



UNIVERSITY OF MARYLAND

SCHOOL OF SOCIAL WORK

2009 - 2010 STUDENT HANDBOOK



Introduction

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 assigned academic advisors. Each student is encouraged to discuss questions regarding materials in the Handbook with his/her academic advisor.

Administration of the School

The Dean of the School is the Chief Administrative Officer. He is appointed by the President of the University of Maryland Baltimore and is a member of the President's Council.

Others who provide administrative support to the Dean include: The Associate Dean for the Master's Program, the Associate Dean and Director of the BSW Program (UMBC), the Associate Dean for Administration, the Associate Dean for Research, the Assistant Dean for Informatics, the Assistant Dean for Field Education, the Assistant Dean for Student Affairs, the Assistant Dean for Admissions, the Director for Continuing Professional Education, the Director of the Doctoral Program, the Director of Social Work Community Outreach Service (SWCOS), the Director of Communications, and the Director for Development and Alumni Relations.

School Governance

The Faculty Plan of Organization (FPO) is the document that sets forth the faculty structure and operation. This document calls for student representation on all standing committees of the School except the Faculty Executive Committee (FEC) and the Appointment, Promotion and Tenure Committee (APT). Moreover, student representatives are offered appointment to the various curriculum area committees. Student representation is at a ratio of one student to four faculty. The Student Government Association (SGA), in conjunction with the endorsement of the Assistant Dean for Student Affairs, accepts nominations and volunteers for appointment to the various faculty curriculum committees. It is the Student Government Association's responsibility to communicate appointments to the chairs of the committees to which students are appointed. Students who are appointed to committees have full voting privileges on their respective committees.

Student committee members can be excused from their field placement for participation in committee meetings. This should be done with the expressed consent of the field instructor and notification of the Assistant Dean for Field Education.

Students may attend any committee or faculty meeting except when the committee is meeting in executive session. The Faculty Executive Committee Chair should be approached if students wish to attend the FEC's meetings or present items for that committee's consideration. Students should also contact the Chair if they want to attend and/or speak at the meeting of the faculty. These meetings are held monthly. The faculty approved committees are comprised of the following:

*Admissions Committee: Dr. Steven Soifer, Chair

Appointments, Promotion, and Tenure Committee: Dr. Geoffrey Greif, Chair

Baccalaureate Program Committee: Dr. Carolyn Tice, Chair

*Clinical Concentration Committee: Dr. Kathleen Deal and Dr. Shoshana Ringel, Co-chairs

Comprehensive Review of Tenured Faculty: Dr. Fred DiBlasio, Chair

*Educational Resources and Informatics Committee: Dr. Terry Shaw, Chair

*Field Education Committee: Dr. Julianne Oktay, Chair

SSW Library Committee: Dr. Howard Altstein, Chair

*MACO Concentration Committee: Dr. Karen Hopkins and Dr. Megan Meyer, Co-chairs

*Master's Program Committee: Dr. Shoshana Ringel, Chair

*Student Grievance Committee: Dr. Fred DiBlasio, Chair

*Student Review Committee: Dr. Caroline Long Burry, Chair

*Student Representatives may serve on the committee.

Student Governance

Student organizations in the School of Social Work must be approved by the Student Government Association (SGA), have an approved set of bylaws, and be approved by the Dean of the School, in order to be a "recognized" student organization.

The Student Organizations' Office is located in the East Building on the second floor. Telephone Number: (410)706-5110.

Student Government Association**

The Student Government Association (SGA) addresses student needs, ideas and concerns in the School and works to move the School to action on behalf of those concerns. The SGA facilitates communication among the student body, faculty, staff, and the University. The SGA is annually funded from student activities fees. These fees are disbursed to the various "recognized" student organizations for promotion of the organizations' goals. The SGA is responsible for making appointments, along with the endorsement of the Assistant Dean for Student Affairs, of students who would like to serve on the various faculty committees. Officers are President, Vice President, Treasurer, Secretary, and five University SSW USGA Senators. Each SGA affiliate Student Organization additionally appoints a member to the SGA Executive Body to represent their respective organization. Meeting dates and times are posted in the Student Mailroom, the SGA office, as well as in the daily School of Social Work Bulletin and on the television monitors.

SGA President: TBD

SGA Vice President: TBD

Faculty Liaison: Assistant Dean Lucia M. Rusty

**The School of Social Work has representation on the University of Maryland, Baltimore Student Government Association. The University Student Government Association Senators for 2009-10 from the School of Social Work are to be determined.

Christian Social Work Fellowship (CSWF)

The Christian Social Work Fellowship (CSWF) is a nondenominational group of social work students who meet weekly for prayer, fellowship, teaching, and encouragement. The CSWF's goal is to provide support for Christian students within the School. The CSWF strives to be a safe place for sharing their common faith in Christ, with its goal being to love, encourage, and equip one another in its mission as social work students. The group seeks to integrate Christianity and social work practice. CSWF is open to all students and faculty interested in the Christian faith and how it pertains to social work today. All are welcome to fellowship. The CSWF meets weekly at the School during lunch hours. The CSWF also sponsors fun social activities and outreach events. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: TBD

Faculty Liaison: Dr. Fred DiBlasio

International Social Work Organization (ISWO)

The purpose of the ISWO is to support local and international communities' effort to practice social work and increase awareness of cultural competency in working with immigrants and refugees for the benefit of individuals and communities within local, national, and international settings. ISWO embraces the ethical principles for social workers to be culturally competent and to respect diversity. To achieve this purpose, ISWO shall: develop programs to address and educate the student population on these issues; get involved with direct action around these issues; create a supportive network of students, both Clinical and MACO, who are interested in international social work. ISWO will also seek volunteer opportunities locally and abroad.

Student Contact: TBD

Faculty Advisors: Dr. Raju Varghese and Dr. Nalini Negi

Lesbian Gay Bi-Sexual Transgender Allies Union (LGBTAU)

The Lesbian Gay Bi-Sexual Transgender Allies Union (LGBTAU) works to improve the supportive environment for lesbian and gay students and Alumni. The organization is also committed to educating the School concerning homophobia and heterosexism and their relationship to racism, sexism and classism. Additionally, the organization advocates the inclusion of lesbian and gay issues in the curriculum, identifies and addresses homophobic stances and actions in School policies, procedures and practices, and works for the inclusion of gay and lesbian faculty, staff and students in the School. The organization is open to all members of the social work community, i.e. gay and lesbian students, faculty, staff, alumni and supportive others. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: TBD

Faculty Liaison: Dr. Kelley Macmillan

Organization of African American Students in Social Work (OASIS)

The Organization of African-American Students in Social Work (OASIS) seeks to promote unity among African-Americans and to empower students by providing academic, professional, social and spiritual support. The organization 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 climate for all students. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: TBD

Faculty Liaison: Dr. Tanya Sharp

People of All Abilities are Capable of Achieving Anything (PAACAA)

The PAACAA mission is to provide support, education, understanding, advocacy and general awareness within the School of Social Work community and at the University of Maryland, Baltimore about students and clients who are challenged with disabilities. Meeting dates and times are announced in the SSW Daily Bulletin.

Student Contact: Elyssa Diamond

Faculty Liaisons: Dr. Melissa Bellin and Dr. Amy Cohen-Callow

Social Workers Latin American Solidarity Organization (SW-LASO)

The Social Workers-Latin American Solidarity Organization (LASO) works to promote a feeling of solidarity and pride among Latin American students and others within the School, and to increase Latin American awareness within the School. The SW-LASO also focuses on and improves educational, cultural, and social development within the Latin American Community. The organization provides the student body with knowledge of Latin American cultures and their diverse ethnic heritages through various activities. In addition, the SW-LASO supports the Latino Association of Maryland Professional Students (LAMPS) in promoting awareness, cultural and social diversity with a campus wide focus. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: TBD

Faculty Liaison: TBD

Student Coalition for Peace and Equality (SCOPE)

The Student Coalition for Peace and Equality (SCOPE) is a coalition of students (and future social workers) who are committed to fighting for social justice for all people. To achieve this purpose, SCOPE members work together to arrange for programming that educates the student population about issues of peace, equality, and social justice, to organize and get involved with direct action campaigns on campus as well as in the community, and to create a supportive network of students (both MACO and Clinical) who are interested in fighting for social change. If this sounds interesting to you, visit SCOPE's Web site at www.scopessw.org to learn more.

Student Contact: TBD

Faculty Liaisons: Dr. Debbie Gioia and Dr. Megan Meyer

TIKKUN

TIKKUN, the Jewish Social Work Student organization, promotes events in the school that helps raise awareness about Jewish concerns and issues in social work. Through guest speakers, films, and special events, we help educate the school community about Jewish holidays, rituals, anti-semitism, and the Holocaust. Meeting dates and times are announced in the School of Social Work Bulletin.

Contact Person: TBD

Faculty Liaison: Dr. Steven Soifer

School of Social Work Offices/Services

Development and Alumni Relations

The Development Office works directly with the Office of External Affairs, the Dean of the School of Social Work, the School's faculty and staff, and its Board of Advisors to plan, coordinate, and implement a Development Program to provide resources for the School in support of its mission and goals including:

Building relationships with individuals, corporations, and foundations to seek private support through monetary gifts, material resources, time and expertise.

Implementing programs to achieve annual and capital fund raising goals and funding priorities

Providing sustained and consistent efforts to attract financial resources to achieve the School's strategic goals and objectives, thereby increasing fiscal strength through the development of revenue resources and effective financial planning and management.

Working closely with the Alumni Association to establish plans, programs and publications consistent with their mission.

Working to communicate to external and internal audiences the goals, programs activities and accomplishments of the School of Social Work.

For additional information, contact the Office of Development and Alumni Relations at 410-706-0006.

Health Sciences and Human Services Library (HS/HSL)

<http://www.hshsl.umaryland.edu/>

The building for the Health Sciences and Human Services Library (HS/HSL) at the University of Maryland opened in April 1998. It houses library services and collections as well as campus computing services.

The HS/HSL, located on the southwest corner of Lombard and Greene Streets, serves the Schools of Medicine, Dentistry, Law, Pharmacy, Nursing and Social Work, the University of Maryland Medical Center, the Graduate School, and other affiliated institutions. It has 162 print journals, more than 30,000 electronic journals, about 170,000 books and almost 6,000 electronic books.

Students can easily access the HS/HSL's electronic resource by logging in to the library's website (www.hshsl.umaryland.edu) and authenticating using the 14-digit barcode located on the back of their UMB One Card.

The HS/HSL has an open wireless network and 1,500 data port connections. There are three computer classrooms and 57 publicly accessible computer workstations. The library offers a variety of study space including over 130 study carrels and 45 group study rooms and. In addition, the library has three enhanced study rooms on the second floor, each equipped with large, wall-mounted LCD panels, tables with power and VGA cables to connect laptops to LCD monitors. This enables small groups to collaborate effectively.

The HS/HSL is also the regional medical library for ten southeastern states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands as part of the National Library of Medicine's National Network of Libraries of Medicine (NN/LM).

Food and beverage policy: Drinks may be brought into the building only if they are in spill-proof containers. Snacks and fruits may be consumed in designated areas including group study rooms and the tower area. Hot foods or foods that must be eaten with utensils are not permitted in the library. No food is permitted at the computers.

HS/HSL Phone Numbers and Locations

<http://www.hshsl.umaryland.edu/>

SSW HS/HSL Liaison: Anna Tatro, MLS (410) 706-7374
Reference Desk, 1st Floor (410) 706-7996
Circulation Services, 1st floor (410) 706- 7938 or (410) 706-7995
Resource Sharing (Document Delivery/ILL), 3rd floor (410) 706-3239
Historical and Special Collections, 5th floor (410) 706-5048
Library Administration Offices, 5th floor (410) 706-7545
Services for People with Disabilities (410) 706-7928

Informatics Office

www.ssw.umaryland.edu/informatics
Email: informatics@ssw.umaryland.edu
David Pitts - Assistant Dean for Informatics - (410) 706-3619

Staff:

Archana Bhandari - Director of Instructional Technology (410) 706-6402
David Giegerich - Media Specialist - (410) 706-7232
David Fagan - Media Specialist (410) 706-7232
Stanley Minkin - Information Systems Engineer - (410) 706-5113

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, Instructional Technology, & the Media Center. The Informatics Office works with the Office of Student Affairs to provide computer related ADA services. The Informatics Staff is here to support the technology needs of the School of Social Work and we take pleasure in serving our customers. Since technology changes rapidly check our web page at www.ssw.umaryland.edu/informatics for the latest information.

Computer Center

Location: Louis L. Kaplan Hall, Room 3e29

Phone: (410) 706-5112

Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics)

The Computer Center is the open computer lab for administrators, faculty, staff, and students 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) 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 & 3619

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 3e36

Hours: (See the Informatics Web Page at www.ssw.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 24 wireless computers and its own printer. Some of the software titles available for use include Microsoft Office (Access, Excel, PowerPoint, Publisher, & Word) 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 www.ssw.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
VCR's & Monitors

Instructional Technology

Location: Louis L. Kaplan Hall, Room 2w08
Phone: (410) 706-6402
Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics)

The Instructional Technology staff support faculty, staff and students in the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning especially electronic and online learning.

Media Center

Location: Louis L. Kaplan Hall, Room 4e39
Phone: (410) 706-7232
Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics)

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.

Office of Student Affairs

Location: Louis L. Kaplan Hall - Room 2W14
Telephone: (410) 706-5100, FAX: (410) 706-7897

Staff:

Lucia M. Rusty, DCSW, ACSW, and CSW/NY, Assistant Dean for Student Affairs
Theresa Washington, Executive Administrative Assistant

The Office of Student Affairs' (OSA) primary goal is to provide proactive services and counseling for students to ensure a smooth transition into the academic rigors of graduate study. Services include academic and personal counseling to students seeking guidance, referral to appropriate supportive offices as the need arises [e.g. Computer Center, Media Center, University Office of Student Services/ADA Central Office, UMB Counseling Center, Health Sciences/Human Services Library (HS/HSL), Alumni Office, etc.], and aid to students with disabilities. The office also promotes the sponsorship of activities and events, which can enrich the cultural milieu within the University community as well as help in the retention of students. Overall, the OSA is committed to prompting students to reach their maximum potential as it relates to the field of social work and graduation.

The OSA's underlying mission is to offer services that will spur students to graduation. The office also sponsors activities that prepare students for the job market. Each year the office sponsors Career Talks (via the SGA), an annual Job Fair, seminars on job search techniques, resume preparation, tips

on interviewing, preparation for the licensing examination via CPE, produces the Career Affairs Directory, and posts job opportunity announcements via the internet at www.ssw.umaryland.edu.

