2025-2026

TEACHING RESOURCES, POLICIES, & PROCEDURES (1.6.26)

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WELCOME AND INTRODUCTION

Welcome to the 2025–2026 Teaching Resources, Policies, and Procedures guide for instructors at the University of Maryland School of Social Work (SSW). This document is designed to support your teaching by providing essential information about curriculum structure, instructional expectations, academic policies, and available resources.

Whether you're a new or returning instructor, we encourage you to use this guide as a reference throughout the academic year. While not every section may apply to your specific role, we hope this resource helps you feel informed, supported, and connected to our shared mission of preparing the next generation of social work professionals.

If you're new to teaching in the MSW program, or simply looking for a streamlined way to prepare for the semester, Appendix A offers onboarding guidance, and Appendix B provides a comprehensive Quick Start Checklist covering everything from course setup to grading timelines and end-of-semester wrap-up.

Faculty Practicum Liaisons and Faculty Seminar Instructors can visit the OPE's website to review all policies related to these roles.

TEACHING RESOURCES

Student and Instructor Support Key Contacts

For questions/concerns related to:

- The MSW Program, curriculum, **syllabi requirements, assignments, and any classroom or school concerns**: Amanda Lehning, *Senior Associate Dean for Academic Affairs*

- The MSW program at **USG**: Henriette Taylor, *Director of the MSW Program at The Universities at Shady Grove*

- The **Online** MSW program: Nakiya Schurman, *Director of the OMSW Program*

- The **academic calendar, important dates, grading and registration**: Jamila Savage, *Associate Director of Records and Registration*

- **Content or classroom experiences that involve topics related to social justice** (LGBTQIA+, identity, etc.): Neijma Celestine-Donnor, *Associate Dean of Strategic Initiatives and Organizational Engagement* for the Office of Access, Strategic Initiatives and Support (OASIS)

- **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

- **Student well-being**: Dawn Shafer, *Associate Dean of Student Affairs*.
    - Additionally, **students at USG** can access services via the Division of Student Affairs and Career Readiness Center,
    - **Students at Baltimore and the Online MSW program** can access services via the Student Counseling Center

- **Plan of study, class offerings, or curriculum options**: Alex Cosentino-Tich, *Career and Academic Advisor*

Instructional, Technology, and Pedagogical Support

UMB Center for Information Technology Services (CITS)
UMB CITS provides university-wide IT support, including help with:
- UMID (your UMB authentication account) account setup and password resets

- Campus email access
- Blackboard login issues
- Zoom authentication and access
- Duo two-factor authentication

Contact: help@umaryland.edu or 410-706-HELP (4357)
Manage your UMID account: https://directory.umaryland.edu

Information Technology
The SSW Informatics group provides support with:
- Hardware/software, Wi-Fi, and network issues
- Printing
- Microsoft Office 365

Contact: **ssw-informatics@ssw.umaryland.edu** or 410-706-7232

For classroom tech issues (projectors, audio/video/, computers etc.) in Baltimore, **contact the SSW Media Center** (number posted on classroom podiums): 410-706-7232. At USG, contact the Office of Information Technology:
Contact: usg-itservicedesk@umd.edu or 301-738-6363
Location: SG3, 2nd Floor, Room 2101.

The Instructional Design, E-learning, and Assessments (IDEA) Team
The IDEA Team supports both the technical and instructional aspects of teaching. They are your go-to resource for:
- Blackboard and Zoom support and troubleshooting
- Multimedia tools and technologies
- instructional design for hybrid/online courses
- Online and hybrid pedagogy, including designing appropriate activities and assessments.

Visit the IDEA Team knowledgebase and use the search bar (magnifying glass icon) to find topics like "discussion boards," "course design," or "grading rubrics"

Contact: ideateam@ssw.umaryland.edu or 410-870-9663
Hours: Mon-Fri, 8am-4pm (virtual support)
Tip: Use the "Help!" link in any Blackboard course to reach them directly

UMB Faculty Center for Teaching and Learning (FCTL)
The FCTL supports evidence-based teaching, learning, assessment, and evaluation practices across UMB through:
- Online Teaching Community
- Course Development Program

- [Individual teaching consultations](#)
- Workshops on assessment, inclusive pedagogy, and student engagement

Contact: facultycenter@umaryland.edu

Curriculum and Course Coordinators

MSW Curriculum

The MSW program offers a 60-semester credit program and 36-credit accelerated Advanced Standing program for those who have completed a BSW degree within the last 5 years. [Explore more about course offerings and descriptions](#).

The MSW program has 27 credits in the foundation or generalist curriculum and 33 credits in the advanced curriculum (Advanced Standing students take one additional elective). Students complete their advanced courses based on their selected concentration - *Clinical* or *Leadership, Policy, and Social Change (LPSC) (previously Macro)*.

Students at the Baltimore campus choose either concentration and may also select a secondary concentration through electives. Students at the Universities at Shady Grove (USG) campus must choose the Clinical concentration but can select LPSC as a secondary concentration. Students in the Online program must choose the Clinical concentration.

Most students complete the program in two years, typically enrolling in 15 credits per semester (including practicum coursework). The Online program is only a 3-year program.

Course Prefixes and Prerequisites

Course numbers in the MSW curriculum follow a prefix system that indicates the course level and focus:
- SOWK: foundation, advanced policy, or generalist elective courses
- SWCL: advanced Clinical courses
- SWOA: advanced LPSC courses

Some courses have prerequisites, which you can find listed [here](#).

