Department of Social Work

Student Handbook

Health & Human Services Building (Suite 527)
2500 West North Avenue, Baltimore, MD 21216
Telephone: 410-951-3535, Fax: 410-951-3536
www.coppin.edu

Rev. 2/19/17

COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

TABLE OF CONTENTS

SECTION 1

SECTION 2

SECTION 3

MISSION STATEMENT

The Department of Social Work is committed to excellence in educating a diverse student population to become generalist social work practitioners. Through the use of a competency-based curriculum, inclusive of a global and strengths perspective, students are prepared for generalist social work practice with individuals, families, groups, organizations and communities within urban environments. The faculty prepare students to be competent and effective practitioners grounded in social work values and ethical principles. The department is committed to infusing cutting edge technology, providing service-oriented experiences, employing appropriate pedagogical and practice methodologies and encouraging research methods to ensure that students are prepared to work as competent entry-level practitioners and/or graduate students.

Adopted 1/15/15

Greetings

Dear Emerging Social Workers,

On behalf of the faculty and staff, we are delighted to welcome you to the Department of Social Work at Coppin State University. Our department has a legacy of empowering exceptional students who enter the profession of social work as knowledgeable, ethical and skilled generalist social workers. We are proud of this heritage that embraces potential and transformation, and your decision to join us means that our commitment to regenerate this culture of empowerment continues with you!

As you matriculate through our program, we want to encourage you to progress in a purposeful, goal-oriented and ethical manner. Remember that your purpose for enrolling in our program is to be a social worker who contributes to the larger society. Therefore, the aim is to graduate in a timely fashion and with a cumulative grade point average that demonstrates your acquisition of knowledge, values and skills. We know that you can achieve this goal!

Our commitment is to support you along your academic journey. This Student Handbook is designed as one tool that will assist you. Within its pages are various departmental policies, procedures, standards that we expect every student to follow. In addition, you will find information regarding curriculum progression, course information and other matters pertinent to your success in the program. Finally, you will note that the NASW Code of Ethics is also included to keep you ever aware of our ethical responsibilities as professionals and aspiring professional social workers.

We anticipate that students will follow the guidelines in this handbook in tandem with those policies of the University and College, those chronicled by CSWE and NASW, and those in the Coppin State University Department of Social Work Field Manual. Compliance with these policies will ensure your timely progression through the program and entrance into graduate programs and the world stage after graduation.

With these words, I wish you well. Yes, we do have high expectations for you, but we also know that you have the capacity to do well. Congratulations, again, on choosing a major that continues to positively impact the world. Continue the legacy!

In the Spirit of Harambe and Sankofa,

Kesslyn Brade Stennis, PhD, MSW, MDiv

The Social Work Profession

Social work is one of the best and most sought after helping professions! Because of its eclectic knowledge-base, commitment to values and ethics, and high skill requirements, those who complete a degree in social work are able to impact the paths of individuals, families, groups, organizations and communities. Simply stated, social workers are those who have been trained to help others and make positive contributions to the lives of men, women, and children. Social workers help people solve personal, family, as well as community problems so they can lead better lives. In their roles as a facilitator, educator, administrator, advocate, organizer, manager and broker, social workers are actively involved in the prevention and treatment of major social problems, including but not limited to the 12 grand challenges that are listed below:

- Ensuring healthy development of all youth
- Closing the health gap
- Stopping family violence
- Advancing long and productive lives
- Eradicating social isolation
- Ending homelessness
- Creating social responses to a changing environment
- Harnessing technology for social good
- Promoting smart decarceration
- Reducing extreme economic inequality
- Building financial capability for all
- Achieving equal opportunity and justice

Positioned strategically to address these issues, social workers can be found in all facets of life including schools and hospitals, mental health clinics, child welfare agencies (including foster care and adoptions), senior centers, rehabilitation centers, State and Federal welfare agencies, correctional facilities (including juvenile facilities), emergency shelters, Congress, military, private agencies, religiously-affiliated centers, corporations and many other agencies and organizations that directly and indirectly interface and impact human life. In these locations, social workers serve many different people confronted with a wide variety of personal and social problems. For example, social workers may be called upon to help [1]

- a homeless family in need of shelter;
- a physically abused child in need of a safe, nurturing environment;
- a young mother who feels overwhelmed by her parental responsibilities;
- a suicidal man with a family to support who has just been laid off by his employer;
- a family in need of Temporary Cash Assistance from the Department of Social Services;
- a prison inmate who will soon be eligible for release;
- a cancer patient in need of in-home aide services;
- a fragile elderly woman who is struggling to remain in her own home;
- a state senator who is drafting legislation to fund new programs in HIV/AIDS

prevention in the inner city;
- a church that is opening a new daycare center for young children in the surrounding community; and
-a community association planning a new assisted living facility for the frail elderly people in their community.

The scope of social work is broad, and the profession offers practitioners significant opportunities for continuing professional growth and development throughout a typical 30-year career span. Many social workers begin their careers with generalist practice in a direct service role(s) within an agency. Over time they acquire advanced responsibilities and are ready for more independent practice. These new roles may include supervisory responsibilities, executive responsibilities as the director of a program or agency, opening a private practice in psychotherapy, drafting and interpreting social legislation for a government body or official (such as a City Council or State Legislature), teaching, and research in higher education, etc.

The employment outlook for social workers is very favorable. Employment of social workers is projected to grow 19% from 2012 to 2022 and beyond, faster than the average for all occupations (U.S. Department of Labor). These statistics suggest that having a degree in social work will ensure job security for now and in the decades to come.

Social Work Education and Licensing

A baccalaureate degree in social work (e.g., B.S. or B.S.W. degree) is the minimum requirement for entry into the social work profession. Successful completion of the social work major at Coppin State University generally qualifies one to sit for the Licensed Bachelor's Social Work (LBSW) examination in the student's final semester. Many entry-level service positions in human services, counseling, social work, and related fields require the LBSW credential, or offer a higher salary if the employee has a baccalaureate degree in social work and the LBSW credential, as compared to employees with a baccalaureate degree in another social science discipline or a degree in social work without a license.

A Master of Social Work (e.g., M.S.W.) degree is strongly preferred by most employers for full professional status in social work. Possession of the M.S.W. degree and two years of subsequent experience as a social worker, with supervision from a certified social worker, generally qualifies one to sit for the Licensed Certified Social Worker (LCSW) or Licensed Certified Social Worker–Clinical (LCSW-C) examination in Maryland. The successful completion of either examination confers full professional status as a social worker.

Social workers with the LCSW or LCSW-C certificate have an opportunity to be promoted to leadership positions in many human services agencies, develop a specialized area of practice, and/or engage in private practice in psychotherapy or consulting.

Doctoral programs in social work are available for those who want to teach in colleges and universities, conduct academic research in social work, or be considered an advanced practitioner. While one is not required to have an MSW degree prior to entering a doctoral

program in social work, many doctoral programs prefer that an applicant has the MSW and at least 2-years of practice experience. Conversely, a person who has obtained an MSW is not relegated to pursue a doctoral degree in Social Work; rather, they may still obtain a terminal degree in another discipline that is usually related to social work. In both scenarios, acquisition of the MSW is extremely beneficial.

The Social Work program at Coppin State University

Mission:

The Department of Social Work is committed to excellence in educating a diverse student population to become generalist social work practitioners. The department defines generalist practice as the application of an eclectic knowledge bases, professional values and ethics, and a wide range of skills to target individuals, families, groups, organizations and communities, as informed by Kirst-Ashman and Hull (2012).

Through the use of a competency-based curriculum, inclusive of a global and strengths perspective, students are prepared for generalist social work practice with individuals, families, groups, organizations and communities including urban environments. The faculty prepare students to be competent and effective practitioners grounded in social work values and ethical principles. The department is committed to infusing cutting edge technology, providing service-oriented experiences, employing appropriate pedagogical and practice methodologies and encouraging research methods to ensure that students are prepared to work as competent entry-level practitioners and/or graduate students.

Vision Statement

The Coppin State University Department of Social Work aspires to prepare relevant social workers who excel as transformative leaders that positively impact the human condition and all systems through direct service, activism, advocacy, and technological innovation that benefits the global society at all levels.

Core values:
Utilization of cutting-edge technology
Inclusion of Service Learning and Community Engagement
Facilitation of Student-centered Advancement
Promotion of Leadership Development

Connected to the departmental mission and values are goals and objectives, which are noted below:

Program Goal 1: Provide quality education that prepares baccalaureate graduates to present themselves as competent and ethical generalist social work practitioners with individuals, families, groups, communities, and organizations.

Related 2008 Competencies:

Competency 1: Identify as a professional social worker and conduct oneself accordingly

NOTE: Content of this manual is subject to change based on university policies which supersede the content herein.

Competency 2: Apply social work ethical principles to guide professional practice

Competency 3: Apply critical thinking to inform and communicate professional judgements

Competency 4: Engage diversity and difference in practice

Competency 5: Advance human rights and social and economic justice

Competency 6: Engage in research-informed practice and practice-informed research.

Competency 7: Apply knowledge of human behavior and the social environment

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Competency 9: Respond to contexts that shape practice

Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Program Objectives Related to Goal 1

The program will:

1. Empower students to apply critical thinking skills, self-assessment, problem solving techniques, use of supervision/consultation and appropriate values and boundaries within the context, roles and presentation associated with professional social work practice (PB 1, PB 2, PB 3, PB 4, PB 6, PB 7, PB 8, PB 9, PB 10, PB 11, PB12, PB13 and PB 21) See appendix for list of Practice Behaviors)
2. Prepare students to serve as professional BSW level social work practitioners who learn, understand and apply the value base of the profession, including its ethical standards, and principles throughout ones career. (PB 5, PB 7, PB 8, PB 9, PB 10)
3. Equip students to practice and celebrate difference with respect, knowledge and skills, without discrimination related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sexual orientation and other differences. (PB 1, PB 2, PB 7, PB 11, PB 12, PB 13, PB 14, PB 15, PB16, PB 17, PB 18, PB 19, PB 20, PB 23 and PB 24)

4. Prepare students to understand and interpret the history of the social work practice and its relationship to contemporary structures and issues at all levels of practice. (PB 14, PB 18, PB 20, PB 23, PB 24, PB 25, PB 26, PB 27 and PB 28)
5. Teach students to use research, theoretical frameworks supported by evidence and practice experience to understand individual development and interactive behavior, and apply appropriate practice techniques with various systems across the life span. (PB 21, PB 22, PB 23, PB 24, PB 27, PB 28, PB 29, PB 30, PB 31, PB 32, PB 33, PB 34, PB 35, PB 36, PB 37, PB 38, PB 39, PB 40 and PB 41)
6. Facilitate students' ability to analyze, formulate, influence, and evaluate social policies individually and collectively. (PB 25, PB 28)
7. Instruct students on how to conduct research, evaluate evidence-based models, apply research findings to practice, and evaluate their own practice interventions. (PB 2, PB 6, PB 11, PB 12, PB 15, PB 17, PB 21 and PB 22)

Program Goal 2: Integrate a cutting-edge, technology-infused curriculum that promotes generalist practice knowledge, value, skills, and excellence in the profession of social work.

Related 2008 Competencies:

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Competency 2: Apply social work ethical principles to guide professional practice

Competency 3: Apply critical thinking to inform and communicate professional judgements.

Competency 4: Engage diversity and difference in practice

Competency 6: Engage in research-informed practice and practice-informed research.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Competency 9: Respond to contexts that shape practice

Program Objectives Related to Goal 2

The program will:

1. Utilize technology to enhance the quality of instruction in classroom instructions to facilitate student learning, and develop students' knowledge and skills in the utilization of technology in the delivery of service to clients at all levels of practice and to assist in advisement. (PB 1, PB 2, PB4, PB 5, PB 6, PB 8, PB10, PB 11, PB 13, PB16, PB 17, PB 21, PB 22, PB 26, PB 27 and PB 28)

Program Goal 3: Utilize a global and strength-based perspective to promote the social and

economic justice of all people.

Related 2008 Competencies:

Competency 1: Identify as a professional social worker and conduct oneself accordingly

Competency 2: Apply social work ethical principles to guide professional practice

Competency 3: Apply critical thinking to inform and communicate professional judgments

Competency 4: Engage diversity and difference in practice

Competency 5: Advance human rights and social and economic justice

Competency 7: Apply knowledge of human behavior and the social environment

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Competency 9: Respond to contexts that shape practice

Program Objectives Related to Goal 3

The program will:

1. Actively engage students in opportunities to improve standards of living for diverse/marginalized populations while simultaneously working to alleviate oppressive systems and structures within society, nationally and internationally), (PB 1, PB 2, PB 4, PB 5, PB 6, PB 7, PB 10, PB 11, PB 12, PB 14, PB 15, PB 16, PB 18, PB 19, PB 20, PB 23, PB 24, PB 25, PB 26, PB 27 and PB 28)
2. Infuse a strength-based perspective when teaching, advising, and developing student-centered program, which facilitate their matriculation through the program and life-long learning. (PB 11, PB12, PB 13, PB 14, PB 15, PB 16, PB 17, PB 23, PB 24,
3. Facilitate a nurturing and supportive environment that builds on students' personal experiences, enhance their leadership skills, and develops an advocacy orientation. (PB 28, PB 29. PB 30, PB 31, PB 32, PB 33, PB 34, PB 35, PB 36, PB 37, PB 38, PB 39, PB 40, PB 41.)