The OSA also works closely with the Student Government Association and the University's Student Services Office to stay apprised of the needs or concerns of the student body. In addition, the office assists in the planning and preparation of the May Convocation, sponsors a Summer Enrichment Program (SEP) for provisionally admitted students, coordinates a Peer to Peer Tutoring Program, and hosts the Spring/Fall New Student Orientation Program.

Services to Students with Disabilities

Commitment of Services for Students with Disabilities (ADA Services - Upon acceptance into the School of Social Work, letters of admission to new students from the Admissions Office include a statement which encourages entering students to disclose their disability. Upon a student disclosing s/he has a disability, the student must complete an Authorization Document and Accommodation Request Form [PDF file-link]. This document serves as authorization and verification that the student meets ADA guidelines and is entitled to services as cited under the ADA Act. Overall, the OSA serves as a referral site whereby students can arrange for services and receive support in conjunction with the University's Office of Student Services (Student Center at Pine Street). Students with disabilities must meet with Director Cynthia Rice of the University's Central ADA Office every semester to apprise her of needed accommodations/services for SSW classes and for field. Telephone number: 410-706-7117.

SSW Policy and Procedures for Students With Disabilities [Essential Requirements for Admission and Academic Advancement] link

UMB Guidelines for Documenting a Disability (link)

School of Social Work Americans With Disabilities Act Statement

The School of Social Work believes that it should educate a diverse group of social work students recognizing that in such diversity lies excellence. Included in this group are qualified students who have impairments, functional limitations, and /or disabilities. The School wishes to facilitate the education of such students and make reasonable accommodations for their disabilities in order to promote learning and performance. The School of Social Work has a detailed ADA policy found in the appendix of this publication.

Please note: The Assistant Dean for Student Affairs appreciates receiving any recommendations or comments that could help the office better serve students.

Student Policies and Procedures

Academic Risk and Academic Failure

Academic risk occurs when a student has a GPA below 3.0; has an "F" in a course; has 6 or more credits of unbalanced "C"; or has demonstrated unsatisfactory performance in a field placement. Students may be referred to the Student Review Committee by the Assistant Dean for Field Education when the student's field performance is at risk, is judged to be at risk of academic failure, demon-

strates professionally problematic behavior, or demonstrates an inability to adequately carry out field assignments. Students who are at “academic risk” should see their academic advisor. Students who are at academic risk may be brought before the Student Review Committee (SRC).

Academic failure occurs when a student earns 12 credits of unbalanced “C”s or 9 credits of unbalanced “C”s plus an “F”, or when a student earns 6 credits of “F”. A second earned “F” cannot be repeated and indicates academic failure even if the first “F” has been replaced by a higher grade. Students who have demonstrated “academic failure” will be dismissed from the program.

Academic Year

The School follows the common calendar of the University. This consists of a fall semester, a spring semester and an eight-week summer session.

Advanced Standing Students

Advanced standing status may be available to students who have completed, within five years prior to enrollment in the School, undergraduate programs in social work accredited by the Council on Social Work Education. Those students must have earned a minimum 3.0 grade point average on a 4.0 scale on the last 120 credits which appear on the bachelor’s degree transcript as well as 3.0 in the last 60 credits. A grade of C in a practice class in the undergraduate program makes one ineligible for advanced standing. Those who qualify may receive up to 24 semester hours of credit toward the MSW degree. Advanced standing students must earn the MSW within two years of initial registration at the School of Social Work. Advanced standing students may complete the MSW in one year (2 semesters and 1 summer) of full-time study or two years of extended study, provided the degree is awarded within seven years from the baccalaureate graduation. Advanced standing students must meet the academic residency requirement by completing two consecutive semesters with a minimum enrollment of nine credits each semester. Students who graduated more than one year ago must include as one of their three letters of reference-- a reference from an employer or supervisor who is familiar with their post-BSW social work practice experience.

Important Reminders:

Advanced Standing students are required to attend an orientation prior to beginning the program.

All students should develop a plan of study with their academic advisor or the Associate Dean of the MSW Program. A copy of this plan should be filed with the office of the Associate Dean for Administration.

All students must declare a concentration and specialization prior to applying for an advanced field work.

Advising of Students

The faculty advising system provides an opportunity for students to establish relationships with members of the faculty with whom they should consult to consider educational and personal issues that impact on the educational process. A Faculty Advisor may serve as a mediator in situations where the student finds himself/herself in conflict with faculty or administration. Faculty are available to advise students concerning course selection, concentration, specialization, problems in the class or field

and School policies and procedures. Faculty members maintain office hours for advising students. In cases where a faculty member is not available, the Associate Dean for the MSW Program or Assistant Dean for Student Affairs can assist the student. It is the student's responsibility to insure that the correct courses have been completed to achieve progression into the advanced year and graduation.

School advisement is to be distinguished from the Field Liaison function. The Field Liaison monitors the student's field work performance and evaluates that performance at the conclusion of each unit of field work.

Advising Procedures

All students are assigned to a faculty advisor. The assigned faculty advisor list is posted in the Student Mailroom. Students may change advisors by making a formal request to the Office of the Associate Dean for Administration. When requesting a change of a faculty advisor, it is the responsibility of the student to request that the new faculty advisor accept him/her as an advisee and to inform the former advisor of the change.

Audit

An audited course allows the student to be exposed to the content in the course while not requiring the student to complete the course requirements. The course will appear on the student's transcript as an audited course. A student may audit a course on a space-available basis and with the faculty member's permission, with priority given to students taking the course for credit. In cases where the student is taking the course for a grade, s/he may not change to audit once the semester has started. Tuition must be paid for an audited course and may not be used to meet the minimum requirement for residency.

It is not possible to register as an "auditor" online. To register, please contact the School's Office of Registration at 410-706-6102.

Change of Address

It is important that change of name, address, and/or telephone number be submitted through the School's SIMS system or to the Office of the Associate Dean for Administration, Room 1W05. The office will inform the campus UMB Office of Records and Registration.

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.

Drop/Add

On a space available basis, a student may add courses to their schedule during the first week of classes. This must be done in person at the School's Office of Registration. Courses may be dropped until mid-semester. Students wishing to drop or add a course must secure the appropriate form from the Office of the Associate Dean for Administration. There is no refund for students who drop courses or for students who change their status from full-time to part-time.

Students should refer to the "Important Dates" sheet that is issued by the campus Office of Records and Registration to ascertain the specific dates for drop/add. Students who register for a course and decide not to take it, must officially drop it by that semester's drop/add date to avoid submission of a failing grade.

Event Misconduct Policy

<http://www.usmd.edu/regents/bylaws/SectionV/V800.html>

Exemption Exams for Foundation Courses

Provisions have been made for those with prior professional or academic preparation to enrich their educational experience at the School through exemption of certain basic courses. 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. Examinations are given January, May and June. Arrangements are made through the Office of the Associate Dean for the Master's Program. Although the student is exempt from taking the course if the exam is passed, no academic credit is awarded for exemption. The courses for which one can take an exemption examination are:

SOWK 600 - Social Welfare and Social Policy

SOWK 670 - Social Work Research

SOWK 640 - Human Behavior and the Social Environment I

SOWK 641 - Human Behavior and the Social Environment II

Exemption Exams for prerequisite requirements (Statistics and Human Growth & Development) - - These prerequisites for admission may be fulfilled by passing an exemption examination. (Incoming students may also register for non-credit workshops offered during the School's summer session to fulfill these prerequisites; this is arranged through the Office of Admissions). The dates and arrangements for pre-req exemption exams are the same as those for the other exemption exams.

Exemption examinations may be taken only once. Information pertaining to the exemption examinations will be published in the School of Social Work Bulletin or may be obtained by calling the Office of the Associate Dean for the Master's Program. Students who are exempted from courses should consult their academic advisor for special assistance in program planning.

Extended Students

Extended students are students who enter with the intention of completing the program in more than four consecutive semesters. Students pursuing this schedule must have a Plan of Study prepared during the initial semester of matriculation. Students should meet with their advisor to develop an

extended Plan of Study. This plan should be submitted to the Office of the Associate Dean for the Master's Program with copies to the Office of the Association Dean for Administration and Registration and the Assistant Dean for Student Affairs.

Four-Year Limit

Students are required to complete their 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.

Grading

The letters A+ through C- are used for credit for a course; 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

A cumulative grade point average of B or 3.0 in the Foundation curriculum is required for graduation as well as 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.

Incomplete grades are given under exceptional circumstances to students whose work in a course has been qualitatively satisfactory, but who, because of illness or other circumstances beyond their control, have been unable to complete all the course requirements. In general, incomplete grades must be cleared within six weeks after the end of the semester in which the "I" was assigned. Any incomplete grades remaining at the end of that period will convert to "F".

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.

Academic Risk and Academic Failure ([link](#))

Graduation Applications

Students must file a formal Application for Diploma with the University of Maryland, Baltimore Office of Records and Registration no later than the third week of the semester in which they expect to graduate or by the second week of the summer session during which they expect to graduate. Applications can be submitted online. Specific dates are published in the School of Social Work Bulletin.

Leave of Absence

Leaves of absence must be requested in writing by the student and addressed to the Associate Dean for Administration. Leaves of absence may not extend beyond two regular terms. Students who do not formally resume studies after two terms of approved leave must apply for readmission through the Office of Admissions. Students who discontinue studies without an approved leave of absence must reapply for admission.

Program 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 of time must complete their programs according to individually developed educational plans, usually taking three to four years. The MSW degree must be earned within a maximum of four years unless an extension has been granted in writing by the Associate Dean of Administration. A student must enroll for a minimum of two courses (6 credits) each semester.

Progression to Advanced (2nd Year) Curriculum

A student may not enroll in advanced field unless a "B" average (3.0) GPA has been attained for the courses that comprise the 24-credit Foundation Curriculum.

In certain circumstances, grades from advanced courses taken in the spring semester of Foundation may be used to balance off a GPA that is below 3.0.

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. Students who register for a course and decide not to take it, must officially drop it or withdraw by that semester's drop/add date to avoid submission of a failing grade.

Registering for more than 15 credits requires approval from either the Office of the Associate Dean for the Master's Program or Associate Dean for Administration. A student's cumulative G.P.A. is one consideration for approval of an academic overload. Refer to weekly SSW Bulletin for deadlines.

Advanced Registration occurs in the Fall and Spring semesters after the schedule of course offerings is published in the SSW Bulletin. This generally occurs after mid-term. Notice of due dates and required registration materials are distributed in the SSW Bulletin.

Under certain circumstances and with approval of the Associate Dean for the Master's Program, non-matriculated people may register for a course as a special student. The person must complete the face sheet of the application and include both a college transcript and a statement as to the reason he or she wishes to enroll for a course. The usual application and per credit course fees apply. People who have been dismissed from the program may not come back as special students.

All course registration occurs online.

Repeating Courses

A course may be repeated 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.

Requirements for Graduation

To be eligible for the Master of Social Work degree, students must have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum, totaling a minimum of 60 semester hours; must have a cumulative grade point average of B (3.0 on a 4.0 scale) for all classroom courses and a P (Pass) for field courses.

Suspension or Dismissal

Suspension is the denial of enrollment for a specified period of time, not to exceed one academic year. Request for reinstatement is referred to the Chair of the Student Review Committee.

Dismissal is denial of enrollment for an indefinite period of time. Dismissed students must submit an application for admission to the School, meet all admission requirements, and be judged on their merits in relation to the pool of applicants in order to gain readmission. The Office of Admissions will refer applications for readmission of those who have been dismissed to the Office of the Dean or his designee. If the recommendation is to admit a previously dismissed student, it is anticipated the student will be required to start the entire program with previously earned credits being lost. However, an applicant once readmitted may request in writing to the Associate Dean of the Master's Program a review of the previous transcript for possibility of transfer credit.

Grounds for suspension or dismissal include:

- Academic failure
- Academic risk
- Problematic professional behavior including ethical violations
- Academic dishonesty
- Conviction of a crime
- Falsifying information on the admissions application

Students who are dismissed and who wish to submit an application for readmission to the School of

Social Work:

Must formally apply for admission and meet regular admissions criteria and deadlines. In addition, applicants for readmission must submit a personal statement describing their understanding of the grounds for this dismissal and their plans for success in the program should be readmitted.

If admission is granted, at least one year from the time of dismissal must have elapsed before matriculation will be permitted.

Transcript of Record

Students and alumni may secure transcripts of their University of Maryland Baltimore record from the campus Registrar's Office. There is no charge for issuance of transcripts. A request for transcripts must be made in writing and should be made at least two weeks in advance of the date the records are needed. One may also request a transcript via the internet. No transcript will be furnished to any student or alumnus whose financial obligations to the University have not been satisfied.

Transfer From Other Social Work Programs

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 UMBMSW) 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-MSW 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.

Voluntary Withdrawal From School

(Refund Schedule)

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.

The procedures for withdrawal are: submitting a letter of withdrawal to the School's registrar, filing an Application for Withdrawal form bearing the proper signatures, satisfying the authorities that there are no outstanding obligations to the School and returning the student identification card. An exit interview is held with the withdrawing student by the School's registrar to ascertain the reason for withdrawal.

When these procedures are completed, the student is credited with all academic fees charged less the matriculation fee and entitled to refunds according to the following schedule, using as the date for computation when the application for withdrawal is deposited with the Registrar's Office:

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 will be published in the "Important Dates" sheet issued by the UMB Office of Records and Registration and given to all students with a confirmation of their registration.

Master of Social Work Program [Curriculum]

Overview

The 60 credit Master of Social Work curriculum is divided between a 24-credit Foundation Curriculum and the Advanced Practice Curriculum of 36 credits with the following choice of primary concentrations: 1) Clinical, and 2) Management and Community Organization. Options exist for a student to take a combination of these concentrations by choosing to make one primary and one secondary.

A specialization in a field of practice as well as a concentration is required in the advanced curriculum. These fields of practice are:

AGING

FAMILIES AND CHILDREN

HEALTH

MENTAL HEALTH

SOCIAL ACTION AND COMMUNITY DEVELOPMENT (for MACO only)

An individualized specialization may be developed for a student with interests not reflected among the seven existing specializations. Development of such a specialization requires special permission from the Associate Dean for the Master's Program. A student's plan devised with his/her advisor must include an advanced field placement approved by the Assistant Dean for Field Education in a current specialization area. Students who plan an individualized specialization must have the request form signed by the Associate Dean for the Masters Program. A sub-specialization, Children, Adolescent and Family Health is also possible within the Health Specialization. EAP and Substance Abuse are subspecializations available within the Mental Health specialization.