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 Practicum I	2.5
SOWK 636	Foundation Practicum II	2.5
SOWK 637	Foundation Practicum Seminar I	.5
SOWK 638	Foundation Practicum 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 701/702: Public Policy for Social Justice I & II	3
SWCL 700 Advanced Clinical Interventions	SWOA 701 Advocacy	3
SWCL 744 Assessment, Diagnosis, & Intervention Planning	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 take an extra elective

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	Amanda Lehning
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

COURSE SCHEDULING AND ENROLLMENT LOGISTICS

The Senior Associate Dean for Academic Affairs and the Director of the PhD programs assign faculty for courses each academic year. For MSW courses, the Director of Academic Affairs will collect teaching preferences in January for the upcoming academic year. You'll receive your course assignment after preferences are reviewed and schedules are finalized.

You can find semester course schedules, the UMB academic calendar, the SSW registration calendar, and other important dates here. We recommend you check this site each semester to confirm that your course is listed correctly and the online schedule includes any special information (e.g., mandatory meetings, special exam times) is in the notes field.

Enrollment Minimums and Caps

- MSW courses are capped at 26 students, except in special circumstances. The Office of Records & Registration (ORR) may add 1-2 students who require a course for progression and graduation.
- Courses with fewer than 12 students enrolled may be cancelled, except in special circumstances (e.g., the course is a requirement for a fellowship program). Notifications about course cancellations will be sent at least one month before the first day of classes.

Section Codes and Delivery Methods

Understanding section codes helps you plan your course format and communicate expectations clearly to students.

Section ID	Delivery Method	Eligible To Register
HG1, HG2, etc.	Hybrid (In-Person and Online)	**USG** students only
HY1, HY2, etc.	Hybrid (In-Person and Online)	**Baltimore** students only
IG1, IG2, etc.	In-Person	**USG** students only
IP1, IP2, etc.	In-Person	**Baltimore** students only
OA1, OA2, etc.	Online Asynchronous	**Baltimore & USG** students
OS1, OS2, etc.	Online Synchronous	**Baltimore & USG students**
OM4, OM5, etc.	Online Synchronous & Asynchronous	**OMSW** students only

Note: Students must register for courses at their designated program location (Baltimore, Online, or USG), unless they receive approval from the ORR.

Instructor Guidance by Format:

- **Hybrid Courses**
  - Alternate between in-person and online sessions.
  - In-person meetings typically occur on odd-numbered weeks (1, 3, 5, etc.) and online sessions on even-numbered weeks (2, 4, 6, etc.).
  - Clearly communicate the schedule in your syllabus and via email.
- **In-Person Courses**:
  - Require full attendance on campus for all scheduled sessions.
  - Ensure room assignments and meetings times are accurate in your syllabus.
- **Online Asynchronous Courses**:
  - Students complete coursework independently usually on a weekly schedule.
  - Set clear expectations for how often students should log in (e.g. at least twice per week).
  - Use Blackboard tools to track engagement and support student success.
- **Online Synchronous Courses**:
  - Require real-time participation via Zoom or Engageli (for the OMSW program).
  - Include login instructions and participation expectations (e.g. cameras on/off or driving during class) in your syllabus.

TEACHING REQUIREMENTS

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*.

For **role-specific expectations, teaching loads, and advancement policies**, full-time faculty should refer to Appendix F and adjunct faculty should refer to Appendix G.

Core Instructor Expectations

University Email
You are required to regularly check university email, as all important communications from the University and administration will be sent there. You must also use this email for all correspondence with students and ensure that communications are sent to their university email. UMB uses the Microsoft Office 365 Suite.

Concourse Syllabus
All MSW instructors are required to use Concourse, a cloud-based syllabus management system that ensures syllabi are consistent, accessible, and up to date. Concourse allows students and faculty to view, download, and print syllabi from nearly any device. Instructors must update the Concourse syllabus every semester to reflect any changes to assignments, due dates, readings, and other course matters.

Graded Assignments
Each course must include at least two graded assignments. One of these must be graded and returned to students before the drop deadline, which is typically around week 9 of the semester.

FERPA and Student Privacy
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. As an instructor, you are responsible for safeguarding student information and ensuring compliance with FERPA guidelines.

Key Responsibilities:
- Do not share student grades, attendance, or performance with anyone other than the student (unless authorized).
- Avoid public disclosure of student information (e.g., don't post grades with names or ID numbers).
- Use UMB email for all student communication to ensure confidentiality.
- Secure student data on your devices and in cloud storage (e.g., gradebooks, feedback files).

For more information, visit the UMB FERPA Policy.

Accommodations and Accessibility

Instructors are required to follow the formal accommodations process managed by the Office of Educational Support and Disability Services (ESDS). Students must request accommodations through ESDS and provide an official accommodation letter directly to the instructor. Instructors are expected to implement accommodations as outlined in the letter and should not offer informal or unapproved accommodations.

Additionally, instructors are encouraged to support accessibility through proactive course design, such as sharing materials in advance and applying Universal Design principles.

For full procedures, best practices, and legal guidance, see the "[Supporting Student Success and Accountability](#)" section.

