UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK

2024-2025

TEACHING RESOURCES, POLICIES, & PROCEDURES

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TEACHING RESOURCES

For questions about **the MSW program, classes, curriculum, syllabi requirements, and assignments, email** Amanda Lehning, Senior Associate Dean of Academic Affairs

Course Coordinators

Course coordinators are faculty members responsible for overseeing certain multi-section courses within the SSW. They can share slides and other teaching materials, provide guidance on required assignments, and serve as a resource on course content. If you are teaching a course with a course coordinator for the first time, please schedule a time to meet before the start of the semester.

Course Number	Course Name	Coordinator
SOWK 600	Social Welfare & Social Policy	Corey Shdaimah
SOWK 610	Structural Oppression and Its Implications for Social Work	Adam Schneider
SOWK 630	SW Practice w/ Individuals	Everett Smith
SOWK 631	SW Practice w/ Communities & Organizations	Megan Meyer
SOWK 632	SW Practice w/ Groups & Families	Mary Hodorowicz
SOWK 645	Human Behavior and the Social Environment	Tamara Hicks
SOWK 670	Social Work Research	Roderick Rose and John Cagle
SOWK 690	History of Oppression and Resistance Prerequisite	Samantha Fuld
SWCL 700	Advanced Clinical Interventions	Joan Pittman
SWCL 744	Assessment, Diagnosis, And Intervention Planning	Paul Sacco

IDEA Team

The IDEA Team (Instructional Design, E-learning, and Assessments) supports teaching and learning by helping instructors figure out how best to incorporate and use academic technologies. You can check out the IDEA Team knowledgebase, which contains information about the team and their services including: support for the learning management system Blackboard and Zoom; instructional design for hybrid/online courses; and resources for e-learning, recordings, and assessments. On the knowledgebase site, click the magnifying glass in the upper right and type something you'd like to learn more about in the search box. assessments. On the knowledgebase site, click the magnifying glass in the upper right and type something you'd like to learn more about in the search box.

The IDEA Team's typical working hours are M-F 8-4. They service all faculty and student needs virtually. You can reach the IDEA team using the Help! link in every Blackboard course or on the IDEA Toolbox site, or:

Email: ideateam@ssw.umaryland.edu

IDEA Hotline: 410-870-9663.

Informatics

Informatics provides support with Office and classroom technology, such as email, network/infrastructure, hardware/software, wi-fi, printing, Microsoft Office 365,

audio/video/multimedia, classroom projectors and computers, etc. are handled by the SSW Informatics group: **ssw-informatics@ssw.umaryland.edu**
Information for contacting the SSW Media Center for help with projectors or computers in the classroom is provided in all classrooms on the podium. Be sure to add them into your cell phone address book! **410-706-7232.**

UMB CITS
If you are experiencing difficulty with UMID, campus email, and your authentication account, logging into Blackboard, or need technical support for Zoom, please contact UMB CITS at help@umaryland.edu or 410-706-HELP.

UMB Faculty Center for Teaching and Learning
The FCTL advances evidence-based teaching, learning, assessment, and evaluation practices throughout UMB. Visit the website for more information about their programs and services, including an Online Teaching Community, the Summer Course Development Program, and individual teaching consultations.

MSW Curriculum
The MSW program at the University of Maryland consists of 60 semester credit hours for the full program and 36 credit hours for an accelerated Advanced Standing program for those who have completed a BSW degree within the last 5 years. Most students complete the program in 2 years, taking 5 courses per semester (including field practicum coursework). The MSW program has 27 credits in the foundation or generalist curriculum and 33 credits in the advanced curriculum. Advanced Standing students have 36 credits to complete in the advanced curriculum. Students complete their advanced courses based on their selected concentration - *Clinical* or *Leadership, Policy, and Social Change (LPSC) (previously Macro)*.

If you are teaching at the USG and/or the Online program, please know that those students can only select the Clinical concentration. Students at the Baltimore campus can choose either Clinical or LPSC. They may also select one or the other as their secondary concentration, essentially exposing the student to some of the content from the other concentration through their electives.

FOUNDATION CURRICULUM

Course #	Course Title	Cr.
SOWK 600	Social Welfare and Social Policy	3
SOWK 610	Structural Oppression and its Implications for Social Work	3
SOWK 630	Social Work Practice with Individuals (taken with SOWK 635)	3
SOWK 631	Social Work Practice with Communities and Organizations (typically taken with SOWK 635)	3

SOWK 632	Social Work Practice with Groups and Families (taken with SOWK 636)	3
SOWK 635	Foundation Field Practicum	2.5
SOWK 636	Foundation Field Practicum I	2.5
SOWK 637	Foundation Field Seminar I	.5
SOWK 638	Foundation Field Seminar II	.5
SOWK 645	Human Behavior & the Social Environment	3
SOWK 670	Social Work Research	3
Total Credits		**27**

ADVANCED CURRICULUM

Clinical	LPSC	Cr.
Any Advanced Policy	SOWK 701 & SOWK 702: Public Policy for Social Justice I & II	3
SWCL 700	SWOA 701	3
SWCL 744	One Core LPSC Methods	3
One Core Clinical Methods	One Core LPSC Methods	3
Any Clinical Methods	One Core LPSC Methods	3
Elective	Elective	3
Elective*	Elective*****	3
SWCL 794 & SWCL 795	SWOA 794 & SWOA 795	12
Total Credits		**33**

* Advanced Standing students would take an extra elective, bringing them to 36 credits in the Advanced Curriculum

TEACHING REQUIREMENTS

Preparing for the Semester

For questions about **payment, contracts, textbooks, and general onboarding procedures, email** Scott Stafford, Director of Academic Affairs and Prism Shilling, Program Coordinator for Research & Academics.