Program Goal 4: To engage methodologies that promote assessment of personal, professional and program strengths and growth opportunities.

Related 2008 Competency:

Competency 1: Identify as a professional social workers and conduct oneself accordingly

Competency 4: Engage diversity and difference in practice

Competency 5: Advance human rights and social and economic justice

Competency 6: Engage in research-informed practice and practice-informed research

Competency 9: Respond to contexts that shape practice

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

Program Objectives Related to Goal 4

The program will:

1. Function within the structure of organizations and service delivery systems, and seek necessary organizational change. (PB 3, PB 6, PB14, PB 17, PB 18, PB 19, PB 20, PB 29, PB 31, PB 32, PB 33, PB 34, PB 35, PB 36, PB 37, PB 38, PB 39, PB 40, PB 41)
2. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (PB 18, PB 19 and PB 20
3. Engage in annual program assessment to strengthen curriculum that ensure the relevance in teaching, practice, and research. (PB 21, PB 22 and PB 41)

The Social Work Major Curriculum

Primary Courses

Students who major in social work complete courses in professional writing, human behavior and the social environment, social welfare and social policy, social work research, the use of computer technology in social work, and social work methods (including individual casework, group work, family practice, and community practice). Throughout the primary course curriculum, special emphasis is placed on the core values of social work practice, including social work's historic and continuing commitment to advocacy for greater social and economic justice for all segments of our society, including diverse groups-at- risk who traditionally have been denied equal access to education, employment, housing, health care, and other important services and opportunities.

All of the foundation courses are required to complete the major. However, community college graduates who concentrated in human services, mental health, or a related field may earn transfer credit for SOWK 210 and up to two special topics courses (SOWK 390).

SOWK 205	Writing in Social Work Practice (3 credits)
SOWK 210	Introduction to Social Work (3 credits)
SOWK 260	Social Welfare and Social Policy I (3 credits)
SOWK 360	Social Welfare and Social Policy II (3 credits)
SOWK 379	Social Work Methods I: Introduction to Practice (3 credits)
SOWK 388	Human Behavior and Social Environment I (3 credits)
SOWK 389	Human Behavior and Social Environment II (3 credits)
SOWK 460	Technology in Human Services (3 credits)
SOWK 461	Social Work Research (3 credits)
SOWK 480	Beginning Field Experience (6 credits) *
SOWK 481	Social Work Methods II: A Generalist Approach to Practice (3 credits) *
SOWK 482	Advanced Field Experience (6 credits) **
SOWK 483	Social Work Methods III: Selected Intervention Strategies, Research and Evaluation (3 credits) **
SOWK 490	Professional Issues Seminar (3 credits) **

*Classes must be taken concurrently. If student withdraws or drops one of the courses, all concurrently required courses must also be dropped.
**Classes must be taken concurrently. If student withdraws or drops one of the courses, all concurrently required courses must also be dropped.

Capstone Component: Field Practicum and Professional Issues Seminar

A capstone component of the program is the required field experience in the senior year, which is complimented with the portfolio required for students enrolled in the Professional Issues

Seminar course. In the two Field courses, students learn and provide services under the direction of a MSW social worker. Knowledge, values and skills acquired in the field placement is supplemented by values-based discussions and skill development assignments in Methods III and the portfolio required in Professional Issues Seminar.

Students enrolled in field practice (SOWK 481 and SOWK 482) must complete a minimum of 480 internship hours within a two-semester period. A minimum of 240 hours are required per semester. For students enrolled in the traditional field practicum beginning in the fall semester, students are expected to devote 16 hours each week to working in a human services agency under the supervision of an experienced social worker (MSW required).

Students who enroll in SOWK 480 in the spring semester, also considered the block field practicum, are expected to devote 16 hours each week during the spring semester and 40 hours each week during the first summer session in a human services agency under the supervision of an experienced social worker (MSW required).

A cumulative GPA of 2.50 or above, including transfer credits, is required to receive admission into the program, begin the field practicum and complete the program. The minimum cumulative 2.5 GPA must be maintained while matriculating through the program until graduation. Students who do not maintain a 2.50 or better will not be permitted to complete field placement. Additionally, students who do not maintain a cumulative GPA of 2.5 will not be permitted to graduate with a Bachelor of Social Work Degree from Coppin State University.

Due to the rigor associated with block placements, students interested in completing the block placement must have a cumulative GPA of 2.7 or better, and no disciplinary issues or concerns from departmental faculty.

Prior to entering field, students must complete a series of requirements including, but not limited to, the following:
- Meet with their Advisor
- Meet with the Director of Field Education
- Attend one Mandatory Field Orientation (generally held in a Methods I class)
- Complete the Field Entrance Application
- Complete other agency requirements (ie. criminal background check, drug testing, a battery of medical exams, writing sample, etc.)

Students are expected to complete field practicum within two semesters and are expected to graduate from Coppin State University within one-semester of completing field practicum. Students who have extenuating circumstances that may impact their progression through the program, and more specifically through field practicum, must speak with their Advisor, the Director of Field Placement and chairperson as quickly as possible to explore alternatives for course completion.

If completing field in the spring semester, students have only the following summer and fall

semesters to complete any remaining coursework. If completing field in the summer, students only have the subsequent fall semester to complete remaining coursework.

The Field Manual provides clarification and direction on other field practicum issues.

Special Topics Courses
Within the curriculum, Special Topics courses are available in a number of areas: aging, community leadership, substance abuse, social work with families, child welfare, macro practice, social work licensing, independent research and writing and social work with at-risk clientele such as women, children, and racial minorities. These courses are designed to supplement information learned in the foundation courses, and provide students with the opportunity to learn about issues and further develop skills necessary for practice with diverse populations and systems.

Students must complete any <u>two</u> Special Topics courses for a total of 6 credit hours. However, community college graduates who concentrated in human services, mental health, or a related field may earn transfer credit for one or two Special Topics courses. These transfer credits must be approved by the Department Chair.

  SOWK 390 A Special Topics Aging (3 credits)
  SOWK 390 B Special Topics Community and Organizational Leadership (3 credits)
  SOWK 390 C Special Topics Child Welfare (3 credits)
  SOWK 390 D Special Topics Diversity in Social Work/Groups-at Risk (3 credits)
  SOWK 390 E Special Topics Macro practice (3 credits)
  SOWK 390 F Special Topics Substance Abuse Issues and Services (3 credits)
  SOWK 390 G Special Topics Social Work with Families (3 credits)
  SOWK 390 H Special Topics Social Work Licensure Preparation - Intensive (3 credits)
  SOWK 390 I Special Topics Issues in International Social Work (3 credits)
  SOWK 390 J Special Topics Social Work in Mental Health (3 credits)
  SOWK 390 K Special Topics AA Women's Legacy: Gender, Race & Class in America (3 credits)
  SOWK 390 L Special Topics Independent Research and Writing (3 credits)
  SOWK 295 Special Topics Licensure Preparation (2 credits)

Other 3-credit hour and/or 2-credit hour special topics classes may be added or removed from the course offerings, as initiated by the Department.

Minor or Elective Cluster Requirement
Students who major in social work must also complete a minor in a related discipline (e.g., psychology, criminal justice, education, etc.) <u>or</u> complete an elective cluster. The courses in a minor are offered within one department/academic discipline, while the courses in an elective cluster may come from two or three departments, so long as they are related to the student's professional goals. For example, a student who is interested in working with troubled youth may choose to complete an elective cluster that includes coursework in adolescent psychology and juvenile justice from the psychology and criminal justice departments, respectively.

Student electing to have a *Minor,* versus an Elective Cluster must successfully complete 18-21 credit hours (six to seven courses) in a discipline external to the social work program (e.g., psychology, education, etc.) to complete the acceptable course of study in a minor area, as required by the originating department, outlined in the University Bulletin and on file with the University's Registrar's Office. The student will work with an assigned advisor within the selected Minor Degree program, as noted on the signed Declaration of Major/Minor Form. Students will work with the assigned advisor throughout the matriculation in the minor. Final verification regarding the completion of the minor will be provided by the assigned "minor" advisor.

Students electing to have an *Elective Cluster* versus a Minor must successfully complete 18 credit hours (6 courses) in disciplines external to the social work program. Students complete six courses in a compliment of disciplines or complete six to seven courses in two or more disciplines that relate to the student's professional interest. Students can also choose to complete additional SOWK 390 courses to complete Elective Cluster requirements. Six of the eighteen credits must come from upper division classes.

Distinctions between the Minor and Elective Cluster are clarified below:

		MINOR	ELECTIVE CLUSTER
*1	Course content	6-7 courses in <u>one</u> discipline (e.g.: education, psychology, etc.)	6-7 courses related to student's professional goals, from <u>two</u> or more disciplines
*2.	Course flexibility	Varies by discipline-- some minors offer choice of courses while others require completion of specified courses	Flexible course content
*3.	Required approval	Approval required from sponsoring department on Declaration of Major form	Approval required from social work advisor on application for Elective Cluster form (Appendix D) in this brochure
*4.	Transfer credit	Subject to approval by sponsoring department	Subject to approval by social work advisor
*5.	Notation on Transcript	Yes	No

See the University Catalog for complete course descriptions.

<u>Other Requirements</u>
Social work students must also complete the following:

GER program

MISY 150	Technology Fluency (3 credits)
POSC 301	US Government (Other courses may be accepted as approved by the SOWK Department and POSC Department
Freshman Orientation	Unless student is transferring in 25 credit hours or more
Elective Course	Any Course (1-3 credits; depending upon the number required to reach the graduation requirement of 120 credits)

The following is checklist and outline of the course design that students are strongly encouraged to follow:

College of Behavioral & Social Sciences
Department of Social Work

Social Work Program Checklist
2016-2018 Catalog*

Name_____   ID #_____   Semester Entered_____

Gen Ed – Category 1: English (6 hrs)

	Sem	Credit	Grade
ENGL 101 Composition I	11	3	
ENGL 102 Composition II	12	3	

Gen Ed-Category 4: Mathematics (3 hrs)

	Sem	Credit	Grade
MATH 203 Basic Statistics	21	3	

Gen Ed – Category 2: Hum & Fine Arts (15 hrs)

	Sem	Credit	Grade
WLIT 207 World Lit or any 200+ level English	21	3	
PHIL 102 Logic or 103	21	3	
IDIS 102 or 103 Vis Arts& Theatre or Music 201 or Danc 226 or Foreign Language	11	3	
HIST 201 World Hist I or 203 US Hist I or 205 African Am Hist I	11	3	
HIST 202 World Hist or 204 US Hist or 206 African Am Hist II	12	3	

Gen Ed- Category 5: Natural Sciences (7 hrs)

	Sem	Credit	Grade
BIOL 101	12	4	
Non-lab Science Course (PHSC 103)	11	3	

Gen Ed – Category 3: Social and Behavioral (6 hrs)

	Sem	Credit	Grade
SOCI 201 Intro to Sociology	11	3	
PSYC 201 General Psychology	12	3	

Gen Ed- Category 6: Interdisciplinary (3 hrs)

	Sem	Credit	Grade
Health/ Wellness Elective (Recommended HEED 105) or		3	
SPCH 105 Speech Comm. or 202 or 204	21	3	

Social Work Core (48hrs)

	Sem	Credit	Grade
SOWK 205 Writing in Social Work	22	3	
SOWK 210 Intro to Social Work	22	3	
SOWK 260 Social Welfare & Policy I	22	3	
SOWK 360 Social Welfare & Policy II	31	3	
SOWK 379 Social Work Methods I	32	3	
SOWK 388 Human Behavior I	22	3	
SOWK 389 Human Behavior II	31	3	
SOWK 460 Info. Technology in Social Work	31	3	
SOWK 461 Social Work Research	32	3	
SOWK 480 Beginning Field I	41	6	
SOWK 481 Social Work Methods II	41	3	
SOWK 482 Advanced Field Exp	42	6	
SOWK 483 Social Work Methods III	42	3	
SOWK 490 Professional Issues Seminar	42	3	

Social Work Special Topics (6 hrs) (32 or 41 semester)

	Sem	Credit	Grade
SOWK 390A Aging	32/41	3	
SOWK 390B Comm. & Org. Leadership	32/41	3	
SOWK 390C Child Welfare	32/41	3	
SOWK 390D Diversity/Groups at Risk	32/41	3	
SOWK 390E Macropractice	32/41	3	
SOWK 390F Substance Abuse	32/41	3	
SOWK 390G Families	32/41	3	
SOWK 390H Licensure Prep (Intensive)	32/41	3	
SOWK 390I International Social Work	32/41	3	
SOWK 390J Mental Health	32/41	3	
SOWKK African American Women's Legacy	32/41	3	
SOWK 390L Independent Research and Writing	32/41	3	
SOWK 395 Licensure Prep	32/41	2	

Semester Ledger:
11 = First Year, First Semester
21 = Second Year, First Semester
31= Third Year, First Semester
41=Fourth Year. First Semester

12 = First Year, Second Semester
22 = Second Year, Second Semester
32= Third Year, Second Semester
42= Fourth Year. Second Semester

*Data from the 2016-2018 Catalog   February 2017

College of Behavioral & Social Sciences
Department of Social Work

Other Requirements

MISY 150	12	3	
POSC Elective	21	3	
ORIE 101	11	1	
Free Elective	41	1-3	

Elective Cluster OR Minor

Course I	22	3	
Course 2	31	3	
Course 3	31	3	
Course 4	32	3	
Course 5	32	3	
Course 6	41	3	
Course 7 (if required by minor)	42	3	

Students must earn a minimum grade of "C" in all social work courses. However, a minimum cumulative grade point average (GPA) of 2.5 **must** be maintained to enter, remain in and complete the major.