Academic Integrity and Reporting Responsibilities

Instructors are expected to uphold academic integrity and professional conduct in alignment with the NASW Code of Ethics and SSW policies. This includes monitoring student performance, reporting concerns (including plagiarism, cheating, or unprofessional behavior), and understanding the SSW's policies on the use of Artificial Intelligence (AI).

Instructors may be asked to participate in resolution processes or the Student Review Committee (SRC) and should be familiar with the SSW's restorative approach to addressing academic and behavioral concerns.

Review the "[Supporting Student Success and Accountability](#)" section for more guidance.

Online Asynchronous Courses Instructor Requirements

As you prepare for your course, please also plan for Regular and Substantive Interaction (RSI) and academic engagement. These are federal requirements for distance education and are especially important in asynchronous online courses.

RSI means meaningful, instructor-initiated engagement that is:
- Regular: Happens consistently throughout the course, and
- Substantive: Focuses on course content and supports student learning.

For full definitions, procedures, and guidance, see [Appendix C](#).

Required Trainings

UMB requires all faculty to complete specific online training to comply with federal and state law. You will receive an email from UMB with details about these training requirements.

The SSW also requires all faculty to attend one online training per semester. These sessions, sponsored by the Office of Access, Strategic Initiatives and Support (OASIS) and the Office of Academic Affairs, are designed to address emerging challenges in courses and practicum settings.

Preparing for the Semester

Course Setup in Blackboard

Blackboard is the school's learning management system (LMS) and the central hub for your course materials, assignments, and communication.

Logging in and Getting Started
To log into Blackboard enter your UMID as the username, your password and DUO authentication. If you have any trouble with logging in, contact the UMB CITS Helpdesk at 410-706-HELP or help@umaryland.edu.

If you're brand new to Blackboard or want a refresher, check out this set of introductory videos and links to resources. If you need help setting up your course, want a template, or need assistance planning out your course site to make it more user-friendly for students, contact the IDEA Team.

Course Content and Tools
Use Blackboard to share your syllabus (using the Concourse Syllabus), course materials, online discussions, quizzes and tests, and assignments. The Assignments tool allows you to collect student work, check for plagiarism, use rubrics for grading, and provide feedback through the Grade Center.

You may be enrolled in several Blackboard courses, including orientation courses, a faculty sandbox, and faculty-only sites for courses you are teaching.

Making Your Course Available
Your Blackboard course(s) will remain unavailable to students until you make them available. Make your course available at least one week before the first day of class. The SSW will open all Blackboard sites on the first day of classes.

Concourse Syllabus
You do not need to provide a separate PDF or Word document - students can access the Concourse syllabus directly from your Blackboard course. Each semester, the Concourse syllabus starts fresh from a template. You are expected to either edit it with personalized information or use the Copy function to bring in content from a previous semester.

Syllabus and Course Requirements

While the Concourse syllabus includes fixed content (e.g. course description, learning objectives, school-wide and UMB policies), you are responsible for updating the following:

- Meeting times and location
- Your contact information
- Course policies
- Topics covered
- Assignments and due dates
- Class meeting schedule
- Required readings

For more information about Concourse syllabus, please visit the **IDEA Team tutorial page**.

Reading Materials (Textbooks, Course Reserves, etc.)

Ordering Textbooks

To request a desk copy of a required textbook, visit the publisher's website, these are not available through the university bookstore. We recommend searching online using the publisher's name and the phrase "desk copy request." If you need assistance, email Prism Shilling, Program Coordinator for Research & Academics.

Assigning Textbooks

If you are teaching a foundation course, or SWCL 700 and SWCL 744, you must use the assigned textbook. If you are teaching an advanced course, you may select a different textbook. Please notify Prism Shilling, Program Coordinator for Research & Academics, of any changes to your assigned textbook at least one month before the first day of classes so the UMB Bookstore has the correct information for students.

Course Readings on Blackboard

Follow these rules to be compliant with copyright requirements:

- If the library has access to an article, provide a permalink to it in Blackboard.
- If the library does **not** have access, you may, according to copyright Fair Use laws:
    - Post the article in Blackboard for one semester only
    - Request permission from the copyright owner
    - Submit materials through Course Reserves (encouraged)

Visit the **HSHSL website** to learn more about Copyright and Fair Use.

Textbook Affordability

In alignment with USM policy, you should consider the financial impact of assigned materials. Strategies include:

- Selecting affordable or rental-friendly textbooks

- Using open educational resources (OER) when possible
- Placing required texts on reserve in the library
- Minimizing the number of required texts when appropriate

Self-Authored Materials
If the most appropriate textbook for your course is one you have authored, you must ensure that its use is academically justified and does not present a conflict of interest. Avoid any appearance of improper personal gain from assigning your own materials, in accordance with USM and UMB policies on ethical conduct and conflicts of interest in teaching.

Welcome Email
Send a welcome message to students at least one week before class, when you make your course(s) available on Blackboard. Use the Announcements feature + email) to:

- Share course logistics (e.g., meeting times, room number, or Zoom link)
- Introduce yourself
- Outline your expectations and participation guidelines
- Assign any pre-class readings or activities
- Direct students to review the syllabus

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Preparing for the Semester Best Practices

Use the following checklist to ensure your course is ready for students and aligned with SSW expectations:

🔧 Technical Setup
- Test all links, videos, and embedded content in Blackboard.
- Update outdated materials and fix broken links.
- Check accessibility of documents and media (e.g., captions, alt text).