University Email

You are required to regularly check their university email, as all important communications from the University and administration will be sent to this account. You must also use your ssw.umaryland.edu email account for all correspondence with students and ensure that communications are sent to the students' university email account as well.

Course Scheduling

The Senior Associate Dean for Academic Affairs and the Director of the PhD programs assign faculty to courses each academic year. For MSW courses, the Director of Academic Affairs will collect teaching preferences in January for the upcoming academic year.

Course schedules for each semester, UMB's academic calendar, the SSW registration calendar, and important dates can be found here. Please confirm that your course has been listed correctly and includes any special information in the notes field.

Types of Courses

SECTION ID	DELIVERY METHOD	ELIGIBLE TO REGISTER
HG1, HG2, etc.	Hybrid (Mix of In-Person and Online)	**USG** students only
HY1, HY2, etc.	Hybrid (Mix of In-Person and Online)	**BAL** students only
IG1, IG2, etc.	In-Person	**USG** students only
IP1, IP2, etc.	In-Person	**BAL** students only
OA1, OA2, etc.	Online Asynchronous	**BAL & USG STUDENTS** only
OS1, OS2, etc.	Online Synchronous	**BAL & USG STUDENTS only**
OM4, OM5, etc.	Online Synchronous	**OMSW** students only
OM7, OM8, etc.	Online Asynchronous	**OMSW** students only

- Students take classes at the location of their program (Baltimore, Online, The Universities at Shady Grove) unless approved by the Office of Records and Registration
- **Hybrid Classes** require students to participate partially in-person and partially online:
    - Hybrid In-Person Meetings will take place for odd-numbered sessions (1, 3, 5, 7, 9, 11, 13, 15)
    - Hybrid Online Meetings will take place for even-numbered sessions (2, 4, 6, 8, 10, 12, 14)
    - Instructors should communicate the schedule via email and on the course syllabus
- **In-Person Classes** require students to participate fully in-person for listed days and times.
- **Online Asynchronous Classes** allow students to complete their work at their own pace. Students are given a timeframe – it's usually a one-week window – during which they need to connect to their **class at least once or twice.**
- **Online Synchronous Classes** require students to participate in partial to entire sections of class at the exact same time. Students and instructors are online at scheduled dates/times to participate in lectures, discussions, activities, and presentations.

Blackboard

Blackboard is our learning management system. If you are brand new to Blackboard or want some refreshers, please enjoy this set of introductory videos and links to resources. Blackboard is the place to provide your syllabus (using the Concourse Syllabus) to students, as well as content, course materials, online discussions, quizzes and tests, and assignments. The assignments system can collect all assignments in 1 place, check for plagiarism as well as use rubrics to assess and the Grade Center to provide feedback to students so they can see their progress.

You should be enrolled in several Blackboard courses so that you have some starting points. These include orientations, faculty sandbox and faculty only sites for courses you are teaching, that contain resources and information for teaching faculty. To log into Blackboard and your login is your UMID, password and DUO authentication. If you have any trouble with logging in, please contact the UMB CITS Helpdesk at 410-706-HELP or help@umaryland.edu. Keep in mind that your UMID is managed at https://directory.umaryland.edu/ - so that is where you can reset your password and work with https://www.umaryland.edu/cits/services/duo/, etc.

Need help getting set up in Blackboard? Looking for a template or some help planning out your Blackboard course site to make it more user friendly for students? Get in contact with the IDEA Team.

Concourse Syllabus

Instructors do not need to provide a separate PDF or Word document - all students can access the Concourse syllabus from your Bb course.
All MSW instructors are required to use Concourse, a cloud-based syllabus management system that helps the School of Social Work manage and maintain consistent, up-to-date, accessible syllabi that are responsive, viewable, downloadable, and printable from most any device. Faculty and students access the Concourse syllabus from within their Blackboard courses. For more information about Concourse syllabus, please visit the **IDEA Team tutorial page**.

Syllabus and Course Requirements
While the Concourse syllabus includes information that cannot be changed by the instructor (including course description and learning objectives, school-wide information, and UMB policies), instructors are responsible for providing accurate information about meeting times and location, contact information, course policies, assignments, and the class meeting schedule.

- All courses must include at least two graded assignments, with one being graded and returned before the drop deadline.
- The syllabus must also provide information about ways that students can contact you, whether through regularly-scheduled office hours or by

appointment. Instructors have discretion over whether to meet in person, on Zoom, or by phone.

- The semester schedule of classes should include class meeting dates, specific topics covered, assignment due dates, and required readings.

Reading Materials (Textbooks, Course Reserves, etc.)

Ordering Textbooks

Instructors can order a desk copy of a book that is required for a course through the publisher's website. These are not available through the university bookstore. To find ordering information, we recommend an internet search with the publisher's name and the term desk copies.