The Department of Social Work does not grant social work course credit for life experience or previous work experience.

Course Sequencing

Students have some flexibility with regard to course scheduling and course sequencing. Except for the field experience, most of the foundation courses are cycled each year through both day and evening schedules (including Saturdays) to accommodate the needs of both full- time students as well as part-time students who may have work and family responsibilities. Special Topics courses are generally offered once per year and are also regularly scheduled during days, evenings, and Saturdays.

There are several guidelines for the proper sequencing of courses:

1.   Generally, students must complete most of the general education requirements (e.g., history, math, etc.) at Coppin in the freshman and sophomore years. This is especially important in the case of English Composition I and II, since most courses in social work require good writing skills for the successful completion of papers, tests, etc.

2.   SOWK 205 (Professional Writing), SOWK 210 (Introduction to Social Work) and SOWK 260 (Social Work and Social Welfare Policy I) should be the first sequence of courses completed in the major (unless transfer credit has been received for this course). These courses may be taken during the final semester of completing the General Education program.

3.   In the case of course sequences (e.g., Social Work Methods I, II, and III), the courses must be completed in chronological order, with the exception of Social Welfare Policy I and II.

4.   SOWK 480 (Beginning Field Experience) and SOWK 481 (Social Work Methods II) are always completed together and generally in the fall of the student's senior year. SOWK 482 (Advanced Field Experience), SOWK 483 (Social Work Methods III), and SOWK 490 (Professional Issues Seminar) are always completed together, and generally in the spring of the student's senior year, unless the student is enrolled in the block placement.

The Social Welfare Minor

Students may elect to complete a minor in social welfare to complement a major in another human services field such as psychology, criminal justice, education, etc. The social welfare minor at Coppin requires the completion of the following courses (18 credits total):

SOWK 210   Introduction to Social Work (3 credits)
SOWK 260   Social Welfare and Social Policy I (3 credits)
SOWK 360   Social Welfare and Social Policy II (3 credits)
SOWK 388   Human Behavior and Social Environment I (3 credits)
SOWK 389   Human Behavior and Social Environment II (3 credits)
SOWK 390   Special Topics in Social Work (3 credits) *

*The program offers a number of Special Topics (SOWK 390) courses. Students can choose any one.

As with social work majors, students wanting to declare social welfare as a minor should obtain a Declaration of Major/Minor form from the social work main office and complete an intake interview with one of the faculty in the department. Like social work majors, students who minor in social welfare will be assigned an academic advisor from the social work faculty.

Students who minor in social welfare are advised that completion of the social welfare minor does <u>not</u> qualify them to sit for the social work licensure examination.

The Social Work Concentration in the Interdisciplinary Studies

Students who major in Interdisciplinary Studies at Coppin have the option of completing a concentration in social work. Students electing to complete one of their two concentrations in social work must complete the following 18 credits of upper division social work courses:

    SOWK 360 Social Welfare and Social Policy II
    * SOWK 379 Social Work Methods I
    SOWK 388 Human Behavior and Social Environment
    I SOWK 389 Human Behavior and Social
    Environment II SOWK 390 Special Topics in Social
    Work
    SOWK 390 Special Topics in Social Work

*In the case of Interdisciplinary Studies majors, SOWK 260 (Social Welfare and Social Policy I) is waived as a prerequisite to SOWK 360.

Students majoring in the Interdisciplinary Studies with a concentration in social work are <u>not</u> eligible to enroll in courses reserved for social work seniors. This includes the following five courses: SOWK 480 (Beginning Field Experience), SOWK 481 (Social Work Methods II), SOWK 482 (Advanced Field Experience), SOWK 483 (Social Work Methods III), and SOWK 490 (Profession Issues Seminar).

Interdisciplinary Studies students who complete a concentration in social work are advised that completion of the social work concentration does <u>not</u> qualify them to sit for the social work licensure exam.

Academic Admissions and Advisement Process

Often times, prospective students are introduced to the department during the University

admissions process. Although designated as having an interest in majoring in Social Work or minoring in Social Welfare, students are directed to the University College in order to complete the General Education program and receive further academic analysis and advisement. Near completion of the program, they are transferred to the College of Behavioral and Social Sciences Academic Advisement and Retention Center, Pre-Social Work Advisor, or the Social Work Chairperson where they may be advised and complete all documents necessary for pre-social work majors including the Declaration of Major form with pre-social work major designation, completion of Pre-Social Work Memorandum of Understanding and a copy of the Curriculum Plan. They will also be advised regarding which 200-level social work courses to enroll in. While the pre-social work student is enrolled in SOWK 210 (Introduction to Social Work), he/she will be invited to begin the application process to be accepted as a social work major. The admissions process includes the following: 1 letter of recommendation from a social work instructor, copy of unofficial transcripts from all universities attended, copy of course descriptions from other non-CSU universities attended, personal statement, social work pre-test, 2 writing samples, singed Social Work M.O.U., signed NASW and CSU Social Work Policy Statement and interview by the Admissions Committee.

Interviews generally take place during the second half of each semester, and decisions are made prior to the beginning of classes during the following semester. Students are notified of the admissions decision via emailed letter and/or letters mailed through the U.S. Postal Service.

Please also note that all students in the social work major are required to take an entrance (pre-test) and exit (post-test) examination.. The purpose of the examination is to measure the student's knowledge of social work at that time of admission into the major as compared to the time of completion of all degree requirements. The student's score on the examination will <u>not</u> affect admission into the major, or graduation from the major.

Normally, the entrance examination is administered in SOWK 210, Introduction to Social Work, and the exit examination is administered in SOWK 490, Professional Issues Seminar. In the case of transfer students who receive transfer credit for SOWK 210, however, the entrance examination is administered as part of the process of declaring the major. Aggregate scores from the entrance and exit examinations are used by the social work faculty to assess the effectiveness of the curriculum and instruction and to make improvements as needed.

Student's full admission into the social work program rests on near-completion of the GER program, a consistent cumulative GPA of 2.5 or higher, successful completion of courses recommended by department (including SOWK 210), submission of application package into the program and a successful interview. Students will become a "social work major" once he/she has been admitted into the program; and the Declaration of Major form indicates "accepted" as a "social work major" and is signed by the department chair. Students "accepted" into the major must maintain a cumulative GPA of 2.5 throughout his/her matriculation in the department. Students whose cumulative GPA falls below a 2.5 will be placed on "probation" for the first semester and will be dismissed from the program if the cumulative GPA falls below 2.5 for two

consecutive semesters. During that period students are encouraged to seek advisement through the various university support units (i.e. Counseling Center, GER program advisors, College of Behavioral and Social Sciences Academic Resource and Retention Center, Disability Services, Writing Center).

Students with a criminal background should be aware that, while they may be accepted into the social work program, his/her criminal background may impact acceptance into specific field placements, admissions into graduate programs and the opportunity to sit for the social work licensure exam in various states.

Below is the process related to advisement and admission into the Coppin State University Social Work Program:

1. Admission into University
2. Transition to University College (First Year Experience)
    o *Analyzes Academic Record for GER program Plan of Study (University College)*
        ▪ Completion of courses required
        ▪ Review of placement test scores
        ▪ Review of mid-term grades
        ▪ Projection Statement related to GER program completion
    o *Advises Students through near-completion of GER program (within one semester of completion)*
    o *Sends GER Plan of Study (EGR) to CBSS Academic Advisor/Pre-SOWK Advisor*
3. Transition to College of Behavioral and Social Sciences Advisement Center/Pre-Social Work Advisor
    o *Assigns Pre-Social Work Advisor*
    o *Signs Declaration of Major as "Pre-Social Work"*
    o *Advises students*
        ▪ Pre-Social Work M.O.U.
        ▪ SOWK 205
        ▪ SOWK210
        ▪ SOWK260
        ▪ Minor/Cluster Courses
4. Submission of Social Work Admissions Application
    o *This occurs in SOWK 210 or SOWK 260 for those not in SOWK 210; no later than 2 weeks after mid-term period*
        ▪ 1 letter of recommendation (preferably from a SOWK 205 or SOWK 210 instructor)

- Copy of unofficial transcript from all universities attended (*if transfer student, then a description of courses from other non-CSU universities is required*)*
- Personal statement
- Social work pre-test
- 2 writing samples (2-page written summary of NASW policy; 2-page written personal statement exploring professional and personal experiences that inform decision to be a social worker and future goals)
- *Signed* Social Work M.O.U. (provided by the Department)
- *Signed* NASW and CSU SOWK policy statement (provided by the Department)

5. Interview by Admissions Committee
6. Admissions Decision Made By Department*
   - *Copy of letter to student and Pre-Social Work Advisor*
     - If Admitted,
       - Assigned a Social Work Advisor
       - Signed Declaration of Major Form Signed
       - MOU for Social Work Majors Will be signed by student
     - If Not Admitted,
       - Student referred to CBSS Advisement Center or University College

Once accepted into the major, the student is to schedule a meeting with the Chairperson of the Social Work Department. The Chairperson will sign the declaration of major form which notes that the student is a social work major, and the student is assigned to a social work advisor. The faculty advisor will discuss academic requirements, the student's academic needs and long-range career goals. The faculty advisor will provide ongoing advisement until graduation. Faculty advisors place special importance on helping each student develop an individualized curriculum plan to enable that student to complete the degree requirements in a timely manner. Students are expected to maintain contact with faculty advisors to receive assistance with registration, review academic progress, and address any special needs and problems that may arise during the course of the program.

Social work majors, social welfare minors and those majoring in the social work concentration in Interdisciplinary Studies can and should also be advised by social work faculty on academic issues and those relevant to professional and personal success.

Academic Standing Policy

All students who have completed the admissions process and been accepted as a major in social work must maintain a minimum cumulative grade point average (GPA) of 2.50 after declaring the major. A student will be placed on probation and permitted to continue in the social work major with a GPA below 2.50 for one semester only, at the end of which time the student's cumulative GPA must be raised to a minimum of 2.50 for that student to continue as a social work major. If a student's GPA falls below 2.50 for two semesters (consecutive or not), that student will be dismissed from the program **without opportunity for re-entry,** unless otherwise noted.

The student is to take sole responsibility for being aware of his/her standing in the program as it related to his/her GPA. However, if a student falls below a cumulative 2.5 GPA, a verbal warning will be shared with the student from their social work advisor during advising sessions. A written probation letter may also be issued to the student at the end of that semester with a recommendation for remediation.

Student entering and continuing in Field Practicum must have and maintain a 2.5 GPA while in Field Practicum, or the student will be dismissed from Field and the program.

Additional Academic Standing Policies related to SOWK 480 and SOWK 482 are outlined in the Coppin State University Field Manual.

Students are able to enroll in a Social Work course a total of two (2) times, with the exception of SOWK 480 and SOWK 482*. Students are only able to take a social work course two (2) times before being dismissed from the program.

*Students enrolled in Field Sequence (SOWK 480 through SOWK 490) may only enroll in the course one time. Failure in these courses necessitate an immediate dismissal from the program.

Academic Honesty and the Honor Code

The Student Honor Code at Coppin State University requires students to observe the highest standard of integrity and honesty in their academic work. Academic integrity means that any academic work (e.g., a test, paper, presentation, etc.) that the student submits as her/his own original work.

Plagiarism refers to the misrepresentation made when a student claims that academic work is her/his own, when in fact it has been copied from another source. "Another source" can refer but is not limited, for example, to a book, a journal article, a website, another student's paper in the current or previous grading period, or the written test answers
of the student in the next seat, or intellectual property transferred from oral or written communication with another person.

Students who break the Honor Code because of plagiarism are subject to sanctions that can range

from a verbal reprimand, to an "F" for the plagiarized work, to an "F" for the entire course, to suspension or even expulsion from the University. Consult the Coppin Student Handbook for further details. See Appendix N for examples of plagiarized essays and ways to avoid committing plagiarism in written work.

Issues related to academic dishonesty will be address in compliance with the University's policy and process, as outlined in the Coppin State University Student Handbook.

Professional Code of Conduct

Students are expected to maintain all Codes of Conduct and standards presented by Coppin State University and the Department of Social Work. In addition, students are expected to operate within the expectations outlined in the NASW Code of Ethics. Non-compliance with the aforementioned could lead to dismissal from the program and the University.

Students who have personal challenges that could impact their academic performance are encouraged to seek professional assistance. You may contact the Center for Counseling and Student Development at 410-951-3939 or Disabilities Services at 410-951-6087.

Student Performance Standards and Criteria

The Coppin State University Department of Social Work is committed to preparing knowledgeable, ethical and skilled generalist social workers. Students are admitted with the understanding that there is a shared responsibility between administrators, faculty, staff and students to ensure that students graduate from the program with the academic background and personality/temperament and skill set suitable for the professional social work degree. Additionally, students are admitted with the understanding that scholastic and professional standards are maintained, as both are indicators of professional readiness. Retention, continuation and/or termination in the BSW program are based on measureable standards which include evaluation of cognitive abilities, demonstration of skills, scholastic performance, behavioral and professional components. These standards and competencies are significantly informed by established professional organizations and university policies including, but not limited to, the Council on Social Work Education, the National Association of Social Workers, the Coppin State University Bulletin, the Coppin State University Student Handbook, the Coppin State University Student Code of Conduct, Coppin State University Department of Social Work departmental policies as noted in the Field Manual, Departmental Student Handbook, Sankofa and other communications.