🗄 Course Design
- If you have taught the course before, review past course evaluations and your own notes to make improvements.
- Use the IDEA Team Semester Prep Checklist
- Review the Teaching Resources on the IDEA Team's Knowledgebase for ideas and support

💻 Online Teaching Support
- Explore the Online Teaching Toolkit from the FCTL
- Post an introductory video, especially important for online or hybrid courses
- If teaching asynchronously, plan for RSI and complete the RSI and Academic Engagement Planning form

📅 Early Access for Students
- Open your Blackboard course one week before the semester begins. This gives students early access to the syllabus and helps reduce confusion.

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During the Semester

Course Attendance and Engagement

If a student misses the first two classes and has not contacted you, notify the Office of Records and Registration (ORR).

Students who miss five (5) class sessions or more (both excused and unexcused) cannot pass a 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.

Attendance in Asynchronous Online Courses
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.). 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 Timeline

You must return at least one graded assignment by Week 9 (or the 9th class in summer) so students can make informed decisions about withdrawing before the drop deadline.

Class Continuity Plan

Emergency and Weather-Related Closures

Sign up for campus alerts:

- Baltimore: http://www.umaryland.edu/alerts/ or 410-706-8622.
- USG: https://shadygrove.umd.edu/campus-resources/public-safety/campus-alerts or 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 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 <u>Dean Lehning</u> if you will be away from the course for more than a week.

During the Semester Best Practices

Use the following strategies to stay engaged with your students and maintain a well-managed course:

📋 Course Management
- Monitor your course roster during the first week and ensure newly added students receive your welcome email
- Wait until after the add/change deadline to finalize group assignments
- Communicate any syllabus changes clearly

📪 Communication & Feedback
- Respond to student emails within 24 hours on weekdays and 48 hours over weekends
- Return graded assignments within two weeks when possible
- Use Blackboard Announcements and select "Email a copy of this announcement immediately" to ensure students receive updates in both Blackboard and their inbox
- Provide timely, personalized feedback on assignments to support student learning and engagement
- Meet with students as needed either virtually or in person (by appointment seems to work better than regularly scheduled office hours)

🧑‍💻 Asynchronous Course Engagement
- Initiate weekly communication with students (e.g., announcements, discussion prompts, check-ins)
- Participate in discussion boards to foster interaction
- Offer instructional content beyond readings (e.g., recorded lectures, guided walkthroughs)

📊 Mid-Semester Feedback
- Consider using an anonymous mid-semester feedback survey around Week 6.
- Sample questions:
  - What aspects of the course are working well?
  - What aspects of the course are not working well?
  - What suggestions do you have for ways to improve your learning in this class?

Wrapping Up the Semester

Course Evaluations (SmartEvals)

Course evaluations help the SSW improve instruction, enhance the curriculum, and recognize teaching excellence. Encourage students to complete their evaluations by setting aside time in class or posting a reminder in Blackboard.

You can access your 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

Letter grades from A through C- and F are used for classroom courses. The Concourse syllabi includes the SSW letter grade breakdown. The grade P (Pass) is used for practicum courses and SOWK 610. **Final grades must be based on at least two graded assignments.**

Submitting Grades

You will receive an email from the ORR when Faculty Web in SURFS is open for grade submission. The email includes instructions, deadlines, and reminders about the incomplete grade policy. Submit final grades by the deadline posted on the SSW Registration and Important Dates calendar. Once submitted, grades should not be changed unless a mistake was made or there are exceptional circumstances. If you have any questions about submitting final grades, email the ORR.

We encourage instructors to provide students with a reasonable opportunity to review grades on individual assignments and final grades before they are submitted to the ORR.

Incomplete Grade

An incomplete grade may be given under exceptional circumstances for a student who because of illness or circumstances beyond their control is unable to complete the course requirements by the end of the semester. Students on academic probation are not eligible for an Incomplete, except in Practicum courses. Please contact the SSW Office of Records & Registration to determine if a student is eligible for an Incomplete.
For full the full Incomplete grade eligibility and procedure, see Appendix D.

CSWE Competency Assessment

CSWE requires the SSW to annually assess student performance. At the SSW, 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, and SWOA 701.

The CSWE Core Competency Assessment Rubrics are included in the Blackboard sites for all of these courses, and instructors enter data directly through Blackboard. Instructors

are required to include the assignments attached to this assessment. 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.
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
Use the following checklist to wrap up your course smoothly and prepare for future improvements:

📋 Grading & Records
- Submit final grades through Faculty Web by the posted deadline
- Pay special attention to deadlines for graduating students and those with Incompletes
- Follow the Incomplete Grade Procedure carefully and submit grade changes by the deadline

📣 Course Closure & Reflection
- Promote course evaluations by reminding students of their importance
- Think intentionally about how you want to end your course. Consider a reflective activity, summary discussion, or thank-you message
- Review this article for ideas on meaningful course endings

🔄 Course Improvement
- Review course evaluations and your own reflections while the experience is still fresh
- Make notes on what worked well and what you'd like to revise
- Visit this resource page for tools to help you revise your course materials for next semester

SUPPORTING STUDENT SUCCESS AND ACCOUNTABILITY

Instructor's Role in Advising

Students often turn to instructors for professional insight and mentorship as they explore their career goals in social work. Your experience and perspective are incredibly valuable in helping students think through their interests and aspirations.

