ranging from acute to chronic, complex and long-term trauma reactions. The class will explore evidence-based interventions, controversies and emerging areas of practice with various populations who experience trauma across multiple settings. Larger social, cultural, and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events. Finally, the impact of working with individuals and communities exposed to traumatic events on social workers will be reviewed with recommendations for self-care. This is an advanced clinical methods course. It is also offered as SWOA 753 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWCL 754 —Social Work and Developmental Disabilities [3 credits]
The mission of Social Work and Developmental Disabilities (SWCL 754; online) is to prepare students to deliver ethically sound, family-centered, and evidence-based services to children, adolescents, and emerging adults with intellectual and developmental disabilities (I/DD). This online clinical methods course uses self-paced multi-media modules to advance student understanding of the incidence and etiology of common intellectual and developmental disabilities, as well as the unique physical, psychosocial, and behavioral health needs of affected youths and their families. Social Work and Developmental Disabilities also examines the intersection of culture and

ethics in the delivery of family-centered services to this population, as well as how clinical assessment processes and practice models (e.g., group work and CBT) are adapted for the I/DD population. Social work students who intend to practice with this population must also be able to critically analyze historical and contemporary legislation impacting the health, quality of life, and community integration of individuals with I/DD and their families. Prior experience in the disability field is not necessary to be successful in this course.

SWCL 755—Assessment of Common Childhood Mental Health Disorders [3 credits]

This course is designed to provide the students with knowledge of the major forms of cognitive, emotional, and behavioral illnesses impacting children and adolescents, as well as best available treatment options. Students will develop competence in comprehensive assessment leading to diagnosis by mastering the currently accepted diagnostic code (DSM-5). Upon successful completion of the course, the student will be able to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan and present it in a form consistent with current practice in the mental health professions. Students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings. This course does not replace the requirement of SWCL 744 for students in the Clinical concentration

SWCL 756—Motivational Interviewing in Social Work Practice [3 credits]

This course in Motivational Interviewing (MI) is an intensive experiential approach to learning Motivational Interviewing with Child Welfare Clients. MI is an evidence based practice method developed by Bill Miller and Stephen Rollnick that increases motivation to make specific and needed behavior changes for individuals and their families. MI is a directive, client-centered approach for resolving ambivalence and eliciting behavior change across a broad range of behavior domains.

SWCL 771—Evidence-Based Mental Health Treatment With Children and Adolescents

The overall objective of this course is to provide students with a framework for understanding evidence-based mental health treatment with children and adolescents and promote an understanding of the principles of Evidence Based Practice. The underlying premise of the course is that effective implementation of empirically supported therapeutic interventions has an important place in the treatment of emotional and/or behavioral problems. Students will have the opportunity to become familiar with some of the most commonly used EBTs in the field today and will gain an understanding of how clinical interventions are implemented in real world settings. As is true with the current state of the field, many models presented will be based in cognitive-behavioral theory. Individual, family and group treatment will be addressed. Consideration of clients' cultures and backgrounds as well as the importance of consumer engagement will be emphasized. Students will be expected to utilize knowledge gained in the classroom to assess their field placements with regard to organizational capacity and readiness for implementation of evidence-based practice.

SWCL 773—Adult Trauma and Clinical Social Work Practice [3 credits] (Additional Prerequisite: SWCL 700)

This course will provide an advanced learning in theories of trauma, practice approaches and research findings. In the first part of the course, students will learn the conceptualization of trauma from a cognitive behavioral, psychodynamic and attachment theory perspectives. They will become familiar with neuroscience findings that explain the impact of trauma on brain development. Students will be able to differentiate between different types of trauma, to identify the impact of trauma on adults, and to understand the role of gender, race, ethnicity and culture in individuals' response to trauma. In the second part of the course, students learn to apply diagnosis, assessment, psycho-education, safety and stabilization, affect regulation techniques, as well as sensory, affective and cognitive processing techniques as core treatment components. They will utilize ethical principles based on the social work Code of Ethics. The course will include the applications of trauma therapy to selected groups, including adult survivors of complex PTSD and combat trauma. The course emphasizes critical thinking, use of self and the clinician's self care.

SWCL 774—Social Work with Military Service Members and their Families [3 credits] (Additional Prerequisites: SWCL 700 and 744)

This advanced clinical course will provide learning in conceptual theories of, best practice approaches with, and research findings on working with service members (veterans and active duty) and their families, with a primary focus on service members who have served in combat. Students will learn theoretical frameworks of trauma. They will become familiar with common psychological and medical concerns for service members with combat experience. Students will be able to identify the impact of trauma on those who have served in combat and on their amilies upon their return, including the role of gender, race, ethnicity, and

culture in individuals' response to trauma. Students will also learn common demands of military service on family dynamics and composition. Students will learn about the role of social work within the military in meeting the needs of active duty service members, National Guard and Reserve members, veterans and their families. Students will develop a working understanding of the history of military social work, aspects of the military culture that they will need to know in order to be able to develop a strong therapeutic alliance, social and mental health needs and issues facing this ethnically and culturally diverse population, military social work policies and services and needed advocacy efforts in that regard, evidence-based and other mental health interventions with emerging empirical support for this population, and other ethnic and cultural diversity issues in military social work (including the needs of women, gays and lesbians, and immigrants serving in the military). The course will emphasize the needs of service members returning from Iraq and Afghanistan (but will touch on veterans from all eras), including stressors connected to multiple deployments and to the unique nature of those wars, when danger is ever present and the enemy often is not identifiable. Students will learn and practice strengths-based assessment and core evidence-based treatment interventions. Finally, the impact of working with traumatized individuals and families on social workers will be reviewed with recommendations for self-care.

SWCL 775—Clinical Social Work Practice with Immigrants and Refugees [3 credits]*

This course is designed to provide students with an in-depth understanding of clinical social work with immigrant and refugee populations. The population in the United States is changing rapidly due to the influx of immigrants, refugees, and asylum seekers from all around the world. This clinical course examines factors fueling U.S. Immigration. It provides an in-depth examination of how immigration has contributed to Racial and Ethnic diversity, what drives diversity in destinations for newly arrived immigrants, and the importance of understanding educational and language diversity among and within immigrant groups. Social work practitioners need to be skilled in understanding the diverse cultures and ethnic backgrounds that shape the landscape of the U.S population. The course will offer knowledge and critical skills needed for engaging in social work practice with immigrant and refugee populations. The course focuses on the need for cultural competency in order to assess, communicate, adapt, and provide culturally sensitive services. The course will examine the social work role in aiding the successful integration of first and second-generation immigrants and refugees. Students will consider their roles in incorporating research- informed

practice, practice- informed research, and indigenous healing practices to the fields of health, mental health, and family violence. They will learn how to communicate the U.S. laws and cultural mores, while helping to preserve the client's dignity and values.

SWCL 776—Core Concepts in Trauma Treatment for Children and Adolescents [3 credits]* (Additional prerequisites: SWCL 700 and SWCL 744)

This course will introduce students to the core concepts (general theory and foundational knowledge), which inform evidence-based assessment and intervention with children, adolescents, and families who are traumatized. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g., family violence, intimate partner violence) and other traumatic events from a domestic and international perspective. The course will highlight the role of development, culture, and empirical evidence in traumaspecific interventions with children, adolescents, and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

MACRO METHODS COURSES
(Prerequisites: SOWK 632 and 636 unless otherwise specified)
At least one Macro methods course must be taken concurrently with each semester of advanced Macro field practicum.

SWOA 703—Program Development [3 credits] (Prerequisites: SOWK 630, SOWK 631, and 635)

This course is designed to expand students' knowledge of and skills in the design, development and management of programs in human service organizations within a multi-cultural environment. Program theory and multicultural program development are applied to a range of human service programs. Students will design and develop a program, create logic models and a strategy for performance measurement and program evaluation, develop program budgets and management information systems. Students will also be exposed to various related contextual organizational and management practices such as organizational learning and change, strategic planning, interagency alliances.

SWOA 704—Community Organization [3 credits]*
(Prerequisites: SOWK 630, SOWK 631, and 635)
Community organizing is a means of bringing people together to address problematic social conditions. As a purposeful collective effort, organizing requires

sound analytical, political and interactional skills. An important aspect of those skills for professional organizers involves a continuous pattern of systematic planning, "doing", reflecting again (theorizing) and acting strategically to build a group that can achieve its aims. Community organization is rooted in the reform tradition of professional social work and such values as self-determination, self-sufficiency, empowerment, and social justice. This course is particularly relevant to direct practice with and advocacy for disempowered groups in the society, such as ethnic and racial minorities, low-income persons, women, the aged and the disabled. The methods course in community organization is aimed at students who seek to expand and refine their skills in organization-building and collective action. It builds on foundation knowledge and skills from the prerequisite introductory level practice course in the curriculum.

SWOA 705—Community Economic Development [3 credits]

This course helps students build upon, expand, and refine their organizational development and capacity building skills. The course covers a number of themes, including small communities, factors leading to the health or decline of communities, community economic development (CED) strategies, community development corporations (CDC), advocacy and community organizing, various action programs, and social development strategies. Specific knowledge, skills, and values will be discussed in relation to these themes. Culturally responsive practice principals will be woven into class discussions on a regular basis.

SWOA 707—Social Policy and Social Change [3 credits] (Prerequisites SOWK 630, SOWK 631 and 635)

The course provides an overview of the policy-making process at the federal and state levels and analyzes the roles of the Legislative, Judicial, and Executive branches of the government in the policy-making enterprise. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, such as social vs. individual responsibility and risk. The course also includes a critical examination of the role that policy plays in the design of interventions and service delivery practices at the federal, state, and local level and the impact of changing policies on people, groups, communities, and providers. In addition, it emphasizes the impact of policy on diverse and at-risk-populations, and its implications for social and economic justice. Students will be introduced to both the analytic and interactional skills associated with social policy development, including social problem analysis, social planning, the legislative process at the federal, state,

and local levels, policy analysis and evaluation, and policy advocacy and social change.

SWOA 710 – Legislative Processes in Social Welfare [3 credits]

This course has two basic purposes. The first is to provide students with an understanding of American legislative processes with particular reference to the social welfare policy formulation system. The federal system of policy and legislative process will also be examined. The second aim is to develop an appreciation and understanding of the range of social work involvement in the policy/legislative process. Throughout the course, attention is given to the role of human service advocacy organizations active in influencing social welfare legislation and the role of social workers in social action. The course is also offered as SOWK 710 for those wanting an advanced macro policy course. The major assignment for the course will vary according to the designation chosen (Advanced Policy or Macro methods).

SWOA 721—Strategic Talent and Performance Management

This course focuses on fostering the skills and competencies necessary for understanding and applying contemporary and strategic management of human capital and individual, team, and organizational performance within human service organizations through team-based learning exercises, case analysis, peer training, readings, and discussion. The course is divided into 3 two-day intensive modules. Module 1: Legal and Dynamic Environment for the Human Service Workforce: This module will prepare students to both understand and play a proactive role in implementing both required and effective workforce legislation and legalities, ethical behavior, risk leadership, inclusive culture and environment, safety, and work-life integration. Module 2: Talent Management and Leadership: This module will prepare students to employ integrated and outcome-directed talent management through workforce forecasting, competency-based work analysis, talent scouting, recruiting, and on-boarding, work engagement, compensation, and career development. Module 3: Performance Management and Measurement: This module will prepare students in performance management and measurement strategies for work and programmatic accountability and results, and workforce feedback, coaching, and mentoring.

SWOA 722—Supervision in Social Work [3 credits]

Students are introduced to the historical development of supervision within social work and will explore the core responsibilities of a supervisor - administrative, educational, and supportive roles. The course also

covers different supervisory methods and techniques and considers supervisory issues that arise in a variety of practice settings. The course will build students' knowledge base, develop specific supervisory skills, and will promote self-awareness.