Course Numbers and Titles (note: some courses may not be offered every semester or every year)

FOUNDATION COURSES

SOWK 600 - Social Welfare and Social Policy [3 credits]

SOWK 630, 631 - Social Work Practice [3 credits each semester]

SOWK 635, 636 - Foundation Field Practicum [3 credits each semester]

SOWK 640, 641 - Human Behavior and Social Environment I and II [3 credits each semester]

SOWK 670 - Social Work Research [3 credits]

ADVANCED POLICY COURSES (prerequisite is SOWK 600)

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

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

SOWK 710 - Legislative Process in Social Welfare [3 credits]

SOWK 713 - Social Policy and Health Care [3 credits]*

SOWK 715 - Children and Social Services Policy [3 credits]*

SOWK 717 - Substance Abuse and Social Policy [3 credits]

SOWK 718 - Social Equality and Justice [3 credits]

SOWK 720/834 - Comparative Social Policy [3 credits]*

SOWK 725 - Industrial Social Services and Social Policy [3 credits]

SOWK 726 - Aging and Social Policy [3 credits]

ADVANCED RESEARCH COURSES (prerequisite is SOWK 670)

SOWK 772 - Evaluation Research [3 credits]

SOWK 775 - Single System Research for Practice [3 credits]

SOWK 777 - Research in Child Welfare [3 credits]
SOWK 781 - Research Methods for Management and Community Practice [3 credits]
SOWK 783 - Qualitative Cross-Cultural Research [3 credits]*
SOWK 789 - Independent Research Project [3-6 credits]
SOWK 799 - Master's Thesis [6 credits]

ADVANCED HUMAN BEHAVIOR COURSES (prerequisite is SOWK 641)
SOWK 764 – Multicultural Perspectives: Implications for Practice [3 credits]*
SOWK 765 - The Nature of Health and Illness [3 credits]

CLINICAL METHODS COURSES (prerequisite is SOWK 636 and SOWK 631 unless otherwise specified)

SWCL 700 - Paradigms of Clinical Social Work Practice [3 credits] – prerequisite SOWK 630 & SOWK 635
SWCL 703 - Family Therapy [3 credits]
SWCL 705 - Clinical Social Work With Addictive Behavior Patterns [3 credits]
SWCL 710 – Advanced Group Methods [3 credits]*
SWCL 711 - Clinical Social Work With Children [3 credits]
SWCL 712 - Clinical Social Work Practice in Relation to Physical Illness Processes [3 credits]
SWCL 714 - Social Work Practice in Maternal and Child Health [3 credits]
SWCL 715 - Stress Management Techniques [3 credits]
SWCL 716 - Clinical Social Work With Women: Theory and Practice [3 credits]
SWCL 720 - Art Therapy in Clinical Social Work Practice [3 credits]
SWCL 722 - Cognitive Behavioral Therapies [3 credits] (prerequisites SOWK 631 and 636 and SWCL 700)
SWCL 723 - Couples Counseling [3 credits]
SWCL 724 - Clinical Social Work With the Aging and Their Families [3 credits]*
SWCL 726 - Clinical Social Work With African-American Families [3 credits]*
SWCL 727 - Clinical Practice With Families and Children in Child Welfare [3 credits]
SWCL 730 - Clinical Social Work in Relation to Chronic Mental Illness [3 credits]
SWCL 732 - Spirituality and Religion in Clinical Social Work [3 credits]
SWCL 744 - Psychopathology [3 credits] – prerequisite SOWK 630 & SOWK 635
SWCL 745 - Introduction to Psychopharmacology [1 credit]
SWCL 747 - Forensic Social Work [3 credits]
SWCL 748 - Clinical SW in relation to Death, Dying & Bereavement [3 credits]*
SWCL 749 - Clinical Social Work w/ the LGBT Community [3 credits]*
SWCL 750 - School Social Work [3 credits]
SWCL 751 - Psychodynamic Social Work [3 credits] (prerequisites SOWK 631 and 636 and SWCL 700)
SWCL 752 - Best Practices and Innovations in School Mental Health [3 credits]*
SWCL 777 - Evidence-based Mental Health Treatment in Children and Adolescents [3 credits]

MANAGEMENT AND COMMUNITY ORGANIZATION METHODS (MACO) COURSES (prerequisite is SOWK 631 and SOWK 636 unless otherwise specified)

SWOA 702 - Social Planning and Social Change [3 credits]
SWOA 703 - Program Management [3 credits] – prerequisite is SOWK 635 & SOWK 630 with community organization content in the 2nd module, and permission of Dr. Hopkins
SWOA 704 - Community Organization [3 credits]* – prerequisite is SOWK 635 & SOWK 630 with community organization content in the 2nd module, and permission of Dr. Hopkins
SWOA 705 - Community Economic Development [3 credits]

SWOA 706 - Multicultural Practice in Organizations and Communities [3 credits]*
SWOA 721 - Human Resources Management [3 credits]
SWOA 722 - Supervision in Social Work [3 credits]
SWOA 724 – Managing Financial and Information Systems in Human Services Organizations [3 credits]
SWOA 732 - Resource Development for Nonprofit Groups [3 credits]
SWOA 735 - Social Work and Social Action [3 credits]
SWOA 736 - Administering Employee Assistance Programs (EAPs) [3 credits]

ADVANCED FIELD INSTRUCTION

SWCL 794, 795 - Advanced Clinical Field Practicum [6 credits each semester] – must be taken concurrently with an SWCL course each semester
SWOA 794, 795 - Management and Community Organization Advanced Field Practicum [6 credits each semester] – must be taken concurrently with an SWOA course each semester

OTHER COURSES

SOWK 699 - Special Topics [1-3 credits]
SOWK 705 - International Social Work [2 credits]
SOWK 798 - Independent Study [3 credits]

* Approved for diversity requirement

Curriculum Overview

Overview for students who entered in the Spring, Summer or Fall of 2009
www.ssw.umaryland.edu/academic_programs/curriculum_overviews/2009_overviews/index.htm

Aging Specialization:

www.ssw.umaryland.edu/academic_programs/curriculum_overviews/2009_overviews/index.htm

Families and Children Specialization:

www.ssw.umaryland.edu/academic_programs/curriculum_overviews/2009_overviews/index.htm

Health Specialization:

www.ssw.umaryland.edu/academic_programs/curriculum_overviews/2009_overviews/index.htm

Mental Health Specialization:

www.ssw.umaryland.edu/academic_programs/curriculum_overviews/2009_overviews/index.htm

Social Action and Community Development Specialization:

www.ssw.umaryland.edu/academic_programs/curriculum_overviews/2009_overviews/index.htm

Subspecializations

The SSW offers three subspecializations for all students. These are available along with our five specializations.

Child Adolescent and Family Health Subspecialization is available within the Health Specialization. Students must complete the Health Specialization for their chosen concentration. Students substitute SOWK 789 “Social Work Research in Child, Adolescent, and Family Health” for their research option and take SWCL 714, “Social Work Practice in Child, Adolescent and Family Health” as an elec-

tive. While fulfilling these requirements, students who choose a secondary concentration if primarily Clinical would choose between SOWK 765 or SWCL 712. They would also take SWOA 703 or SWOA 704 and another SWOA option. If they are primarily MACO and secondarily Clinical, they would take SWCL 700 or SWCL 744.

The Employee Assistance Program (EAP) sub-specialization, available within the Mental Health specialization, has a special emphasis in EAPs, work/life programs, and managed behavioral health care. Faculty members at the School of Social Work are recognized experts in EAP and related fields.

Students must complete all coursework required for the Mental Health specialization for their chosen concentration (MACO or CLINICAL). All EAP students will take SOWK 725 "Industrial Social Services and Social Policy" for their advanced policy course and SWOA 736 "Administering Employee Assistance Programs" for their advanced methods course. While fulfilling these requirements, students who pursue a primary or secondary CLINICAL (CLINICAL, CLINICAL/maco, or MACO/clinical) concentration will need to complete SWCL 705 (Clinical Social Work with Addictive Behavior Patterns). While SWCL is not required for MACO students, it is strongly recommended as much of the EAP field was derived from occupational alcohol and substance abuse.

Substance Abuse Subspecialization is available within the Mental Health Specialization. Students must complete the Mental Health Specialization for their chosen concentration. Students take SOWK 717 "Substance Abuse and Social Policy" for their policy course. This course is only available online. They must also take SWCL 705 "Clinical Social Work with Addictive Behavior Patterns." While fulfilling these requirements, students who choose a secondary concentration if primarily Clinical would choose between SWOA 703 and SWOA 704 and take any other SWOA courses. If they are primarily MACO and secondarily Clinical, they would take SWCL 700 or SWCL 744 and SWCL 705.

Checklist/Plan of Study Requirements

[from the CSWE, University, the School of Social Work, etc.]

Maximum time - All requirements for the MSW degree must be completed within four years.

Credits required - 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.

Minimum hours per semester - Register for at least 6 credits each Fall, Spring semesters; 3 credits for Summer semester.

Grades - Maintain a minimum of a 3.0 grade point average (GPA).

Students - Prior to registering for advanced field instruction, all students must meet with their advisors and submit a Plan of Study with the Office of the Associate Dean of the Master's Program and the Associate Dean of Administration and Registration. Extended Students - Extended students are required to meet with their faculty advisors during their first semester to develop a Plan of Study for their foundation curriculum. This plan should be submitted to the office of the Associate Dean for the Master's Program and the Office of the Associate Dean for Administration and Registration.

Foundation Field Instruction - SOWK 635 and 636 must be taken consecutively in fall-spring semes-

ters, SOWK 635 concurrent with SOWK 630 and SOWK 636 concurrent with SOWK 631; SOWK 630 is pre-requisite to SOWK 631.

Students must complete all Foundation Requirements prior to their Advanced Field Instruction Practicum - 1st year students may take advanced courses after completing their first semester of foundation field. Note: Students must have an overall grade point average of 3.0 before entering Advanced Field Instruction.

NOTE: For a Concentration/Specialization an appropriate SWCL or SWOA social work practice methods course must be taken with each semester of advanced field instruction.

Concentration/Specialization must be selected not later than the January prior to applying for Advanced Field Instruction.

Research option, policy option, field placement, etc., must be relevant to your Specialization; a SOWK 789 research option must also be approved by the research sequence, and IRB if human subjects are involved.

Thesis students must register for 6 credits of SOWK 799.

Advanced Field Instruction -794, then 795, must be taken in consecutive fall-spring or summer-fall semesters, each concurrent with a Concentration and Specialization appropriate SWCL or SWOA social work practice methods course.

This Summary provides a general framework-check with your Faculty Advisor to make sure that your Plan of Study meets all of the specific requirements of the Concentration and Specialization, which you have selected. For an Individualized Specialization, the sub-specialization, Child Adolescent, and Family Health, dual degree programs, academic risk/failure, and other questions, see the Student Handbook and your Faculty Advisor.

It is the student's responsibility to insure that the correct courses have been completed to achieve progression into the advanced year and graduation.

THE FOUNDATION CURRICULUM

This 24-credit curriculum provides education and skill development in the values, concepts and processes that are the core of all social work practice. Course work in Human Behavior and the Social Environment, Social Policy, Research, and Social Work Practice helps students develop a problem-solving framework. Students also complete a two-semester practicum, two days a week, in a social service placement where, with the support and supervision of a Field Instructor, they engage in carefully supervised and progressively responsible social work practice. (Students may begin taking certain advanced courses in the semester following completion of SOWK 630 and SOWK 635.)

The goal of the Foundation Curriculum is to provide for all students a sound, broad base for future practice in all concentrations and specialized fields of practice.

The Foundation Curriculum comprises:

SOWK 600	Social Welfare and Social Policy	3 credits
SOWK 630, 631	Social Work Practice I, Social Work Practice II, These two courses cover Social Work with Individuals, Groups and Families, and Communities and Organizations (students stay with the same class all year)	6 credits
SOWK 635, 636	Foundation Field Instruction Practicum (2 days a week, fall and spring semesters, consecutively)	6 credits
SOWK 640, 641	Human Behavior and the Social Environment I, II	6 credits
SOWK 670	Social Work Research	3 credits

ADVANCED MASTER OF SOCIAL WORK CURRICULUM

The Curriculum of the School of Social Work builds on a foundation year that prepares each student for an Advanced Practice Methods Concentration in Clinical or Management and Community Organization (MACO). Options exist for a student to take a combination of these concentrations by choosing to make one primary and one secondary. Each student must also choose a specialization which focuses on a specific client population or service setting. Therefore, the advanced curriculum is a matrix with a practice method forming one dimension and a client population or setting forming the second. This matrix approach focuses student learning on the advanced professional roles and field of social work practice to be entered after graduation.

CONCENTRATIONS

Specializations	Clinical	Maco
Aging	X	X
Families and Children	X	X
Health	X	X
Mental Health	X	X
Social Action & Comm. Development		X

CLINICAL

The goal of the Clinical Program is to educate a practitioner who works for improvement in the quality

of life and enhancement of social functioning of individuals, families and small groups through direct service to them, and through work with organizations and communities that have a direct impact on clients. Clinical social workers are active in the promotion, restoration, maintenance and enhancement of the functioning of their clients and client systems, and the prevention of distress and provision of resources. The Clinical Curriculum includes both class and field instruction.

The Clinical Curriculum is:

SWCL 700	Paradigms of Clinical Social Work Practice	3 credits
SWCL 744	Psychopathology	3 credits
Choice of 2	Electives* (700 level courses or SOWK 699s)	6 credits
Choice of 2	Clinical Option** (SWCL courses)	6 credits
	Social Policy course**	3 credits
	Advanced Clinically-Oriented Research Course**	3 credits
SWCL 794, 795	Clinical Field Instruction (3 days per week, two consecutive semester beginning in the fall)	12 credits
	TOTAL	36 Credits

* one of these must fulfill the diversity requirement if not fulfilled elsewhere.

** determined by specialization requirements.

MANAGEMENT AND COMMUNITY ORGANIZATION (MACO)

The Management and Community Organization curriculum prepares students for a wide and diverse range of positions in the management of social welfare services, social planning, administration community organization, and community economic development. Both classroom courses and field instruction combine social work practice principles, value bases, ethical concerns and skills with technologies and concepts drawn from related disciplines. Management and Community Organization practitioners work at an organizational and inter-organizational level in order to plan, develop, organize, administer and evaluate programs of social services on behalf of populations in need of them. Advanced Standing students must have a year of human service experience before entering the MACO Concentration.

The MACO curriculum is:

SWOA 703	Program Management	3 credits
SWOA 704	Community Organization	3 credits
Choice of 2	MACO Option (SWOA courses)	6 credits
Choice of 2	Electives* ** (700 level courses or SOWK 699s)	6 credits
	Social Policy course **	3 credits
	Advanced MACO-oriented Research Course	3 credits
SWOA 794,795	MACO Field Instruction (3 days a week, two consecutive semesters beginning in the fall)	12 credits
	TOTAL	36 Credits

* one of these must fulfill the diversity requirement if not fulfilled elsewhere.