The BSW performance criteria, adapted from those which exist at other universities, provide examples of expected behavior, indicators of concerns, and clarify expectations for student behavior and achievement. Below are references for public materials from departments of social

work that were utilized to provide context for our adapted BSW performance criteria:

> University of Southern Indiana (2016). BSW Student Handbook. Retrieved March 1, 2015, from https://www.usi.edu/media/2609938/bsw-standards-web.pdf

> Elizabethtown College (2015). Department of Social Work Student Handbook. Retrieved March 1, 2015, from http://www.etown.edu/depts/social-work/files/socialwork-student-handbook.pdf

The criteria also ensure that students are capable of meeting the standards, demands, roles and responsibilities of professional social workers. Examples of performance criteria/expected behavior and indicators of concerns are noted below:

Grade Point Average

Performance Standard

- Earns and maintain a GPA of at least 2.5 in each semester
- Earns a "C" or better in all required social work major courses
- Meets and maintains academic standards noted by the university, department and specialized organizations
- Participates in Social Work organizations and programs

Indicators of Concern

- Fails to maintain a 2.5 overall GPA once admitted to the BSW program
- Fails to maintain a 2.5 GPA in all required social work courses
- Fails to take courses in proper sequence
- Fails to successfully complete field sequence
- Earns a grade of "C" or less in a required social work course
- Has more than one class with a grade of incomplete, FA, AW, etc
- Fails to comply with incomplete grade contracts in a timely manner
- Fails to participate in departmental meetings, organizations and/or programs

Repeating Social Work Courses

- Students who earn less than a "C" in a required social work course are eligible to repeat the course one time only
- Students will be allowed to repeat only two required social work courses in which they received a grade of "C" or lower
- Students may request an exception to these policies by submitting a written statement to the BSW chairperson requesting readmission to a social work course and attach documentation to support extraordinary circumstances that contributed to the academic problem. The statement should include how the student has resolved

barriers to successfully complete required work and readiness to meet performance standards.

Accountability

Performance Standard

- Attends class, arrives on time, and returns from break in a timely manner
- Abides by class attendance policy as designated in the syllabus of each course and university catalog/bulletin
- Participates in group activities and assignments at equal levels
- Completes work in a timely fashion and according to directions provided
- Comes to class prepared, with reading and other assignments completed
- Plans and organizes work effectively
- Develops and follows a plan of study with the proper sequencing of courses
- Meets deadline for advisement, registration, admission applications, etc.
- Takes responsibility for the quality of completed tests and assignments
- Demonstrates the ability to follow school and agency protocols, policies and professional standards
- Makes arrangements for special needs in a timely manner.

Indicators of Concern

- Multiple absences from class or field placement
- Multiple late arrivals for class or field
- Poor organizational skills
- Does not come to class prepared to participate in group activities or discussion
- Repeated requests for extensions on assignments and exams
- Late or incomplete assignments
- Failure to keep or cancel appointments
- Failure to adhere to practicum agency policies and professional
- Lying, cheating, or plagiarizing

Respect/Conduct

Performance Standard

- Treats all peers, instructors, and others with dignity and respect at all times
- Listens while others are speaking
- Shows respect for others' opinions
- Gives feedback to peers and faculty in a constructive manner
- Approaches conflict with peers or instructors in a cooperative manner

- Remains open to positive or negative feedback from peers and faculty
- Uses positive and nonjudgmental language
- Demonstrates a willingness to understand diversity in people regarding age, class, color , culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Conducts yourself according to the NASW Code of Ethics and other departmental and university policies
- Conducts yourself according to established laws and professional agency policies
- Supports the concept of client self-determination

Indicators of Concern

- Creates conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field placement or leaves class or field placement early
- Sleeps during class
- Disrupts class process by talking to others
- Frequently interrupts when others are speaking
- Uses cell phone inappropriately during class
- Uses derogatory language or demeaning remarks
- Appears unwilling or unable to accept feedback from faculty or peers
- Monopolizes class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards others on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Academic misconduct

Confidentiality

Performance Standard

- Treats any personal information that you hear about a peer or an instructor as strictly confidential
- Maintains confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Uses judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral to counseling.)
- Never uses names of clients or disclose other identifying information

Indicators of Concern
- Shares or discusses information about faculty or peers inappropriately
- Shares information disclosed in class discussions with individuals external to the learning environment
- Demonstrates poor judgment in self-disclosure
- Discloses names or other identifying information about clients in the classroom or other settings

Communication Skills

Performance Standard
- Practices positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)
- Demonstrates use of critical thinking skills in communication
- Clearly articulates ideas, thoughts, and concepts verbally and in writing
- Communicates clearly with clients, supervisors, peers, and faculty
- Strives to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records
- Accepts and benefits from constructive feedback
- Demonstrates ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Demonstrates good organization of writing that follows a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition), University, College and Departmental standards of writing.

Indicators of Concern
- Unable to express information clearly and concisely either verbally or in writing
- Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Unable to communicate clearly with clients, supervisors, peers, and faculty
- Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature
- Fails to follow appropriate procedures and channels for conflict resolution

Professional Values & Ethics, Integrity

Performance Standards
- Perform professional activity in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics

- Practice honesty with self, peers, and instructors
- Learn and apply the rules of citing other's work properly
- Does own work and take credit only for one's own work
- Do not submit in whole or in part the same work for credit in more than one class, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries

Indicators of Concern
- Violates any section of the NASW Code of Ethics
- Violates the standard of the Coppin Student Code of Conduct
- Violates policies or procedures set forth in the BSW Student Handbook
- Lying, cheating, or plagiarizing
- Submits the same work product for more than one course
- Current involvement in illegal activities (e.g. conviction of a felony, breaking the law, specific criminal behavior, such as possession of a firearm or other weapon, trafficking and/or possession of illegal drugs)
- Tests positive for drug screens requested by an agency while participating in field practicum
- Inability to pass criminal background checks and child abuse clearances
- Engages in activities that have conflict(s) of interest with the educational setting or field practicum placement(s)

Self-awareness and Self-control

Performance Standards
- Uses self-disclosure appropriately in the classroom, field placement, or the profession
- Maintains appropriate boundaries in all relevant relationships and settings
- Demonstrates the ability to examine personal values and their fit with professional expectations
- Able to develop and grow in reconciling differences
- Able to engage in discussion and processing of uncomfortable topics
- Deals appropriately with issues which arouse emotions
- Demonstrates an awareness of one's personal limits
- Understands the effects of one's behavior on others
- Able to form positive working relationships with peers, faculty, supervisors and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrates the ability to manage stressors through the use of appropriate methods of coping
- Seeks out appropriate support when having difficulties to ensure success in completing course requirements

- Strives to work toward greater awareness of personal issues that may impede effectiveness with clients

Indicators of Concern
- Unable or unwilling to work through unresolved personal issues
- Unable or unwilling to control emotional reactions
- Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
- Demonstrates emotional problems that interfere with his or her ability to work effectively with clients, faculty, supervisors, or peers
- Makes verbal or physical threats to peers, faculty, supervisors or clients
- Demonstrates impaired judgment, decision-making, or problem solving skills
- Fails to seek appropriate professional help for physical, emotional and/or cognitive problems that interfere with professional functioning
- Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student's ability to actively participate in the learning experience Unable to form effective relationships with clients, faculty, supervisors, or peers

Competence

Performance Standards
- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrates the ability to identify and critically analyze bio-psycho-social components and factors that affect individual, family groups and communities
- Demonstrates the ability to use critical thinking skills
- Able to meet the requirements for attaining the competencies found in the CSWE Educational Policy Statement

Indicators of Concern
- Fails to actively participate in the attainment of expected social work practice competencies
- Unable to meet requirements of class or field requirements due to failure to balance personal and school responsibilities such as employment vs. school
- Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
- Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and or jeopardize the best interests of people for whom they have a professional responsibility

Diversity & Social Justice

Performance Standards
- Remain open to people, ideas, and creeds which they are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, ethnocentrism
- Demonstrate an understanding of how values and culture interact
- Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
- Demonstrate your commitment to social justice for all populations
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals, groups and communities
- Learn about methods of empowering populations and enhancing social justice

Indicators of Concern
- Is not willing to work with or gain a greater understanding of diverse populations
- Demonstrates the use of stereotypes, judgmental attitudes, or prejudice
- Fails to accept and work to understand values and practices in different cultures
- Does not understand the impact of oppression on individuals, families, groups, organizations or communities

STUDENT PERFORMANCE REVIEW & TERMINATION PROCESS

Students are continuously evaluated in the classroom, the university setting and field placement(s) to determine their suitability for the profession. While students are expected to comply with all policies and performance standards, there are times when compliance questions and indicators of concern warrant a performance review and/or termination from the program.

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. The request for a performance review may be brought to the attention of the social work chairperson by any member of the Department's full-time or part- time faculty, the field director, a field instructor, or a group of instructors in a course or courses in which the student is enrolled. Any item or group of items identified as "indicators for concern" may result in a request for a performance review.

Procedures for Student Performance Review

As issues surface, the department chairperson will appoint three faculty members to comprise the Student Performance Review Committee. If a member of the faculty requests a review of a student the department chairperson will ask three faculty members, excluding the person requesting the review, to discuss and make recommendations to the full faculty regarding the student's problems in academic or professional performance areas.

More specifically, the committee will:

1) Complete a review of the "Student Performance Standards and Criteria"

2) Receive requests from the chairperson for review of student performance

3) Review requests for review of student performance

4) Conduct assessment, including speaking with relevant parties (i.e. faculty, students, others)

5) Make a recommendation to the full-faculty based on student performance standards, indicators of concerns, conversation with faculty member, conversation with student (if necessary), and other relevant policies, standards, protocol and information

The full-faculty will vote on the recommendation of the committee. The decision will be forwarded to the department chairperson in writing from the committee, and the department chairperson will make the final decision regarding the matter

When a student's performance is evaluated as deficient, the committee determines what, if any, course of action could bring the student's performance in compliance with department and professional standards. In situations where such action is feasible and desirable, a contract will

be created. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance. Consequences for non-performance also will be included in the contract. The committee will work together with the student, her/his advisor, and other relevant parties. If the student fails to fulfill the contract, or, if while working on the contract some serious impropriety or failing academic performance occurs, the committee may decide that the student cannot continue in the social work program. Discontinuance can occur during any semester of enrollment in the social work program, including the last semester of enrollment.

Range of possible outcomes for the Student Review Committee
- o Continuation in the program
  - ▪ The student will be permitted to continue in the program, without further recommendations.
- o Probation in the program
  - ▪ The student is placed on administrative probation and will have to successfully complete specific requirements as outlined in a contract, developed by the committee. As a designated time, as indicated in the contract, the committee will review factors associated with the case, and will make a recommendation to the full-faculty regarding whether the student should be dismissed from the program or be permitted to continue in the program.
- o Dismissal from the program, without opportunity for re-admittance.

If permitted to remain a student at the University, the student will not be allowed to maintain a designation as a "pre-social work" or "social work" major. In accordance with University policy, a student may be dismissed for at least 1-year.

Automatic Dismissal

Certain circumstances warrant automatic dismissal from the program. They include:

1. Failure to meet cumulative GPA requirement of a 2.5 for 2 semesters
2. Failure to successfully complete Beginning Field or Advanced Field with a "C" or better in any semester
3. Failure to meet other standards and policies as designated by the Federal Government, State of Maryland, The University System of Maryland, Coppin State University, NASW, CSWE and other governing bodies
4. Failure to provide accurate information required by the aforementioned bodies (i.e. lying about past behavior or providing false and/or misleading information on an application)

The department chairperson will review the academic standing of each student at the end of each semester. If the student is dismissed from the program for academic reasons, such will be noted in the student's departmental file and communicated to the Registrar's Office. In addition, the

student may receive a letter from the University's Registrar Office and/or the Department of Social Work regarding the dismissal. If the student is dismissed from the department for other reasons, the student will be informed via letter indicating that she/he has been dismissed from the program and explain the due process procedures. Copies of all letters will be placed in student's file. The student can request to meet with the faculty advisor, should she/he wish to discuss options and reinstatement procedures.

Appeal/Request for Reinstatement Procedures

If a student is placed on probation or dismissed from the program, he/she may petition the program chairperson for review and/or continuance. The petition should be presented in writing within 10 days of receipt of the dismissal notice and/or posting to transcript, and should address two major points:

1. Identification of extenuating circumstances
2. Discussion of the steps which would be taken to alleviate the impact of those factors and to improve performance if permitted to continue in the program

Upon receiving the student's petition, the chairperson will review the case, including consultation with student, appropriate faculty such as the student's advisor, Student Performance Review chairperson and other relevant persons. The Chair will make a decision based on the aforementioned. The decisions may be to accept/ uphold all other former decisions, accept with modification of the former decision, or overturn the former decision. This decision will be summarized and mailed to the student within 10 days after the decision is made. Copies of this letter will be placed in the student's file and members of the committee will be notified.

If not reinstated into the social work program, the student may appeal the decision to the Dean of the College of Behavioral and Social Sciences within 10 days after receiving the chairperson's decision, and follow other appeal options noted by the University.