For questions related to course planning, degree requirements and academic progress, please refer students to Alex Cosentino-Tich, Academic and Career Advisor, at sswadvising@ssw.umaryland.edu. Alex assists students in developing a plan of study and navigating curriculum requirements.

ADA, Accommodations, and Disability Inclusion

UMB adheres to Americans with Disabilities Act guidelines to ensure equal access for students with disabilities and prohibits discrimination based on disability in all academic-related activities. The SSW is committed to fostering an inclusive learning environment through both accommodations and proactive course design.

Instructor's Role in Accommodations

Instructors are responsible for implementing accommodations approved through the formal process managed by the **Office of Educational Support and Disability Services (ESDS).** Accommodations are not retroactive and must be supported by an official letter.

- Students initiate the process with ESDS, which conducts an individualized review and forwards approved accommodations to Dawn Shafer, Associate Dean of Student Affairs.
- Students are responsible for providing their accommodation letter directly to instructors and discussing how it will be applied in the course.
- Instructors should avoid offering informal accommodations outside the ESDS process. Even if well-intentioned, this can raise equity and legal concerns.
- To support accessibility, instructors are encouraged to make course materials (e.g., slides, readings) available in advance when possible.
- Service animals are recognized as a right under the ADA and do not require formal accommodation through ESDS. Emotional Support Animals are not permitted in SSW facilities. For guidance on appropriate interaction and classroom management, please refer to the Supporting Students page.
- Instructors are encouraged to review these Best Practices for Accommodating Students with Disabilities.

For questions about accommodations or accessibility concerns, instructors should contact Dawn Shafer .

Universal Design at UMSSW

The SSW strives towards a structure that reduces the need for accommodations for people with disabilities through proactive, inclusive design and a culture of equity. Learn more information with these resources:

- Disability and Accessibility at the SSW
    - This page outlines the School's commitment to accessibility and provides guidance on how instructors can proactively design their courses to support all learners. It includes information on legal responsibilities, best practices, and how to connect students with support services.
- IDEA Knowledge Base - Accessibility
    - This resource hub offers practical tools and strategies for making your course materials more accessible. Whether you're designing slides, creating assignments, or facilitating discussions, these tips can help ensure your teaching is inclusive and aligned with Universal Design principles.

Responding to Academic Misconduct

The SSW is committed to fostering a learning environment grounded in academic integrity and professional conduct in alignment with the NASW Code of Ethics, the USM Policy on Academic Integrity, and the UMSSW Academic Catalog. Instructors are expected to be familiar with these definitions to ensure consistent and fair responses across courses and learning environments.

Key Definitions of Academic Misconduct

Academic misconduct includes, but is not limited to:

- **Cheating**: Using unauthorized materials or assistance in academic work.
- **Plagiarism**: Presenting another's words, ideas, or data as one's own without proper citation.
- **Self-Plagiarism**: Reusing one's own work across multiple courses without permission.
- **Fabrication/Falsification**: Creating or altering data or information dishonestly.
- **Facilitating Dishonesty**: Assisting others in committing academic misconduct.
- **Unauthorized Collaboration**: Working with others on individual assignments without approval.
- **Misrepresentation**: Falsely representing oneself or one's work.
- **Use of Unauthorized Tools**: Using technologies or platforms not permitted by the instructor (e.g., AI tools, tutoring websites).

Problematic behavior may also include actions such as falsifying practicum documentation, threatening or coercing others, violating practicum site rules, or engaging in conduct that jeopardizes the safety or integrity of the school community.

Instructor Responsibilities and Restorative Response

The SSW uses a restorative approach to address academic dishonesty and problematic behavior, focusing on education, accountability, and community repair rather than solely punitive measures. Instructors are encouraged to:

- **Monitor student performance** and identify potential concerns related to academic integrity or professional conduct.
- **Initiate an educational conversation** with the student when concerns arise. This initial interview allows the instructor to clarify the issue, hear the student's perspective, and begin a dialogue focused on learning and growth.
- **Submit a Plagiarism Concern Report** if plagiarism is suspected.
- **Report serious or repeated concerns** to the Associate Dean for Student Affairs, especially when misconduct involves ethical violations, unprofessional behavior, or cannot be resolved through restorative dialogue.

Restorative steps may include revising assignments, attending academic integrity workshops, or engaging in reflective conversations. These efforts aim to help students understand the impact of their actions and recommit to ethical academic and professional standards.

Escalation to the Student Review Committee (SRC)

In cases where misconduct is severe, repeated, or unresolved through restorative efforts, the matter may be referred to the Student Review Committee (SRC). The SRC reviews formal allegations of academic dishonesty and unprofessional conduct and may recommend actions such as probation, suspension, or dismissal. Full SRC policies and procedures can be found here.

Syllabus Language on AI Tool Usage

To support consistency across courses and uphold the SSW's academic integrity standards, all instructors are expected to include a statement on the use of generative artificial intelligence (AI) tools in their syllabi. Instructors may customize specific sections to reflect the expectations and assignments in their course.

For full the full AI policy language to include in your syllabus, see Appendix E.

Student Grievance Committee

The Student Grievance Committee (SGC) is a faculty-led committee that reviews formal student grievances related to faculty, administrators, or staff actions. It does not handle discrimination complaints, which are addressed by the Office of Accountability and Compliance. To access the full policy, review the **Academic Catalog**.