SWOA 724—Managing Financial and Information Systems in Human Services Organizations [3 credits]
The goal of the course is to introduce students to the elements of financial management and design of information systems in human service organizations. In addition to learning the elements of financial and information management through readings and class presentations, students also will gain beginning skills through assigned exercises. Throughout the course, students will be encouraged to integrate their experience and training as social workers and as administrators with the concepts, options, and techniques of financial management.

SWOA 732—Resource Development for Nonprofit Groups
Nonprofit organizations operate in a climate of increasingly scarce and unpredictable resources. In recent years, government cutbacks, volatile stock markets, changing policies, and changing practices of business contributors have caused many charitable agencies and community organizations to change their focus, curtail services, merge or go out of business. As a result, nonprofits have had to seek new avenues for funding and other sources for resources. This course aims to explore the resource climate of nonprofit organizations, to identify different ways of acquiring resources, and to develop knowledge of and skill in a variety of interrelated strategies and techniques. These include annual giving, capital gifts, direct mail, special events, face-to-face solicitation, grant seeking, sale of goods and services, online donations, major gifts and planned gifts. These also include board development, case development, fundraising feasibility studies, fundraising readiness assessments, marketing, planning and prospect research.

SWOA 735—Social Work and Social Action [3 credits]
This course examines the origin, structure, methodology, and theory of social movements. It also focuses on the organizing methods and processes used in various social movements to bring about social change. Close attention is paid to the causes and crystallization of protests, the genesis, growth, and maintenance of movements, the strategies and tactics required to achieve social goals, and the institutionalization of social change. Where appropriate, current and historical examples of major social movements–such as the civil rights, feminist, labor, and welfare rights movements–are studied in terms of

their theoretical foundations or operational mechanisms. Emphasis throughout the course, however, is on the skills and processes needed to bring about change.

SWOA 736—Administering Employee Assistance Programs (EAPs) [3 credits]
This course will introduce students to a conceptual framework for managing and administering Employee Assistance Programs (EAPs). Similarities with other human service programs will be identified while the uniqueness of administering EAPs will be examined closely. Topics such as policy development, case management, supervisory training, marketing, and evaluating EAPs from a cost-effective approach will be covered. EAP direct practice including intake, assessment, brief intervention and short-term counseling, and referral with follow-up will also be reviewed, with an eye to managing and administering such services. Students will learn about EAP services for managers and supervisors to gain an understanding of how EAPs serve multiple clients within the workplace. Special populations in the workplace, including women and minority employee groups, and other vulnerable employee groups including the working poor will be discussed. Social workers are well suited to function in the workplace; however, they must understand the unique nuances of the business world in an effort to meet the sometimes conflicting needs of their multiple clients. This course is required for ALL students sub-specializing in EAPs.

SWOA 738—Financial Stability for Individuals, Families, and Communities [3 credits]
This course examines barriers to and opportunities for the financial stability of individuals, families, and the impact of low wealth in communities. The course uses a comprehensive approach examining social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions. This is an advanced macro methods course. It is also offered as SWCL 734 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWOA 750—Social Work in Education [3 credits] *
This course will present knowledge, skills, and strategies for engaging in social work practice from preschool

through high school in educational settings across the continuum from direct practice, to school- and district-level programming and policy. The course is designed for students who are interested in direct practice or programming and policy roles in educational settings. Ten central topical areas will be covered: 1) the history of social work in school settings leading to the current and still evolving roles of social workers in schools; 2) theory, research, and conceptual frameworks informing social work practice and programming in schools; 3) historical and ongoing inequities in public education, policy and programming efforts to reduce those inequities; 4) laws, legislation, and current policy and procedures guiding the identification and service provision for students with disabilities; 5) assessment skills with student, family, classroom, school-level, and community needs and struggles in order to conduct student development studies, functional behavioral assessments, and to inform student, family, classroom, and school level service planning; 6) response to intervention (RTI) and the three level approach to prevention and intervention service delivery; 7) crisis management and response including student suicide risk assessment and screening or violent incidents and prevention in schools; 8) consultation and coordination with school staff and families; 9) planning and implementing direct social work services in schools at the individual, family, group, classroom, and school levels; 10) issues and service needs of populations of students vulnerable to poor educational outcomes due for example economic disparities, historical discrimination, language or immigration status, incarcerated parents, parents with substance abuse issues, sexual orientation, or homelessness. This is an advanced Macro methods class; it is also offered as SWCL 750 for those wanting an advanced clinical methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWOA 753—Social Work Response to Mass Violence and Disaster [3 credits]

This course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the social work assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to human-made and natural disaster will be discussed, ranging from acute to chronic, complex and long-term trauma reactions. The class will explore evidence-based interventions, controversies and emerging areas of

practice with various populations who experience trauma across multiple settings. Larger social, cultural, and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events. Finally, the impact of working with individuals and communities exposed to traumatic events on social workers will be reviewed with recommendations for selfcare. This is an advanced macro methods course. It is also offered as SWCL 753 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

ADVANCED FIELD PRACTICUM

The Advanced Field Practicum continues the signature pedagogy of the MSW program in the advanced curriculum. It consists of two consecutive semesters in a fall-spring sequence. Each practicum semester is completed concurrently with a methods course appropriate for the concentration selected.

SWCL 794, 795—Advanced Clinical Field Practicum I and II [6 credits each semester]

Two semesters in the Advanced Curriculum. Students are assigned to agencies and organizations for practice responsibilities and instruction in clinical social work. A SWCL course must be taken concurrently with each semester of advanced clinical field practicum.

SWOA 794, 795—Advanced Macro Field Practicum I and II [6 credits each semester]

Two semesters in the Advanced Curriculum. Students are assigned to agencies for practice responsibilities and instruction in social administration, human services, and community organization and development. A SWOA course must be taken concurrently with each semester of advanced Macro field practicum.

OTHER COURSES
SOWK 699—Special Topics [1-3 credits]

The topics of these courses vary from semester to semester. Prerequisites may vary. These courses may be used to satisfy elective credit requirements.

SOWK 700—Racism & Racial Equality in Social Work [3 credits]*

The purpose of this course is to provide students with a critical understanding of institutional racism and the way concepts such as power and privilege impact institutions, social service agencies, social workers, and clients. During the course of the semester, students will broaden their understanding of racism and racial equity and deepen culturally responsive clinical and management skills. This is a special topics course intended for students willing

to engage in a process of self-exploration regarding personal and professional attitudes, biases, and clinical frameworks. Class discussions and assignments will be focused on the individual and structural consequences of racism in the United States.

SOWK 705—International Social Work [3 credits]
Comparative studies of social work practice provide instruments for better understanding the general laws of social life and opportunities for examining practice trends and issues in a clearer perspective. This course focuses on the study of the social work profession and practice in specified developed and developing nations. This course is taken in conjunction with travel to various destinations, which have included India, Central America and Israel. Required pre-departure classes and post-trip debriefings, presentations, and subsequent planning are also included in the course.

SOWK 798—Independent Study [1-3 credits]
A student-selected topic is studied under the guidance of a faculty member.

Note: Not all courses are offered every semester or every academic year.

*Courses approved as diversity course.

MSW STUDENT POLICIES AND PROCEDURES

ACADEMIC STANDARDS, POLICIES AND DEGREE REQUIREMENTS

Academic Year

The School follows the common calendar of the University. This consists of a fall semester, a spring semester and a summer session. *http://www.ssw.umaryland.edu/academics/calendar/*

Plan of Study

The full-time program is a four-semester (two academic years) plan. The extended program includes a number of options. All students pursuing their studies over an extended period must complete their programs according to individually developed educational plans, usually taking three to four years.

The MSW student must:

▸ Earn their degree within a maximum of four years (two years for Advanced Standing students).

▸ Achieve a minimum 3.0 GPA for graduation.

▸ Enroll for a minimum of two courses (6 credits) each semester.

▸ Fulfill the School's academic residency requirement. That is, they must complete at least two consecutive semesters with a minimum enrollment of 9 credits each semester.

▸ Meet a minimum of 60 credits except for BSW graduates who achieve Advanced Standing. Students who are exempted from required courses are free to choose electives for completing these 60 credits.

▸ Have a cumulative grade point average of 3.0 in the foundation curriculum before entering Advanced Field Practicum.

▸ Complete all Foundation requirements prior to their Advanced Field Instruction Practicum. Foundation students may take advanced courses (for which prerequisites are met) after completing their first semester of foundation field.

▸ Take an appropriate SWCL or SWOA social work practice methods course with each semester of advanced field practicum.

▸ Select a Concentration/ Specialization at the time of application for Advanced Field Practicum.

▸ Follow the Curriculum Overview from the year in which they first enrolled in the MSW program.

This summary provides a general framework. Students are encouraged to meet with the Academic Advisor to make sure their Plan of Study meets all of the specific requirements of the Concentration and Specialization selected. It is the student's responsibility to ensure that the correct courses have been completed to achieve progression into the advanced year and graduation.

Four-Year Limit

Students are required to complete the MSW Program within four years. Students who enter the program with Advanced Standing must complete the program within one year of full-time study or two years of part-time study, provided the degree is awarded within five years from the baccalaureate graduation. Academic time is computed from the time a student takes the first course at the University of Maryland School of Social Work. For transfer students coming from another CSWE accredited School of Social Work, time is computed from the date of the first course accepted for transfer credit. Exceptions to this requirement are described in the policy on leave of absence.

Dual Degree Students

The School offers five dual-degree programs in partnership with other schools on campus and universities in the region. Students who have been accepted into the MSW program and one of the participating dual-degree programs must meet with the designated SSW faculty coordinator to develop a plan of study. The student must submit the *Dual-Degree Notification of Leave of Absence Form* to the SSW Office of Records and Registration indicating the period of time that they will not be enrolled at the SSW in order to pursue the alternate degree. Students participating in the UMB dual-degrees (Law and MPH) must enroll in one program for an entire academic year (two semesters). For specific information on the dual-degree programs and faculty coordinators see page 9.

Progression to Advanced Curriculum

Students must have a 3.0 GPA in foundation courses before entering advanced field practicum. In certain circumstances, grades from advanced courses taken in the spring semester of Foundation year may be used to balance a GPA that is below 3.0.

Repeating Courses

A course may be repeated only once. Although the first grade continues to appear on the student's transcript, the second grade becomes the grade of record and is the one computed in the overall grade point average.

Academic Probation

At the end of every semester, each student's Grade Point Average (GPA) is reviewed by the Office of Records and Registration to determine if the student is in good academic standing. Good academic standing is having a GPA of 3.0 or higher. A student will be dismissed after 2 semesters of having a GPA of below 3.0. (Academic Probation). A student who, for the first time, obtains an overall GPA below 3.0 will be notified that the student is being placed on Academic Probation. A student on

Academic Probation for the first time is required to meet with the Academic Advisor prior to the start of the next semester to develop an academic plan to assist the student in improving the student's grades. Failure to meet with the Academic Advisor may result in an administrative hold on the student's account that prevents further registration. Once on Academic Probation, a student is not eligible for incomplete grades (with Field as the only exception).

A student, who has previously been on Academic Probation and is found to have completed an additional semester with an overall GPA below 3.0, will be dismissed. The Office of Student Affairs may consider an exception to dismissal for a student with a strong potential for achieving a 3.0 GPA by the end of the student's next semester. If granted the exception, a student must achieve a 3.0 GPA by the end of that one granted semester to remain in the program.