Assigning Textbooks

Instructors for all foundation courses, as well as SWCL 700 and SWCL 744, are not able to change the required textbook. Instructors for advanced courses can change their textbooks. Please email Prism Shilling, Program Coordinator for Research & Academics, so the UMB Bookstore has the correct information for students.

Course Readings on Blackboard

Follow these rules in order to be compliant with copyright:

- If the library has access to an article via a journal subscription, you can provide a permalink to it. Most databases and online journals have ways for you to create a permalink yourself to post in Blackboard. Please visit the HSHSL website to learn more.
- If the library does **not** have access to an article, there are a few ways you can share it with your students according to copyright Fair Use laws:
  - Faculty can post it in Blackboard once for one semester, and then take it down at the end of the semester.
  - Faculty can get permission from the copyright owner.
  - The library can seek permission for you when you submit your materials through the Course Reserves process.

Course Reserves

Faculty are encouraged to provide students access to readings via **HSHSL Course Reserves**.

Textbook Affordability

Per **USM policy**, the SSW seeks ways to lessen the financial hardship of college textbook purchases, such as targeted scholarship and financial aid funds, consideration of textbook rentals for introductory courses, consideration of placing selected course materials on reserve in campus libraries when practicable, and development of customized course materials.

Self-Authored Materials

If the most appropriate textbook for a course is self-authored, the faculty member must ensure that he/she is not "improperly profiting from the choice of materials."

Welcome Email

Your Blackboard course(s) will be unavailable to students until either you make it available or when it automatically becomes available on the first day of class. All instructors should make their Blackboard course available and send a welcome email to students (Announcements feature + email) at least one week before the first class of the semester. This is an opportunity to provide logistics about your course (e.g., course meeting times, room number or Zoom link), discuss your expectations for students, and share any readings or activities that students should complete before the first class, and direct students to review the syllabus.

Preparing for the Semester Best Practices

- If you have taught the course before, make enhancements to your course based on course evaluations and any instructor notes made from previous iterations.
- Review all your course content for issues and make needed updates to hyperlinks, images, videos, and spelling/grammar.
- Open your course in Blackboard one week before the semester begins so that students have access to the syllabus.
- Consider posting an introduction video to introduce yourself and the course, especially if you are teaching online.

During the Semester

Required Trainings

UMB requires all faculty to complete specific online trainings to comply with federal and state law. Be on the lookout for an email from University of Maryland Baltimore with details about required trainings.

The SSW requires all faculty to attend one training per semester that is sponsored by the Office of Diversity, Equity, and Inclusion and the Office of Academic Affairs. These trainings are offered on Zoom and are designed to address emerging challenges in classes and field practicum.

Student and Instructor Support Key Contacts

- For questions about **the syllabi requirements, assignments, and any classroom or school concerns**: Amanda Lehning, Senior Associate Dean for Academic Affairs

- For questions/concerns related to the **MSW program at USG**: [Joan Pittman, Director of the MSW Program at The Universities at Shady Grove](#)

- For questions/concerns related to the **Online MSW program**[: Nakiya Schurman, Director of the OMSW Program](#)

- For questions related to **the academic calendar, important dates, grading and registration**: [Danielle White,](#) Associate Dean of Enrollment and Admissions

- For questions regarding **content or classroom experiences that involve topics related to DEI** (2024 election, Israel Gaza War, LGBTQIA+, identity, etc.): [Neijma Celestine-Donnor,](#) Associate Dean of Equity and Inclusion and Strategic Initiatives [Office of Diversity, Equity, and Inclusion (ODEI)](#)

- For questions or support with **classroom issues (unprofessional behavior, conflict, academic integrity, or reporting plagiarism) or Disability Accommodations and Universal Design**: [Dawn Shafer,](#) Associate Dean of Student Affairs. To request accommodations, students contact the [Office of Educational Support and Disability Services (ESDS)](#)

- For questions or concerns about **student well-being**: [Henriette Taylor](#), Assistant Dean of Student Services. Additionally, **students at USG** can access services via the [Division of Student Affairs and Career Readiness Center,](#) while **students at Baltimore and the Online MSW program** can access services via the [Student Counseling Center](#)

- For student questions about **plan of study, class offerings, or curriculum options**: [Alex Cosentino-Tich,](#) Career and Academic Advisor

Course Attendance and Engagement

Please review attendance and inform the [Office of Records and Registration](#) if a student misses the first two classes of the semester and has not communicated with you.

Students who miss five (5) class sessions or more (both excused and unexcused) cannot pass the course. If you have a student that is at risk of missing 5 class sessions, we encourage you to send them an email reminding them about the attendance policy. Instructors may also include additional attendance guidelines and expectations in your syllabus (e.g., policies on arriving late or leaving early). If a student has missed 5 classes, email the [Office of Records and Registration.](#)

Asynchronous Online Courses Attendance Policy

Students' participation and attendance in asynchronous courses are assessed through their engagement and completion of weekly course activities, including discussion boards and other assignments. They are expected to log into the course on a weekly basis at a minimum. As an Instructor, you can view students' log in

activity to ensure they are actively involved in the course (e.g., time spent in module, listening to or viewing lectures, etc.). Set guidelines for late assignments and encourage students to maintain communication with you if they're having trouble completing their work.   Students who miss five (5) weeks of class in an asynchronous course will not be able to pass the course, despite any ability to make up coursework.