Grievances may be reviewed if they involve:

- Arbitrary or capricious grading, as defined by USM Policy III-1.20. This includes:

- o Assigning a grade based on something other than the student's performance in the course
  - o Applying grading standards inconsistently between students
  - o Substantially and unreasonably departing from the grading criteria stated in the syllabus
- Violations of due process by faculty, administrators, or staff
- Violations of the [University's Academic Integrity Policy](#)

If a grievance is filed involving your course or conduct, you may be asked to:
- Meet with the student and/or committee
- Provide relevant documentation (e.g., syllabus, grading rubrics, communications)
- Participate in a resolution process

RESPONDING TO STUDENT CONCERNS AND DISCLOSURES

Title IX and Mandatory Reporting

Instructors may receive disclosures from students related to sexual misconduct, harassment, discrimination, or interpersonal violence. Under Title IX, all faculty and staff at UMB are considered Responsible Employees and are required to report such disclosures to the university.

Reporting Obligations

If a student shares information about:
- Sexual harassment or assault
- Dating or domestic violence
- Stalking
- Gender-based discrimination

You are required to report the disclosure to the Office of Accountability and Compliance (OAC), even if the student requests confidentiality. You are not expected to investigate or ask for details, just listen, support, and report.

Title IX Coordinator Contact: 410-706-2281 or titleix@umaryland.edu

Navigating Student Disclosures Beyond Title IX

You may occasionally hear from students about personal challenges that fall outside of mandatory reporting requirements. While your training equips you to respond with empathy and insight, you should not serve as a counselor or case manager in your role as instructor.

We encourage you to consult with Dawn Shafer in the Office of Student Affairs to navigate a student situation and/or determine next steps.

Student concerns and/or complaints

In addition to personal disclosures, students may raise concerns about their academic experience, such as issues related to courses, practicum, or interactions with faculty or staff. Students are encouraged to submit these through the student concern form, which is reviewed by the Senior Associate Dean for Academic Affairs. Depending on the nature of the concern, it may be shared with other relevant offices (e.g. OASIS, Student Affairs, Practicum Education, Dean's Office, and/or UMB Office of Accountability and Compliance, etc.).

Students are encouraged to first speak directly with their instructor when possible. However, they may also email the Senior Associate Dean directly. The SSW uses a

restorative approach to address concerns, prioritizing support, open dialogue, and providing training when needed.

If a concern involves your course or conduct, you may be contacted to participate in a resolution process. This could include:
- Meeting with the student
- Providing relevant documentation
- Participating in a facilitated conversation or mediation

APPENDIX A: Getting Started As a New Instructor

- **CONTRACTS AND HR**
  - Adjunct faculty will receive a contract from Prism Shilling (look for an email from docusign.umaryland.edu). 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.
- **UMID/EMAIL AND OFFICE 365**
  - New instructors utilize Microsoft Office 365 for communication, document generation, and collaboration. Look at this resource for an overview of UMB managed technology services.
- **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**
  - 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**
  - 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.
  - For support with classroom technology, contact the SSW IT Department in Baltimore and the Office of Information Technology at USG.
- **PARKING**
  - 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)
- **COMMUNICATION TOOLS**
  - Access stationery, power point templates, and SSW logos here
- **SUPPORT SERVICES & COPY CENTER**
  - Baltimore instructors can learn more about building access, mail, supplies, and other resources at the SSW Support Services portal.
  - USG instructors can make their own copies at machines on each floor of Building III with your ID and the copy code: UMBGSW.

- **ADJUNCT WORKSPACE**
  - Instructors in Baltimore can access the adjunct office in room 1E04 of the SSW building. The code is 5231.
  - Instructors in USG can access 2 desks in Building III, 5th Floor, Room 5125. The code is 8436.
- **MEETING SPACE**
  - If you need a private space for a student meeting, please reserve a room in Baltimore.
  - Email Joan Pittman to reserve a room at USG.
- **PEDAGOGICAL SUPPORT**
  - All new instructors receive additional pedagogical support from the Office of Academic Affairs during their first semester teaching in the program. This includes:
    - New instructor orientation (6 weeks before the first week of classes)
    - Planning meeting with Senior Associate Dean for Academic Affairs to review Blackboard site, Concourse syllabus, assignments, and other course materials (2 weeks before the first week of classes)
    - One 90-minute teaching observation and debrief session (middle of the semester)
    - Course evaluation and semester review meeting (within 1 month of the end of the semester)
    - Explore resources, trainings, and best practices in the Faculty Center for Teaching and Learning

APPENDIX B: Quick Start Checklist For Instructors

Pre –Semester Setup
- ❑ Confirm your course details on the course schedule
- ❑ Order desk copies of required textbooks (if applicable)
- ❑ Set up your Blackboard course site
    - o Review and update your Concourse syllabus
        - ▪ Meeting times and location
        - ▪ Contact information and office hours
        - ▪ Course policies
        - ▪ Content: Weekly topics, assignments (must have at least two graded), due dates and required readings
    - o Make enhancements to your course materials
    - o Test all links, videos and tools
    - o Ensure accessibility (captions, alt text)
- ❑ If teaching asynchronously, complete the RSI and Academic Engagement Planning form
- ❑ Post an introductory video
- ❑ Make your Blackboard course available one week before the semester begins
- ❑ Send a welcome email to students (Announcements feature + email)
    - o Introduce yourself
    - o Provide logistics about your course (e.g., course meeting times, room number or Zoom link)
    - o Share pre-class readings or activities