** determined by specialization requirements.

SECONDARY CONCENTRATION OPTION

It is also possible to elect a secondary concentration in conjunction with a primary one. A secondary concentration, considered a sub-concentration or a “minor”, e.g. MACO/clinical or CLINICAL/maco is intended to give the student exposure to some of the content from the other concentration. Such a course of study may be most attractive to the student with many years of work experience prior to coming into the Master’s Program or the student who is preparing to work in areas where a variety of social work functions are vested in one person.

Dual-Degree Programs

The School of Social Work has four Dual-Degree Programs. Each programs requires a separate admissions application process plus approval of course registration plans by the coordinators of these programs:

Master of Social Work and Jewish Communal Service/Jewish Studies

The dual-degree program in Social Work and Jewish 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); and Jewish family services (clinical social work).

The dual degree emphasizes the need to be both skilled in social work and knowledgeable about Judaism and the Jewish community. Students may complete the program in two years with summer classes or a minimester; 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 (usually the Advanced Policy course and 3 credits of electives).

For more information, contact:

Terry A. Cooney, PhD
Dean, College of Liberal Arts
Towson University
8000 York Road, Towson, MD 21252
cla@towson.edu

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

Master of Social Work and Juris Doctor [[Click Here For Their Web Site](#)]

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 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 social work curriculum is the same for all students. As part of the 36-credit Advanced curriculum, the School of Social Work accepts 6 to 9 credits from the law school. Three of these must be selected from an approved list of law courses that meets the Advanced policy requirement. The remaining 3 to 6 credits are electives, accepted from the law school in consultation with Corey Shdaimah, PhD.

Dual-degree students have access to the full range of social work field instruction. 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, LLM, PhD

Assistant Professor & Academic Coordinator, MSW/JD Dual Degree Program

University of Maryland School of Social Work

525 W. Redwood Street

Baltimore, MD 21201

410-706-7544

cshdaimah@ssw.umaryland.edu

Alice Brumbaugh, JD

University of Maryland School of Law

500 W. Baltimore St.

Baltimore, MD 21201

410-706-7894

abrumbaugh@law.umaryland.edu

Master of Social Work and Master of Business Administration

The MSW/MBA program enables graduates to function in the workplace with the knowledge necessary to deliver quality services. The workplace is a major arena for the delivery of services, including career advising, addictions counseling, health promotion, relocation assistance, and child and elder care referral programs. In social service agencies, financial and business expertise combined with social work practice, knowledge, and experience is invaluable. The degrees complement each other, and provide graduates with the combination of knowledge, experience, and values necessary in business and the human services system.

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 have one of the richest concentrations of resources and talent in the nation.

The dual-degree program makes it possible for fulltime students to earn the MSW and the MBA degrees within three years, excluding summers. The three-year program requires 90 credits. Of those, 39 are from the Robert H. Smith School of Business, and 51 are from the School of Social Work. Students typically would complete their first year in the MSW, their second in the MBA program, and their third in the MSW program. The requirement for HB II, the Advanced Research course, and the Advanced Policy course can be fulfilled by the appropriate courses in the MBA program.

For more information, contact:
Karen Hopkins, PhD
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School of Social Work
525 W. Redwood St.
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410-706-1496
khopkins@ssw.umaryland.edu

Amy Alexander, MA
MS and Joint Degree Advisor
Robert H. Smith School of Business
University of Maryland
College Park, MD 20742
301-405-1777
aalexand@rhsmith.umd.edu

Master of Social Work and Master of Public Health

In conjunction with the Johns Hopkins University Bloomberg School of Public Health, the combined MSW/ MPH program began in 2000. The purpose of the program is to prepare graduates for practice in health-related agencies and settings in which a combined expertise in social work and public health would enable them to assume leadership positions. Students typically complete their first year at the School of Social Work, their second year at Johns Hopkins University, and return to the MSW program in the third year. The School of Social Work allows 6 to 9 credits of its program to be completed at Johns Hopkins; these credits include research requirements (6 credits) and three credits of electives. Johns Hopkins has a similar arrangement. This allows students to complete both programs with fewer courses than if they had to enroll in each program separately.

In addition, students can pursue an MSW/MPH program at the University of Maryland School of Medicine Department of Epidemiology and Preventive Medicine. The program is similar to that established with Johns Hopkins University School of Medicine.

For more information on both programs contact:

Michael Lindsey, PhD
University of Maryland
School of Social Work
525 W. Redwood Street
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George Rebok, PhD
Bloomberg School of Public Health
Johns Hopkins University
615 N. Wolfe Street
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Katherine Pazdernik
Academic Program Coordinator
University of Maryland
School of Medicine
Department of Epidemiology and Preventive Medicine
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410-706-3338
kpazdern@epi.umaryland.edu

Field Education

www.ssw.umaryland.edu/field_education/

Field Education is an important component of graduate social work education.

Included in a student's plan of study will be two different field placements in social services agencies, departments or other service delivery systems located throughout the State of Maryland and surrounding areas.

Foundation Field Education Practicum

The first placement is referred to as the Foundation Field Practicum and is part of the foundation curriculum. The foundation placement is not based on a student's specialization/concentration, but is designed to provide a generic social work experience. Assignments are made by the Field Education faculty.

Students doing their Foundation placement spend two full days a week (16 hours) at a field placement site to which they have been assigned. Placements are either on Monday and Wednesday or on Tuesday and Thursday and are generally within a 50-mile radius of the student's home.

All Foundation placements begin in the Fall and continue through the Spring semester. All student assignments, which are submitted to the Liaison and/or Field Instructor, are completed in their Electronic Field Notebook.

There is one course outline and student performance evaluation form for the Foundation Practicum.

Advanced Field Education Practicum

The second placement is referred to as the Advanced Field Practicum. This placement supports the concentration and specialization that the student chooses as the focus for his/her advanced study. The student's preference for particular placement site is a consideration in arranging this placement.

Advanced Field Practice begins in the Fall and continues through the Spring semester. The only exception to this Fall-Spring sequence is the Summer-Fall sequence which is available only in faculty-based field education units. Summer-Fall placements are dependent on the student's concentration, specialization, and availability of space in the particular field education unit.

Students doing their Advanced placement spend three full days a week (24 hours) at the field placement site. The placement days are generally Tuesday, Wednesday and Thursday.

A student applying for an Advanced Field Practicum may request an extended field placement, which requires him/her to be in a field placement two days a week from the beginning of the semester to the

end of July. Once a student has begun a placement based upon this model he/she will not be allowed to shift to the three-day a week model. Students who choose this field placement model will not graduate until the end of July.

There is a course outline and a student performance evaluation form for each concentration.

Application for a Field Education Practicum

Students are required to apply for a field practicum placement. Information about the placement process, including placement opportunities and requirements, as well as application deadlines, is made available to students through announcements in the Student Bulletin and online in the student's Field Electronic Notebook.

Employment-Based Field Education

The School has developed an Employment-Based Field Education option for those students who want to have their field placement at the agency where they are full-time employees.

Employment-Based Field Education proposals involve the participation of the student, his/her agency supervisor, the agency administrator, and the potential Field Instructor. The agency is required to demonstrate that it has the capacity to provide the student with a field placement that is separate and distinct from his/her work assignment and provides the student the opportunity to achieve the learning objectives set forth in the field curriculum.

A copy of the Employment-Based Field Education policy and the form for the proposal are available online.

Agencies and Field Instructors

Agencies and Field Instructors must be approved by the Assistant Dean for Field Education. Agency administrators and social workers interested in becoming approved field placement sites and Field Instructors should contact the Field Education Office to discuss their interest. All referrals for placement of a student must originate in the Field Education Office.

Field Education Manual and Calendars

A Field Education Manual, which contains the policies and procedures for the Field Education program, is available online (http://www.ssw.umaryland.edu/field_education/current_students.htm). Two Field Education Calendars are published annually. One is for all Foundation students and Advanced Field Practice students on the regular schedule. The other is for the Advanced Field Practice students on the extended field placement schedule. These calendars are also available online.

Students are expected to take responsibility for knowing the Field Education calendar and when their application and assignments are due.

Guidelines for SOWK 789, Independent Research Project

Catalog Description: SOWK 789-Independent Research Project 1 to 6 credits. Involvement in a research project approved by the Research Sequence and by student's Specialization. As with all courses, there must be at least two grading mechanisms, one of which must be a student authored or co-authored report of this research.

If the Independent Research Project is selected to meet the advanced research requirement, it must be approved by the Research Sequence as methodologically sound and by the Chair of the student's

Specialization for its relevance to that Specialization. The primary objective of an independent research project is to provide interested students with an opportunity to pursue a line of inquiry that is of special interest within the bounds of scientific investigation. A scientific investigation typically involves a line of inquiry deemed significant by other scientists, a review of literature relating to that inquiry to knowledge already achieved, a specification of the methods to be used to facilitate investigation, and the findings from the investigation and their implications.

SUMMARY OF PROCEDURES

1. An Independent Research Project may be initiated in two ways: a) a faculty member may propose a research project or b) a student may write his or her own research proposal, solely authored or co-authored with other students and/or faculty. In the latter case, the student(s) must have the approval and sign-off of the proposal by the faculty member serving as the Instructor for the course offering prior to its submission to the Research Sequence Chair.
2. A proposal for an Independent Research Project must include the title, a statement of purpose of the research project, research methodology, the research tasks to be required from the student, and the intended field(s) of practice Specialization(s). The proposal, especially if faculty generated, should also include other pertinent information such as a syllabus with a schedule of formal classes, a list of research tasks, reading list, timing of assignments, grading criteria, and other instructional information. The level of student effort expected for an Independent Research Project should be equivalent to other advanced research courses (i.e., approximately five hours per week, not including the time necessary to complete the final paper).
3. An Independent Research Project may consist of the entire research process including problem formulation, data collection/analysis, and reporting, or it may include only one or more of these major activities. If only some research activity or activities will be included, the research experience for students should be sufficiently substantive that the final paper will demonstrate a clear understanding of the meaning of the tasks within the context of the entire research process.
4. The research methodology should be explicit and logically sound for the research problem and ethically appropriate for studying the population involved. Each independent Research Project proposal must be submitted to the Research Sequence which will determine if it qualifies as satisfying the advanced research requirement. Since projects involving data from or about human subjects must be approved by IRB (see 5) and all proposals must be approved by the student's Specialization Chair, an Independent Research Project proposal should be submitted to the Research Sequence Chair and the Associate Dean for the Masters Program according to the following schedule:

For the Spring Semester: faculty proposals by September 1st, student initiated proposals by October 30th.

For the Fall Semester: faculty proposals by February 1st, student initiated proposal by March 28th

Proposals submitted after these dates will not be considered by the Research Sequence Faculty. After the deadlines in each semester, members of the Research Sequence Committee meet to review each proposal. Applicants are invited to the review meeting so that they can respond to any questions and concerns raised by the Committee.

5. If the SOWK 789 Project involves collecting data from or about human subjects or conducting secondary analysis, the proposal must be approved by the School of Social Work's Human Subjects Protection Committee and the University of Maryland Baltimore Institutional Review Board prior to

implementing any parts of the research. According to federal regulations, research is defined as “a systematic investigation including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” The web site of the UMB Human Research Protections Office (HRPO) includes necessary information about the IRB process (e.g., investigator toolkit, policies and procedures, contact information for staff) for all UMB affiliated investigators - medschool.umaryland.edu/hrpo/.

The campus uses a web-based system to manage all human research protocol submissions called the Biomedical Research and Assurance Network (BRAAN). The proposal for the SOWK 789 must clearly state the IRB status of this proposed research (e.g., not submitted yet, pending, approved, renewed with modification, etc.). Even if this proposed research is expected to qualify for an exemption, the request for exemption must be approved by the IRB before the course may begin. Regardless of the specific IRB status, before students may participate in the proposed SOWK 789 research, the faculty member must submit a modification request to the IRB to add all enrolled student researchers to the research team for this protocol. Before IRB will grant permission for these student researchers to be added to a research team, IRB staff will search for documentation that each student has completed all required CITI training modules (see below). Questions about these procedures should be directed to the Chair of the School of Social Work’s Human Subjects Protection Committee.

All affiliated UMB faculty conducting research and students who are enrolled in a SOWK 789 Independent Research Project course are required to complete the Social and Behavioral Modules of the CITI Course in the Protection of Human Research Subjects. The SOWK 789 course syllabus should detail this requirement and the methods planned by the instructor to collect the completion certificates from students before beginning any research activities. If a faculty member or student researcher has previously completed the basic CITI course, they are required to complete an annual CITI Training Refresher Course. The course instructor is responsible for collecting and affirming that all members of the research team are up to date with required CITI training. To register and complete the CITI training, the faculty member should direct students to the CITI web site: <https://www.citiprogram.org/default.asp>

6. Decisions by the Research Sequence will be forwarded to the author(s), the Instructor, and the Associate Dean for the Masters Program. Subsequent to approval by the Research Sequence and prior to registration, the Independent Research Project proposal must be submitted to the Chairs of appropriate Specializations so that the published description of the course may specify the student specializations that approve this SOWK 789 course as a required advanced research elective.

7. The expected outcome of an Independent Research Project is a research report, including an abstract, authored or co-authored by the student(s), in journal article, American Psychological Association (APA), or other standard academic style. This report with the Instructor’s signature of approval should be submitted to the Associate Dean for the Master’s Program.

Summary of Independent Research Project Procedures

1. An Independent Research Project may be initiated in two ways: a) a faculty member may propose a research project or b) a student may write his or her own research proposal, solely authored or co-authored with other students and/or faculty. In the latter case, the student(s) must have the approval and sign-off of the proposal by the faculty member serving as the Instructor for the course offering prior to its submission to the Research Sequence Chair.

2. A proposal for an Independent Research Project must include the title, a statement of purpose of

the research project, research methodology, the research tasks to be required from the student and the intended field(s) of practice Specialization(s). The proposal, especially if faculty generated, may also include other pertinent information such as a reading list, timing of assignments, grading criteria and other instructional information.

3. An Independent Research Project may consist of the entire research process including problem formulation, data collection/analysis, and reporting, or it may include only one or more of these major activities. If only some research activity or activities will be included, the research experience for students should be sufficiently substantive for co-authorship and should be done with a clear understanding of the meaning of the tasks within the context of the entire research process.

4. The research methodology should be explicit and logically sound for the research problem and ethically appropriate for studying the population involved. Each independent Research Project proposal must be submitted to the Research Sequence which will determine if it qualifies as satisfying the advanced research requirement. Since projects involving data from or about human subjects must be approved by IRB (see 5) and all proposals must be approved by the student's Specialization Chair, an Independent Research Project proposal should be submitted to the Research Sequence Chair and the Associate Dean for the Masters Program according to the following schedule:

For the Spring Semester: faculty proposals by September 30th, student initiated proposals by October 30th.

For the Fall Semester: faculty proposals by February 28, student initiated proposal by March 28th

Proposals submitted after these dates will not be received or considered by the Research Sequence Faculty.