Suspension

Suspension is the denial of enrollment for a specified period of time. Grounds for suspension for problematic professional behavior include but are not limited to:

‣ ethical violations,
‣ academic dishonesty,
‣ conviction of a crime, and
‣ falsifying information on the admissions application.

(See the Student Review Committee (SRC) Policy for an explanation of the SRC referral and hearing process.)

A student who is suspended does not need to reapply to the school but must comply with the written terms of the suspension. Suspensions may be up to one year in duration. The student must document and submit evidence of the student's compliance in a written appeal requesting re-entry to the School, in accordance with the timeline given in the terms of the suspension. The Associate Dean for Student Affairs will communicate the decision regarding the appeal for re-entry into the school.

Dismissal

Dismissal is the denial of enrollment for an indefinite period of time. A student who has demonstrated "academic failure" or problematic professional behavior will be dismissed from the program.

Examples of academic failure include but are not limited to:

‣ having earned failing "F" grades in two, three-credit courses OR
‣ having earned failing "F" grades in two semesters of field practicum OR

- having earned failing "F" grades in a combination of one, three credit course and one semester of field practicum.
- two semesters of Academic Probation.

For a course where the student receives their first "F" the student may retake the course. The grade received for the re-take will be placed on the student's transcript and calculated in the student's revised GPA. However, the initial F will remain on the transcript. The second "F" will result in automatic dismissal, even in circumstances when the first "F" has been replaced with a passing grade. A course where a student receives a second "F" grade may not be repeated.

Grounds for dismissal for problematic professional behavior include but are not limited to:
- ethical violations,
- academic dishonesty,
- conviction of a crime, and
- falsifying information on the admissions application.

(See the Student Review Committee (SRC) Policy for an explanation of the SRC referral and hearing process.)

To be considered for readmission, the dismissed student must submit an application for admission to the School, meet all admission requirements, and be judged on the student's merits in relation to the pool of applicants. Additionally, an applicant for readmission must submit a personal statement describing the applicant's understanding of the grounds for dismissal and the applicant's plans for success should readmission occur.

A dismissed students who is readmitted must start the entire program from the beginning. Previously earned credits are not automatically accepted but may be credited upon review. A Student must request credit reviews in writing; these are facilitated by the Office of Admissions.

At least two years from the time of dismissal must have elapsed before matriculation will be permitted. The Office of Admissions will refer applications for readmission from a dismissed student to the Office of the Associate Dean for Student Affairs.

Graduation Application
All degree candidates must file a formal *Graduation Application* with the UMB Registrar's Office during the semester in which they expect to graduate. The deadline for submission is published in the School of Social Work Bulletin and on the campus wide Academic Calendar. Applications should be submitted online in SURFS in the Student Records area.

Convocation and Commencement
The SSW holds a Convocation ceremony in May for all students who complete degree requirements in May and the prior December, as well as for those students who expect to complete requirements in July. Expected July graduates are not certified nor do they receive their diploma until all requirements are completed. The campus celebrates an annual Commencement ceremony in May, typically on the same day that the SSW hosts the Convocation ceremony for its graduates. Information about both ceremonies is listed on the school's website in a timely manner.

Honors and Awards
The SSW Graduation Committee solicits nominees in the spring for student awards acknowledged at Convocation. These include one student for each concentration in Clinical and Macro, and one student for Field Practice.

The University of Maryland Baltimore is part of the University of Maryland, Chapter 22 of the National Phi Kappa Phi Honor Society. PKP recognizes and promotes academic excellence in all fields of higher education and engages the community of scholars in service to others. The SSW nominates graduating students in the top 10% of GPA. Those students are invited by the PKP UMB representative to join the Honor Society and attend an annual ceremony. (Note: Social work students admitted as Advanced Standing, and transfer students awarded greater than 21 credits are not eligible for nomination.)

Licensing Information
To practice as a Social Worker in the U.S., you must be licensed. The social work licensure examinations given throughout the U.S. are overseen by the Association of Social Work Boards (ASWB). The ASWB website contains answers to common questions regarding the licensing exam and social work licensure in general (www.aswb. org).

There are different levels of licensure and each state has different requirements that need to be met. In Maryland, an entry-level post-MSW license is the LMSW (Licensed Master Social Worker). In Washington D.C., an entry-level post-MSW license is the LGSW (Licensed Graduate Social Worker).

In Maryland, social work is licensed by the Maryland Board of Social Work Examiners (BSWE). Degree candidates may apply to the BSWE for licensure by examination in their final semester. A sealed letter verifying that the degree candidate is in their final semester must be provided with the application. The SSW Office of Records & Registration will provide this sealed letter to all students who have submitted an *Application for Diploma* with the UMB Registrar's Office. This letter will be completed following the submission deadline and students will be notified via the Daily Bulletin. Please note

that this letter does not constitute an official transcript review. Students are responsible for making sure they have met all of the requirements for graduation.

Degree candidates requiring a letter for states other than Maryland should submit a request online via *www. ssw.umaryland.edu/forms/license-letter-request/*.

STUDENT ADVISING
Academic Advising
Academic Advising is provided by the Office of Records and Registration. Students are encouraged to speak with the school's Academic Advisor to develop an educational plan which meets the academic requirements needed to complete the program within the prescribed time frame. In addition, the Academic Advisor and the staff of the Office of Records and Registration are available to talk about curriculum matters, the structure of the academic program, academic rules and degree requirements.

Although the Academic Advisor will assist students in developing a Plan of Study, each student must assume responsibility for knowing curriculum requirements and seeing that these requirements are met by reviewing the materials on the school's website.

Faculty Advising
Students are encouraged to meet with faculty members for professional advising. This will encompass providing advice to students about the plausible outcomes of different concentrations and specializations, how these courses of study are different in nature and different in their future implications, and other matters related to increasing a student's understanding of the social work profession.

Faculty members are available for professional advising during office hours and by appointment. Students will find faculty members' bios located on the school's website in order to determine research interests, subject areas of expertise, courses they teach and designation of concentration/specialization chairpersons.

ENROLLMENT, REGISTRATION AND GRADES
Exemption Exams for Foundation Courses
All entering students are eligible to take exemption examinations for three foundation courses:

SOWK 600—Social Welfare and Social Policy [3 credits]
SOWK 645—Human Behavior and the Social Environment [3 credits]
SOWK 670—Social Work Research [3 credits]

The exemption exams offer the opportunity for enrolling students who believe they have already covered foundation content in these courses to place-out of one or more of them. Students who place out of a course by successfully passing the exemption exam must take another elective course in its place. Therefore, those who qualify for exemptions must still complete 60 credits at the School to earn the MSW degree. What is changed by successful exemption is the distribution of credits, enabling students to increase the number of elective credits. Students who are exempted from courses should consult the academic advisor for special assistance in program planning.

Exemption exams are given in June and January each year and may be taken only once. Students who have attended a class at the SSW are not eligible to take an exemption exam.

If you have any questions about the exemption exams, please contact the Office of the Associate Dean for Academic Affairs at 410-706-5102.

Transfer Credits
Prior to Admission

Under certain circumstances, students may receive a maximum of 30 semester hours for work completed not more than five years prior to first registration (at UMB) from a CSWE-accredited graduate school of social work, and for which a grade of at least a "B" was received. The entire MSW program, including transfer credits and UMB coursework, must be completed within six years. Students must complete a minimum of 30 credits at the University of Maryland School of Social Work to be eligible for the master's degree.

Current Students – Course at Another School of Social Work

A student may wish to take a course at another MSW program and have that course credit transferred to their UM program. (An example would be an education abroad experience offered for credit at another school during the summer or the semester break). Guidelines for approval prior to taking the course and the required documentation are located on the SSW website. Students must complete and submit the ***Request to Take Courses at Another School of Social Work Form*** (*www.ssw. umaryland.edu/students/forms/*). Please refer to the required documentation for this request to be considered.

Credit for Experience
The Council on Social Work Education does not allow accredited MSW programs to provide credit for work experience. However, experience does make for a stronger applicant in the admissions process and a more successful student.

Emergency Notification and Change of Address
Emergency contact information and change of address must be updated in SURFS throughout a student's

enrollment tenure. Failure to provide emergency contact information will prohibit registration. For change of name, a student must submit proof of the change to the UMB Office of the Registrar.

Registration
Students must register for a minimum of 9 credits per semester for at least two consecutive semesters to satisfy the academic residency requirement. Students may not, however, register for fewer than 6 credits per semester. The maximum credit load for Fall and Spring semesters is 16 credits.

Registering for more than 16 credits requires approval from the Office of Records and Registration by submitting the *Request for an Academic Overload Form* (*www.ssw.umaryland.edu/students/forms/*). A student's cumulative GPA must be 3.80 or above as one consideration for approval of an academic overload.

Registration occurs in the Fall and Spring semesters after the schedule of course offerings is published online. This generally occurs after mid-term. Notice of dates and required registration materials are distributed in the SSW Bulletin and located on the SSW Registration and Academic Calendar online. All course registration occurs online in SURFS.

Drop/Add
On a space available basis, a student may add a course to their schedule during the first week of classes. This must be done in person at the school's Office of Records and Registration. Courses may be dropped until the semester's drop date. Once the semester has started, there is no refund for students who drop courses or for students who change their status from full-time to part-time (fewer than 9 credits).

Students who register for a course and decide not to take it must officially drop it by that semester's drop date to avoid submission of a failing grade. This may be done in person with the SSW Office of Records and Registration or by submitting the *Request to Drop a Course* form online: *www.ssw.umaryland.edu/students/forms/*. Students should refer to the SSW Registration and Academic Calendar located on the school's website to obtain the specific dates for drop/add.

Class Attendance
Students pursuing professional education are expected to attend all classes. Individual instructors may include attendance as part of the course requirement. The faculty member should be notified when a student expects to be absent from class. Students who register for a course and decide not to take it, must officially drop it or withdraw by the semester's drop/add date to avoid submission of a failing grade.

Audit Courses
A course may be audited on a space-available basis with priority given to students taking the course for credit. The course will appear on the student's transcript as Audit (AU) but will not count toward the credit requirement for degree completion. A student taking a credit course may not change their status to audit once the semester has started. Charges for audit courses are the same as credit courses. Students interested in auditing a course should complete the *Request for an Academic Audit Course* form (*www.ssw.umaryland.edu/students/forms/*) and submit it to the SSW Office of Records and Registration prior to the start of the semester.

Grading
The letters A+ through C- are used to evaluate performance in classroom courses; the letter P (Pass) is the passing grade for field courses. The following numeric point system is being used.

A+=4.33 A =4.00 A- =3.67
B+=3.33 B =3.00 B- =2.67
C+=2.33 C =2.00 C- =1.67
F = failure/need to repeat class

Grading Scale
97-100 = A+
93 - 96.9 = A
90 - 92.9 = A-
87 - 89.9 = B+
83 - 86.9 = B
80 - 82.9 = B-
77 - 79.9 = C+
73 - 76.9 = C
70 - 72.9 = C-
67 - 69.9 = D+
63 - 66.9 = D
60 - 62.9 = D-
59 and under = F

For final grades, any grade below "C-"is registered as "F."

A cumulative grade point average of "B" or 3.0 is required for graduation as well as in the Foundation curriculum for progression into the Advanced curriculum. Every credit hour below a 3.0 must be balanced by a credit hour above 3.0, unless it is repeated. When a course is repeated, the new grade, whether higher or lower, replaces the old grade and becomes the grade of record for calculating the grade point average. A course, regardless of the grade, may be repeated one time only.

The grade of "F" indicates failure to achieve a satisfactory level of performance and the course must be repeated. The original "F" grade remains on the student's permanent record, but it is the subsequent passing grade that is used to compute grade point average. Thus, a

grade "F" cannot be balanced. A final course grade lower than a "C-" is automatically converted to an "F."