First Week or Two
- ❑ Monitor attendance and report no-shows after the first two weeks of class to the Office of Records and Registration
- ❑ Ensure late-added students receive your welcome email and course access
- ❑ Wait until after the add/drop period to finalize group assignments.
- ❑ If teaching online, begin building instructor presence
    - o Post weekly announcements
    - o Engage in discussion boards, if applicable
    - o Offer office hours or check-ins

Ongoing Responsibilities During the Semester

- ❏ Respond to student emails within 24 hours (weekdays) or 48 hours (weekends)
- ❏ Aim for a one-week turnaround for grading assignments
- ❏ Use Blackboard Announcements + "email a copy" for class-wide updates
- ❏ Distribute an anonymous mid-semester feedback survey around week 6. You can use the following questions:
    - o What do you like about this course so far?
    - o What would you recommend for improving this course so far?
    - o Please share any other comments about the course overall.
- ❏ Return at least one graded assignment by Week 9 (or 9th class in summer), or before the drop deadline
- ❏ Use the reporting form in instances of academic dishonesty or problematic behavior
- ❏ Avoid informal accommodations

End-Of-Semester Wrap Up

- ❏ Promote course evaluations
- ❏ Submit final grades via Faculty Web in SURFS by the posted deadline
- ❏ Follow the Incomplete Grade procedure, if applicable
- ❏ Complete CSWE Competency Assessment, if required
- ❏ Reflect on your course:
    - o Review evaluations and personal notes
    - o Visit this resource for guidance and tools to plan improvements

APPENDIX C: Instructor Presence and Regular and Substantive Interaction (RSI) in Online Asynchronous Courses

As you prepare for your asynchronous course, plan for Regular and Substantive Interaction (RSI) and academic engagement. These are federal requirements for distance education and are especially important in asynchronous online courses.

RSI means meaningful, instructor-initiated engagement that is:
- Regular: Happens consistently throughout the course, and
- Substantive: Focuses on course content and supports student learning.

Academic engagement refers to how students participate in your course. As an instructor, you're expected to foster engagement to help students understand and retain course material while also staying motivated and connected to the classroom community.

In a standard 15-week course, aim for **at least two meaningful interactions per week**. In shorter courses (e.g., 8-week summer sessions), increase the frequency to maintain engagement.

Examples of RSI and Engagement Activities

Type	Examples
Regular Interaction	- Post weekly announcements (video or text) to provide updates, reminders, and context for course content. - Participate actively in discussion forums. - Provide timely feedback on assignments (e.g., within one week) - Offer real-time opportunities for student interaction. - Use interactive tools like quizzes or polls to check understanding
Substantive Interaction	- Share video lessons with guided activities or follow-up prompts - Respond to student questions and clarify complex topics via email, discussion boards, or course messages. - Facilitate peer feedback, group projects, or multimedia assignments - Engage in asynchronous discussions
Academic Engagement	- Monitor student activity using Blackboard analytics (e.g., logins, time spent, module progress). - Reach out to students who are inactive or struggling. - Track participation in discussions - Respond to student inquiries within 24–48 hours

Important Notes
- Automated feedback (e.g., in quizzes) does not count as RSI.

- Peer-to-peer interaction only counts if you're actively involved (e.g., giving feedback or moderating).
- RSI is about your presence. Students need to feel you're there, even in asynchronous spaces.

What You Need to Do
- If you're teaching an asynchronous course, complete the RSI and Academic Engagement Planning Form each semester.
- If you believe your course may be out of compliance, contact the IDEA Team at IDEAteam@ssw.umaryland.edu for support
- Explore the Online Teaching Toolkit from FCTL.

APPENDIX D: Incomplete Grade

An incomplete grade may be given under exceptional circumstances for a student who because of illness or circumstances beyond their control is unable to complete the course requirements by the end of the semester. Students on academic probation are not eligible for an Incomplete, except in Practicum courses. Please contact the [SSW Office of Records & Registration](#) to determine if a student is eligible for an Incomplete.

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 is a reasonable expectation that the student will pass the course by the conclusion of the incomplete period.

The instructor retains the right to grant 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:
- Submit an [Incomplete Grade Form](#)
- Determine a deadline for the student to submit the remaining coursework (no later than 6 weeks from the last day of the semester)
- 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 (ORR) 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 the student does not meet the deadline, the "I" will automatically convert to an F.

APPENDIX E: Syllabus Language on AI Tool Usage

To support consistency across courses and uphold the SSW's academic integrity standards, all instructors are expected to include a statement on the use of generative artificial intelligence (AI) tools in their syllabi.

The following policy language should be included in each course syllabus. Instructors may customize the sections highlighted in **purple** to reflect the specific expectations and assignments in their course. All other language should remain unchanged to ensure alignment with the School's academic integrity policy and restorative approach.