Confidentiality

All procedures related to performance review must be carried out in a manner that assures protection of the student's rights to privacy regarding information about her/his academic records, performance, and conduct. When necessary, information related to student performance may be shared with other relevant officials who are involved with the student in an educational capacity.

Sexual Misconduct Policy

All students are required to follow guidelines and standards outlined by Coppin State University, including the Sexual Misconduct Policy that can be found at file:///C:/Users/kbradestennis/Downloads/SEXUAL_MISCONDUCT_POLICY.pdf

Student's Rights & Responsibilities

Students have a number of rights while enrolled in the social work at Coppin State University. Some of those rights include the following:

- Right to receive fair and equal treatment, regardless of differences
- Right to review all written information which is presented to the committee pertaining to them
- Right to be treated with dignity and respect
- Right to be aware of departmental and curriculum standards, including those in handbooks and related to course grading procedures

Students have a number of other rights, as noted by the University System of Maryland, and found at http://www.usmd.edu/regents/bylaws/SectionIII/III100.html.

In addition to these rights, the program's practice is to provide for student representation at regular monthly BSW Departmental Meetings and regular meetings with all majors at which time relevant curriculum, scheduling, admissions and disciplinary policy and procedures are often addressed and discussed. Through invitation to the leaders of social work student organizations (i.e. Social Work Association, Phi Alpha Theta Rho, Dorothy I. Height) and their faculty advisors, students have voice, but not voting privileges, in these Departmental Meetings, In addition, the Chair meets with various student leadership teams (i.e. Social Work Association, Phi Alpha Theta Rho and Dorothy Height Center) and groups of students periodically throughout the academic year to garner their feedback on relevant policies, practices and other matters that are deemed important by the student body and provides opportunity for students to participate in formulating and modifying policies affecting academic and student affairs.

The program informs students of their rights and responsibilities to participate in this process through the Social Work Student Handbook, statements made at various student gatherings, and during advisement, when appropriate.

OPPORTUNITIES FOR STUDENT ENGAGEMENT

The Social Work Association

The Social Work Association (SWA) was founded in 1984 and is the official governing student body at the University for social work majors. . The Social Work Association assists the Department of Social Work with planning special and annual events such as: Social Work Advocacy Day in Annapolis, MD and Social Work Awareness Month in March. The Social Work Association also provides outreach to the community in partnership with community agencies, to provide essential food and other resources to families in need, particularly during the holiday season and Social Work Awareness Month.

SWA students hold memberships on the Student Senate Committee, Social Work Advisory Committee, and NASW Faculty Student Committee. The Social Work Association provides membership information for the Black Social Workers Association and the National Association of Social Workers.

Students may obtain additional information on the Social Work Association by accessing the Coppin State University website and visiting the Department of Social Work. You may also obtain additional information in the social work program office located in HHSB 527. Membership applications are accepted during the spring and fall semesters, and the dues are $10.00 annually. The SWA is open to students who have a major in social work, a minor in social welfare or a major in interdisciplinary studies with a social work concentration.

Social Work Honor Society

The Theta Rho Chapter of Phi Alpha National Honor Society is an established organization for social work majors who maintain a cumulative grade point average of 3.0 and above. Theta Rho encourages outstanding social work students to maintain academic excellence, develop leadership skills, contribute to the betterment of the local community and the wider society, and support the highest standards of professional excellence in social work practice.

The Theta Rho Chapter is an active student-run organization with elected officers. Membership is open to those student majors who meet the admissions standards. Information on Theta Rho is available through the social work program office (HHSB 527).

Dorothy Height Center for the Advancement of Social Justice

The Mission of the Dorothy Height Center for the Advancement of Social Justice is to heighten awareness regarding national and international human rights and social justice issues that impact marginalized populations and communities. The objectives of the Dorothy Height Center are to (1) develop a women-centered curriculum and programming with a focus on African American women, (2) develop a curriculum and programming to support the emphasis of social justice in the social work and human services, (3) research and publish information on human rights issues, (4) shape a social work-centered response to global issues, (5) develop a lecture series on research and scholarly issues related to social justice and human rights, (6) teach social justice

and human rights in research, social policy and practice courses, and (7) enhance student involvement in action research. Student are welcome to participate in the work of the center through internship opportunities, fellowship program opportunities and volunteerism.

Maxie Collier Scholars program

The Maxie Collier Scholars program is a multi-disciplinary scholarship program for Coppin students that is funded by the Maryland Department of Mental Hygiene. Its mission is to increase the number of minority professionals in the mental health field in an effort to better serve minority communities. Undergraduate students majoring in nursing, natural sciences, psychology, and social work who meet the program requirements are encouraged to participate. The program components include academic advisement, tutoring, mentoring, internships, tuition stipends, and enhancement activities.

For further information on the Maxie Collier Scholars program, contact Julie Manley, Director, 410-951-6082.

Non-Profit Leadership Alliance

The Non-Profit Leadership Alliance at Coppin is designed to educate, prepare, and certify students to strengthen and lead not-for-profit organizations that provide human and social services. Participation in the program enables students to learn and apply leadership skills in nonprofit agencies.

The Non-Profit Leadership Alliance offices located on the fifth floor of HHSB. See Appendix O for the required curriculum. For further information, contact Tenyo Pearl, Director, 410-951-3522, tpearl@coppin.edu.

Honors College Program

Coppin State University offers an Honors College program for outstanding students who have demonstrated exceptional academic ability. The primary focus of the Honors program is to provide academic preparation, character development, and cultural enrichment to Coppin's students with the highest achievement. Through the offering of honors courses, community service experiences, and exposure to cultural activities, the Honors College program prepares talented students for the successful completion of graduate and professional degree programs, and for leadership positions in each student's field of interest. The Honors College program is located on the third floor of the Health and Human Services Building.

Volunteer Experiences

Social work majors are provided with a variety of opportunities to gain volunteer experience in social work agencies, organizations, and institutions in the community.   Social work students are strongly encouraged to explore their readiness for social work through volunteer and community engagement. These experiences with different populations in a wide range of social

work settings can be arranged with social work faculty advisors. As a participant in the Coppin State University/Rosemont School Partnership, for example, the Department of Social Work encourages student involvement in services and activities related to this school-based grant project.

Social Work Alumni Association

Graduates of the social work program become members of the Coppin State University Social Work Alumni Association. Each year the Social Work Alumni Association sponsors activities and special events that benefit both Coppin social work students and alumni alike.

CAMPUS RESOURCES

Tawes College Center

The J. Millard Tawes College Center is located at the heart of the campus on the main quadrangle. The Center houses the bookstore, career development office, student life office, a dining facility, a Subway shop, game room, and several lounge areas.

The Talon Center

The Talon Center is across from the dormitories and houses the University cafeteria, faculty dining hall, and meeting rooms.

College Bookstore

The college bookstore is located on the main floor of the Tawes Center. Here students may purchase required course texts. The bookstore also provides other educational resources, including software, study booklets, magazines, pens, paper supplies, etc. Light snacks, health and beauty aids, t-shirts, hats, and other items of clothing, and various other assorted items may be purchased in the bookstore as well. For additional bookstore information call 410-951-1222.

University College First-Year Experience

The University College First-Year Experience offices are located on the second floor of the Grace Hill Jacobs Building. They provide tutorial help and instructional materials in four areas: i. study skills, ii. reading, iii. writing, and, iv. mathematics, which includes free tutoring, computer assisted instruction, academic workshops, and review of written assignments for classes. The staff includes both professionals as well as peer tutors. Students may use the Center at any time without an appointment. However, appointments are recommended for students requiring individualized help with specific assignments, such as tutorial feedback on a written assignment. For additional information students are encouraged to call 410-951-3060.

Career Development Center

The Career Development Center, located in the Tawes Center, provides career planning and placement services that enable students to i. identify career interests, skills, and goals; ii. explore occupations and careers; iii. make decisions relating to school and career; iv. prepare resumes and cover letters; v. learn effective job search strategies; vi. explore and apply to graduate and professional schools; vii. locate summer and part-time jobs; and viii. interview with prospective employers on campus. The phone number is 410-951-3919.

The Center for Counseling and Student Development

The Center for Counseling and Student Development, located in the Miles Connor Administration Building, is staffed by a professional social worker, counselors, and paraprofessional peer counselors to assist students with personal issues and concerns so that each student can maximize his/her learning experience at Coppin. The Center provides individual counseling, group counseling, workshops on academic and personal issues of interest, assessment testing, crisis intervention, and other support services as needed. Students should call 410-951-3939 for assistance.

Health and Wellness Services

The Counseling Center also provides health and wellness services in cooperation with the Coppin State University Nursing Community Health Center. The focus of this program is to promote a healthier lifestyle among students through the use of creative and innovative health practices and programming. The program offers targeted workshops in areas such as stress, smoking, substance abuse, nutrition, safety, exercise, and illness prevention.

Services for Students with Disabilities

The disabled student and referral services coordinator is located in HHSB on the second floor. The coordinator provides a variety of services to students with disabilities, including information, referrals, and making special arrangements for on/off-campus services. The

coordinator also provides support and serves as advocate for disabled students. Students should call 410-951-6087 for assistance.

Other programs and Services

Students are advised to consult the Coppin State University Catalog and Coppin State University Student Handbook for more detailed information on other important resources and services at Coppin, including financial aid, the library, records and registration, etc.

MEET THE SOCIAL WORK FACULTY AND STAFF

The Coppin social work faculty brings to the program a wealth of experience in diverse fields of social work practice, including family services, mental health, aging, community development, and child welfare. They have functioned as caseworkers and case managers, therapists, program directors, and community planners, in addition to their experience in teaching and research. Together the faculty brings to students approximately 125 collective years of experience in social work.

The regular faculty is supplemented by adjunct faculty with extensive experience and expertise in special areas of social work, including children's services, addictions counseling, and community practice.

Dr. Reginald Avery

Dr. Reginald Avery served as the president of Coppin State University from 2008-2013. Today, he continues to serve the college as a tenured professor within the Department of Social Work, and as the director of the Dr. Dorothy I. Height Center for the Advancement of Social Justice.

Dr. Avery has over 30 years' experience in social work and social work education, including 15+ years in higher education administration. He is a published author and an accomplished presenter at both the regional and national levels. Dr. Avery's research interests include urban growth, community engagement, black families, administration and planning, and student affairs. He currently teaches Introduction to Social Work and Social Welfare Policy (I) & (II), as well as special topics course, Community & Organizational Leadership in Social Work.

Dr. Avery received his MSW from George Williams College (now Aurora University) in Chicago, IL, and his PhD from the Florence Heller School of Social Policy and Management at Brandeis University in Waltham, MA.

Dr. Errol Sebastian Bolden

Dr. Errol Sebastian Bolden is an associate professor and previous chairperson for the Department of Social Work. He also serves as a part-time senior lecturer at the Cave Hill campus of the University of the West Indies, and as a visiting profess at Addis Ababa University in Ethiopia where he primarily works with doctoral students on their dissertation research.

Dr. Bolden has over 15 years' experience as a macro practitioner. His research agenda focuses on community and organizational capacity building, university/community partnerships, faith-based community development, the globalization of higher education, as well as on disengaged dads, and males in the academy. His teaching portfolio includes International Issues in Social Work, Macro Social Work Practice, Community Development, Capacity Building and Planned Change, and program Planning and Evaluation. Additionally, he serves on a number of local,

national and international boards, and was named the 2014-2015 Social Work Educator of the Year for the State of Maryland.

Dr. Bolden migrated to the United States in 1984 to pursue his tertiary level education. He earned his associate and bachelor's degrees from Northwest Nazarene University in Nampa, Idaho, a Masters of Social Work degree from Howard University in Washington, D.C., a second Masters in Public Health and a PhD with an emphasis in social policy analysis and public health from the University of Pittsburg in Pennsylvania in 1996.

Dr. Kesslyn Brade Stennis

Dr. Kesslyn Brade Stennis, with over 15 years in social work and social work education, is an associate professor and chairperson of the Department of Social Work. She received her Bachelor of Social Work degree (Magna Cum Laude) from Oakwood College, her Master of Social Work degree from The Ohio State University and her Master of Divinity and Doctor of Philosophy degrees from Howard University. She also holds a Graduate Certificate in Women's Studies from Howard University. Throughout her professional career she has worked at numerous private and government agencies and universities serving as an Admissions Counselor, Therapist/program Director, Community Crisis Counselor/Outreach Worker, Residence Hall Director, Chaplain, Affiliate Professor and Assistant Professor.

Dr. Brade Stennis has written grants, conducted research and published in peer-reviewed journals and public interest articles in the areas of intimate partner violence, women's issues and cultural competence. In addition to her roles at Coppin, she also serves as an ordained Elder, is the Vice-President of the Board of the North American Association of Christians in Social Work, and a member of Alpha Kappa Alpha Sorority, Inc. In these roles, she has mentored girls and young women, developed the "Healing for Silent Sufferers Ministry" which addresses issues of abuse and maltreatment, coordinated women's ministry programs, conducted community training and ministry initiatives, written blogs, and traveled nationally and internationally as a public speaker and musician.