A grade of Pass ("P") is awarded to MSW field education courses to denote satisfactory completion of requirements. Courses assigned the grade of "P" will not be computed in the student's grade point average. No Mark (N/M) indicates that the Instructor has not yet submitted the final grade.

Incomplete Grade

An incomplete grade is given under exceptional circumstances to a student who has made satisfactory progress in the course and because of illness or circumstances beyond the student's control is unable to complete the course requirements by the end of the semester. The incomplete grade is not designed to accommodate an illness or circumstance that is long in duration where the student misses the majority of a course. More appropriate avenues for such long illnesses or circumstances are to withdraw from the course, retake the course, take a leave of absence from the program, or to withdraw from the program.

The student is only eligible to receive an incomplete ("I") grade when there is a reasonable expectation that all course requirements can be completed with a passing grade. The grade of "I" may be considered only for a student who has completed at least half of the course, completed approximately half of all coursework assignments (if assigned) with at least a grade of "B", and, in the judgment of the instructor, is performing at a grade of "B" or better (or in a field course, a grade of passing). The instructor retains the right to make the final decision on granting a student's request for an "I", even though a student may meet the eligibility requirements for this grade. If the course in which an "I" is assigned is a pre-requisite for another course, the student cannot attend the other course until a final grade for the pre-requisite course is entered. For the classroom, the student must obtain permission in writing from the instructor for an incomplete "I" grade to be entered. This is evidenced by the submission of an Incomplete Grade Form (*http://www.ssw.umaryland.edu/media/ssw/students/forms/Incomplete_Grade_Form.pdf*). Timelines for completion of work must be agreed upon in writing by the instructor and the student and written into the Incomplete Grade Form. The instructor will determine a deadline no later than 6 weeks from the last day of the semester in which the course was attempted and write it into the Incomplete Grade Form. In the case of a student enrolled for a course where the incomplete course is a pre-requisite for the upcoming Fall, Spring or Summer semester, the deadline for the grade to be entered by the instructor must occur at least ten (10) calendar days prior to the first class of the next enrolled course. For Field Education courses, in the case where there is not enough time between semesters to make up missed field days and assignments, the student, field instructor and faculty field liaison will develop a written plan for completion of missed field days and assignments. The Incomplete Grade Form will be used to document this plan. This plan may extend beyond the 10 day limit, but may not exceed 4 weeks from the last day of the semester. The administration of the Office of Field Education must approve the plan in writing.

It is the student's responsibility to complete and submit the remaining coursework before the assigned deadline. The instructor will submit the grade change, converting the "I" to a letter grade, no more than one week after receiving the student's completed work. All grade changes must be submitted by the instructor to the Office of Records and Registration using the Supplemental Grade Form.

If the student does not meet the deadline(s) as written, the "I" will automatically convert to an "F". Instructors may not issue a terminal "I" grade.

Leave of Absence

MSW students may take a Leave of Absence for up to two semesters. The Leave of Absence is to be used by students who, due to extenuating circumstances, do not plan to enroll for a semester. Students who do not resume studies after two semesters of approved leave must apply for readmission through the Office of Admissions.

Leaves of absence must be requested in writing by the student using the ***Request for Leave of Absence (LOA) Form*** (*www.ssw.umaryland.edu/students/forms/*) and be submitted to the Office of Records and Registration for approval. Students who discontinue studies without an approved leave of absence must reapply for admission.

Voluntary Withdrawal From School

Students may withdraw from the School at any time during the academic year but may not resort to withdrawal in order to preclude current or impending failures. Students who withdraw understand that they are financially liable for semester tuition and fees as outlined in the UMB "Refund Schedule for Withdrawal." (*www.umaryland.edu/registrar/academic-calendar/refund-schedule/*) Withdrawing from a semester does constitute a semester Leave of Absence on the student's record.

A student must complete the ***Request for Withdrawal Form*** (*www.ssw.umaryland.edu/students/forms/*) located on the School's website. This is to be used by students that are registered and want to drop all courses after the semester has begun. The completed form should be submitted to the SSW Office of Records and Registration.

Period from Date Instruction Begins Determines Percentage Refundable:

▸ Between 1-10% of Semester 90%

- Between 11-25% of Semester 50%
- Between 26-50% of Semester 25%
- No refund after 50% of the semester has elapsed.

Actual dates are published online by the UMB Office of the Registrar under the "Refund Schedule for Withdrawal" (*www.umaryland.edu/registrar/academic-calendar/refund-schedule/*)

Tuition and Fees

The University of Maryland requires that tuition and fees are due and payable in full on or before the semester bill due date, except under the following circumstances:

- When a student has made timely application for financial aid and an award has been offered to the student by the Office of Student Financial Aid. If the financial aid awarded is not sufficient for the total amount of the bill, the student is responsible for paying the difference on or before the due date.
- Student Loans have been awarded and necessary applications completed by the student, but funds have not been disbursed by the lender.
- The student has submitted a Third Party Contract. In this case, the student is responsible for any amounts not covered by the document of support. However, if the sponsor fails to pay after repeated billings, responsibility for payment will revert to the student.
- If the student contracts for the Installment payment plan, 1/3 of the tuition plus the administrative fee is due on the original due date, and the remaining 2/3's is divided into two equal monthly payments.

For information, visit the UMB Student Accounting office at: *www.umaryland.edu/financialservices/*.

Official Transcript

Students and alumni may request official transcripts from the UMB Registrar's Office (*www.umaryland.edu/registrar/*). There is no charge for issuance of transcripts. A request for transcripts must be made in writing or online and should be made at least two weeks in advance of the date the records are needed. No transcript will be furnished to any student or alumnus whose financial obligations to the University have not been satisfied.

Special Student Status

Under certain circumstances and with approval of the Office of Records and Registration, non- matriculated individuals who have completed an MSW may register for a course as a "special" student. Once approved, the person must communicate with the Office of Admissions to complete an abbreviated application and include both an official transcript and a statement as to the reason for enrollment. The matriculated application fee and per credit hour tuition and fees apply to "special" students. Students who have been dismissed from the MSW program may not come back as "special" students. "Special" students may register on a space available basis.

VA EDUCATIONAL BENEFITS

Students attending the School of Social Work using Veterans Education and Training Benefits may receive assistance with enrollment certification at the SSW Office of Records and Registration. Email: sswregistration@ssw.umaryland.edu

Students who are eligible for benefits and would like to use them while attending the School of Social Work, should follow the instructions below:

Newly admitted students must submit the following documentation to the Office of Records and Registration prior to being certified:

- Copy of Certificate of Eligibility
- Copy of Change of Program/Place of Training (form 22-1995, if applicable)
- Authorization and Certification of Entrance/Reentrance (form 28-1905, if applicable) with case manager's signature and enrollment period.

Eligible students are certified on a per semester basis. Benefits do not automatically roll over from one semester to another. Once registered, students must notify the Office of Records and Registration each semester that they want to continue to use VA Educational Benefits.

The school is required to notify the Department of Veterans Affairs of any changes in a certified student's status which includes decrease in credit level for a semester, academic withdrawal, academic risk and change of address.

Veterans and eligible dependents are encouraged to visit the GI Bill website for information about benefits, etc.

DISABILITY INFORMATION
ADA Statement

The University of Maryland, Baltimore (UMB) is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008.
UMB will not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or other aspects related to a student's participation in an academic program of UMB.

The Accommodation Process

The Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school.

A student or applicant with a disability may request reasonable accommodations by completing the Disability Disclosure and Reasonable Accommodations Form.

This form must be submitted with documentation of the disability from an appropriate health care provider. All accommodations are determined on a case-by-case basis, according to the needs of the individual and the individual's specific program of study for a particular semester. Accommodations may change from semester to semester. If a requested accommodation cannot be implemented, ESDS will discuss with the student requesting the accommodation.

While a student's request for accommodation is always considered, ESDS engages in an interactive process to devise a plan that is acceptable to the University, the School, and the student. Determination of whether an accommodation is reasonable is made by ESDS in consultation with School Liaison and other appropriate campus personnel. In keeping with the provisions of the ADA, an accommodation will not be approved if it:
(1) is incompatible with the technical standards for admission to, and completion of the program;
(2) alters the fundamental nature of the academic program;
(3) would result in a risk to the health or safety of the student or another individual; or
(4) would result in undue hardship to the University.

A decision that an accommodation would result in undue hardship due to its cost must be approved by the Assistant Vice President of Student and Academic Affairs. Proposed accommodations will also incorporate any school specific practices for handling of disabilities. UMB may offer alternative accommodations that differ from those suggested by the student.

For more information, contact:

Office of Educational Support and Disability Services
621 W. Lombard Street, Suite 302
Baltimore, MD 21201
410-706-5889
disabilityservices@umaryland.edu

UMB STUDENT POLICIES
http://www.umaryland.edu/university-life/student-policies

Academic Policies
▸ Americans with Disabilities Act and Amendment Student Grievance Procedures Regarding Accommodation Decisions
▸ Code of Ethics and Conduct
▸ Confidentiality and Disclosure of Student Records (FERPA)
▸ Eligibility to Register
▸ Inclement Weather
▸ Library Materials
▸ Report Suspected Child Abuse or Neglect
▸ Review of Alleged Arbitrary and Capricious Grading
▸ Rights and Responsibilities for Academic Integrity
▸ Scheduling of Academic Assignments on Dates of Religious Observance
▸ Sex-based Discrimination of Students
▸ UMB IT Acceptable Use Policy
▸ UMB Electronic Messaging and HIPAA Compliance

Activities & Meeting Policies
▸ Policy on the Use of the Physical Facilities of the University System for Public Meetings
▸ Statement Regarding Organized Activities on Campus

Smoking, Alcohol & Drugs Policies
▸ Campus Substance Abuse
▸ Illicit Drugs
▸ Nonsmoking Policy
▸ Policy on Alcoholic Beverages

Immunizations & Health Information Policies
▸ Health Insurance Portability and Accountability Act
▸ Immunization Policy
▸ Policy on Prevention and Management of Student and Employee Infection with Bloodborne Pathogens

Military Duty, Weapons, & Violence Policies
▸ Policy on Acts of Violence and Extremism
▸ Policy on Students Who Are Called to Active Military Duty During a National or International Crisis or Conflict
▸ Policy Prohibiting Weapons
▸ Behavioral Evaluation and Threat Assessment Policy

Sexual Harassment & Nondiscrimination Policies
▸ Notice of Non-Discrimination
▸ Policy Prohibiting Sexual Misconduct and Sex and Gender-Based Discrimination
▸ Student Sexual Orientation Nondiscrimination Policy

STUDENT GRIEVANCE COMMITTEE (SGC)

Purpose, Scope and Procedures
The SGC, a standing committee of the faculty, is the committee to which MSW students may grieve actions of the faculty, administrators, and/or staff at the school. Membership consists of a faculty chair and five faculty members. Selection and representation is delineated in the Faculty Plan of Organization (FPO). A voting student representative will be selected by the Student Government Association (SGA) for each grievance. The Committee will make recommendations to the SGC Chair and the Dean.

ACADEMIC JUDICIARY HEARING PROCESS
Student Grievance Committee (SGC)
Student Review Committee (SRC)

Discrimination Complaints: The SGC does NOT review discrimination complaints. The University of Maryland, Baltimore is committed to fostering a safe and just environment for its students, faculty and staff. UMB does not tolerate discrimination in any form including sexual harassment and violence or illegal discriminatory practices. All discrimination should be reported promptly to the Office of Accountability and Compliance. The Report Form located at this link may be used to report Prohibited Sex Discrimination, including Sexual Misconduct. ***http://www.umaryland.edu/oac/report-a-concern/report-sexual-misconduct/***. Information will be kept as private to the fullest extent possible, and will be disclosed only to those individuals who need to know in order to investigate and resolve the complaint, and/or as required by law.