5. If the 789 Project involves collecting data from or about human subjects, the proposal must be approved by the University of Maryland Baltimore Institutional Review Board prior to collecting any data. Forms, deadlines, and/or information about IRB requirements may be obtained from the IRB Administrator, Room 14-016 Bressler Building, 706-5388.

6. Decisions by the Research Sequence will be forwarded to the author(s), the Instructor, and the Associate Dean. Subsequent to approval by the Research Sequence and prior to registration, the independent Research Project proposal must be submitted to each student's Specialization Chair who will determine if it satisfies the student's specialization requirement.

7. The expected outcome of an Independent Research Project is a research report, including an abstract, authored or co-authored by the student(s), in journal article, APA, or other standard academic style. This report with the Instructor's signature of approval, should be submitted to the Associate Dean for the Master's Program.

Research Sequence Requirements

The purpose of Research Methods in the MSW program is to provide education in research as an integral part of practice. This is accomplished through a foundation course (SOWK 670, Social Work Research) and the advanced research options (SOWK 772, 775, 777, 781, 789, or 799) within the Concentrations and Specializations matrix.

The research curriculum is framed by the notion of practice research which includes population and

problem analysis, intervention research, and evaluation of interventions in order to contribute to both the problem solving approach of social work practice and the development of practice knowledge. Within the framework of practice research, the purpose of the advanced research requirement is to prepare students for active roles in practice and program evaluation in order to contribute to practice knowledge and to program and policy development. The advanced curriculum in research is an integral part of the Concentrations and Specializations matrix. All students must complete a research experience within the substantive area of their corresponding Concentration and their Specialization. This requirement may be met through a minimum of three credits of any one of the following options.

- 1) an advanced research course that includes a research experience, for 3 credits;
- 2) an independent research project, SOWK 789, for three or more credits;
- 3) a Master's Thesis, SOWK 799, for six credits (3 credits for electives).

Academic Judiciary Hearing Process

Student Grievance Committee

A. Purpose, Organization and Purview - The purpose of the Student Grievance Committee (SGC) is to hear grievances brought by students against faculty, administrators, and/or staff. The Chair (a tenured professor) and six faculty members (tenured faculty with at least three holding the rank of full professor) are elected by the Faculty Organization. A student representative is appointed by the Student Government Association.

The SGC Chair shall appoint three faculty members from the SGC Committee and the student representative to form a Grievance Review Committee (GRC) for each grievance as needed. The SGC Chair shall designate one of the three faculty members as GRC Chair.

The Student Grievance Committee shall review any student complaint alleging one or more of the following:

1. Arbitrary and capricious action on the part of a faculty member, including but not limited to, evaluation or grading. [1]
2. Violation of standards of professional behavior on the part of faculty, administrators and/or staff.
3. Violation of due process according to generally accepted norms of the University community.
4. Any behavior that violates the University's Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity (Board of Regents' Policy III-1.00; see University of Maryland, Baltimore Student Answer Book) on the part of faculty, administration, or support staff.

B. Procedures

1. For Grievances Against Faculty:

- a. Grievant and the faculty member whose action is the subject of the grievance shall meet. It is the responsibility of the grievant to request the meeting.
- b. Failing resolution in the interview with the faculty member, a meeting and discussion of the matter with the grievant's advisor shall be arranged by the grievant.
- c. Failing resolution with the advisor, the grievant shall arrange a meeting with the SGC Chair.

- d. In cases of a grievance against the SGC Chair, the next senior-in-rank SGC Committee member shall assume the Chair of the SGC Committee on a pro tem basis for this grievance and the references to “SGC Chair” found throughout these procedures shall refer to him or her.
- e. There may be situations where the above-established channels cannot be followed due to the nature of the allegation, e.g., allegations of sexual harassment, fears of retaliation from a faculty member. In such situations, the student may go directly to the SGC Chair.

2. For Grievances Against Administrators, Exempt Staff, or Classified Staff:

- a. a meeting and discussion of the matter with the grievant’s advisor shall be arranged by the grievant.
- b. Failing resolution in the interview with the advisor, a meeting is arranged with the SGC Chair.
- c. There may be situations where the above-established channels cannot be followed due to the nature of the allegation, such as, allegations of sexual harassment, or fears of retaliation from the administrator, Exempt Staff or Classified Staff. In such situations, the student may go directly to the SGC Chair.

3. A grievant must submit to the SGC Chair a written grievance petition, which includes:

- a. A statement that the grievance falls within the purview of the Committee.
- b. Facts that clearly delineate and support the grievance, attaching copies of all relevant documentation.
- c. A description of the specific steps that the grievant has taken in an attempt to resolve the conflict through established institutional channels before submitting a grievance to the Committee. The grievant is encouraged to keep and present in support of the grievance a written record of all meetings and what he/she finds to be an unsatisfactory resolution of each step, if such is the case (see items B. 1 and B. 2 above). These steps must be completed within the time restrictions (see below) and BEFORE a written grievance petition may be submitted.

4. 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 grievant’s knowledge of the action/incident (note that the 60 calendar days for a grievance involving a grade begins the day that the grade is posted and not based on grievant’s knowledge of the grade).

5. Upon receipt of the grievance, the SGC Chair will:

- a. Review the petition to determine whether or not the alleged act constitutes a grievance, which would fall within its purview of the Student Grievance Committee. If the SGC Chair does not believe the petition to fall within its purview, two additional members of the Student Grievance Committee will review the petition to assist in this decision. The process continues if a majority votes to hear the grievance. Failing a majority, the SGC Chair will inform the grievant of the vote and the rationale for the decision to dismiss the grievance.
- b. When a petition is determined to fall within its purview, the SGC Chair shall notify the person (or persons) named in the grievance (Respondent) and provide the Respondent with a complete copy of the grievance petition.
- c. The SGC Chair shall offer mediation of the grievance to the parties of the grievance. 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 grievant.
- d. If the above fails to resolve the grievance, the SGC Chair shall appoint three faculty members from the SGC Committee and the student representative to form a Grievance Review Committee (GRC)

for each grievance as needed. The SGC Chair shall designate one of the three faculty members as GRC Chair. No SGC member may be appointed to a GRC committee if the member is the respondent of the alleged grievance.

6. The SGC Chair will notify the Respondent when all of the above has failed to produce a solution and request a written response from him/her within 14 calendar days of the Respondent's receipt of this notification. This respondent's written response is shared with the grievant.

The response should include, but is not limited to:

- a. Reasons that the grievance does or does not fall within the purview of the Committee.
- b. A statement that established institutional channels has or has not been used.
- c. Facts, policies, and procedures that clearly delineate and support the action that has been grieved.

7. After receipt of all documents, the SGC Chair will notify the GRC Chair of the grievance and provide him/her with copies of all documentation received.

8. The GRC Committee will convene within 14 calendar days, if practical, to consider the grievance petition and response. It may request additional information from the Grievant and the Respondent. It may decide on the merits of the case based on the written information provided or request a meeting with Grievant and Respondent.

9. The GRC Committee may request Grievant and Respondent to appear before the Committee. If requested to appear before the Committee, both parties may choose to bring an advocate. An advocate may not be an attorney. If additional written information was obtained from either party (other than the grievance and the response) it shall be sent to the parties at least 7 calendar days before the meeting date. Grievant has the option of deciding whether the committee's student representative shall participate in the meeting.

10. After hearing the facts and reviewing the statements, the GRC Committee will vote to sustain or deny the grievance. A simple majority vote is required. The GRC committee 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 informed in writing of the GRC Committee's recommendation. The SGC Chair shall deliver the GRC report to the Dean and may consult with her/him about the grievance. All communication about the grievance at this point shall be between the parties and the Dean. The Dean shall determine final action and notify the grievant and respondent of his/her decision in writing. If the grievance was filed against the Dean and the report indicates the GRC Committee sustained it, the recommendation is forwarded instead to the President of the University for decision and final action.

11. The required timetable set for the grievance review and recommendations may be suspended for the period of June 16 to August 31 as determined by the SGC Chair.

C. Decision

The Dean (or the President, if the grievance is against the Dean) will consider the GRC recommendation and the documentation prior to making a decision on the grievance. The Dean (or President) may accept, modify or reject the GRC recommendation. The Dean's (or President's) decision, which is final, will be sent in writing to the grievant, the respondent(s), the SGC Chair and the GRC Chair.

[1] Through its Policy III.-1.20, the Board of Regents' has determined that 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.

UMB School of Social Work Student Review Committee

The Student Review Committee has responsibility for the oversight of policies and procedures established by the Faculty Organization. It reviews student academic performance, student grievances, and makes recommendations to the Dean. The Student Review Committee (SRC) ensures that students' rights are protected and that students maintain adequate academic and professional performance.

The purpose of the Student Review Committee is:

1. To adopt and adapt procedures assuring the students will be given fair and objective consideration in deliberations affecting them.
2. To review the educational performance of students brought to its attention and formulate recommendations which will be forwarded to the Dean.
3. To review allegations of, including but not limited to, academic dishonesty, problematic behavior, or conviction of a crime.

If a student earns an unsatisfactory academic record, is accused of problematic behavior, demonstrates an inability to adequately carry out field assignments, or is convicted of a crime, the student may be referred to the Student Review Committee to hear the complaint against the student. A charge of academic dishonesty requires a referral.

A. Definitions.

1. Academic Risk occurs when a student earns a course grade of "D" or "F", when a student earns 6 or more credits of unbalanced "C"s, or when a student earns an "F" in Field Placement, or demonstrates an inability to adequately carry out field assignments.
2. Academic Failure occurs when a student earns 12 credits of unbalanced "C"s or 9 credits of unbalanced "C"s plus an "F", or when a student earns 6 "F" credits. A second earned "F" cannot be repeated and indicates Academic Failure even if the first earned "F" has been replaced by a higher grade. Students who have demonstrated "academic failure" will be dismissed from the program.
3. 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,
 - d. 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 Code of Ethics, Standard 4.08.

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

- a. Commission or omission of any act, which does not conform to generally, accepted standards of responsible professional practice (e.g. NASW Code of Ethics).
- b. Behavior which jeopardized the safety of rights of students, faculty, staff or clients of the School or University or a Field Instruction site.
- c. Theft of property.
- d. Malicious destruction or damage to property belonging to others.
- e. Threat or commission of physical violence against any person.
- f. Abusive, obscene or violent behavior while on University property or participating in University activities.
- g. Use, possession, or distribution of illegal drugs.
- h. Falsification, forgery or modification of any official document or written communication.
- i. Knowingly passing a worthless check or money order in payment of financial obligations to the University.
- j. Failure to follow the rules and regulations of field instruction sites participating in the School's program.
- k. Commission or omission of any act which would provide cause for denial or revocation of a social work license.

5. 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.

B. Policies for the Student Review Committee.

1. Composition: The Student Review Committee shall consist of the Chair, and four faculty members elected by the Faculty Organization, two of whom should hold senior rank, two student representatives designated by the Student Government Association [SGA], a representative from the Field Education Office; the Assistant Dean for Student Affairs (ex-officio); and the Associate Dean for Administration and Registration (ex-officio).

2. Quorum: A majority of the committee membership shall constitute a quorum.

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

a. 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.

b. The Field Education Department may refer students for:

1. rejection by three different agencies,
2. being asked to leave an agency,
3. withdrawal from field instruction when performance is not of passing quality,
4. receiving an "F" in field instruction,
5. field performance that is judged to be at risk of academic failure or an inability to adequately carry out field assignments and/or,
6. problematic behavior.

c. The Office of the Dean, the Field Education Department, faculty and/or students shall refer students for

1. an allegation of an act of academic dishonesty.

4. Recommendation. The recommendations of the Student Review Committee will be forwarded to the Dean and to the student. Examples of recommendations available to the Student Review Committee are that the Dean:

- a. Take no action;
- b. Place the student on academic probation;
- c. Suspend the student;
- d. Dismiss the student.

The Chair of the Student Review Committee will keep a record of the proceedings.

C. Procedures.

1. Referrals

a. Referrals for academic difficulty:

As soon as grades are received, the Office of the Associate Dean will notify students who are in academic risk or failure and they may be referred to the Student Review Committee.

b. Referrals for problematic behavior:

The Dean's Office, the Field Education Department, a faculty member, or a student may refer any student considered to have exhibited problematic behavior or violated the University's Student Rights and Responsibility Codes (see University of Maryland Baltimore Student Answer Book) or the NASW Code of Ethics (see Appendix).

1. The referring party bringing the allegation must provide a detailed written statement of the allegations.

2. The referring party bringing the allegation will provide 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.

c. Referrals for academic dishonesty:

In cases of alleged academic dishonesty, a review by the Student Review Committee will be initiated either by a student, a member of the faculty, or the Administration. When a student suspects that an act of academic dishonesty has occurred, the student will consult with the Chair of the Student Review Committee. When a faculty member suspects that an act of academic dishonesty has occurred the faculty member:

- 1. Shall meet with the student to clarify the concerns.
- 2. If the matter cannot be resolved, the faculty member shall put in writing the action that he/she is taking. The letter shall describe the alleged act of dishonesty, when it occurred and under what circumstances, the faculty member's subsequent actions, and the rationale for the faculty member's

- decision. The faculty member shall also retain pertinent documentation of the incident in his/her files.
3. Copies of the letter shall go to the student and the Chair of the Student Review Committee.
 4. Care shall be taken to ensure that all communications regarding an act of academic dishonesty are treated with utmost confidentiality.

d. Referrals for conviction of a crime:

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 to present a review of the circumstances at a Committee meeting.

e. Referrals of demonstrated inability to adequately carry out field assignments:

The Field Education Department will notify the student of referral to the Committee and provide the Committee with documentation of the student's performance by the field instructor, the field liaison, and any other relevant source. The student will 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 Committee meeting.

2. The Chair of the Committee 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).

3. If the case is to be reviewed, the 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 Committee, the Committee shall convene at its earliest opportunity.

- a. 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.

- b. Students 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.

- c. Students have the option of deciding whether the Committee's student representative remains a part of the Committee process.

- d. Students who choose to meet with the Committee may bring advocates to discuss the student's educational performance, and/or the charges of problematic behavior, academic dishonesty, or a crime. Each student may bring one advocate; though the student is not required to bring an advocate. The role of the advocate is to support the student during the hearing. The advocate may also 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. 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.

- e. The Committee will formulate its recommendation and vote upon it. The Chair will forward its rec-

ommendation and a copy of the proceedings to the Dean and to the student.

f. The student will be informed of the Dean's decision about 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.

g. 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 from the student's record.

h. When the Committee considers Field Instruction Department referrals, the student's field liaison shall be requested to attend.