Dr. Jeronda Burley

Dr. Jeronda Burley currently serves as an assistant professor for the Department of Social Work. Her primary courses are social work research, technology and social work, and introduction to social policy. Prior to Coppin State University, Dr. Burley also served as an adjunct professor at Prince Georges Community College, Bowie State University, and a visiting professor at the University of the District of Columbia. Dr. Burley received a BA in Psychology from Auburn University in Auburn, Alabama; a MS in Marriage and Family Therapy, also from Auburn University; an MDiv in Theology from Howard University in Washington, DC; and a PhD in Social Work from The Catholic University of America, also in Washington, DC. Her research

interests are in African American caregivers, health promotion within faith-based organizations, religiosity and African Americans, substance abuse, and HIV/AIDS prevention. More recent research interests include technology-related anxiety among HBCU social work students.

Dr. Burley is routinely invited to present her research at local, national, and international social work conferences for CSWE, SSWR, NACSW, ACSWE, and NABSW. She is also regularly invited to conduct CEU workshops for the Maryland Chapter of NASW. Dr. Burley has several publications nearly 20 years of experience pursuing her research interests within community-based organizations and the faith community. She has had appearances on ABC World News Tonight, BET, WJLA, as well as local and international radio stations where she discussed the impact of HIV/AIDS among African American women. She is also a licensed minister and member of Delta Sigma Theta Sorority, Incorporated.

Dr. Virletta Bryant

Until the Spring 2017 semester, Dr. Virletta Bryant was an associate professor within the Department of Social Work. She teaches Human Behavior and Social Environment, African American Women's Legacy: Race, Gender and Class in America and Research Methodology for Social Workers.

Dr. Bryant is also a clinically trained and licensed therapist who provides mental health services in the Washington Metro area. She believes that relationships are the essential ingredient of the human experience and over the years she has helped individuals, families and couples repair their relationships by carefully examining past traumas, identifying relationship patterns and unblocking unwanted emotions/behaviors that prevent people from living rich and fulfilling lives.

Dr. Bryant's research interests include social problems that exclusively or disproportionately impact women of color, such as homelessness, prostitution, PTSD, depression, co-morbid disorders, violence against women; contemporary and historical women of color that have been successful in breaking through social stratification, oppression and discrimination; and social institutions (family of origin, religion, media, marriage, etc.) and how they influence the construction of gender in African American women and women of color.

Dr. Shirley Newton-Guest

Dr. Shirley Newton-Guest is an associate professor in the Department of Social Work. Prior to establishing this position, she served as a full-time professor at Virginia Commonwealth University School of Social Work, a part-time (adjunct) professor at Howard University School of Social Work and department chairperson at Coppin State University. Dr. Newton-Guest received her Bachelor of Arts in Social Work from Grambling State University and her Master and Doctorate of Social Work from Howard University School of Social Work.

Dr. Newton-Guest is a Licensed Independent Clinical Social Worker in Washington, D.C. and a Licensed Certified Social Worker –Clinical in the State of Maryland. She has an extensive background in programmatic oversight, program development and implementation, as well as clinical supervision, and direct clinical practice. She has worked in the public and private sector in mental health, maternal and child health, and substance abuse. Dr. Newton-Guest is also a published author, and an accomplished presenter at the regional, national, and international levels. She is well respected in the practice and academic communities and known for her innovative and charismatic leadership style.

Professor Karen Allen

Ms. Karen Allen is the interim Director of Field in the College of Behavioral and Social Sciences at Coppin State University. She coordinates the Field component of the program and teaches the Introduction to Social Work course in the Department of Social Work. Professor Allen is a licensed clinical social worker in the District of Columbia and Maryland. She holds a Masters in social work from the Howard University, and her Bachelor in Business Administration from the Baruch College in New York City. In addition to her work at Coppin State University, Professor Allen is also a therapist specializing in individual, couples and family therapy and maintains a private practice in Bowie, MD.

Ms. Allen has worked as an adjunct professor and field liaison at Howard University School of Social Work, and has extensive experience working as a consultant with adults, children and families in various arenas such as child welfare, homeless services, mental health, as well as many other populations.

Ms. Allen is passionate about the development and training of young professionals and continues to impact numerous rising social workers nationally. She is a member and previous National Corresponding Secretary and a past President of the Metro DC Chapter of the National Association of Black Social Workers where she works diligently to bring about change on behalf of social workers and the persons they serve, particularly in the African-American community.

Ms. Alecia Taylor

Ms. Alecia Taylor, the administrative assistant for the Department of Social Work, holds a certificate in visual communications from the Katharine Gibbs School in Melville, NY, a B.A. in English from Coppin State University, and a M.S. in professional writing from Towson University.

INSPIRATIONAL QUOTES

"We have to improve life, not just for those who have the most skills and those who know how to manipulate the system. But also for and with those who often have so much to give but never get the opportunity."

Dr. Dorothy I. Height

"One of the great problems of history is that concepts of love and power have usually been contrasted as opposites - polar opposites - so that love is identified with a resignation of power, and power with a denial of love. Yet power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love."

Dr. Martin Luther King, Jr.

"We are all one - and if we don't know it, we will learn it the hard way…. Let us be enraged about injustice, but let us not be destroyed by it."

Bayard Rustin

"You can holler, protest, march, picket and demonstrate, but somebody must be able to sit in on the strategy conferences and plot a course. There must be strategies, the researchers, the professionals to carry out the program. That's our role."

Dr. Whitney M. Young

"I have always thought that what is needed is the development of people who are interested not in being leaders as much as in developing leadership in others."

Ella Baker

"To those of you with your years of service still ahead, the challenge is yours. Stop doubting yourselves. Have the courage to make up your minds and hold your decisions. Refuse to be BOUGHT for a nickel, or a million dollars, or a job!"

Mary McLeod Bethune

Student Affirmation Page

I have received the policies outlined in the Department of Social Work Student Handbook and the NASW Code of Ethics regarding professional expectations for students, faculty and staff. By signing this page, I agree to be held to the standards outlined in this document and the university.

Signature

Date

APPENDICES

APPENDIX
A

SOCIAL WORK COURSE
DESCRIPTIONS

SOWK 205 Writing in Social Work Practice (3 credits)
This course will enable students to improve their ability to use acceptable standards of
conventional English as a professional social worker. Clear and succinct written communication
is essential to the successful social work practitioner. This course focuses on producing the
report that is cogent, coherent, and well organized. Students will learn how to write clear and
correct client assessments, progress notes, termination summaries, intra and interagency reports
such as annual reports; community needs' assessments, and other written communications that
are likely to be an integral part of generalist practice in both clinical and community-service
agencies.
Pre-requisite: minimum C grade in English Composition 101 and English Composition.

Please note: The application for admission into the major may be made available in this course.
Students who have not been formally admitted may not be permitted to enroll in SOWK 360,
SOWK 389, SOWK 460, SOWK 461, SOWK 480, SOWK 481, SOWK 482, SOWK 483, and/or
SOWK 490.

SOWK 210 Introduction to Social Work (3 credits)
This course provides new B.S.W. majors, as well as undergraduate students who are exploring
the field of social work, with an overview of the basic components that describe social work as
an academic discipline and a practice profession. Students are introduced to the primary purpose,
knowledge base, values, and practice skills of social work. Opportunities are provided to explore
various fields of practice in public and private agency settings. Students examine professional
social work roles and responsibilities from the perspective of practitioners who provide direct
and indirect services to individuals, families, groups, and communities. Practice problems and
issues related to values and ethics, diversity, social and economic justice, and vulnerable
populations will be discussed. The course also provides students with information and resources
to explore the requirements of a social work major. This course must be completed prior to
enrolling in SOWK 480.

Please note: The application for admission into the major in required in this course for students
intending to major in social work. Students who have not been formally admitted may not be
permitted to enroll in SOWK 360, SOWK 389, SOWK 460, SOWK 461, SOWK 480, SOWK
481, SOWK 482, SOWK 483, and/or SOWK 490.

SOWK 260 Introduction to Social Welfare, Social Policy, and Social Work I (3 credits)
This course is the first social policy course required of all social work majors. It provides an overview of the historical development and contemporary forces that have shaped the social welfare system in the United States. It examines the social welfare system in relationship to the problems and issues addressed by the social profession in the development of services to diverse populations. Students will be provided with an overview of current income maintenance and social services programs. Special attention is given to the service delivery role of the professional social worker in working with the aged, children, women, and ethnic, social, and economically oppressed populations. This course must be completed prior to enrolling in SOWK 480.

Please note: The application for admission into the major may be made available in this course. Students who have not been formally admitted may not be permitted to enroll in SOWK 360, SOWK 389, SOWK 460, SOWK 461, SOWK 480, SOWK 481, SOWK 482, SOWK 483, and/or SOWK 490.

SOWK 360 Social Welfare and Social Policy II (3 credits)
This is the second required social policy course for social work majors. The course examines the current American social welfare system operating on the national, state, and local levels. Specific attention is given to examining the major public and private sector programs delivering services in the areas of income support, housing and homelessness, health and mental health, children, families, and aging in an effort to prevent poverty. Students develop skills in the use of scientific knowledge to understand the impact contemporary issues have on defining social problems, techniques for analyzing existing policies and programs, and developing intervention strategies for meeting the needs of a diverse population. Conceptual frameworks for comparing American and European social welfare systems are presented.

SOWK 379 Social Work Methods I (3 credits)
This course provides the knowledge, skills and values needed for beginning the field practicum in the student's senior year. An emphasis is placed on communication skills and the beginning stages of the problem-solving process. Special attention is given to the concept of human diversity in relation to social work practice. This course must be completed prior to enrolling in SOWK 480.

SOWK 388 Human Behavior and Social Environment I (3 credits)
This course covers the study of human development from conception through preadolescence. Special emphasis is placed upon the importance of biological, psychological, and social factors in understanding human behavior. The person-in-environment perspective, along with systems theory, are also important reference points in understanding human development. The course considers how race, ethnicity, culture, gender, and socioeconomic status influence human development and human behavior. Since social workers are frequently called upon to help families with children, students review the common disorders and adjustment problems of

childhood, such as separation anxiety, oppositional defiant disorder, parental divorce, etc. This course must be completed prior to enrolling in SOWK 480.

SOWK 389 Human Behavior and Social Environment II (3 credits)
This course continues with the study of human development from adolescence through old age. Students examine significant bio-psycho-social dimensions of adolescence, adulthood, and old age. An important theme is the reciprocal, interdependent relationship between the individual, family, community and society throughout adolescence and adulthood. Because this course is intended to help students prepare for social work practice, special attention is given to the study of common behavior disorders (e.g.: clinical depression, addictions, etc.) and major social problems (e.g.: domestic violence, racial discrimination, etc.) in adolescence and adulthood. *Prerequisite:* SOWK 388

SOWK 390A Special Topics: Aging (3 credits)
This course provides students the opportunity to examine select issues in aging. Major intervention strategies policies and services in working with older clients are presented. This course is designed to provide an introduction for all students who are interested in the field of aging as it relates with social work.

SOWK 390B Special Topics: Social Work Leadership in Communities and Organizations (3 credits)
This course provides the student with a beginning knowledge of leadership in the community and its human service networks. The nature and dynamics of diverse communities is explored with emphasis on the range of leadership roles and responsibilities assumed by the social worker in the community and organizations.

SOWK 390C Special Topics: Child Welfare (3 credits)
This course provides students the opportunity to examine the delivery of child welfare services in America. The course provides an overview of intervention strategies and the history of the child welfare system in America. The course considers new definitions of child welfare as an institution and considers a social welfare system for children, which includes family policy and advocacy, programs to enhance socialization, and services to surrogate families. Select techniques for working with children are presented.

SOWK 390D Special Topics: Diversity in Social Work/Groups at Risk (3 credits)
This course addresses social work's mission to engage in sensitive practice with diverse clientele. It brings to the student's awareness critical concepts of ethnicity, diversity in families, age, sexual orientation, race, gender and culture in a pluralistic society as significant for the formulation of assessments, and service interventions. Analysis of the relationship between institutionalized practices and the functioning level of key high-risk groups within our society: the aged, veterans, the handicapped, refugees, women, ethnic and racial minorities, and those participating in alternative lifestyles.

SOWK 390E Special Topics: Macropractice (3 credits)
This elective course meets the requirements for one of the Special Topics courses and is designed to provide students with an introduction to macro systems. Whereas micro systems are viewed as small entities consisting of individuals, families and small groups; macro systems are viewed as large and complex units consisting of organizations/social service agencies, the general community, society and global levels.   Social work practice frequently occurs in organizations where generalist practitioners are likely to become involved in macro level issues. Although macro level activities exceed individual interventions, they are based on needs, issues, problems and concerns, which have been identified during one-to-one interventions with clients.

This course will enable students to gain an appreciation of the complex nature under which social workers operate to serve clients and acquire basic skills and knowledge to more effectively function both internal and external to the organization. Students will have the opportunity to examine the interactions between staff, agencies, organizations, the community, and their impact on the client.

SOWK 390F Special Topics: Substance Abuse Issues and Services (3 credits)
This course provides the students with the knowledge that there is a need for a framework to understand the extent to which alcohol and other drug issues affect not only the lives of the individuals they will be working with, but also the families, communities and societies in which we live. Service delivery strategies for working with persons who abuse alcohol and other drugs will be explored with practitioners.