For questions regarding these policies, contact either Academic Affairs at 410-706-5102, Student Services at 410-706-5100 or Records and Registration at 410-706-6102.

Scope
The SGC shall review any grievance brought to it based on one or more of the following:

▪ arbitrary and capricious action on the part of a faculty member in, but not limited to, evaluations or grading. (As defined by the Board of Regents USM Policy II – 1.20, "the term 'arbitrary and capricious' grading means: 1) the assignment of a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.")

▪ violation of due process according to generally accepted norms of the University community by faculty, administrators, and/or staff;

▪ any behavior that violates the University's Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity (III – 1.00)

Procedures

1. *For Grievances against Faculty:*
   ▪ Grievant (student) and faculty member whose action is the subject of the grievance shall meet. It is the responsibility of the student to request the meeting.
   ▪ Failing resolution in the meeting, the grievant (student) should meet and discuss the matter with the Associate Deans for Student Affairs or Academic Affairs.
   ▪ Failing resolution in this meeting, the student shall arrange to communicate and meet with the SGC Chair. (If the grievance is against the SGC Chair, the next senior-in-rank SGC Committee member shall assume the Chair role on a pro tem basis.)
   ▪ There may be situations where the before established channels cannot be followed due to the nature of the allegation and the student may go directly to the SGC chair (i.e. fear of retaliation).

2. *For Grievances against Administrators, Exempt Staff or Non-exempt Staff:*
   ▪ Arranged by the grievant (student), a meeting to discuss the matter shall be held with the Associate Deans for Student Affairs or Academic Affairs.
   ▪ Failing resolution at this meeting, a meeting shall be arranged with the SGC Chair.
   ▪ There may be situations where the before established channels cannot be followed due to the nature of the allegation and the student may go directly to the SGC chair (i.e. fear of retaliation).

Documentation/Decision Process

1. *Once the above procedures have been completed the Grievant (student) must submit to the SGC Chair a written grievance petition, which includes:*
   ▪ A statement that the grievance falls within the scope of the committee.
   ▪ Facts that clearly delineate and support the grievance, attaching copies of all relevant documentation.
   ▪ A description of the specific steps that the student has taken in an attempt to resolve the conflict through established institutional channels before submission to the Committee.
   ▪ The student is encouraged to keep and present in support of the grievance a record of all meetings and what is found to be an unsatisfactory resolution of each step.

2. *SGC Chair Review/ Response:*
   ▪ Upon receipt of the grievance submission, the SGC chair will review the petition for determination of whether it constitutes a grievance that falls within the scope of the SGC in keeping with the SGC Committee internal procedures.
   ▪ When a petition is determined to fall within its purview, the SGC chair shall notify the person(s) named in the grievance (Respondent) and provide them with a complete copy of the petition.
   ▪ The SGC Chair shall offer mediation of the grievance to the parties, and if mediation is to be used, all parties must accept it and a resolution will be offered by the SGC Chair. (Mediation is not binding and does not preclude continuation of the grievance by the student.)
   ▪ If mediation fails to resolve the grievance, the SGC Chair shall appoint faculty members and a student representative for each grievance as needed, following Committee procedure. This constitutes the Grievance Review Committee (GRC). (No SGC member may be appointed to the Grievance Review Committee if the member is a respondent of the alleged grievance.) In addition the Respondent is notified within 14 calendar days to submit a written response.

3. *Time Restrictions and Notifications:*
   ▪ A written grievance petition shall be submitted to the SGC Chair within 60 calendar days of the action/incident/grading or, if later within 60 calendar days of the student's knowledge of the action/incident. (Note: The 60 calendar days for a grade grievance, begins the day that the grade is posted and not based on the student's knowledge of the grade.)
   ▪ The SGC Chair will notify the respondent when the procedures (mediation) have failed to produce a solution and request a written response from the respondent within 14 calendar days of the receipt of this notification. The respondent's written response will be shared with the student (grievant).
   ▪ If a GRC Committee meeting is necessary the recommendation should be completed or a status report generated within 30 calendar days of its receipt of the grievance petition.
   ▪ The SGC Chair will be notified of the Committee's recommendation and then this recommendation is forwarded to the Dean for final decision. (If the respondent is the Dean, and the grievance was sustained then the recommendation is forwarded instead to the President of the University for decision and final action.)
   ▪ The required timetable for the grievance review and recommendation may be suspended for the period of June 16 to August 31 as determined by SGC chair.

4. *Grievance Review Committee Meeting:*
   ▪ The SGC Chair will provide all received documents (grievant and respondent) to the GRC Chair.
   ▪ The GRC Committee will convene within 14 calendar days, if practical, to consider the grievance petition and response. The Committee may request additional information or a meeting with both parties. If additional written information is obtained from either

party, it shall be sent to the parties at least 7 calendar days before a meeting date.

▪ The GRC Committee may request the student and respondent to appear before the Committee. If so, both parties may bring an advocate. (Advocate may not be an attorney.)

▪ The Grievant has the option of deciding if the committee's student representative shall participate in the meeting.

5.   *Decision:*

▪ The Dean will consider the GRC recommendation and the documentation prior to making a decision on the grievance. The Dean may accept, modify or reject the committee recommendation.

▪ The Dean's decision, which is final, will be sent in writing to the student, the respondent, the SGC chair and the GRC chair.

Note

1)   View Student Policies at ***https://www.umaryland.edu/university-life/student-policies/***

2)   The faculty member, administrator or staff person must be a current employee of UM throughout the grievance process.

Grievance Process Synopsis

If a student (Grievant) believes they have a grievance based upon the before listed information, they should:

1)   Meet with Respondent (faculty, administrator or staff person) to discuss and attempt to clarify/resolve issue.

2)   Meet with advisor/Assoc Dean to discuss and attempt to resolve if step 1 is unsuccessful.

3)   Meet/communicate with SGC Chair to discuss the grievance if step 2 is unsuccessful.

4)   Provide documentation to SGC Chair as requested after meeting. This should occur within the timeframe noted above.

5)   Meet with SGC Chair and Respondent for mediation if offered.

6)   Meet with GRC Committee if requested.

7)   Receive final decision from Dean

STUDENT REVIEW COMMITTEE (SRC)

Purpose, Scope and Procedures

The SRC, a standing committee of the faculty, is responsible for reviewing allegations of academic dishonesty and/or unprofessional (problematic) behavior of a student in the classroom, the field instruction setting and the school community at large brought before it by a member of the school community. Additionally the Committee reviews allegations of illegal behavior and/

or conviction of a crime by/of a student brought to its attention. Members of the school community include faculty, field instructors, students and staff.

The SRC shall consist of the Chair, and four faculty members, (selection and representation as delineated in the Faculty Plan of Organization), one student representative designated by the Student Government Association (SGA), a second student representative may be appointed to serve as an alternate, a representative from the Field Education Office, the Assistant Dean for Student Services (ex-officio); and the Associate Dean for Student Affairs (ex-officio).

Definitions

Academic Dishonesty includes, but is not limited to, the following behaviors:

a.   false reporting of practice in the field placement,

b.   false reporting of classroom work as it affects the evaluation of a student's performance,

c.   bribery, seduction, or threats in relation to performance evaluation, cheating and/or plagiarism, whether by using work as one's own and/or without citation regardless if taken from the WEB, printed materials, or work produced by others. (Please see NASW Code of Ethics, Standard 4.08.)

Problematic Behavior includes, but is not limited to, the following:

d.   commission or omission of any act, which does not conform to generally accepted standards of responsible professional practice (e.g. NASW Code of Ethics),

e.   behavior which jeopardized the safety or rights of students, faculty, staff or clients of the School or University or a Field Instruction site,

f.   theft of property,

g.   malicious destruction or damage to property belonging to others,

h.   threat or commission of physical violence against any person,

i.   abusive, obscene or violent behavior while on University property or participating in University activities,

j.   use, possession, or distribution of illegal drugs,

k.   falsification, forgery or modification of any official document or written communication,

l.   knowingly passing a worthless check or money order in payment of financial obligations to the University,

m.   failure to follow the rules and regulations of field instruction sites participating in the School's program,

n.   commission or omission of any act which would provide cause for denial or revocation of a social work license.

Conviction of a crime occurs when a student has been convicted of criminal behavior or sentenced to probation before judgment by a court of legal jurisdiction.

Procedures

The Student Review Committee will consider student referrals from the Office of the Dean, the Office of Field Education, faculty and students.

▪ The Office of the Dean may refer students for conviction of a crime, academic risk and/or review of the educational progress of the student when considered necessary.

▪ The Office of Field Education may refer students for:
- o rejection by three different field agencies,
- o being asked to leave a field agency,
- o withdrawal from field instruction when performance is not of passing quality,
- o receiving an "F" in field instruction,
- o field performance that is judged to be at risk of academic failure or an inability to adequately carry out field assignments and/or,
- o problematic behavior.

▪ The Office of the Dean, the Office of Field Education, faculty and/or students shall refer students for
- o an allegation of an act of academic dishonesty

▪ The Associate Deans for Student Affairs and Academic Affairs may refer students for:
- o academic risk or failure
- o problematic behavior or any violation of the University's Student Policies (*https://www.umaryland. edu/university-life/student-policies/* or the NASW Code of Ethics.

The referring party bringing the allegation must provide the SRC a detailed written statement of the allegations, providing as much supporting documentation as possible including the student's written material and corroborating statements of other faculty, staff, agency personnel, students and others, if applicable.

1. Referrals for academic dishonesty: In cases of alleged academic dishonesty, a review by the SRC will be initiated either by a student, a member of the faculty, or the administration.
   a. When a student suspects that an act of academic dishonesty has occurred, the student will consult with the SRC Chair.
   b. When a faculty member suspects that an act of academic dishonesty has occurred, the faculty member shall offer to meet with the student to clarify the concerns. If the matter cannot be resolved, the faculty member shall put in writing to the SRC the action that he/she is taking. The referral letter shall describe the alleged act of dishonesty, when it occurred and

under what circumstances, in addition to the faculty member's subsequent actions, and the rationale for the faculty member's decision. The faculty member shall notify the student of the referral and retain pertinent documentation of the incident in his/her files.

2. Referrals for conviction of a crime:
   a. Upon referral by the Dean's Office of a student convicted of a crime, the Dean's Office will advise the student of the referral to the Committee. The Dean's Office will provide the Committee with a report presenting the specifications of the conviction. The student will be requested to provide the Committee with a written response reviewing the circumstances of the conviction, and present a review of the circumstances at a Committee hearing.

3. Referrals of demonstrated inability to adequately carry out field assignments:
   a. The Office of Field Education will notify the student of referral to the SRC Committee and provide the SRC Chair with documentation of the student's performance by the field instructor, the field liaison, and any other relevant source.
   b. The student will be requested to provide the Committee with a written response, a review of the field performance, and will be requested to present a review of the performance at a SRC Committee hearing.
   c. When the Committee considers Office of Field Education referrals, the student's field liaison shall be requested to attend.

Documentation/Decision Process

Copies of the referral letter and supporting materials shall go to the SRC Chair, who will be responsible for sending copies to the student and the Committee members.

1. The SRC Chair shall review the referral and its supporting documents and make a decision to accept or reject the case for review. The Chair shall notify the parties of the decision and provide the parties with details of the charge(s).