Additional Educational/Professional Development Programs

Continuing Professional Education

Contact Person: Bronwyn Mayden,
Director of Continuing Professional Education
Telephone: 410-706-1839 Fax: 410-706-8325
Web: www.ssw.umaryland.edu/cpe

The School of Social Work's Office of Continuing Professional Education offers social workers and human service professionals a variety of life-long learning opportunities to expand their knowledge and skills, keep current with new approaches in policy and practice, and widen their professional networks.

One and two-day workshops are offered every Spring and Fall in Clinical Practice; Social Administration and Management; Community Organization, Advocacy, Collaboration, and Social Policy, Ethical Practice; and Mind/Body and Self-Care. A Seminar Program features national experts on cutting-edge issues in social work practice. Three Certificate programs are offered in Child and Adolescent Treatment, Human Services Management and Trauma Treatment.

Two advisory committees, representing the professional social work practice community and the School's faculty, guide the program.

The Continuing Professional Education Program is an approved provider of continuing education credits for social workers, psychologists, professional counselors, and therapists.

The Continuing Education Office can bring quality, university-sponsored workshops to an agency or a group of agencies in a specific area. Customized workshops provide the opportunity for staff to receive Continuing Education Units (CEUs) and to develop their skill set and knowledge base through training that are relevant to their mission and clients needs.

Student discounts are available. For current brochures or further information, contact the Office of Continuing Professional Education at the above number.

Family Welfare Research and Training Group

Contact Persons:

Dr. Catherine Born

Phone: (410) 706-5134

Location:

550 W. Baltimore Street, 5th Floor (Hilda Katz Blaustein Center)

For two decades this Group, under the leadership of Dr. Catherine Born, has partnered with the Maryland Department of Human Resources in research, training and technical assistance activities in the areas of welfare and welfare reform, child support enforcement and, more generally, the economic well-being of low income children and their families. The Group is well-known for its pioneering and highly sophisticated use of administrative data for research purposes, for exemplifying how empirical research can be used to shape public policies and programs and for being a model of effective, sustained university-agency collaboration.

The research division is the Group's largest and, at any given point in time, has a dozen or more projects, often longitudinal, underway on topics ranging from debt-leveraging for low-income child support obligors to the use and effects of time limits, full family sanctions and diversion techniques in welfare reform and the characteristics of today's welfare caseloads. The Group also maintains a database of the more than 150,000 voluntary, in-hospital paternity acknowledgments that have been filed in Maryland since 1994 and provides research, technical assistance, and quality assurance services to the state related to that program. Additionally, programmers and researchers ensure a quick turnaround service for ad hoc research reports needed by front-line agency administrators. The Group's signature research project, Life After Welfare, is the nation's first and largest study of welfare leavers. It has been ongoing since 1996 and, today, is tracking more than 10,000 families who have left welfare since the outset of reform. The mission of the research team is to conduct quality research on current social policy issues, to make results available in 'real time' to elected and appointed officials, to link social science research findings to legislative and agency-based policy formation and decision-making, and to evaluate program outcomes at the individual, family, jurisdictional, and state levels.

The Group's training division, the Policy & Skills Training Team (PSTT) designs, develops, facilitates and evaluates a variety of interactive training events for front-line, supervisory, and managerial staff who work in Maryland's welfare and child support enforcement programs in the 24 subdivisions of the state or at the central offices. Training topics have been many and diverse, and include such things as Customer Service, Stress Reduction, Time Management and new policies and procedures. Training is provided upon request, regionally or on-site at local offices and may be customized as needed. Trainers also are active participants in various agency-led workgroups and provide technical and collegial assistance to Maryland hospitals and technical assistance to the state child support agency concerning the in-hospital paternity acknowledgment program.

Independent research projects and internships for qualified, interested MSW and PhD students are often available, as are summer and school-year employment opportunities. For additional information, please contact Ms. Pamela Love at 410-706-3372 or visit the Group's website at www.familywelfare.umaryland.edu.

Ruth H. Young Center for Families and Children [family.umaryland.edu]

Social Work Community Outreach Service [SWCOS]

Contact Persons: Dick Cook
Phone (410) 706-1882

Director; Ali-Sha Alleman, Assistant Director
Phone (410) 706-1880

Location: Louis L. Kaplan Hall - Room 1E21 and a number of community sites

The Social Work Community Outreach Service links the School of Social Work with community partners in Baltimore and Maryland to accomplish shared goals. SWCOS delivers services in three areas, innovations in working with individuals and families; innovations in community building and innovations in organizational development. SWCOS provides an array of foundation and advanced field placements, both clinical and MACO, where students apply their talents and creativity to challenging assignments while receiving customized and in-depth formal and informal training in community social work practice.

MISSION

SWCOS' Mission is to create and implement innovative models of social work education and service that strengthen individuals, families, organizations and communities in Baltimore and Maryland. This is accomplished through a strategic collaboration between agency, staff, faculty, students, and community representatives. SWCOS provides students with hands on experience working on critical social issues in an encouraging, creative atmosphere that prepares them to be leaders in community social work; it provides those in need with quality services; and creates research opportunities to generate new knowledge in social work practice.

VISION

The Social Work Community Outreach Service is the outreach arm of the University of Maryland School of Social Work. SWCOS concentrates its efforts in vulnerable communities and with people who have been marginalized to:

- identify and build the capacities of individuals, families, communities, and community-based organizations to solve their problems;
- demonstrate that the problems our society faces are solvable by creating, implementing, evaluating, and publicizing model solutions;
- demonstrate to the larger society that all of its members have something valuable to contribute to the problem-solving process;
- remind people that inclusion and participation of all in problem solving will lead to more effective solutions;
- inspire people to enter this exciting struggle for social justice and to create new professional roles in this struggle; and
- inspire and strengthen the profession to take a stronger role in the solution of society's problems.

SWCOS will be recongized in the use of Community-University partnerships to create and implement innovative models of social work education and practice which address pressing community issues through:

- A statewide network of community partners,
- A dynamic and engaged network of SWCOS alumni,
- A state of the art system for collecting data on SWCOS' best practices in the field of community social work, and
- An active effort to promote new knowledge on the national stage.

FIELD PLACEMENT AND SERVICE SITES

Innovations in Working With Individuals and Families

Expanded School Mental Health Program - Under the supervision of experienced field instructors, interns provide school mental health services in elementary and middle school settings to children and to their families. Strengths-based interventions include play therapy, whole class interventions and family therapy. In addition, interns team with school staff, parents and community leaders on projects that benefit the school and the community, such as after-school programs and playground development, neighborhood improvement, tenant organizing and home ownership.

Masonville Cove Community Academy - Community School - Join an experienced full-time community organizer at this SWCOS sponsored program in the Brooklyn and Curtis Bay neighborhoods. Develop programs to address educational and community needs through community input, partnership development and fundraising. Involve students, parents, neighbors, community representatives, businesses and organizations in planning and implementing creative programs.

Innovations in Community Building

Social Work in Philanthropy - Interns will work with Baltimore area grant makers to review proposals, provide advice and assistance to grant seekers and to assist in research for programs under consideration by the funders. Sites include the Annie E. Casey Foundation, the Association of Baltimore Area Grantmakers and the Baltimore Community Foundation.

Maryland Community Fellows - An asset building partnership between SWCOS and the State of Maryland Department of Housing and Community Development and a number of Community Action Agencies throughout Maryland. Social Work Interns are placed in CAA organizations to add capacity to their efforts to alleviate poverty by increasing participation, among target families, in the Earned Income Tax Credit program and other financial literacy initiatives.

Neighborhood Fellows - Working with Healthy Neighborhoods, Inc., faculty and students work to strengthen the assets of at-risk neighborhoods. Approaches include block organizing, activities to prevent predatory lending, and outreach to constituencies who have been less involved due to cultural or language barriers, and strengthening education in the neighborhood. Sites include Patterson Park CDC, Southeast CDC, Belair Edison Neighborhood Initiative, St. Ambrose Housing Aid Center, Reservoir Hill Improvement Council among others.

Homelessness and Low Income Housing – This involves work with the homeless in Baltimore City to address individual issues impacting homelessness, as well as policy and organizational issues.

Peace Corps Fellows - SWCOS deliberately recruits returned Peace Corps Volunteers to enter graduate studies in social work and to assist with urban challenges. These individuals bring prior experience working with marginalized communities and foreign language skills to their tasks, making it easier to connect with foreign born populations.

Public Allies – Public Allies identifies talented young adults, ages 18-30, from diverse backgrounds who have a passion to make a difference, and places them full time in a non profit organization for a year as Allies supported by an Americorps living allowance. The thrust is to encourage them to consider work in the non profit sector as a career choice. SWCOS Students supervise 5+ AmeriCorps volunteers, help develop and deliver leadership training sessions throughout the year, coach a team of 9 volunteers in planning, implementing and delivering a Team Service Project.

Innovations in Organizational Development

Public Allies – Public Allies identifies talented young adults, ages 18-30, from diverse backgrounds who have a passion to make a difference, and places them full time in a non profit organization for a year as Allies supported by an Americorps living allowance. The thrust is to encourage them to consider work in the non profit sector as a career choice. SWCOS Students supervise 5+ AmeriCorps volunteers, help develop and deliver leadership training sessions throughout the year, coach a team of 9 volunteers in planning, implementing and delivering a Team Service Project.

Resource Mentoring Project - The Resource Mentoring Project assists faith-based and community organizations to build their capacity in order to sustain themselves and to achieve their missions. This includes working with client organizations to assess their capacity and need. Students work with client organizations in a number of roles including: grant writing; fundraising; organizational strategic planning; program assessment; community relationship development; marketing; and board, staff, and policy development.

Faculty & Administrators

Important Contact Telephone Numbers and E-mail Addresses

Admissions: 410-706-7922 info@ssw.umaryland.edu

Alumni Relations & Development: 410-706-0006

Child Welfare Academy: 410-706-3014

Family Connections: 410-706-5478

Title IV-E Education for Public Child Welfare Program: 410-706-1396

Training Program: 410-706-3637

Communications (Public Relations): 410-706-2919 communications@ssw.umaryland.edu

Computer Lab: 410-706-5112

Continuing Professional Education: 410-706-1839

Dean's Office & Senior Administrators: 410-706-7794

Doctoral Program: 410-706-7960

Faculty Biographies & Contact Info: www.ssw.umaryland.edu/faculty_and_research/faculty_bios.htm

Family Welfare Research and Training Group: 410-706-2764

Field Instruction: 410-706-7187

Media Center: 410-706-7232

Registration: 410-706-6102

Social Work Community Outreach Service (SWCOS): 410-706-1882

Student Affairs: 410-706-5100 studentaffairs@ssw.umaryland.edu

Undergraduate Program at UMBC: 410-455-2144

School of Social Work General Information

Advising Questions Frequently Asked By SSW Students

May SOWK 630 (Practice I), or 631 (Practice II) be taken when a student is not in the first year field?
NO. SOWK 630 is taken with SOWK 635 and SOWK 631 is taken with SOWK 636.

May a student take all his/her advanced method courses in the summer and fall?
Not all of them - at least one methods course (SWCL/SWOA prefix) must be taken in each semester of advanced field. The course must match the field primary concentration. That is, a SWCL course is taken with each semester of SWCL 794/795 and a SWOA course is taken with each semester of SWOA 794/795.

May a student audit a course?
Only on a space available basis and with permission of the faculty member.

May a student take a course for pass/fail?
NO, with the exception of Field Instruction courses.

Does a student need to see an academic advisor?
Yes- a student should work out a plan of study with their advisor. This becomes the educational “contract” between the student and the School.

What is Plagiarism?
“Plagiarism is using someone’s work without giving it appropriate credit” For example, much of this discussion is quoted from www.ehhs.cmich.edu/mspears/plagiarism.html.

Plagiarism includes copying and pasting text from articles, books, the web, newspapers, etc. If you use these sources, to avoid plagiarism, you must provide the source both in the text and in the references. By providing the source, the reader knows what is your work and what is someone else’s work. Plagiarism includes using another student’s work and claiming it as your own, even with permission of the student. It also includes using an essay or paper that you wrote for another class or another purpose without getting permission from the teacher/professor of the current class (self-plagiarism).

Anytime you quote, summarize, or paraphrase, you must acknowledge the original source.

At the School of Social Work, students who plagiarize will be disciplined. For a guide to citing properly, see the APA Manual or Microsoft Word (APA option) in our Computer Lab.

The Daily Bulletin

The School's Daily Bulletin 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. Any material for inclusion must be received no later than 1 pm on the day preceding the date of publication. Note: Registration materials are also disseminated via the Daily Bulletin.

Copying Services

Copying Services - There is a copying machine located on the 3rd floor of the School of Social Work, opposite Room 3E06. For information about other copying machines and services elsewhere on campus, consult the University of Maryland, Baltimore STUDENT ANSWER BOOK.

Faculty Mailboxes

Faculty Mailboxes--are located in the East Building, on the wall across from the Admissions Office. A directory is also posted at the mailboxes for review. There are also boxes for faculty at their secretary's station on each floor. Students may leave a message for a faculty member in his/her mailbox when the need arises.

Faculty Office Hours

Faculty post office hours on their office doors. In addition, unit secretaries as well as the Dean's Office are 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. Most faculty use campus voice mail; however, if there is no answer, messages may be left with the faculty member's secretary.

Illness/Absence

Illness/Absence- If a student needs to miss a class, an exam or a required deadline due to illness, it is imperative that s/he call the Instructor immediately to discuss options--this includes Field Instructors. To obtain the faculty member's phone number, please call (410) 706-7790. There is support staff assigned to all programmatic units who can take messages. All support staff have voicemail on which messages may be left.

MSW Graduation Guide

The SSW prepares a Graduation Guide that answers many questions students have about the SSW Convocation and the University-wide Commencement. This publication is made available to graduates in early spring via the SSW web site and Daily Bulletin.

Meeting Rooms

Meeting Rooms- Room Reservations must be arranged ahead of time for meetings/gatherings/events. Contact Gwen Young via e-mail, gyoung@ssw.umaryland.edu, call 410-706-7870, stop by room 1E08 or submit a written request and place it in Faculty Mailbox #195.

Parking Permits

Parking Permits - Parking permits may be obtained on the day of New Student Orientation or anytime thereafter at the Parking and Commuter Services Office (Pearl Garage). The Office is located at 622 W. Fayette Street. Telephone Number: (410) 706-6603. A student will need to pay a fee to obtain a parking permit, a student ID, and one's vehicle registration. Students may purchase a parking permit online at www.umaryland.edu/parking.

Student Mailboxes

Student Mailboxes--One of the most important resources in the School is your mailbox which is located in room 1E02. You are responsible for knowing what is in the Bulletin and in notices placed in your mailbox. Students are urged to check their mailboxes each time they are on campus. A list showing assigned boxes will be posted on the wall in Room 1E02 by the end of the first week of classes. Note: On the Student Mailbox List names of Faculty Advisors are also cited.