SOWK 390G Special Topics: Social Work with Families (3 credits)
This course introduces students to the generalist approach in helping families. It will enhance the student's understanding of how the problem-solving model applies to work with families. Emphasis will be placed on viewing the family from an ecological/systems theory perspective and addressing multiple needs with generalist practice knowledge and skills understanding of impacts from the internal and external social environment on family functioning will be derived from analysis of case examples which highlight family problems and issues related to helping multiproblem families, addressing family conflict and family preservation issues, strengthening parent-child relationships, and respecting diversity among families.

SOWK 390H Special Topics: Licensure Preparation (3 credits)
This course is designed to prepare students to take the ASWB bachelors level licensure exam. A thorough overview of the test content will be provided as well as an analysis of test taking strategies and tips useful for success on the exam. This class will also include a review of sample questions and small group exercises designed to help students apply theories and concepts they've learned over the course of the BSW program to exam vignettes that are based on realistic practice dilemmas. Topics that we will cover include but are not limited to Exam Taking Strategies, Social Work Assessment & Treatment Planning, An Overview of Relevant DSM-V Diagnoses, Social Work Intervention Strategies, Human Growth, Behavior and Developmental

Theories, Social Work Values and Ethics, Addiction, Domestic Violence and Family Dynamics, Child Welfare and Gerontology, and Self-Regulation and Relaxation Skills Necessary for Success.

SOWK 390I Special Topics: Issues in International Social Work (3 credits)
This course has been developed as a joint offering for the social work departments at Coppin State University and the University College of Barbados. Taught via videoconference, students and professors from both locations will be able to see and interact with each other during each class session. Technology will be utilized for each section. Students from each university will be paired with each other to complete major course assignments. Students will be given case studies for which they need to enter assigned chat rooms to analyze. This course is offered once a year during the Fall Semester

Prerequisites: Students must have a minimum GPA of 2.50 and must have all introductory social work courses (SOWK 210, SOWK 260, SOWK 379, and SOWK 388). Students should also have completed at least a basic computer course and MUST contact the department at 410 951-3535 BEFORE enrolling in this course.

SOWK 390J Special Topics: Mental Health (3 credits)
This is an elective course designed for students to develop knowledge, values, and skills essential for practice with children and adolescents with serious emotional disturbances and their families. This course will provide an understanding of core competencies essential in mental health practice, knowledge of childhood disorders, barriers which impact optimal functioning in children and families; and developing knowledge of effective evidenced–based practice.

Course content will focus on: case management with diverse groups of children and adolescents, the collaboration process with families, other disciplines, and community providers; and the interplay of ethics and social justice in mental health practice.

Students are expected to have taken basic Human Behavior and the Social Environment I and II. However, it is not a requirement for this course.

SOWK 390K African American Women's Legacy: Gender, Race and Class in America (3 credits)
This introductory course is designed for both women and men to investigate and analyze the past and present experiences of Black women in the United States of America. The course will use as a theoretical framework, Black Feminist Thought and the Womanist perspective to amplify and deconstruct the impact of race, gender and class as well as the notion of "intersectionality" in a patriarchal society. Students will analyze historic and contemporary systems, policies, social structures and forces, which have shaped the perceptions and experiences of African American women, including their own. Using a gender centered lens this course will challenge erroneous assumptions and stereotypes while simultaneously seek to provide a sense of self-discovery through shared experiences.

SOWK 390L Special Topics Independent Research and Writing (3 credits)
This course will enable students to utilize their ability to engage in advanced writing exercises associated with social work. Clear and succinct written communication is essential to the successful social work practitioner. This course focuses on producing professional reports that are cogent, coherent, and well organized. Students will work with a designated faculty person to develop at least one of the following: articles, research-associated publications, IRB applications, grants and engage in research projects. Pre-requisites: minimum C grade in English Composition 101 English Composition, completion of SOWK 205 with a minimum of B and an on-site writing sample exercise.

SOWK 395 Special Topics: Licensure Preparation (2 credits)
This course is designed to prepare students to take the ASWB bachelors level licensure exam. A thorough overview of the test content will be provided as well as an analysis of test taking strategies and tips useful for success on the exam. This class will also include a review of sample questions and small group exercises designed to help students apply theories and concepts they've learned over the course of the BSW program to exam vignettes that are based on realistic practice dilemmas.

SOWK 460 Information Technology in Social Work (3 credits)
This course provides an overview of information systems in relation to human services programs. Students are introduced to basic information about computer-related topics, including a review of the major components of a computer, various types of information systems, and the use of electronic resources. These resources are presented as contemporary methods for enhancing client service delivery. Students will have the opportunity for direct application of computer resources.
Prerequisite: MISY 150

SOWK 461 Social Work Research (3 credits)
This course provides an opportunity for social work majors to learn the elements of the scientific method as applied to the practice of research in social work. Students develop basic research competencies in the context of social work practice situations. They are introduced to alternative research design strategies and the use of various techniques for gathering, analyzing, and interpreting social data. The course emphasizes the importance of utilizing knowledge and skill in social work research to assure effectiveness in developing, implementing, and evaluating social work services and programs for individuals, families, groups, communities, and organizations.

Prerequisite: MATH 203

SOWK 480 Beginning Field Experience in Social Work (6 credits)
Students enrolled in this course are placed in social agencies where they participate in the delivery of social work services. SOWK 480 must be taken concurrently with SOWK 481. This

course is offered in the Fall and Spring Semesters.

Prerequisites: Admission into the Department, SOWK 210 or equivalent, SOWK 260, SOWK 379, SOWK 388, senior standing, **and** a completed field application on file with the department.
Please note: This course must be taken concurrently with SOWK 481 and is available Fall and Spring Semesters. Block Field Placement is required in Summer Session I for spring entrants.The application process for the field experience begins in the semester prior to the entering the actual field experience.

SOWK 481 Social Work Methods II (3 credits)

This second course in the social work methods sequence covers the principles and practice of generalist social work with individuals. The course reviews the important principles of generalist social work with individuals during all of the phases of the helping relationship, including engagement, assessment, planning, intervention, and termination. The course emphasizes the importance of the strengths perspective, the bio-psycho-social perspective, and the diversity perspective in the helping relationship with clients. SOWK 481 must be taken concurrently with SOWK 480. This course is offered in the Fall and Spring semesters.

Prerequisite: SOWK 210, SOWK 260, SOWK 379, SOWK 388, senior standing for graduation and permission of the department.
Please Note: This course must be taken concurrently with SOWK 480 and is available Fall and Spring Semesters. Block Field Placement is required in Summer Session I for spring entrants.

SOWK 482 Advanced Field Experience in Social Work (6 credits)

Continuing participation in the delivery of social services with increased practice responsibility. SOWK 482 must be taken concurrently with SOWK 483. This course is offered in the Spring Semester and Summer Session I. Block Field Placement if required for Spring entrants.
Prerequisites: Admission into the Department, SOWK 389, SOWK 480, SOWK 481 and permission of the department.
Please Note: This course must be taken concurrently with SOWK 483 and SOWK 490 and is available in the Spring Semester and Summer Session I. Block Field Placement is required for spring entrants.

SOWK 483 Social Work Methods III (3 credits)

This final course in the methods sequence goes beyond the primarily individual focus in Methods II to explore generalist social work practice with families, groups, organizations, and communities. Students learn the principles and processes of change strategies for mezzo and macro-systems such as families and communities. This course continues the emphasis on the strengths and diversity perspectives in working with groups, families and communities. SOWK 483 must be taken concurrently with SOWK 482 and SOWK 490. This course is offered during the Spring Semester and Summer Session I.
Prerequisites: SOWK 389, SOWK 480, SOWK 481, and permission of the department.
Please Note: Permission must be obtained before registration. Available in the spring semester and Summer Session I.

SOWK 490 Professional Issues Seminar (3 credits)
This upper level seminar is designed to provide graduating social work majors with an opportunity to assess the extent to which mastery and integration of generalist practice content taught across the curriculum has been achieved. Students will participate in a series of mini seminars designed to increase understanding and appreciation of integrative practice themes in the BSW curriculum pertaining to the values and ethics, human diversity, social and economic justice, and populations at risk. The seminar will provide students with career planning information, preparation for social work licensure, graduate school and job placement resources. The Professional Issues Seminar will close with a full day dialogue/retreat between students and BSW practitioners who are Coppin graduates.
Prerequisites: SOWK 480, SOWK 481 and permission of the department.
Please Note: SOWK 490 must be taken concurrently with SOWK 482 **and** SOWK 483.

HEED 105 Emerging Issues in Mental Health and Well-Being (3 credits)

This course consists of a series of interdisciplinary seminars, discussions and contemporary readings that focus on emerging issues and relevant approaches to mental health and well-being. The course is intended for students who are interested in exploring career options in mental health. This course is <u>not</u> required of Coppin social work students. However, it is the HEED course recommended for social work students to satisfy the general education requirement in health education at Coppin.

APPENDIX B: SOCIAL WORK STATUS SHEET

(Dept Approval. 8/31/16)

Name: _____   Student ID#:_____

Address: _____   Telephone: _____

Advisor: _____   Program Admission Date: _____

_____

I.   GER REQUIREMENTS W/ Noted Categories

English (C 1/ 6 credits)
ENGL 101 English Composition I   3____
ENGL 102 English Composition II   3____

Humanities (C2/ 15 credits)
Literature (3 credits)
WLIT 207   3____
        Or
Any ENGL 200 level or higher   3____

*History (6 credits **)*
HIST 201 World History I &   3____
HIST 202 World History II   3____
        Or
HIST 203 US History I &   3____
HIST 204 US History II   3____
        Or
HIST 205 African Amer. History I &   3____
HIST 206 African Amer. History II   3____

Philosophy (3 credits)
PHIL 102 Logic   3____
        Or
PHIL 103 Introduction to Philosophy   3____

Fine Arts (3 credits)
IDIS 102 Music & Dance   3____
        Or
IDIS 103 Visual Arts   3____
        Or
Any Foreign Language Course   3____

Social & Behav. Sciences (C3/ 6 credits)
PSYC 201 General Psychology   3____
SOCI 201 Introduction to Sociology   3____

Mathematics (C4/ 3 credits)
MATH 203 Basic Statistics   3____

Natural Science (C5/ 7 credits*)
Lab Science Course   4____
(Recommended BIOL 101)

Non-Lab Science Course   3____
(Recommended PHSC 103)

**Interdisciplinary and
Emerging Issues (C6/3 credits)**
SPCH 105 Introduction to Speech   3____
        Or
SPCH 202 Principles of Interviewing   3____
        Or
SPCH 204 Critical Listening   3____
        Or
HEED Course Option   3____
(Recommend HEED 105)***

OTHER REQUIREMENTS (7 credits)
MISY 150 Computer Literacy   3____
Waived? Yes____ No____
POSC Course Option   3____
Freshman Orientation (If transferring less than 25
credit hours)
Waived? Yes____ No____   1____

(*) The two science courses must be in two
different fields of science
(**) Students must complete a two-course
sequence in one of the three fields of history.
(***) Mandatory for Maxie Collier Scholars

II. SOCIAL WORK FOUNDATION
(A minimum grade of "C" is required for all foundation courses.)

Foundation Courses:
SOWK 205 Writing in Social Work	3_____
SOWK 210 Intro. Social Work	3_____
Waived? Yes___ No___	
SOWK 260 Social Welfare & Policy I	3_____
SOWK 379 Social Work Methods I	3_____
SOWK 388 Human Behavior I	3_____
SOWK 360 Social Welfare & Policy II	3_____
SOWK 389 Human Behavior II	3_____
SOWK 460 Tech. in Human Svcs.	3_____
SOWK 461 Social Work Research	3_____

Beginning Field Sequence
SOWK 480 Beginning Field Exper.	6_____
SOWK 481 Social Work Methods II	3_____

Advanced Field Sequence
SOWK 482 Advanced Field Exper.	6_____
SOWK 483 Social Work Methods III	3_____
SOWK 490 Professional Issues Sem.	3_____

Special Topics Courses (6 credits) (*)
SOWK 390A	Aging	3_____
SOWK 390B	Comm. & Org. Ldrshp	3_____
SOWK 390C	Child Welfare	3_____
SOWK 390D	Diversity/Gr. a Risk	3_____
SOWK 390E	Macropractice	3_____
SOWK 390F	Substance Abuse	3_____
SOWK 390G	Families	3_____
SOWK 390H	Licensure Prep (Intsv)	3_____
SOWK 390I	International Soc. Work	3_____
SOWK 390J	Mental Health	3_____
SOWK 390K	AA Women's Leg.	3_____
SOWK 390L	Ind. Res. and Wrtg	3_____
SOWK 395	Licensure Prep	2_____

General Elective (1-3 credits*)
Free Elective	1-3_____

Transfer Course_____	3_____
Transfer Course_____	3_____

-*Italicized* courses denote prerequisites of Field.
-Student may choose to take additional free electives.
-Special Topic courses can be taken concurrently with field.

III. MINOR OR ELECTIVE CLUSTER (EC) COURSES (***)
(A minimum grade of "C" is required for all classes used in fulfillment of a minor or EC)

Minor? (18-21 credits)
____Psychology
____Sociology (SOCI 201 cannot be used for SOCI Minor AND GER Program.
____Criminal Justice
____Special Education
____Early Childhood Education

____Other:_____

OR

Elective Cluster? (18 credits)
____EC Declaration Attached?
____EC Proposal Attached?
____Six of eighteen (18) credits of EC are upper division?