2. If the case is to be reviewed, the SRC Chair shall convene the Committee within 10 working days, if practical. Under extenuating circumstances, the Chair may, upon request, allow the student additional time to prepare a response to the allegations. If graduation is imminent and contingent upon the actions of the SRC Committee, the Committee shall convene at its earliest opportunity.

Hearing

- The Chair shall set a time convenient to all parties to hear arguments, allow points to be clarified, and collect any additional information that the Committee deems relevant.
- The student shall have the option of discussing their educational performance and/or charges of problematic behavior with the Committee. Students may choose not to attend the hearing.
- Students have the option of deciding whether the Committee's student representative remains a part of the Committee process.
- Students who choose to meet with the Committee may bring support persons to the hearing. Each student may bring one support person, though it is not required. The support person may choose to make a brief statement of support on behalf of the student, but may not ask questions of the Committee or of other witnesses. By University policy, the support person may not be an attorney (practicing or otherwise). Students cannot be accompanied by attorneys at these hearings unless the subject of the review concerns alleged criminal behavior for which criminal charges are or may be pending. In such instances, attorneys may be present to advise their clients but may not address the Committee directly.
- At the conclusion of the hearing, the Chair will excuse everyone in attendance except the Committee members. The Committee will first discuss and then vote on whether to uphold the allegations in the referral. The Committee shall determine whether or not it believes the incident(s) occurred and whether it meets the standards of academic dishonesty or unprofessional (problematic) behavior
- If the allegation(s) is not upheld, then the deliberations are ended and the Chair will send the Dean a letter to that effect. If the Committee does uphold the allegations in the referral, it will next deliberate on, formulate, and vote on recommendations. The Chair will forward its written recommendations and a copy of the proceedings to the Dean and to the student.
- Examples of recommendations from the SRC to the Dean are:
    - Take no action,
    - Place the student on academic probation,
    - Suspend the student,
    - Dismiss the student.
- The SRC Chair will keep a record of the proceedings.

Notification

The student will be informed of the Dean's decision regarding the disposition of the hearing in writing, usually within 2 weeks of the hearing. The Dean's Office will also inform the student that he/she may receive a copy of the Committee's written recommendation and a tape recording of the hearing, if he/she wishes. All communication from this point forward is with the Dean's office only.

If the case is heard and the charges of problematic behavior, academic dishonesty, or criminal conviction are not substantiated, the written material shall be expunged.

SCHOOL OF SOCIAL WORK STUDENT RESOURCES

OFFICE OF STUDENT AFFAIRS
Location: Louis L. Kaplan Hall - Room 1W15
Telephone: 410-706-3608
Fax: 410-706-6108
Dawn Shafer, Associate Dean for Student Affairs
Email: *sswstudentaffairs@ssw.umaryland.edu*

The mission of the Office of Student Affairs is to promote students' academic success by assisting students in meeting the many demands of their academic and personal lives, and promoting a positive school experience. The office provides guidance, advice and administrative assistance to students enrolled in the School of Social Work. This includes providing and clarifying information about school policies and procedures, assisting students in distress, serving as a liaison to students registered with the Office of Educational Support and Disability Services, as well as other accommodation needs, and providing resources and referrals to promote academic success. The Office of Student Affairs attends to students' essential, non-academic concerns as they relate to the academic "life cycle"; starting upon matriculation, through retention and subsequent graduation of MSW students. Ensuring that matriculated MSW students have a positive school experience is a goal of the office.

The Associate Dean for Student Affairs also provides general direction and leadership to the Office of Records and Registration, Academic Advising and the Office of Student Services.

Office Of Student Services
Location: Louis L. Kaplan Hall – Room 2W14
Telephone: 410-706-5100
Fax: 410-706-7897
Henriette Taylor, Assistant Dean of Student Services
E-mail: *studentservices@ssw.umaryland.edu*

The Office of Student Services' overarching mission is to support students. This is done by providing a number of services, which include academic and short-term personal counseling, career development, peer mentoring and referrals to additional support services as needed. The office promotes activities and events that enrich the implicit curriculum and help to create space for dialogue within the school. Overall, the OSS is committed to helping students reach their maximum potential as students and social workers.

The office sponsors activities that prepare students for the job market. Each year the office hosts a number of career-focused activities including seminars on job search techniques, resume preparation, tips on interviewing, and preparation for the LGSW exam. We also maintain an online job board: *www.ssw. umaryland.edu/jobs.*

The OSS also works closely with the Student Government Association (SGA) to stay apprised of the needs and concerns of the student body. The Office advises the SGA and provides guidance and support to ensure successful SGA events and overall organizational functioning (See Student Government section for more information). The OSS plans and prepares the May Convocation and hosts all New Student Orientations.

Office Of Records And Registration
Location: Louis L. Kaplan Hall – Room 1W05
Telephone: 410-706-6102
Fax: 410-706-6108
E-mail: *sswregistration@ssw.umaryland.edu*
Danielle Y. Ward, Director, Records & Registration
Nakiya Schurman, Associate Director, Records & Registration/Academic Advisor
Phyllis Pope, Coordinator, Records & Registration/VA Certifying Official

The Office of Registration is responsible for maintaining all student records. The Office conducts registration, enrollment verification, veteran's (VA) educational benefit enrollment certification, collects and enters student grades, and clears students for graduation. The Office is also responsible for providing Academic Advising for students.

Additionally, the office processes student requests for a leave of absence or withdrawal from the program. Students must complete the proper documentation and meet with the Director of Records and Registration to discuss their request.

OFFICE OF FIELD EDUCATION
Location: Louis L. Kaplan Hall – Room 5E40
Telephone: 410-706-7187
Fax: 410-706-2795
E-mail: fieldeducation@ssw.umaryland.edu
Samuel Little, Associate Dean and Director of Field Education

The Office of Field Education (OFE) is responsible for the development of field placement sites, the placement of students, and for the ongoing monitoring of the field education program. The OFE provides orientation and training for students and Field Instructors as well as ongoing support and assistance to Faculty Liaisons.

INFORMATICS OFFICE
socialwork.umaryland.edu/informatics
E-mail: informatics@ssw.umaryland.edu
Location: Louis L. Kaplan Hall - Fourth Floor
David Pitts, Assistant Dean for Informatics

The Informatics Office is one of the core sources of support at the School of Social Work. The staff maintains the audio, video, and computer technology equipment that supports the learning and research environments of the School. The Informatics Office consists of the Computer Center, Computer Training Classroom, Computer Services, and the Media Center. The Informatics Staff is here to support the technology needs of the School of Social Work. Since technology changes rapidly check the web page for the latest information.

Computer Center
Location: Louis L. Kaplan Hall, Room 4E04
Phone: (410) 706-5112
Hours: (See the Informatics Web Page at socialwork. umaryland.edu/informatics).

The Computer Center is the open computer lab for students, administrators, faculty, and staff within the School of Social Work. It is equipped with Windows based computers, high speed printers, and document scanners. Some of the software titles available for use include Microsoft Office (Access, Excel, PowerPoint, Publisher, & Word), ArcGIS, NVivo, and SPSS. All computers are attached to the Internet as well as the campus network resources such as the Blackboard course management system, databases, electronic reserves, and other online research information.

Computer Services
Location: Louis L. Kaplan Hall, Room 4E39
Phone: (410) 706-5113
E-mail: sswcomputerservices@ssw.umaryland.edu

The Computer Services staff maintains technology equipment owned by the School of Social Work including the network, PC's, Printers, and accessories. They also maintain the security of the School's information resources as well as maintaining user accounts and providing advice and support on the School's hardware & software technology problems.

Computer Training Classroom
Location: Louis L. Kaplan Hall, Room 4E36
Hours: (See the Informatics Web Page at socialwork. umaryland.edu/informatics)

The Computer Training Classroom is equipped to allow instructor based technology education. It is equipped with a Windows based mobile classroom including 40 wireless computers and its own printer. Some of the software titles available for use include Microsoft Office (Access, Excel, PowerPoint, Publisher, & Word), ArcGIS, NVivo, and SPSS. All computers are attached to

the Internet as well as the campus network resources such as the Blackboard course management system, databases, electronic reserves, and other online research information.

Equipment Rental
The Informatics Office makes available to School of Social Work students and to a limited extent administrators, faculty, and staff, equipment for on & off-site rental to support the School's programs. For more information see the Informatics Web Page at socialwork.umaryland.edu/ informatics but a summary of typical equipment available is provided below.

Audio Cassette Recorders
Camcorders
Computer Training Classroom
Digital Cameras
Laptop Computers
Multimedia Presentation Equipment
Overhead Projectors
Slide Projectors
Transcribers
Tripods
DVD/VCR's & Monitors

Media Center
Location: Louis L. Kaplan Hall, Room 4E39
Phone: (410) 706-7232
E-mail: sswmediacenter@ssw.umaryland.edu
Hours: (See the Informatics Web Page at *socialwork. umaryland.edu*)
    The Media Center enhances the learning and research environment of the School of Social Work with its broadcast and commercial quality production facility. The Center has equipment to assist in audio recording, videotaping (studio or remote) video editing, duplication (of non-copyrighted material only), multimedia presentation, audio & video teleconferencing, and distance learning. The Media Center staff is also available for multimedia project design advice.

INSTRUCTIONAL TECHNOLOGY
http://tinyurl.com/sswideateam
Location: Louis L. Kaplan Hall, 4th floor
Clark Shah-Nelson, Assistant Dean, Instructional Design & Technology
E-mail: ideateam@ssw.umaryland.edu
Phone: (410) 870-9663

The IDEA team supports Blackboard and related teaching and learning technologies. They also support quality teaching, learning and research by providing services and resources related to instructional design (developing online/hybrid courses) eLearning, pedagogy, educational technology and assessment.

STUDENT GOVERNMENT

SSW Student Government Association
University-Wide Student Organizations

SSW STUDENT GOVERNMENT ASSOCIATION**

The SGA office is located in 2E09. The SGA email is sga@ssw.umaryland.edu. The SGA website can be found at *http://www.ssw.umaryland.edu/students/sga/*

SGA Executive Board
There are five annually elected SGA positions: President, Vice President, Treasurer, Corresponding Secretary, and Recording Secretary. The SGA also annually appoints six SSW students to serve on the University Student Government Association (USGA) as Senators.

2019/2020 SGA Student Leaders
President: Francisco Leca
Vice President: Open
Treasurer: Open
Recording Secretary: Open
Corresponding Secretary: Open
SGA Faculty Advisor: Henriette Taylor, Assistant Dean of Student Services

The SGA is annually funded from student activities fees. These fees are disbursed to the various "recognized and supported" student organizations for promotion of the organizations' goals. Each SGA affiliate Student Organization additionally appoints a member to the SGA Executive Body to represent their respective organization at monthly meetings. Meeting dates and times are advertised in the Daily Bulletin.

** The School of Social Work has representation on the UMB Student Government Association (USGA)

SGA Mission
The Student Government Association's (SGA) primary mission is to consistently work toward making the student experience at SSW as fulfilling and rewarding as possible. The SGA does this in the following ways:

- By assessing and addressing student needs, ideas and concerns and bringing these to the attention of the SSW and University administration
- By sponsoring student activities and encouraging student participation in supported groups in order to create a sense of connection to the SSW and Baltimore communities.
- By committing to provide a positive and accepting space for discussion
- By working closely with the Office of Student Services (OSS) to appoint student representatives to serve on faculty committees.