Religious Observance Policy
Absences excused for religious observance count toward the maximum number of absences permitted by the SSW attendance policy but cannot impact participation or other measures of course assessment.

Grading
An assignment must be graded and returned to the student no later than the ninth week of class (or the 9th class in summer) so that the student may drop a class by the drop date if necessary.

Class Continuity Plan

Emergency and Weather-Related Closures
Sign up to receive campus alerts in the event of inclement weather or other emergency conditions:
- Baltimore: http://www.umaryland.edu/alerts/ or by calling 410-706-8622.
- USG: https://shadygrove.umd.edu/campus-resources/public-safety/campus-alerts or call USG at 301-738-6000

Announcing Contingency Plans
- Clearly state in your syllabus what students should expect if the campus is closed during a regularly scheduled class time. This could include meeting online or completing alternative assignments.
- If the campus announces a closure, promptly communicate any alternate plans to your students. Use the Announcements tool to post on the course home page and send simultaneous emails.
- Provide students with enough notice to prepare for virtual classes, ensuring they have checked announcements and tested their setup (audio, video, connection speed) before the scheduled class time.
- In situations where you need to quickly inform students and lack internet access, call the IDEA Helpline at 410-870-9663. Leave your name, course number, and section so the IDEA Team can assist you efficiently. Note: after-hours or weekend requests may be addressed the next business day, depending on the team's availability.

Faculty Absence

- In the event you cannot attend a scheduled class, you must have a plan to notify students. This could involve canceling the class, arranging for a colleague to teach, or providing an alternative assignment.
- Consider creative alternatives like an online module, a film viewing with a reflection paper, or attendance at a campus lecture as a substitute for the missed class.
- In cases of personal emergency, notify students and Dean Lehning if you will be away from the course for more than a week.

During the Semester Best Practices

- Students may be adding or dropping your class during the first week of class. Please ensure all newly added students receive your welcome email and, if applicable, wait until after this add/drop period to establish groups.
- Respond to student emails within 24 hours M-F, 48 hours over weekend
- We recommend a one-week turnaround for grading assignments
- We strongly encourage all faculty to create an anonymous informal mid-semester course evaluation around week 6. For example, instructors can ask open-ended questions about what is working, what is not working, and what needs to be changed in the course.
- We recommend class-wide emails be sent as announcements through Blackboard and for you to click the button at the bottom that states "Email a copy of this announcement immediately." This way students can receive important information via two ways.

Wrapping Up the Semester

Course Evaluations (SmartEvals)

Course evaluations are a way for UMSSW to gather feedback that can be used to enhance the curriculum, improve instruction, and celebrate excellence. Please promote course evaluations by allocating time inside or outside of class to highlight the importance of course evaluations. Faculty can access their course evaluations through **SmartEvals**. The Senior Associate Dean for Academic Affairs reviews all course evaluations and may reach out to discuss any concerns shared by students.

Grading Policies

The letters A through C- and F are used to evaluate performance in classroom courses; the letter P (Pass) is the passing grade for field courses and SOWK 610. **Each course grade should be based on at least two grading mechanisms.**

Final grades should be submitted by the grade submission due date established by the Office of Records and Registration. Instructors submit final grades via Faculty Web (see below) in **SURFS** and grades should not be changed once they are turned in unless a mistake was made or other special circumstances. Grade submission due dates are posted on the [SSW Registration and Important Dates calendar](#).

Incomplete Grade

An incomplete grade may be given under exceptional circumstances for a student who has made satisfactory progress in the course but because of illness or circumstances beyond the student's control is unable to complete the course requirements by the end of the semester.

The grade of "I" may only be considered for a student who:

- Has met the attendance requirements, AND
- has completed half of all coursework with at least a grade of "B" (or a grade of passing for a pass/fail course), AND
- There must be a reasonable expectation that the student will pass the course by the conclusion of the incomplete period.

The instructor retains the right to make the final decision on granting a student's request for an "I", even though a student may meet the eligibility requirements for this grade. An instructor may not grant an incomplete unless the eligibility requirements are met.

Incomplete Grade Procedure:

- Students must obtain permission in writing from you for an incomplete "I" grade to be entered. This is evidenced by the submission of an [Incomplete Grade Form](#)
- Determine a deadline no later than six weeks from the last day of the semester in which the course was attempted and enter this date into the Incomplete Grade Form. It is the student's responsibility to complete and submit the remaining coursework before the assigned deadline.
- Submit the grade change, converting the "I" to a letter grade, no more than one week after receiving the student's completed work. All grade changes must be submitted to the Office of Records and Registration using the [Supplemental Grade Form](#).
- If the course is a pre-requisite for a course in the next semester, submit the Supplemental Grade Form no later than "the last day to cancel registration with 100% refund," for the following course. This can be found on the [Registration and Important Dates Calendar.](#) If you have any questions about incomplete grades, contact the SSW Office of Records & Registration at sswregistration@ssw.umaryland.edu
- If the student does not meet the deadline, the "I" will automatically convert to an F.