Policy on Artificial Intelligence (AI) Tool Usage

Generative artificial intelligence tools, software that creates new text, images, computer code, audio, video, and other content, have become widely available. Well-known examples include ChatGPT or CoPilot for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

While you may leverage these tools, it is essential to understand and adhere to the following guidelines:

Prohibited Use
- **Assignment Completion**: The use of AI tools to **complete** assignments on your behalf is strictly prohibited. This includes papers, exams, discussion board posts, self-reflections, practicum process recordings, and presentations, among others. All assignments should reflect your independent thinking, analysis, and synthesis of course materials.
- **Assessments**: Students must not use AI to obtain answers on any assessments, including exams and quizzes.
- **Citation Accuracy**: Do not use sources that are cited by AI tools without reading those sources yourself. This is crucial because:
    - ο AI tools can create citations for sources that do not exist.
    - ο AI tools may cite real pieces of writing, but the cited content may be inaccurate.
- **Confidentiality and Privacy**: You may not copy the academic work, discussion posts, or reflections of another student into any type of AI tool as their privacy

cannot be guaranteed on these platforms. Similarly, do not include identifying practicum recordings, client notes, and personal information in your AI prompts.

- *Other Prohibited Uses*: [*Instructors – please note here any assignments where AI use is explicitly banned]*

Permissible Use
In this course, you are permitted to use AI tools to polish a final draft of written assignments and check that your references are in APA format. If utilized, AI should be used to enhance and supplement academic work, not replace it.

- *Other Acceptable Uses:* [*Instructors – please note here any other acceptable use of AI for your course– for example, using AI to generate images, serving as a writing coach, generating practice tests and study material from your own notes, creating summaries or abstracts, data analysis and visualization, reconfiguring content to a preferred learning modality, paraphrasing a direct quote for a reputable source, etc.}*

Academic Integrity and AI Tool Usage
The use of AI tools should enhance your understanding and critical thinking, not replace your intellectual engagement and analysis. It is your responsibility to clearly communicate the AI's involvement in your work and distinguish your original contributions from any AI-generated content.

- **Citing AI Tools:** To maintain academic integrity, always cite the use of AI tools appropriately in accordance with the APA citation style guidelines. The [APA blog provides specific instructions on how to cite ChatGPT](#) and similar AI models.
- **AI Transparency Statement**: If you choose to use AI or other technologies, you are required to include an AI Transparency Statement. The statement should describe the AI tools you utilized and discuss their impact on your project (i.e. grammar correction, content generation, data analysis) in less than 300 words. Position the statement after the references section of your APA formatted works.

By adhering to these guidelines, you can responsibly incorporate AI tools into your work while ensuring academic integrity and transparency. Please see the SSW Academic Integrity Policy in the Academic Catalog for more details and information.

Addressing Bias and Accuracy
Be aware that AI algorithms replicate systematic biases found in academic and popular media and may provide inaccurate information. As scholars, it is crucial to approach AI-generated content critically and use your content knowledge or seek information from reputable secondary sources to verify any potentially biased or inaccurate information.

This will ensure that your academic work is well-informed, reliable, and free from any unintended bias introduced by AI tools.

Appendix F: Full-Time Faculty Policies

UMB Faculty Policies

Understanding your rights and responsibilities as a faculty member is essential to navigating your role effectively within the university. The UMB Faculty Policies page serves as a central resource for official policies that govern faculty conduct, appointments, evaluations, and academic responsibilities across UMB.

Faculty are encouraged to review this site to:
- Stay informed about university-wide expectations and procedures.
- Understand policies related to academic freedom, promotion and tenure, and professional conduct.
- Ensure alignment with institutional standards when making decisions about teaching, research, and service.

This resource helps faculty make informed decisions and maintain compliance with university guidelines while supporting a fair and consistent academic environment.

Teaching Expectations and Workload
The following are effective as of 7/1/2022

RANK	TEACHING LOAD	RESEARCH	SERVICE
Pre-Tenure/Assistant Professors (10 month)	**40% teaching = 4 courses**	**50% research**	**10% service** 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** 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	**80% teaching = 7 courses**		**20% service** expected to attend FO meetings, serve on at least 2

primarily hired as teaching faculty (10 month)			committees, and take on leadership roles, such as chair, co-chair, course coordinator, or serving on a search committee

Teaching Expectations

All tenure-track faculty should teach at least 1 course per year unless special arrangements are made with the Dean.

Except in special 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.

Course Load Definitions
- 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 and teaching a 1-credit course is considered a 1/3 course load. Compensation and workload credit will be adjusted in these cases.

Course Scheduling and Assignments
- 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.

Course Cancellation Options
If 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 (in special circumstances).

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 <u>course release</u> 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)

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

Faculty at any rank or title can also earn 1 course release by serving as the chair of 3 completed dissertation committees (10 committees if member) in the SSW PhD program

All <u>course releases</u> 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.

Any courses "banked" before July 1, 2022 are exempt from any new policies on time limits

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.

New Course Development
No new courses will be approved for the 2025-2026 academic year.

APPENDIX G: Adjunct Faculty Policies and Advancement

UMB Policies for Adjunct Instructors
The [UMB Faculty Policies page](#) includes general policies that apply to all instructors.

UMSSW Adjunct Faculty Levels
All adjunct faculty appointments are non-tenure track, for one semester terms, and are terminable at the discretion of the Senior Associate Dean of Academic Affairs.

Adjunct instructors are critical to our educational mission. The SSW has developed its own internal structure to recognize the experience and contributions of adjunct instructors.

- **Adjunct I ($4,500):** New instructors start at the level of Adjunct Faculty I. 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 Advancement, Promotion, and Tenure (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.