The following faculty committees include one voting student member:
- Admissions Committee

- Clinical Concentration Committee
- Diversity and Anti-Oppression Committee (DAO)
- Field Education Curriculum Committee
- Global Initiatives Committee
- Macro Curriculum Committee
- Master's Program Committee (MPC)
- Student Grievance Committee (SGC)
- Student Review Committee (SRC)

(Students have full deliberation and voting rights in the committees on which they serve. The PhD Program Committee (PPC) shall have two students who are selected by a different process. Students are excluded from the Faculty Executive Committee (FEC), the Faculty Grievance Committee (FGC), and the Appointment, Promotion and Tenure (APT) Committee)

SSW Student Organizations:

The Alliance of Anti-Racist Social Work Practitioners
The Alliance of Anti-Racist Social Work Practitioners (the Alliance) is an organization at the University of Maryland School of Social Work dedicated to racial justice. Within the context of activism and social justice, our group seeks to examine and redefine the work of social workers in a racialized United States. As there is no clear definition of anti-racist social worker, we intend to pursue a broad set of activities and questions that challenge the implicit and explicit racism buttressing the deep inequities in contemporary America.

Faculty Advisors: Dr. Wendy Shaia and Ms. Rebecca Davis

Anti-Oppression Work Group (AWOG)
The purpose of AOWG is to advance social justice principles and an anti-oppression framework within the School of Social Work by making policy recommendations, promoting an equitable school and work environment for students and staff, and ensuring that the curriculum critically engages and challenges all students.

Faculty Advisor: Lane Victorson, LMSW

Christian Social Work Fellowship (CSWF)
The purpose of CSWF is to promote the spiritual growth of members and to help balance the spiritual needs and concerns of students with the demands of the social work profession. We seek to provide support, fellowship, and encouragement to social work students and any other interested persons or groups. We participate in bible study during our meetings and serve as a voice by which the issues and concerns of Christians in social work shall be addressed. We follow Christ's example in showing compassion without judgment, and in seeking social justice for those who do not have a voice.

Faculty Advisor: Dr. Fred DiBlasio

Community Action Network (CAN)
The Community Action Network is a student organization dedicated to allowing students to apply social work skills and principles to participating in the strengthening and empowerment of Baltimore Communities. Students partner with existing community groups and organizations to support community improvement efforts and to develop new programs in areas of need.

There are currently no student leaders for this group. Please contact Debbie Gioia if you are interested in becoming a CAN leader.

International Social Work Organization (ISWO)
ISWO offers information and referral services to students interested in international social work through collaboration with local NGOs, our alumni network, and faculty and staff. ISWO advocates for an international social work focus at SSW and links students to opportunities for international research and experience. We partner with all UMB Professional Schools to provide a multidisciplinary team framework to prepare students for professional research and careers overseas.

Faculty Advisor: Dr. Sarah Dababnah

Latinx Unidos for Community Healing and Awareness (LUCHA)
The purpose of LUCHA is to promote a feeling of solidarity and pride among Latin American students and other members within the School of Social Work, to increase Latin American awareness within SSW, to focus on and improve educational, cultural, and social development within the Latin American community and to provide the student body with knowledge of Latin American cultures and their diverse ethnic heritages through various activities.

Faculty Advisor: Dr. Nalini Negi

Macro Student Union (MSU)
The purpose of the MSU shall be to encourage greater knowledge and awareness of macro social work, increase macro social work opportunities for students, and support networking among fellow students and macro practitioners within the broader social work community.

Faculty Advisor: TBA

MSW Student Organization at USG
The University of Maryland School of Social Work, MSW_SO at USG is dedicated to enhancing both the University of Maryland School of Social Work and the Universities at Shady Grove student experience. Members of this group engage in community outreach, social events, interprofessional development, learning enrichment, and networking opportunities. The group meets regularly and plans events that are both meaningful and representative of the values for the University of Maryland School of SocialWork and the Universities at Shady Grove.

Faculty Advisor: Jessica Rider-Amin, MSW, LCSW-C

Organization of African-American Students in Social Work (OASIS)
The purpose of OASIS shall be to promote unity among African-Americans and to empower students by providing academic, professional, social, and spiritual support. OASIS works to highlight issues of race, African-American culture and provisions of social service to African-American communities. Additionally, OASIS strives to improve the school's overall climate for all students.

Faculty Advisor: Dr. Nadine Finigan-Carr

Queer Community Alliance (QCA)
The purpose of QCA is to create a supportive environment for lesbian, gay, bisexual, transgender, queer, and straight ally students, faculty, staff and alumni while educating the School of Social Work community concerning homophobia and heterosexism and their relationship to racism, sexism, and classism. To advocate for the inclusion of lesbian, gay, bisexual, transgender, and queer issues in the curriculum and to identify and address homophobic stances and actions in school policies, guidelines and classroom situations. To work for the inclusion of lesbian, gay, bisexual, transgender, and queer faculty, staff, and students. To collaborate with other groups outside the university to promote equal rights for members of the lesbian, gay, bisexual, and transgender community in Maryland.

Faculty Advisor: Aaron Betsinger, MSW

TIKKUN
TIKKUN, the Jewish Social Work Student organization, promotes events in the school which help raise awareness about Jewish concerns and issues in social work while working towards the goal of "tikkun olam" (repairing the world).Through guest speakers, films, and special events, we help educate the school community about Jewish holidays, rituals, anti-semitism, and the Holocaust. Additionally, we seek to promote unity among Jewish students as well as provide opportunities for students to become leaders in the community. TIKKUN advocates for the inclusion of Jewish issues on campus as well as in school policies, guidelines and activities.

Faculty Advisor: Dr. Corey Shdaimah
There are currently no student leaders for this group. Please contact Drs. Shdaimah and Gioia if you are interested in becoming a TIKKUN leader.

UNIVERSITY-WIDE STUDENT ORGANIZATIONS
Graduate Student Association (GSA)
GSA is a student-run organization serving and representing all graduate students at UMB. It acts as a liaison to the Graduate school, communicates student concerns and ideas, supports graduate student research interests, and provides and platform for discussion on matters that affect graduate student life.

University Student Government Association (USGA)
USGA is a University-wide student government organization that represents all UMB students. It is comprised of student senators elected annually to represent each school at monthly meetings (usually the second Wednesday of each month). Its main purpose is to enhance the quality of student life by promoting the free exchange of ideas, advocacy for student rights, and financial co-sponsorship of events and activities (e.g. Fall Fest, social nights, educational programs, etc.).

Blackboard
Blackboard is the courseware management system that the School and University use for web- enhanced and web-based courses. Users can access Blackboard from the website *http://blackboard.umaryland.edu/*

Copying Services (SSW)
A copy machine for student use is located on the fourth floor of the SSW, near the computer center.

Counseling Center (UMB)
As a student at UM, you already have an established record of performing well and using resources effectively. You may encounter new and challenging stressors during your graduate or professional school education. The Counseling Center can help you develop the resiliency to meet the many demands on the road to becoming a professional.

The Counseling Center offers individual and couples counseling, medication management, referrals, educational workshops, and consultation services. On this web site (*www.umaryland.edu/counseling*) you will find a wealth of information, including self-help resources, podcasts, appointment information, and a faculty guide.

Daily Bulletin E-mails

The School's online Daily Bulletin (*www.mysswbulletin. info*) is your most valuable source of information about School events, deadlines, special opportunities, etc. Please be sure to read it, since this is the way the Administration is able to communicate with all students. Students, faculty and staff wishing to publish items in the Bulletin should submit the information via the Daily Bulletin Web site (www.mysswbulletin.info). Any material for inclusion must be received no later than Noon the day preceding the date of publication.

Faculty Office Hours/Mailboxes

Faculty post office hours in their online syllabi located in Blackboard and on their office doors. In addition, unit administrative assistants, as well as the Dean's Office is informed of these hours. The posted hours are the best times to try to reach faculty either in person or by phone-- particularly to address academic matters. Faculty mailboxes are located on the first floor.

Health Sciences & Human Services Library (HS/HSL)

The Health Sciences and Human Services Library (HS/HSL) provides collections and services for campus students, faculty and staff, as well as for the University of Maryland Medical System. The library's electronic resources can be accessed within the library or from home or offices via the internet. For more information on the HS/HSL and its services, resources and programs, please call (410) 706-7996 or visit the library's website: *www.hshsl.umaryland.edu*.

Gail Betz, MSLIS
SSW Research, Education and Outreach Librarian
gbetz@hshsl.umaryland.edu

Meeting Rooms (SSW)

Room Reservations must be arranged ahead of time for meetings/gatherings/ events. Contact 410-706-7792 or stop by Room 1E08.

One Cards (UMB)

www.umaryland.edu/onecard
Incoming students may obtain their One Card during the "New Student Orientation Program" held in the spring and fall via the One Card Office in the UM Campus Center. The UMB One Card must be shown each time a student enters the School of Social Work and other buildings on the University's campus.

Parking Permits (UMB)

Students may purchase a parking permit online at *https://www.umaryland.edu/parking* or in-person at the Parking Cashiers Services Office (SMC Campus Center). A student will need their One Card, vehicle information and a fee to obtain a parking permit. The Office is located at 621 W. Lombard Street, Lower Level, Room 002D. Telephone number: (410) 706-5518.

Student E-mail Accounts

The University of Maryland, Baltimore and the School of Social Work hold students responsible for information sent to them via their University email accounts which is used for all school communications. Students are advised to check their University email accounts regularly.

New UM SSW students are notified when they can setup their University email via an email announcement to their home/alternate email account before the fall semester begins. After this they can set up their account from within their myUMB Portal account.

Student Financial Assistance and Education (UMB)

UMB's Student Financial Assistance and Education Office provides assistance to any UMB student who seeks funding to finance their educational cost. They believe that all students should develop a spending plan and make wise decisions before borrowing any money to finance their education. The UMB financial aid programs have been developed to help students who have academic potential and limited financial resources. The programs are specifically directed at helping those students who would not be able to complete their education without support. Approximately 80% of UMB students receive assistance through their office. Phone 410-706-7347. E-mail : aidtalk@umaryland.edu.

SURFS/SIMS

The Student User Friendly System (SURFS) and the Student Information Management System (SIMS) are used at the School to allow students to view grades, billing information, personal information, financial aid information and immunization status information. Class registration also takes place through this system. *http://simsweb.umaryland.edu*.

All official UMB Emergency Guides for the following situations can be found here: *http://www.umaryland.edu/alerts/emergency-reference-guide/*
▸ Active Shooter
▸ Bomb Threats
▸ Civil Disturbance
▸ Earthquake
▸ Fire or Emergency Evacuation
▸ General Campus Evacuation
▸ Hazardous Material Release
▸ Medical Situations
▸ Suspicious Package
▸ Tornado

EMERGENCY INFORMATION
Weather (Inclement) and Emergency Closings
UM Alerts

WEATHER (INCLEMENT) & EMERGENCY CLOSINGS
Inclement Weather
In an inclement weather situation, the following appropriate message will be communicated via media, web site, and voicemail.

Early Morning Cancellation
When inclement weather occurs overnight or during early morning hours, a decision by the President/Designee to cancel classes will be reached before 6 a.m. If this decision is reached, External Affairs will contact the media with the following announcement: "Classes at the University of Maryland, Baltimore are canceled.

Delayed Opening
When inclement weather occurs overnight or during early morning hours, a decision by the President/Designee to delay opening will be reached before 6 a.m. If this decision is reached, External Affairs will contact the media with the following announcement: "Classes at the University of Maryland, Baltimore will begin at (e.g., 9 a.m., 10 a.m., etc.)." Classes begin at the announced time.

Afternoon Closings
When inclement weather occurs during the day, the President/Designee shall decide whether to cancel classes and close administrative departments. If this decision is reached, External Affairs will contact the media with the following announcement: "Classes at the University of Maryland, Baltimore are canceled as of (e.g., 1 p.m., 3 p.m., etc.). Essential clinical activities will remain open.
   Classes, both daytime and evening, which are scheduled to begin at or after the announced time, are canceled for the day in question.