Faculty Web (Grading & Incomplete Grade)

Instructors submit their grades through Faculty Web on SURFS, the self-service Banner system. The SSW Office of Records & Registration sends an email to all instructors once Faculty Web is open for grading. This email includes detailed instructions on using the system, important due dates, and the incomplete grading policy. If you have any questions about submitting final grades, email that office at sswregistration@ssw.umaryland.edu.

CSWE Competency Assessment

CSWE requires the SSW to annually assess student performance for all foundation courses and specified advanced courses. Instructors should have access to the CSWE Core Competency Assessment Rubric for their specific class and are required to include the assignments attached to competency assessment.

The following courses include assessments: SOWK 600, SOWK 610, SOWK 630, SOWK 631, SOWK 632, SOWK 645, SOWK 670, advanced policy, SWCL 700, SWCL 744, SWOA 703, SWOA 704, and SWOA 707.

Instructors enter data directly through Blackboard. If you have any technical difficulties submitting your competency data, please contact the IDEA team at ideateam@ssw.umaryland.edu.

The CSWE competency tracking system within Blackboard is deployed in all courses that include assessment. You will see a link to the directions for completing them called "CSWE Competencies" at the bottom of the left navigation in your course. You can also review step-by-step directions with images and video demonstration here.

New instructors can also scroll to the very bottom and see the embedded videos as an introduction to CSWE competencies:
- What are competencies and why are we assessing them?,
- Assessing Student Mastery of Competencies,
- Assessment Rubrics: A Review of Performance Levels,
- Introduction to Competencies, Rubrics, Common Assignments, Sharing with Students, Grading, and Behaviors

For those who already use Blackboard rubrics and/or the Grade Center in your courses, it's vital to not edit or alter the CSWE rubrics or the corresponding grade center columns, so that data will be complete and accurate.

The Senior Associate Dean of Academic Affairs will send an email with the due date for competency assessment data (typically soon after the deadline for final grades).

End of Semester Best Practices

- Record any notes and changes for future course iterations. We recommend reviewing and revising your course materials while everything is still fresh in your mind.

STUDENT-FOCUSED POLICIES & PROCEDURES

Student concerns/complaints

The Office of Academic Affairs is piloting a [new submission form](#) for students who have concerns about courses, field practicum sites, and other academic activities at the UMSSW. This form is sent to the Senior Associate Dean for Academic Affairs and may be shared with other relevant offices (e.g., DEI, Student Affairs, Field Education, Dean's Office, and/or UMB Office of Accountability and Compliance) depending on the type of concern.

Students may also email the Senior Associate Dean for Academic Affairs when they have a concern or complaint about an instructor. Students are always encouraged to have a conversation directly with their instructor. The UMSSW takes a restorative approach to all concerns, emphasizing support, having difficult conversations, and providing training when needed.

Student Grievance Committee

The Student Grievance Committee (SGC) is a faculty standing committee that reviews student grievances related to faculty, administrators, or staff actions. It is not responsible for discrimination complaints, which are handled by the Office of Accountability and Compliance.

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

1. arbitrary and capricious action on the part of a faculty member in, but not limited to, evaluations or grading. (As defined by the Board of Regents USM Policy II – 1.20, "the term 'arbitrary and capricious' grading means:
   a. the assignment of a course grade to a student on some basis other than performance in the course;
   b. 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
   c. the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.")
2. violation of due process according to generally accepted norms of the University community by faculty, administrators, and/or staff;
3. any behavior that violates the [University's Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity (III – 1.00)](#)

Instructors should be prepared to engage in the grievance process by meeting with students, providing necessary documentation, and participating in mediation if required. To access the full policy, review the [Academic Catalog](#).

Academic Integrity and Professional Conduct

The School of Social Work (SSW) is dedicated to fostering an educational environment grounded in academic integrity and responsible professional behavior. This commitment aligns with the NASW Code of Ethics and the standards of our academic community. The policies outlined below address academic dishonesty, problematic behavior, and the procedures for managing such issues, with a focus on a restorative approach. For a complete list of policies, please refer to the [Academic Catalog](#).

Instructor's Role

Instructors play a crucial role in maintaining academic standards by:
- Monitoring student performance and reporting concerns.
- Upholding academic integrity and reporting dishonesty or unethical behavior.
- Understanding our Academic Integrity Policy, including our Policy on the use of Artificial Intelligence (AI).
- For any questions or if you have concerns about a specific student regarding academic integrity or Student Review Committee referrals, contact [Dawn Shafer](#), Associate Dean for Student Affairs.

Academic Dishonesty

Academic dishonesty includes, but is not limited to:
- False reporting of practice in field placement.
- Misrepresentation of classroom work.
- Bribery, seduction, or threats related to performance evaluation.
- Cheating and plagiarism in all forms.

Problematic Behavior

Problematic behavior refers to actions that are contrary to responsible professional practice and may include:
- Jeopardizing the safety or rights of the school community.
- Theft or destruction of property.
- Physical violence or abusive behavior.
- Illegal drug use or distribution.
- Falsification of documents or financial fraud.
- Non-compliance with field instruction site rules.

Restorative Approach

The SSW aims to take a restorative approach to academic dishonesty and problematic behavior. Rather than solely focusing on punishment, we seek to

understand the root causes, educate involved parties, and restore the integrity of our academic and professional community.