Telephones

Telephones - The University is on a Centrex system. Students are able to contact any campus office by dialing 6 + last four digits of the telephone number from a campus centrex phone. (UMMS dial 8 + last four digits of the telephone number.) Public telephones are available for all off-campus calls. Both these and campus-only phones are located in the lobby and on the second, third and fourth floors of the East Building.

Tips for Academic Success

Upon admission into the School of Social Work, familiarize yourself with the support services of the School and campus:

- ADA Support Services for students with disabilities.
- Academic advising which is provided by assigned SSW faculty advisors, Assistant Dean for Student Affairs, and Offices of the Deans.
- School of Social Work's Peer to Peer Tutoring Program/Campus-wide Writing Clinic/School's Writing Skills Instructor.
- Psychosocial counseling that is provided by the Office of Student Affairs (short-term) and UMB's Counseling Center (long-term).
- Career Affairs activities and events for prospective graduates (e.g. workshops pertaining to interviewing techniques, how to prepare an exemplary resume, on-site recruiters for employment opportunities, and sponsorship of an annual Job Fair).

Staying informed relieves one of unnecessary anxiety-please read the annual Student Handbook, daily School of Social Work Bulletin emails, and check your School e-mail. Such publications keep you apprised of academic deadlines, up-coming academic workshops, continuing education activities, and OSA information. In addition, read the Student Answer Book that gives you information from a campus-wide perspective.

You can prevent unnecessary duress by keeping apprised of course requirements and field information. It is recommended that you attend: Concentrations/Specializations Academic Information Workshops that are sponsored throughout academic year by the Faculty Chairs and Associate Dean for the Masters Social Work Program.

You may discuss concerns or issues (and joys) at Student Government Association General Body Meetings. Such meetings allow students to voice their opinions openly.

Join at least one SSW/University Student Organization of an academic, cultural, professional, or spiritual nature; such an affiliation can serve as an avenue for relaxation, support, or development of leadership skills.

Learn financial aid and scholarship procedures and deadlines; speak with the School of Social Work's Financial Aid Liaison, by calling 410-706-4478.

Seek out a mentor; this could be someone whose area of expertise is within the social work profession; a past or present professor, or someone from your community. Note: If you would like to be a mentor to a young person in the city of Baltimore (this could prove rewarding and relaxing), contact the Maryland Mentoring Partnership at 410-685-8316.

Keep yourself healthy! When needed, take advantage of the following UMB services:

- UMB Campus Center
- University of Maryland Counseling Center

Remember to BELIEVE in yourself and always keep in mind that your success at the School of Social Work depends on your initiative, perseverance and love for the Social Work Profession!

UMB1One Cards

Incoming students may obtain their "UMB1One" card during the "New Student Orientation Program" held in the spring and fall via UMB One Card Office/UMB Campus Center.

The UMB1One Card office is open every day from 8:30 - 4:30, Monday - Friday unless it is closed for designated holidays. Their online system is available 24/7 at www.umb-one.umaryland.edu, by email at umb-one@af.umaryland.edu, or call them at 410-706-6943 during normal business hours. After hours, you can leave a message and they will get back to you the next business day.

ATTENTION: ENHANCED SECURITY REQUIRES THAT ID CARDS BE SHOWN EACH TIME A STUDENT ENTERS THE SCHOOL OF SOCIAL WORK, the HS/HSL Library, as well as other buildings on the University's campus.

MyUMB Mail Accounts

The University of Maryland, Baltimore and the School of Social Work hold students responsible for information sent to them via their MyUMB Mail accounts. Students are advised to check their MyUMB Mail accounts regularly. Individual faculty members may require that all e-mail correspondence be sent only to your MyUMB Mail account.

New UMB SSW students are issued an MyUMB Mail account on Orientation Day. This is the Baltimore campus-wide e-mail service and the SSW uses this email service to officially communicate with students enrolled in the school. For detailed information, please access www.umaryland.edu/help-desk (Help Desk at the Center for Information Technology Services-CITS).

Appendices

Campus Academic Calendar:

ssw.umaryland.edu/academic_programs/calendars.htm

FERPA

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the UMB Confidentiality and Disclosure of Student Records Policy, this notice is given to students to advise them that the following information about a student is directory information subject to disclosure by the University upon request: name; address telephone listing; date and place of birth; photograph; major field of study; dates of attendance; degrees and awards received; and most recent previous educational institution attended. The directory information concerning a student may be disclosed even in the absence of consent unless the student files written notice informing the University not to disclose any or all of the categories within three weeks of the first day of the semester in which the student begins each school year. Notice not to disclose may be filed with the student's school Office of Student Affairs.

Field Instruction Calendars and Manuals

https://cf.umaryland.edu/ssw_fieldEducation/fieldcalendar.cfm

Fire Evacuation Plan

*POLICE - 711

*FIRE - 711

*EMERGENCY - 711

Anyone discovering excessive heat, smoke, or fire will immediately sound an alarm by the following methods:

1. Manual Fire Alarm Pull Station in Hallway
2. Telephone University, Police - 711

[*Numbers are dialed on UMB campus only!]

Introduction

This evacuation plan establishes methods and procedures to be used in the event of a fire at the School of Social Work.

This plan will be distributed to faculty, staff and students of the School of Social Work. The contents are based upon the obligation of the University to provide for the safe evacuation of buildings in the event of a fire. Faculty, staff and students are expected to comply with the procedures contained herein.

Fire Drills

As required by the Maryland State Fire Prevention Code, the School of Social Work will have a fire

drill at least once each year. This drill shall be arranged by the Office of Environmental Health and Safety, the Department of Public Safety, Facilities Management, and the Dean of the School of Social Work and shall be conducted under their joint supervision and direction. A complete evacuation of the building is mandated during the fire drill.

Fire Alarms

The fire alarm system installed in the School of Social Work is directly connected to the communications center of the Department of Public Safety, University of Maryland Baltimore. Upon activation of an alarm, the Baltimore City Fire Department is notified immediately.

Manual fire alarm pull stations are located on each floor of the building near exits and exit stairways. Fires, smoke, or the smell of smoke shall be reported by the following methods:

1. Manual fire alarm pull stations.
2. Notification of the University Police: telephone number - 711

When reporting a fire by telephone, give all of the following information:

1. Name of person making call
2. Location of emergency - building name, floor, and room number
3. People Injured, if any remain on telephone until message is confirmed

Building Evacuation Assignments and Responsibilities

Wardens

The Dean of the School of Social Work will appoint a Warden for each fire exit on each floor of the School's two buildings. When a fire alarm sounds, Wardens have the following responsibilities:

1. Conduct an orderly evacuation of their immediate area by directing occupants to the nearest unobstructed fire exit. Note: If an individual has a disability and cannot go down the stairs, that person must alert the fire warden.
2. When it appears that the floor evacuation is nearly complete, the Warden will enlist the aid of a volunteer to conduct a search of their immediate floor to determine that all individuals have exited the area. For safety, the Warden and the volunteer will search as a team at all times. They will proceed from one fire exit to another until one of the following conditions has been met:
 - a. The entire floor has been searched.
 - b. They encounter another search team and determine that the entire floor has been searched.
 - c. They encounter an unsafe condition requiring them to return to a previous fire exit.

When one of these conditions has been met, the Warden and volunteer will leave the floor via the nearest fire exit. The Warden will report the fire location, if known, and the condition of the floor's fire exits and stairwells to the Building Evacuation Supervisor in the ground floor lobby of the building. It is critical that the Warden advise the Building Evacuation Supervisor of the presence of any disabled persons remaining in fire stairwells on the floor.

3. The first Warden to reach the ground floor lobby of the building will assume the responsibilities of

the Building Evacuation Supervisor listed below.

Building Evacuation Supervisor

1. The Building Evacuation Supervisor will be stationed near the main exit of the building and record the reports of floor wardens as they exit the building.
2. Upon arrival of the Baltimore City Fire Department, the Building Evacuation Supervisor will report the fire conditions, if known, and the location of persons with disabilities requiring evacuation from stairwells.

Occupant Evacuation Procedures

If a fire is detected, evacuate the area. Isolate the fire by closing doors as you leave. Activate the nearest fire alarm and report the fire via the campus emergency number (711) using a University telephone in a safe area.

Upon hearing a fire alarm, evacuate the building by marked stairs and exits or move horizontally into another building. Do not use elevators. Follow the instructions of floor Wardens.

Assist persons with disabilities to the nearest unobstructed fire exit or stairwell. Disabled persons will remain in these fire safe locations until fire department personnel can assist them in exiting the building. A volunteer should remain in the fire exit or stairwell with the disabled person until fire department assistance arrives.

Exit the building and move away from exits and the building itself, so as not to hamper fire and rescue operations.

Do not re-enter the building until expressly directed to do so by public safety officials.

Fire Safety Practices

In case of fire, activate the fire alarm before attempting to extinguish it. Only consider attempting to extinguish a fire if it is of a very minor nature and you are already familiar with the proper operation of the portable fire extinguisher. Request training on fire extinguisher operation from the Office of Environmental Health and Safety.

Never use the elevators for evacuation of the building.

Evacuate in an orderly manner-don't panic. Walk, don't run.

Know the location of the stairways before an emergency occurs.

Know the location of fire extinguishers, how to operate them, and on what type of fires they should or should not be used.

Obey the directions of your building evacuation supervisors and public safety officials.

Stay in single file in the stairways, as fire department personnel may be coming up the same stairway.

Before opening any door of a room or office that leads to the main hallway, feel the door first to see if it is hot. If the door is not hot, open it slowly. Then if conditions allow, proceed to your assigned stairway and follow the evacuation plan.

If smoke is too heavy, do not enter a hallway. Close the door, place a towel or an article of clothing along the bottom edge of the door. Open the windows for fresh air and hang a sheet, or other similar article, out the window to let the fire department know you are still in there.

If a door to a hallway is hot, do not open it. Follow the same procedures as outlined above. If, for any reason, you must remain in a room or office during a fire or other emergency, remain calm and wait for the fire department to assist you.

Immunization Policy

The School of Social Work adheres to the Campus Immunization policy and requires that each student seeking admission to the School must, prior to their initial registration, provide proof that:

- (1) S/he has received immunizations against tetanus/diphtheria, within the past 10 years;
- (2) S/he must provide evidence of immunization or immunity for each of the following diseases:
 - a. measles
 - b. mumps
 - c. rubella, and
 - d. varicella (chickenpox)

Acceptable evidence is a written document signed by a licensed health care professional that specifies the dates of immunization, medical test results that demonstrate the student's immunity, or a document that specifies the date the student had the disease.

(3) Tuberculosis

Each student must provide the results of tuberculosis screening that has been performed within 12 months of the date of the student's enrollment. Screening must show a negative PPD test or, if the PPD is positive, a negative chest X-ray report.

(4) Hepatitis B immunization

Prior to initial enrollment, a student must provide proof that s/he has received at least two of the three required Hepatitis B immunizations.

(5) Meningococcal Disease

Any student who resides in on-campus housing must receive vaccination for meningococcal disease or sign a waiver stating that s/he has received and reviewed information provided by the University about this disease and has chosen not to be vaccinated.

As a health professional school, we subscribe to the tenet that all MSW students must adhere to the Health Immunization Policy as described above. Although exceptions may be granted by the Director of Student Health on a case-by-base basis, these happen rarely and a declination must be signed by the student and presented to the Director of Student Health. MSW students will not be able to undertake certain field placements if they are not fully immunized.

Note: If a student does not comply with this immunization requirement, a “hold” will be placed on his/her registration.

Licensing Information & FAQs

Social Work is a licensed profession with an entry level post-MSW license, the LGSW (Licensed Graduate Social Worker), as well as the LCSW (non-clinical advanced license earned after two years of supervised practice) and the LCSW-C (earned after two years of supervised clinical practice). We encourage all graduates to sit for the LGSW exam which can be taken within the semester that the student is expected to graduate. Students have the option to take the LGSW examination after they graduate. If you do plan to take the exam in your last semester, you must obtain a letter from Dean Jennie Bloom in the SSW Office of Records and Registration verifying your anticipated graduation date. The letter from the SSW must be submitted in a sealed envelope and be included in the LGSW application packet that is mailed to the Maryland Board of Social Work Examiners. Note: If you wish to receive such a letter, please notify the Registration Office via email at sswregistration@ssw.umaryland.edu or in writing and bring your written request to Room 1W05 or place the message in faculty mailbox #127. The LGSW Application packets are obtained from the Maryland Board of Social Work Examiners at www.dhmf.state.md.us/bswe.

Our most recent pass rate figures for the LGSW exam indicate that our graduates pass this exam at a rate slightly higher than the national rate. Some students take a licensing preparatory course; others acquire reading materials and study on their own; and still others take the exam without preparation.

Frequently Asked Questions

-What web-sites do you recommend to obtain general information about the LGSW License?

For licensing requirements review the Board of Social Work Examiners Web site at www.dhmf.state.md.us/bswe/ and for examination information and testing centers access ASWB at www.aswb.org.

Note: For application information related to the Department of Health/Board of Social Work-Washington, D.C. LGSW license, access dchealth.dcgov/prof_license

-Where can I obtain an LGSW application?

The Maryland Board of Social Work Examiners now has the Licensed Graduate Social Worker (LGSW) Application on-line at www.dhmf.state.md.us/bswe/ (access the “Form Link”). Prospective graduates are to use this web-site for the purpose of downloading their LGSW application and following through with appropriate action by mailing the completed application to the “Maryland Board of Social Work Examiners, 4201 Patterson Avenue, Baltimore Maryland, 21212-2299.” Please note that questions related to the Maryland Board of Social Work Examiners web-site, and the LGSW Licensing process may be directed to Ms. Beverly Lewis, LGSW Licensing Coordinator via email Lewisbj@dhmf.state.md.us or by telephoning 410-765-4662.

-Once the LGSW Examination Application is received by the Maryland Board of Social Work Examiners, how long does it take for a student to be notified as to the date when s/he is scheduled to take the exam?

The applicant will be informed within 3 to 4 weeks if s/he has been approved to take the Master’s (LGSW) examination (via Maryland Board of Social Work Examiners).

-Does the Maryland Board of Social Work Examiners have a booklet that explains how the licensure process works?

No. The Board staff conducts presentations and information is posted on the Board's web-site. All potential licenses should refer to the Social Work Practice Act-Title 19 and the Maryland Code of Regulations-COMAR Title 10 Subtitle 42.

-Who administers the LGSW Examination?

The Masters (LGSW) examination is administered through the Association of Social Work Boards, ASWB (www.aswb.org).

-Are there free study guides/publications to help graduates prepare for the LGSW Exam?

No. ASWB publishes a study guide at a fee. There are various other study materials for a fee.

-What are some of the Licensing Exam Preparation Services available to MSW students?