Evening Closings
When inclement weather occurs during the day, the President/Designee shall decide if evening classes are to be canceled. If this decision is reached, External Affairs will contact the media with the following announcement: "All evening classes at the University of Maryland,

Baltimore are canceled as of (e.g., 5 p.m., 6 p.m., etc.)." Classes which are scheduled to begin at or after the announced time are canceled for that evening.

Unusual Circumstances
In unusual circumstances, the President/Designee may determine that an emergency exists and may close the University. No other University official has the authority to close the campus. Should the Governor declare a state-wide closing of government offices, the President/Designee shall take necessary action as deemed appropriate under the circumstances. If the President/Designee closes the campus, External Affairs will contact the media with the following announcement: "The University of Maryland, Baltimore is closed."

General announcements about State offices or the University of Maryland are NOT applicable to this campus.

THE UNIVERSITIES AT SHADY GROVE
Students attending the MSW program at the USG location should follow that campus' procedures for inclement weather.

Emergency and/or Weather Related Closings
In the event of inclement weather or other emergency conditions, you should follow delays and closures for the "Universities at Shady Grove" rather than any individual participaintg USM institution. Closures and delays will be sent over the e2Campus notification system, as well as being reported on local radio and television news stations. You may also call USG at 301-738-6000 for recorded updates related to closures and delays. You can sign up for the e2Campus system by going to Emergency/Information Alert Systems.

Any questions regarding this policy should be directed to the Student Services Office at 301-738-6023.

Instructors will contact students directly and notify Student Services at x6000 for cancellations they determine necessary for their safety.

UM ALERTS
UM Alerts is the system used by the Emergency Management Team at the University of Maryland, Baltimore (UMB) to notify the campus community about emergencies and weather-related closings.

UMB Alerts messages are sent out via campus phones and campus email accounts. Users also can register personal mobile devices that are capable of receiving text messages. Alerts and sign-up information can be found at www.umaryland.edu/alerts.

Emergency Phone Numbers
Campus Police (for emergencies on campus): 711
Campus Police (for information): 410-706-6882
Facilities Work Control: 410-706-7570
Emergency Command Center: 410-706-7570
Campus Emergency Announcements: 410-706-8622
Environmental Health and Safety: 410-706-7055
Emergency Management Director: 410-706-7222
Counseling Center: 410-708-8404

SAMPLE PLANS OF STUDY

SAMPLE TWO-YEAR PLAN

Fall—Year One	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum I	3
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research	3
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	3
Two Advanced Courses (for which the prerequisites are met)*	6

Fall—Year Two	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Spring—Year Two	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Specializations may require specific courses.

SAMPLE – 2.5 YEAR PLAN (Spring Admit only)

Spring—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research OR	3

Fall—Year One	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum I	3
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research OR	3

Spring—Year Two	Credits
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	3
Two Advanced Courses (for which the prerequisites are met)*	6

Fall—Year Two	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Spring—Year Three	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Specializations may require specific courses.

SAMPLE THREE-YEAR PLAN

Fall—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 670 – Social Work Research	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy	3
Advanced Research	3

Fall—Year Two	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum I	3
Advanced Course (for which the prerequisites are met)*	3

Spring—Year Two	Credits
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	3
Two Advanced Courses*	6

Fall—Year Three	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Advanced Course*	3

Spring—Year Three	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Advanced Course*	3

Specializations may require specific courses.

SAMPLE FOUR-YEAR PLAN

Fall—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 670 – Social Work Research	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy	3
Advanced Research	3

Fall—Year Two	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum I	3

Spring—Year Two	Credits
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	3
One Advanced Courses (for which the prerequisites are met)*	3

Fall—Year Three	Credits
Two Advanced Courses*	6

Spring—Year Three	Credits
Two Advanced Courses*	6

Fall—Year Four	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3

Spring—Year Four	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3

Specializations may require specific courses.

ADVANCED STANDING SAMPLE PLANS

SAMPLE FULL TIME PLAN

Fall—Year One	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Spring—Year One	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Summer – Year One	
Two Advanced Courses*	6

Specializations may require specific courses.

SPRING ADMIT SAMPLE PLAN

Spring—Year One	Credits
Two Advanced Courses*	6

Fall—Year One	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Spring—Year Two	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Specializations may require specific courses.

ADVANCED STANDING – SAMPLE TWO-YEAR PLAN

Fall—Year One	Credits
Two Advanced Courses*	6

Spring—Year One	Credits
Two Advanced Courses*	6

Fall—Year Two	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
One Advanced Course*	3

Spring—Year Two	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
One Advanced Course*	3

UNIVERSITIES AT SHADY GROVE SAMPLE PLANS

SAMPLE TWO-YEAR PLAN (USG)

Fall—Year One	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum I	3
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy	6

Spring—Year One	Credits
SOWK 670 – Social Work Research	3
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	3
SWCL 700 – Advanced Clinical Interventions	
SWCL 744 – Psychopathology	6

Fall—Year Two	Credits
SWCL 794 – Advanced Field Practicum I	6
SWCL Methods (Concentration/Specialization Requirement)	3
Advanced Research	3
Elective	3

Spring—Year Two	Credits
SWCL 795 – Advanced Field Practicum II	6
SWCL Methods (Concentration/Specialization Requirement)	3
Advanced Policy	3
Elective	

Specializations may require specific courses.

SAMPLE THREE-YEAR PLAN (USG)

Fall—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy	3

Spring—Year One	Credits
SOWK 670 – Social Work Research	3
Advanced Policy	3

Fall—Year Two	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum I	3
Advanced Research	3

Spring—Year Two	Credits
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	3
SWCL 700 – Advanced Clinical Interventions	3
SWCL 744 – Psychopathology	3

Fall—Year Three	Credits
SWCL 794 – Advanced Field Practicum I	6
SWCL Methods (Concentration/Specialization Requirement)	3
Elective*	3

Spring—Year Three	Credits
SWCL 795 – Advanced Field Practicum II	6
SWCL Methods (Concentration/Specialization Requirement)	3
Elective*	3

ADVANCED STANDING (USG)

Spring—Year One	Credits
SWCL 700 – Advanced Clinical Interventions	3
SWCL 744 – Psychopathology	3

Fall—Year One	Credits
SWCL 794 – Advanced Field Practicum I	6
SWCL Methods*	3
Elective or SWCL Methods	3
Advanced Research	3

Spring—Year Two	Credits
SWCL 795 – Advanced Field Practicum II	6
SWCL Methods*	3
Elective or SWCL Methods	3
Advanced Policy	3

Specializations may require specific courses.

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Stanley Wenocur, professor; MSW, Case Western Reserve University; PhD, University of California, Berkeley.

UMB IMPORTANT TELEPHONE NUMBERS, EMAIL ADDRESSES AND LINKS

Academic Advising
410-706-6102 | sswadvising@ssw.umaryland.edu

Admissions
410-706-3025 | info@ssw.umaryland.edu
www.ssw.umaryland.edu/admissions

Alumni Relations & Development
410-706-0006 | alumni@ssw.umaryland.edu
www.ssw.umaryland.edu/alumni

Bookstore
410-706-7788 | umb.bncollege.com

Counseling Center
410-328 8404 | www.umaryland.edu/counseling/

Communications (Public Relations)
410-706-4542 | communications@ssw.umaryland.edu

Computer Lab
410-706-5112 | socialwork.umaryland.edu

Continuing Professional Education
410-706-1839 | cpe@ssw.umaryland.edu
www.ssw.umaryland.edu/cpe

Dean's Office
410-706-7794 | dean@ssw.umaryland.edu

Doctoral Program
410-706-7960 | phd@ssw.umaryland.edu
www.ssw.umaryland.edu/phd

Educational Support and Disability Services
410-706-5889 | disabilityservices@umaryland.edu
www.umaryland.edu/disabilityservices

Faculty Bios & Contact Info
www.ssw.umaryland.edu/academics/faculty-bios/

Family Connections
410-706-3014 | ryc@ssw.umaryland.edu |
www.family.umaryland.edu

Field Education
410-706-7187 | fieldeducation@ssw.umaryland.edu
www.ssw.umaryland.edu/field-education

Health Sciences and Human Services Library
410-706-7995 | www.hshsl.umaryland.edu

Media Center
410-706-7232 | socialwork.umaryland.edu

MSW Program at Baltimore (UMB)
410-706-5102 | www.ssw.umaryland.edu/academics/
msw-program/

Parking & Transportation Services
410-706-6603 | www.umaryland.edu/parking

Promise Heights
410-706-6404 | promiseheights@ssw.umaryland.edu
http://promiseheights.org

SSW Records and Registration
410-706-6102 | sswregistration@ssw.umaryland.edu
www.ssw.umaryland.edu/academics/office-of-
registration/

Social Work Community Outreach Service (SWCOS)
410-706-1882 | www.ssw.umaryland.edu/swcos

Southern Management Corporation Campus Center
410-706-5433 | www.umaryland.edu/campuscenter

Student Accounting
410-706-2930 | www.umaryland.edu/financialservices/

Student Complaint Information
Office of Accountability and Compliance
410-706-2281 | www.umaryland.edu/oac/complaint

Student Health
667-214-1883 | shealth@som.umaryland.edu
www.umaryland.edu/health

Student Services
410-706-5100 | studentservices@ssw.umaryland.edu
www.ssw.umaryland.edu/student-services/

Title IV-E Education for Public Child Welfare Program
410-706-3439 | www.family.umaryland.edu/title-iv-e/

UM Registrar Office
410-706-7480 | www.umaryland.edu/orr

UM Student Policies
https://www.umaryland.edu/university-life/student-
policies

UM Writing Center
410-706-7725 | www.umaryland.edu/writing

Undergraduate Program at UMBC
410-455-2144 | socialwork.umbc.edu/

University Student Financial Assistance
410-706-7347 | aidtalk@umaryland.edu
www.umaryland.edu/fin

USG IMPORTANT TELEPHONE NUMBERS, EMAIL ADDRESSES AND LINKS

Bookstore
301-738-6333
shadygrove.bncollege.com/

Campus Recreation Center (CRC)
301-738-6299
oakaigwe@umd.edu
www.shadygrove.umd.edu/campus-resources/campus-recreation-center

Career and Internship Services Center (CISC)
301-738-6338
usgcareerservices@umd.edu
www.shadygrove.umd.edu/student-services/career-and-internship-center

Center for Academic Success (CAS)
301-738-6315
sg-cas@umd.edu
usg-disability@umd.edu
www.shadygrove.umd.edu/student-services/csef

Center for Counseling and Consultation (CCC)
301-738-6273
www.shadygrove.umd.edu/student-services/center-for-counseling-and-consultation

Center for Student Engagement and Financial Resources (CSEF)
301-738-6023
shadygrove@umd.edu
www.shadygrove.umd.edu/student-services/office-of-student-services

Copy Center
301-738-6308
sgcopy@mercury.umd.edu
www.shadygrove.umd.edu/campus-resources/copy-center

Facilities & Services
301-738-6366
shadygrove.umd.edu/campus-resources/Facilities-Services

MSW Program at Shady Grove (USG)
301-738-6013 | http://www.ssw.umaryland.edu/academics/msw-program-at-shady-grove-usg/

Office of Information Technology (OIT)
301-738-6363
usg-itservicedesk@umd.edu
www.shadygrove.umd.edu/campus-resources/office-of-information-technology

Priddy Library
www.shadygrove.umd.edu/library

Public Safety
301-738-6065 Security Desk
www.shadygrove.umd.edu/campus-resources/public-safety

Transportation and Parking Services
301-738-6277
usgtransportation@umd.edu
www.shadygrove.umd.edu/about-usg/directions-transportation/parking