Reporting and Resolution
Faculty are encouraged to report instances of academic dishonesty or problematic behavior using the [reporting form](#). Dawn Shafer, Associate Dean for Student Affairs, will review reports to discuss and identify appropriate interventions.

Student Review Committee (SRC)
In rare cases, the SRC reviews allegations of academic dishonesty, unprofessional behavior, illegal actions, or criminal convictions. Instructors may be asked to be involved. Full SRC policies and procedures can be found [here](#).

Academic Standing and Consequences
Academic Probation: Occurs when a student's cumulative GPA falls below 3.0. Students on academic probation are not eligible for an Incomplete, except in Field courses. Please contact the SSW Office of Records & Registration to determine if a student is eligible for an Incomplete. Students are dismissed after two concurrent semesters on probation, except in special circumstances.
Suspension: Students may be suspended for up to one year for severe violations but can return without reapplying.
Dismissal: Students demonstrating academic failure or problematic professional behavior will be dismissed. This includes multiple failing grades or ethical violations.

ADA Disclosure, Accommodation Requests, and Disability Inclusion
The University of Maryland, Baltimore (UMB) adheres to ADA guidelines to ensure equal access for students with disabilities. UMB prohibits discrimination based on disability in all academic-related activities.

Accommodation Requests
- Direct students to the Office of Educational Support and Disability Services (ESDS) for accommodation requests.
- Accommodations are not retroactive and require approval from ESDS.

Instructor's Role in Accommodations
- Understand the formal accommodations process managed by ESDS.
  - ESDS has a centralized system to assist students with requesting accommodations.
  - They collect information from the student, engage in individualized discussions, and then forward accommodation requests to me.

- Dawn Shafer, Associate Dean of Student Affairs, as the SSW liaison, approves or negotiates accommodations, resulting in the final accommodation letter.
- Students are responsible for providing their accommodation letter to faculty directly. This should include a discussion about its application in class.
- Avoid informal accommodations and use the formal process for consistency and compliance. Avoid informal accommodations and use the formal process for consistency and compliance.

Supporting Students with Disabilities
- Review [ESDS's Best Practices for Classroom Accessibility](#) for guidance on supporting students with disabilities
- Make course materials, such as PowerPoint presentations, available ahead of time.

Service Animals
- [Service animals](#) are recognized as a right under the Americans with Disabilities Act; they do not require ESDS accommodations and should be treated as assistive devices.
- Guidelines for Interaction:
    - Do not ask the student about the animal
    - Do not acknowledge the animal
    - Do not begin or engage in dialogue about the animal, either in class or in field placement
    - Do not attempt to pet the animal
    - Follow the student's lead and engage differently with the animal if the student indicates that is their preference.
- Emotional Support Animals are not permitted in SSW.

FULL-TIME FACULTY POLICIES

UMB Faculty Policies
https://www.umaryland.edu/policies-and-procedures/library/faculty/policies/

Course Buyouts, Releases, and Banks

Buyouts
Faculty can buy out of a course using funds from internal and external grants at a rate of 15% salary. Course buyouts must be used during the grant period. Any exceptions must be approved by the Dean.

Releases

Faculty at any rank or title can earn 1 **course release** per year for each of the following leadership roles:

- Chair of FEC
- Chair of APT
- Chair of Faculty Search Committee (tenured or tenure track search only)
- Chair of 3 completed dissertation committees (10 committees if member)

Faculty at any rank or title can earn 1 course release per year for the following reasons:

- Part of new hire package for tenure-track and tenured faculty
- Special circumstances as approved by the Dean, Sr. Associate Dean for Academic Affairs, or PhD Program Director
- Coordinator of RA Scholars program
- Stats Consultant for SSW
- Chair of SSW Human Subjects Protection Committee

All course releases should be used within the same year but must be used no later than 2 years after receiving the release. Course buyouts and releases should be reported annually to the Office of Academic Affairs.

Banks

Course buyouts and releases should be reported to the Office of Academic Affairs through the annual workload survey. Any banked courses before July 1, 2022 are exempt from any new policies on time limits

Teaching Policies

- Teaching one course means being the instructor of a 3-credit MSW or PhD level course.
- Co-teaching a course is considered a ½ course load. Teaching a 1-credit course is considered a 1/3 course load. Compensation and workload credit will be adjusted in these cases.
- Faculty are not required to teach a night or weekend class, but the Senior Associate Dean for Academic Affairs/Director of the PhD Program can ask faculty to teach certain sections when necessary.
- Senior Associate Dean for Academic Affairs/Director of the PhD Program does not guarantee that all courses can be scheduled based on faculty preference.
- All tenure-track faculty should teach at least 1 course per year unless special arrangements are made with the Dean.
- Independent study (SOWK 798) is done on a voluntary basis and is not part of the teaching workload.

- MSW courses are capped at 26 students, except in special circumstances. The Office of Records & Registration may need to add 1-2 students to a course so they can continue to progress through the program.
- A minimum of 12 students must be enrolled in MSW courses one month before the beginning of the semester or the course will be cancelled, except in special circumstances (e.g., the course is a requirement for a fellowship program).
- When a course is cancelled, full time faculty have the following options to meet their course load:
    - take a different course or section assigned to part-time faculty,
    - use an existing buyout or release in their bank,
    - teach a summer course, or
    - teach an additional course the following semester.
- Except in pre-arranged cases, summer courses are not part of full-time faculty workload. Faculty at any rank and in any track can teach a summer course at the rate of $6000.