UMB School of Social Work

Continuing Professional Education (CPE)

www.ssw.umaryland.edu/cpe (see catalog)

410-706-1839

410-706-5004

410-706-5040 Workshop Inquiries

Licensing Exam Preparation Services, LLC (LEAP)

www.licensingprep.com

1-877-677-LEAP

Academic Review

www.areview.com

1-800-225-3444

Social Work Examination Services

www.swes.net

1-800-933-8802

[A fee is required for services cited above]

-Which Web site should I access to obtain licensure information as it pertains to other states (other than the state of Maryland)?

Such information is available through the ASWB web-site at www.aswb.org.

-Are MSW graduates only eligible for the LGSW exam (sometimes students get confused and think they should apply for the LCSW or LCSW-C)?

An MSW student is only eligible to apply for licensure at the LGSW level.

-If I'm graduating in the summer, should I wait until the summer term to submit my LGSW application along with needed letter from the SSW Records and Registration Office?

Yes.

-Should I take the LGSW Exam in my last semester when I'm graduating or should I wait until graduation?

Student's Decision.

NASW Code of Ethics:

<http://www.naswdc.org/pubs/code/code.asp>

Payment of Tuition and Fees Statement

The University of Maryland requires that tuition and fees are due and payable in full prior to the first day of class. The only exceptions to this policy are:

(a) students awaiting receipt of financial aid

(b) students who have entered into an official third-party payment arrangement, on file within the Office of Student Accounts

(c) students who have signed an installment agreement, again on file with the office of Student Accounts

Approximately 2 weeks after the beginning of each semester, the Office of Student Account notifies the School of students who have not met the requirements of this policy. At that point, the Associate Dean for Administration and Registration will communicate with those whose names appear on the list and request that she be contacted if there is an error in the information we received from the Office of Student Accounts.

Students will be given seven working days from the date of the Associate Dean's memorandum to correct any errors and respond. If there is no error and the tuition bill remains unpaid, students will be precluded from attending class (including field instruction) and that semester's registration will be cancelled.

Students are urged to communicate with the Associate Dean immediately upon receipt of cited memorandum.

SSW Policy and Procedures for Students with Disabilities

[Essential Requirements for Admission and Academic Advancement]

School of Social Work Authorization Document and Accommodation Request Form
(Adobe PDF Document--Get the free reader, if needed, at this link)

Principles

The School of Social Work believes that it should educate a diverse group of social work students recognizing that in such diversity lies excellence. Included in this group are qualified students who have impairments, functional limitations, and/or disabilities. The School wishes to facilitate the education of such students and make reasonable accommodations for their disabilities in order to promote learning and performance.

The School's responsibility is to graduate competent social workers and to seek candidates who will best be able to serve society's needs. Therefore, applicants with disabilities should be held to the same admission standards as their non-disabled peers. Accommodations provided to applicants with disabilities during their education will not be considered negatively as the applicants are evaluated.

The University of Maryland School of Social Work acknowledges Section 504 of the 1973 Vocational Rehabilitation Act (Rehabilitation Act) and PL 101-336, the Americans with Disabilities Act (ADA). The School requires that certain minimum technical standards be present in the prospective candidate for a Social Work degree. This document is the School's written policy which identifies essential requirements for admission, advancement and graduation and guides students with disabilities in making requests for accommodations. It is reviewed periodically in light of changes in technology and is shared with everyone involved in the admission process.

All applicants and students are encouraged to disclose disabilities in order for the School to respond with support services, as needed. Students should be reassured of the School's policy of prohibiting discrimination against them because of disability, and assured that they are not required to disclose any disability. On the other hand, absent disclosure, no accommodation can be provided. Students may self-identify at the time of application, admission, acceptance, or orientation, or at any later time, to the University of Maryland's campus-wide Office of Student Services (6-7117/7714 (voice/TTY)), and the School's Office of Student Affairs. (In addition, at the beginning of each semester, students may disclose disabilities to a faculty member or Assistant Dean for Field Education so appropriate services/accommodations can be provided through the Office of Student Affairs.) Disclosure after academic jeopardy has occurred does not entitle one to repeat academic work with accommodation. The School highly values its advocacy and support of matriculated students. Issues related to a disability are handled out of the UMB Office of Student Services and the SSW Offices of the Deans. Assistance with diagnosis of disabilities is facilitated by the UMB Office of Student Services and monitored by the SSW Offices of the Deans.

Essential Requirements

1. Matriculation into the School requires a certain essential level of cognitive, emotional and communication skill. Students must be able to acquire client-related information, communicate effectively, and maneuver physically in an adequate manner so that service can be provided to client populations. Students must be also able to problem-solve, through analysis, synthesis, and reasoning. Problem solving must occur in a timely fashion. Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities related to service to clients. This includes being able to function under stressful situations and to adapt to changing environments. Students must be able to perform their duties with compassion, integrity, and concern for others.
2. Social work students with disabilities should be held to the same essential requirements as their non-disabled peers. Accommodations must be reasonably made to assist in learning, performing and satisfying the essential requirements.
3. Students with disabilities applying to the School will be expected to have achieved the same essential requirements as their non-disabled peers, with accommodations if needed.

Requests for Accommodations

1. An applicant to the School of Social Work may disclose a disability and request accommodation during the admission process. **THIS IS NOT REQUIRED.** However, an applicant may want to determine the School's response to a specific accommodation request early in the admissions process. An applicant who chooses voluntarily to disclose a disability should write, call or visit the University's Office of Student Services in conjunction with the School's Office of Student Affairs to disclose the disability and discuss accommodation requests. This process must be done every semester in order

for a student to be provided services.

2. After admission, students can disclose disabilities and request accommodation by writing, calling or visiting the University's Office of Student Services and the School's Office of Student Affairs.

3. The University's Director of the Office of Student Services, and the SSW Assistant Dean for Student Affairs, will interview the applicant or student and gather all relevant information. The applicant or student will be required to submit in writing from his/her physician the requested accommodation and pertinent supporting documentation. The documentation will include a history of accommodations granted previously in other educational programs, if applicable, and references who can discuss with the Director of UMB Student Services and the Assistant Dean the experience of the applicant or student in other educational settings.

4. The University's Office of Student Services Director requires medical (or other) verification of disabilities and proof of information presented concerning accommodations. The School may require independent medical examinations or other testing to verify claimed disabilities or utility of accommodations.

5. After gathering all relevant and necessary information, the Director of Student Services, in conjunction with the Assistant Dean, will review the information gathered, consider the accommodation request and advise the SSW Offices of the Deans concerning the request. The UMB Director of Student Services and the Assistant Dean may request additional information and may seek technical and medical consultations from resources in the School, at the University level, or from off-campus resources.

6. Reasonable accommodation should be made to facilitate student progress where such accommodation does not significantly interfere with the essential functions of the School of Social Work or adversely and significantly affect the rights of other students or populations being served.

7. Accommodations requested by an individual with a disability will be measured against the standard: Would the proposed change fundamentally alter the nature of the course, educational program, or other activity related to the School, including field placements? If the answer is "yes," then the University/School is not required to make the accommodation.

8. A request for extra time for completion of an exam or writing assignment will be granted when a disability requiring such extra time is diagnosed. The amount of extra time granted will be related to the recommendations consistent with the diagnosis.

9. The costs of reasonable accommodation as defined under the ADA and the Rehabilitation Act will be borne by the University's Office of Student Services/School of Social Work.

10. Any student who becomes aware of a disability requiring accommodation, or of a need for accommodation of a previously known disability, must request the accommodation as soon as the need for accommodation has been identified. A student can expect a written response from the University Director of Student Services/Assistant Dean and/or Associate Dean for Administration within 21 days of submitting all required documentation, as described above. The time may be extended if the School requests additional information, which cannot reasonably be gathered within the period. Note: ADA accommodations cannot be granted retroactively.

11. The Director of Student Services/the Assistant Dean and/or the Associate Dean will make a deci-

sion concerning a request for accommodation. Grievances in relation to accommodation services can be brought before the Student Grievance Committee if they cannot be successfully mediated by the Assistant Dean.

[Prepared by the SSW Offices of the Deans - Summer 2008]

Please review the following page pertaining to "General Guidelines for Documenting A Disability".
[Prepared by the University of Maryland Baltimore Office of Student Services]

UMB General Guidelines for Documenting a Disability

The University requires students to present documentation that supports their claims of disability (ies). Documentation is required so that appropriate reasonable accommodation(s) can be made on an individual basis. The provision of all reasonable accommodations and support services is based upon assessment of the impact of a student's disabilities on her/his academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide appropriate documentation relevant to the student's learning environment which may depend upon the nature of the graduate/professional school/academic program. Documentation that is inadequate in scope or content, or does not address the student's current level of functioning or need for accommodation will need to be supplemented by additional assessment. In these instances, the University will require that an updated evaluation report be submitted. The purpose of the updated report is to determine the student's current need for accommodations within the graduate or professional school setting. The update should also include a rationale for ongoing services and recommendations for accommodations. The cost of the updated assessment may be paid by the student's health insurance if (s)he has purchased the Blue Cross/Blue Shield of Maryland insurance plan offered by the University. Otherwise, payment of the cost of testing will be the responsibility of the student.

Guidelines that should be followed to ensure that acceptable documentation is obtained from the student's health care provider are listed below. Adherence to these guidelines ensures that the University is consistent in the types of information that is collected from each qualified student with a disability. While certain of these guidelines have been created as a result of years of review of students' documentation, others were adopted from the Association on Higher Education and Disability's Guidelines for Documentation of Learning Disability in Adolescents and Adults, July 1997:

1. All reports/evaluations must be submitted on the letterhead of the professional performing the assessment.
2. The report/evaluation must be typed, dated and signed by the professional conducting the assessment.
3. The name, title and professional credentials of the health professional performing the evaluation, including information about license or certification (e.g. licensed psychologist) as well as the area of specialization and place of employment should be clearly stated in the documentation. Examples of qualified health professionals include, but are not limited to: medical doctors, clinical or educational psychologists, school psychologists, neurophysiologists, learning disabilities specialists, rehabilitation counselors, physical therapists, occupational therapists and other professionals, provided they are qualified to evaluate specific disabilities.
4. The report/evaluation must stipulate the major life activity or activities impacted by the disability.

5. The report/evaluation must validate the need for services based upon the student's current level of functioning in the educational setting.

6. It is not considered appropriate for professionals to evaluate members of their own family. A similar prohibition would apply to each professional for whom the conduct of an evaluation might reasonably be considered a conflict of interest.

The University reserves the right to change or modify these guides as more information is discovered and new or additional knowledge becomes available under the scope of the Americans with Disabilities Act.

[Prepared by: University of Maryland Baltimore Office of Student Services]

UMB Policies and Procedures:

<http://cf.umaryland.edu/hrpolicies/>

UMBC Directory:

<http://www.umbc.edu/Directory/>

UMB School of Social Work Mission, Vision, and Values

VISION

The University of Maryland School of Social Work anticipates and meets the challenges of societal issues by promoting social and economic justice and by advancing social welfare and social work.

MISSION

The mission of the University of Maryland School of Social Work is to develop leaders and scholars to advance the well-being of populations and communities at risk. The School serves society through the development of knowledge in education, research, scholarship, service innovation, and advocacy.

VALUES

The faculty, students, and staff of the University of Maryland School of Social Work adopt this statement of values in support of the School's mission. We value:

- Excellence in education, research, scholarship, and service.
- Academic freedom through the pursuit and dissemination of knowledge.
- Global economic and social justice for all individuals with particular emphasis on vulnerable, excluded, and marginalized populations.
- Ethical and socially responsible conduct.
- Strengths of individuals, families, and communities.
- Inclusiveness, respect and diversity.

INDEX:

Introduction - 1

Administration of the School
School Governance
Student Governance
Student Government Association**
Christian Social Work Fellowship (CSWF)
International Social Work Organization (ISWO)
Lesbian Gay Bi-Sexual Transgender Allies Union (LGBTAU)
Organization of African American Students in Social Work (OASIS)
People of All Abilities Capable of Achieving Anything (PAACAA)
Social Workers Latin American Solidarity Organization (SW-LASO)
Student Coalition for Peace and Equality (SCOPE)
TIKKUN

School of Social Work Offices/Services - 5

Development and Alumni Relations
Health Sciences and Human Services Library (HS/HSL)
HS/HSL Phone Numbers and Locations
Informatics Office
Computer Center
Computer Services
Computer Training Classroom
Equipment Rental
Media Center
Office of Student Affairs
Services to Students with Disabilities
School of Social Work Americans With Disabilities Act Statement

Student Policies and Procedures - 9

Academic Risk and Academic Failure
Academic Year
Advanced Standing Students
Advising of Students
Advising Procedures
Audit
Change of Address
Class Attendance
Drop/Add
Event Misconduct Policy
Exemption Exams for Foundation Courses
Extended Students
Four-Year Limit
Grading
Graduation Applications
Leave of Absence
Program of Study
Progression to Advanced (2nd Year) Curriculum

Registration

Repeating Courses

Requirements for Graduation

Suspension or Dismissal

If admission is granted, at least one year from the time of dismissal must have elapsed before matriculation will be permitted.

Transcript of Record

Transfer From Other Social Work Programs

Voluntary Withdrawal From School

Master of Social Work Program [Curriculum] - 17

Overview

Course Numbers and Titles

Curriculum Overview

Subspecializations

Checklist/Plan of Study Requirements

THE FOUNDATION CURRICULUM

ADVANCED MASTER OF SOCIAL WORK CURRICULUM

Dual-Degree Programs

Field Education

Guidelines for SOWK 789, Independent Research Project

Summary of Independent Research Project Procedures

Research Sequence Requirements

Academic Judiciary Hearing Process - 32

Student Grievance Committee

UMB School of Social Work Student Review Committee

Additional Educational/Professional - 39

Development Programs - 39

Continuing Professional Education

Family Welfare Research and Training Group

Ruth H. Young Center for Families and Children [family.umaryland.edu]

Social Work Community Outreach Service [SWCOS]

Faculty & Administrators - 43

Important Contact Telephone Numbers and E-mail Addresses

School of Social Work General Information - 44

Advising Questions Frequently Asked By SSW Students

The Daily Bulletin

Copying Services

Faculty Mailboxes

Faculty Office Hours

Illness/Absence

MSW Graduation Guide

Meeting Rooms

Parking Permits

Student Mailboxes
Telephones
Tips for Academic Success
UMB1One Cards
MyUMB Mail Accounts

Appendices - 48

Campus Academic Calendar:
FERPA
Field Instruction Calendars and Manuals
Fire Evacuation Plan
Immunization Policy
Licensing Information & FAQs
NASW Code of Ethics:
Payment of Tuition and Fees Statement
SSW Policy and Procedures for Students with Disabilities
UMB General Guidelines for Documenting a Disability
UMB Policies and Procedures:
UMBC Directory:
<http://www.umbc.edu/Directory/>
UMB School of Social Work Mission, Vision, and Values