Faculty Teaching Workload
The following are effective as of 7/1/2022
- **Pre-Tenure/Assistant Professors (10 month)**
    - 40% teaching = 4 courses
    - 50% research
    - 10% service
        - Pre-tenure faculty are expected to attend FO meetings and serve on 2 committees
- **Tenured/Associate or Full Professors (10 month)**
    - 40% teaching = 4 courses
    - 40% research
    - 20% service
        - Tenured faculty are expected to attend FO meetings, serve on at least 2 committees, and take on leadership roles, such as chair, co-chair, course coordinator, or serving on a search committee.
- **Clinical Professors (any rank) if primarily hired as teaching faculty (10 month)**
    - 80% teaching = 7 courses
    - 20% service
        - Clinical professors are expected to attend FO meetings, serve on at least 2 committees, and take on leadership roles, such as chair, co-chair, course coordinator, or serving on a search committee.
- **School of Social Work Professors (SSWP) if primarily hired as teaching faculty (10 month)**
    - 80% teaching = 7 courses
    - 20% service
        - SSWPs are expected to serve on at least 2 committees (curriculum and/or FO) and to take on leadership roles, such as chair, co-chair, course coordinator, or serving on a search committee.

Faculty Role in Advising

Students are likely to seek out faculty for professional advising about their career aspirations and path. The Academic and Career Advisor assists students in developing a plan of study and understanding curriculum requirements. Please connect students to Alex Cosentino-Tich, at sswadvising@ssw.umaryland.edu.

New Course Development

The flow chart below provides an overview of the process for developing a new course. **Except in very special circumstances, no new courses will be approved for the 2024-2025 academic year**.
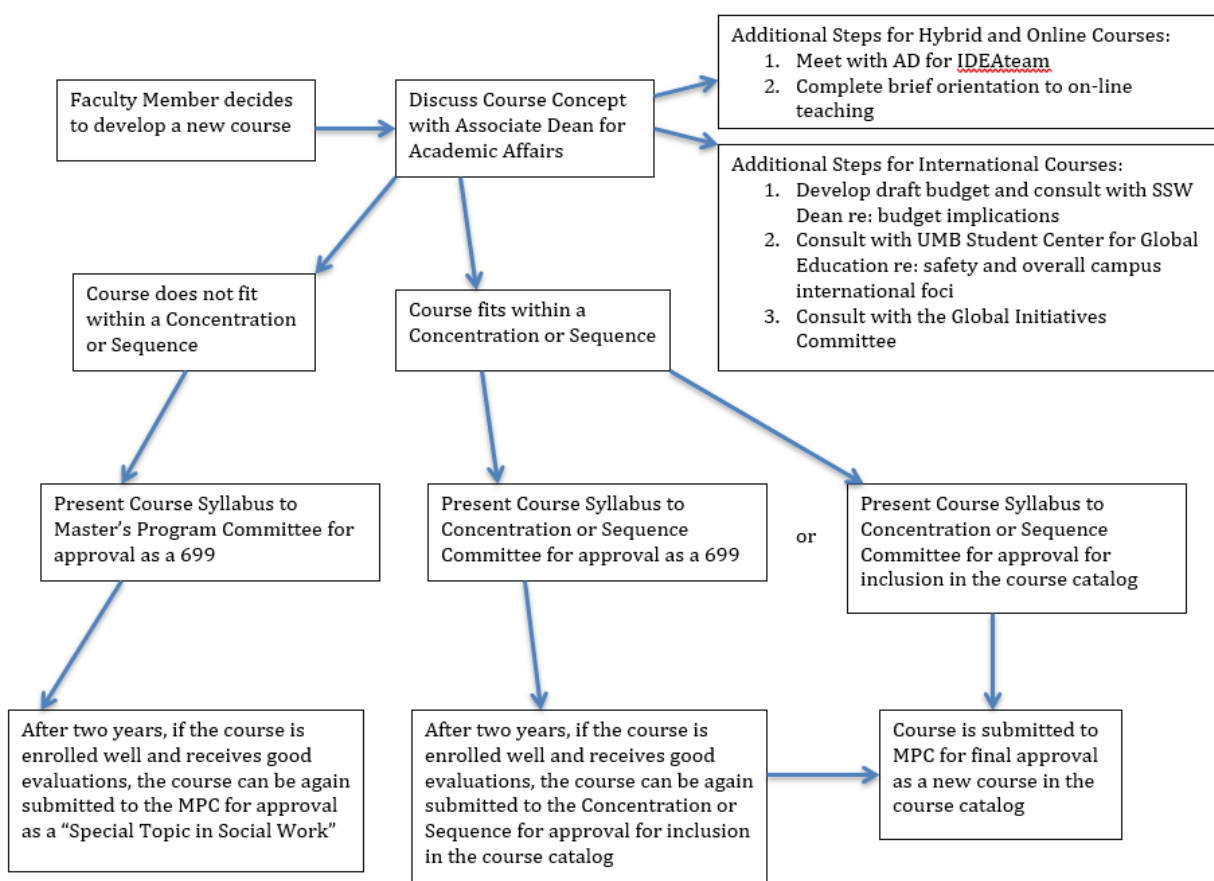
(Flow chart approved 6/2018)

Important Process Considerations:

- Curriculum Committees will be expected to review a syllabus and provide feedback in the very next meeting if:
  - a complete syllabus is provided to the Committee Chair at least a week before the next meeting, and

- the proposing instructor can attend.
- If the proposing course instructor can make requested revisions between meetings:
  - Curriculum Committees will be expected to review revisions by email, and
  - If revisions are acceptable to members, then the committee will be expected to officially approve syllabus by email.

Important Calendar Considerations:
- Courses typically do not enroll if they are added after the course schedule is finalized.
  - The Summer and Fall course schedule is finalized in mid-March; and
  - The Spring course schedule is finalized in mid-October.

Independent Study (SOWK 798)

Faculty can serve as a Chair for students interested in completing an independent study. Faculty interested in doing so should consult with the Senior Associate Dean for Academic Affairs for procedures for approval of such courses. Teaching SOWK 798 is not counted towards workload for full-time faculty.

PART-TIME FACULTY POLICIES

Teaching Policies

- MSW courses are capped at 26 students, except in special circumstances. The Office of Records & Registration may need to add 1-2 students to a course so they can continue to progress through the program.
- A minimum of 12 students must be enrolled in MSW courses one month before the beginning of the semester or the course will be cancelled, except in special circumstances (e.g., the course is a requirement for a fellowship program).
- Faculty Field Liaisons and Faculty Seminar Instructors can visit the OFE's website to review all policies related to these roles.

Online and Hybrid Course Technology Needs

For instructors teaching a course with any online synchronous course meetings, the SSW may be able to loan audio and other equipment. If you are interested in these resources, contact the Director of Academic Affairs, Scott Stafford.

Adjunct Faculty Levels

Adjunct instructors are critical to our educational mission. All adjunct faculty appointments are non-tenure track, are for one semester terms, and are terminable at the discretion of the Senior Associate Dean of Academic Affairs. Below are the descriptions for UMSSW's 3 categories of adjunct faculty:

Adjunct I ($4,500): Adjunct Faculty I are hired to provide instructional services and are neither tenured nor eligible for tenure and appointed to teach specific courses and compensated on a course-by-course basis. Adjunct faculty hired to teach practice classes shall hold the terminal degree in social work, the MSW, and their appointment does not have to be reviewed by the APT Committee.

Adjunct II ($5,000): In addition to the qualifications required for an Adjunct Faculty I, Adjunct Faculty II are determined by the University to have a consistent record of high-quality instruction, have a record of teaching at least three years at the SSW and a total of 12 courses of three credits or more, have a series of high-level performance evaluations over the course of at least twelve full semester courses at the University, and have made a written request to the Senior Associate Dean for Academic Affairs.

Adjunct III ($5,500): In addition to the qualifications required for an Adjunct Faculty II, Adjunct Faculty III have a consistent record of high-quality instruction, have a record of teaching at least ten years at the SSW, and have made a written request to the Senior Associate Dean for Academic Affairs.

To apply for a change in adjunct faculty status, please complete this form. *Adjuncts receive credit only for courses taught at the UMSSW when applying for adjunct status increases.* After review and approval by the Senior Associate Dean of Academic Affairs, we will confirm your status with an official letter and update your HR profile.

New Instructor Requirements

Logistics

- **CONTRACTS AND HR**
  - Look for contracts from DocuSign. After contracts are submitted, new instructors will be contacted by a HR representative from UMSSW to assist you in scheduling your mandatory intake appointment. This must be completed prior to the first day of the class.
- **CAMPUS ID**
  - Campus IDs are required to enter all campus buildings in Baltimore and USG. We strongly recommend you acquire your ID prior to your arrival on campus for the first day of teaching.
- **TEXTBOOK REQUESTS**

- o If you need a desk copy of the textbook for your course, you may request it directly from the publisher's website. If you have issues, email [Prism Shilling](#) who will assist you in this process.
- **TECHNOLOGY SUPPORT**
  - o Instructors should connect with a member of the [IDEA Team](#) no later than one-month prior to the start of semester to assist with your blackboard site, teaching technology, and other aspects of course design.
  - o For support with classroom technology, contact the [SSW IT Department in Baltimore](#) and the [Office of Information Technology at USG](#).
- **PARKING**
  - o If you wish to park in a garage on campus, please review the faculty/staff link for [Baltimore](#) or [USG,](#) depending on your teaching assignment(s) (only for hybrid or in-person courses).
- **COMMUNICATION TOOLS**
  - o Access stationery, power point templates, and SSW logos [here](#)
- **SUPPORT SERVICES & COPY CENTER**
  - o For general questions about the school, building access, mail, or supplies, visit the website for [Baltimore](#) or [USG](#) at least 48 hours in advance.
- **ADJUNCT WORKSPACE**
  - o Instructors in Baltimore can access the adjunct office in room 1E04 of the SSW building. The code is 5231. Instructors in USG can access the cubicle workspace outside of the social work program offices in Building III, 5th Floor.
- **MEETING SPACE**
  - o If you need a private space for a student meeting, please email [Prism Shilling](#) to reserve a room in Baltimore or [Jessica Rider Amin](#) to reserve a room in Rockville.