Course_____	3_____
Course_____	3_____
Course_____	3_____
Course_____	3_____
Course_____	3_____
Course_____	3_____
Course_____	3_____

Portfolio Submitted: Yes___ No_____

Date (if available): _____

Grad. App. Submitted: Yes___ No_____

Date (if available): _____

NOTES:
_____
_____
_____
_____
_____

COPPIN
STATE UNIVERSITY
EST. 1900

APPENDIX C-1

SOCIAL WELFARE MINOR DEGREE CHECK SHEET

Student Name_____ Home Phone _____

Address_____ Work/Cell Phone_____

_____ Email _____

Student ID #_

_____ Major Field _____

Student's Advisors (Minor)_____ (Major) _

_____

COURSE REQUIREMENTS – SOCIAL WELFARE MINOR

Course Grade at Completion

SOWK 210 Introduction to Social Work   3_____

SOWK 260 Social Welfare & Social Policy I   3_____

SOWK 360 Social Welfare & Social Policy II   3_____

SOWK 388 Human Behavior & Social Environment I   3_____

SOWK 390 Option: _____   3_____

SOWK 390 Option: _____   3_____

(18 credits total)

APPENDIX C-2

INTERDISCIPLINARY STUDIES - SOCIAL WORK CONCENTRATION

DEGREE CHECK SHEET

COURSE REQUIREMENTS

Course   Grade at completion

SOWK 360 Social Welfare and Social Policy II *   3_____

SOWK 379 Social Work Methods I   3_____

SOWK 388 Human Behavior and the Social Environment I   3_____

SOWK 389 Human Behavior and the Social Environment II   3_____

SOWK 390 Special Topics in Social Work   3_____

SOWK 390 Special Topics in Social Work   3_____

*SOWK 260 is waived as a prerequisite for students majoring in Interdisciplinary Studies.

APPENDIX
D

PROPOSAL FOR ELECTIVE CLUSTER
PLAN

Name _____Student ID# _____

Approval Date _____ Expected Graduation Date _____
Social Work Advisor _____

Students who are interested in developing an elective cluster plan must present a proposal to the social work department through their faculty advisor. Elective cluster proposals should be approved no later than the junior year of study to ensure that adequate time is available to complete all requirements. Students must be declared social work majors in order to receive approval for a minor or elective cluster plan. Please note that while minors are identified on the student's transcript along with the student's academic major, elective clusters are not.

Elective clusters may include both courses the student plans to complete at Coppin, as well as courses the student already has completed at Coppin and other colleges and universities. In all cases, the courses applied to an elective cluster must share a common denominator or theme and must have a clear connection to the student's career goals in social work.

What are your learning objectives for this proposal?

How do these learning objectives fit in with your long-term goals in social work?

List the courses that will be part of your elective cluster plan. Your proposal must have at least 18 credits of course work.

Course Name	Course#	Credits

Advisor's endorsement of this concentration proposal:

_____   _____
Social Work Faculty Advisor   Date

An approved copy of this elective cluster must be placed in the student's file in the social work office.

APPENDIX E

ILLUSTRATION OF SOCIAL WORK CURRICULUM SEQUENCE PLAN

SOPHOMORE YEAR	SOPHOMORE YEAR	JUNIOR YEAR	JUNIOR YEAR	SENIOR YEAR	SENIOR YEAR
FALL	**SPRING**	**FALL**	**SPRING**	**FALL**	**SPRING**
SOWK 210 Intro to Social Work	SOWK 205 Writing for Social Work Practice	SOWK 360 Social Welfare, Social Policy and Social Work II	SOWK 379 Social Work Methods I	SOWK 480 Field Experience in Social Work	SOWK 482 Advanced Field Experience in Social Work
	SOWK 260 Social Welfare, Social Policy and Social Work I	SOWK 388 Human Behavior and the Social Environment I	SOWK 389 Human Behavior and the Social Environment II	SOWK 481 Social Work Methods II	SOWK 483 Social Work Methods III
		SOWK 460 Technology in Human Services	SOWK 461 Social Work Research	SOWK 390 Special Topics Option	SOWK 490 Professional Issues Seminar
					SOWK 390 Special Topics Option

APPENDIX
F

MEMORANDUM OF UNDERSTANDING
BETWEEN COPPIN STATE UNIVERSITY,
B.S.W. STUDENT, AND STUDENT'S
ADVISOR

COPPIN STATE UNIVERSITY SOCIAL WORK
PROGRAM

WHEREAS, the social work program of Coppin State University, the undersigned social work major, and the undersigned faculty member of the Department of Social Work desire to set forth the department's requirements for the B.S.W. degree and the general responsibilities of faculty advisors and BSW students engaged in process of earning the BSW degree; and

WHEREAS, the parties expressly understand that additional requirements for earning a B.S.W. degree are described in the Coppin State University Catalog, the department brochure and the Social Work Field Instruction Manual;

NOW THEREFORE, in consideration of the mutual promises contained herein and for good and valuable consideration the parties mutually agree as follows:

1.0   Responsibilities of BSW Student

1.1   I understand that, upon entering the social work major, I will provide my faculty advisor with a current transcript and transfer evaluation sheet (if applicable). I understand that I should also provide updated grade reports each semester. I understand that this information will be maintained in my student file in the social work department office and will be used for social work faculty
purposes and academic advisement. The chairperson of the social work department has final approval for all credits accepted to meet requirements of my major and minor areas.

1.2   I understand that as a social work major I am expected to work with my faculty advisor to develop an individualized academic plan. This will enable me to project my class schedule for each semester through graduation. I understand that this plan will serve as a continuing guide, though it may be modified upon my request with approval by my faculty advisor.

1.3   I understand that I am expected to schedule a minimum of one meeting each semester with my academic advisor. These meetings will include a review of my academic progress and registration plans for the next academic session. I understand that it is my responsibility to discuss problems affecting my academic progress as soon as possible with my faculty advisor, and to request assistance in addressing these concerns.

1.4   I understand that I will be expected to strive toward the highest possible level of academic excellence in all my course work. I understand that a minimum grade of "C" is required for all courses in the social work major as well as courses in dual major areas or in an approved minor area.____

All students who major in social work must maintain a minimum cumulative GPA of 2.50 after declaring the major. A student will be permitted to continue in the social work major with a GPA below 2.50 for one semester only, at the end of which time the student's GPA must be raised to a minimum of 2.50. If a student's GPA falls below 2.50 for two semesters, consecutive or not, that student will be dismissed from the program._____

In all cases, students must have earned a minimum cumulative grade point average of 2.50 to receive the BSW degree.__

For example, if a social work major's GPA falls below 2.50 at the end of the fall semester, that student must raise his/her GPA to a minimum of 2.50 by the end of the following spring semester (or the end of the next semester in which the student registers for courses), or the student will be dismissed from the social work major._____

1.5   I have been informed that a social work major may be asked to appear before the Social Work Academic Review Committee if i) the academic record shows a pattern of withdrawals or failing grades, ii) the overall GPA falls below 2.50, iii) the student's performance in fieldwork is rated as unsatisfactory; and/or iiii) the student has demonstrated personal behaviors which violate the Social Work Code of Ethics.____

1.6.1   I have been informed that I must complete the following social work requirements to qualify to be assigned to a field placement in my Senior year: _____

- Complete SOWK 210, SOWK 260, SOWK 379, SOWK 388; _____

- Have a cumulative GPA of at least 2.50. This includes all transfer credits included on my Coppin transcript; ____

- Plan to complete all credits to graduate within three semesters of starting my field placement (or the December immediately following the completion of fieldwork. _____

- Begin fieldwork in the fall semester. _____

1.6.2   To be considered for a placement, I must participate in a pre-placement application process the fall semester prior to beginning field placement the following September; _____

- pre-register for a six-credit fieldwork course on either a Monday/Wednesday or Tuesday/Thursday schedule before beginning the fall and spring semesters of my placement._____

- agree to work 16 daytime hours per week in an assigned social agency. _____

1.7 I have been informed that I must fulfill all the requirements for student performance in courses as described in the Social Work Department Field Instruction Manual. The manual is distributed to entering fieldwork students at field instruction orientation workshops. I have been informed that any exceptions to policies, procedures, and student responsibilities described in this manual must be discussed with the agency field instructor and the faculty liaison assigned to the placement. I understand that the Social Work Department Coordinator of Field Instruction must officially approve any exceptions. _____

1.8 I understand that I will be called upon in all my social work courses to demonstrate behaviors and values which are consistent with the NASW Code of Ethics. I understand that behavior contrary to these standards will be cause for review of my continuance in the social work major by the Social Work Department Student Review Committee. This includes conduct that is disrespectful of others, disrupts classes, etc. (See attached Social Work Code of Ethics.) _____

1.9 I understand that I will be expected to demonstrate reading/writing skills according to standards established for students in good standing with the University. I understand that I will be expected to utilize resources including the services of the University College First Year Experience to improve any deficiencies identified by faculty or advisors._____

2.0 I understand that I must take a required entrance examination to enter the social work major and a required exit examination before my graduation. I understand that the results of these two examinations will be kept confidential, and the department will only publish reports on student scores in the aggregate._____

2.1 I have read and understand the above requirements and responsibilities, and I agree it is my responsibility to comply with them. I understand that failure to comply may influence my academic progress and jeopardize my successful continuance in the social work major._____

2.2 I understand as a social work student that many field placement agencies conduct criminal background checks and that, if I have been convicted of a crime I must disclose the information pertaining to my conviction to the Field Coordinator in my application for field placement._____

2.3 I understand that a prior conviction might prevent me from becoming licensed as a social worker. I have the right to contact the State Board of Social Worker Examiners at _____ to obtain additional information about how my convictions(s) might interfere with me becoming a licensed social worker after completing my education. _____

3.0 Responsibilities of the Student's Advisor

3.1 I understand that as a social work faculty advisor, I will work with my advisee to develop an individualized academic plan. This plan projects his/her class schedule for each semester through graduation. It will be in accordance with the University's academic regulations and requirements and individual departmental requirements. It will serve as a continuing guide, though it may be modified upon the request of the advisee and with my approval._____

3.2.1 I will be available to meet with my advisee a minimum of one conference each semester and will schedule additional meetings as needed or requested by the advisee. These meetings will include a review of updated grade reports, academic progress, and registration plans for the next academic progress, and registration plans for the next academic session. I will also be available to discuss problems affecting my advisee's academic progress and to assist in addressing these concerns. _____

Name of Student_____

Student Signature/ Date_____
___

Name of Advisor_____

Advisor Signature/ Date_____

cc: Student
           Student File

APPENDIX
G

MEMORANDUM OF
AGREEMENT SOCIAL
WORK PRE-MAJOR STATUS

_____, Student ID# _____ intends to declare social work as her/his major at Coppin State University. At this time s/he does not meet the minimum cumulative grade point average of 2.50 and/or does not meet the 30 credit hours minimum that is required to declare the social work major. The student's official transcript of all completed college coursework indicates a current cumulative GPA of _____.

The student's appeal for special consideration has resulted in a decision to grant "pre-major" status for a period of _____ extending until _____ . During this time period the student will be required to raise her/his current GPA to a minimum of 2.50, at which time s/he may officially declare the social work major. The undersigned student understands that s/he will not be permitted to proceed in the social work major after _____ if the required 2.50 GPA and/or 30 credit hours are not attained.

The undersigned student also understands the following academic policies of the social work department:

1. Students must provide their faculty advisor with a current transcript and transfer evaluation sheet (if applicable). Also, students must provide their faculty advisor with updated semester grade reports at the end of each semester. _____ (initials)

2. Pre-major students should schedule a minimum of two meetings with their academic advisor each semester. These meetings can be used to review the student's academic progress, address any problems or concerns that may have arisen, review registration plans for the next semester, and discuss any other issues as needed. _____ (initials)

3. Students must earn a minimum grade of "C" in social work courses for these courses to fulfill the requirements of the social work major. _____ (initials)

4. Students must conduct themselves in a manner consistent with the NASW Code of Ethics and the Student Conduct Code at Coppin State University. Behavior(s) contrary to these standards will be cause for a review by the Social Work Student Review Committee, which could result in the student's discontinuance as a pre-major in the social work department. _____ (initials)

The student's signature below signifies her/his understanding of all of the terms and conditions of pre- major status in the social work program.

Student (Print) _____

Student Signature/ Date_____

Advisor (Print) _____

Advisor Signature/ Date_____

APPENDIX
H

CODE OF ETHICS SUMMARY OF
MAJOR PRINCIPLES

I. THE SOCIAL WORKER'S CONDUCT AND COMPORTMENT AS A SOCIAL WORKER

A. **Propriety.** The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.

B. **Competence and Professional Development.** The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

C. **Service.** The social worker should regard as primary the service obligation of the social work profession.

D. **Integrity.** The social worker should act in accordance with the highest standards of professional integrity.

E. **Scholarship and Research.** The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

II. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO CLIENTS

F. **Primary of Client's Interests**. The social worker's primary responsibility is to the clients.

G. **Rights and Prerogative of Clients.** The social worker should make every effort to foster maximum self-determination on the part of clients.

H. **Confidentiality and Privacy.** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

I. **Fees.** When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

III. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES

J. **Respect, Fairness, and Courtesy.** The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

K. **Dealing with Colleagues' Clients.** The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

IV. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO EMPLOYERS AND EMPLOYING ORGANIZATIONS

L. **Commitments to Employing Organizations.** The social worker should adhere to commitments made to his/her employing organization.

V. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO THE SOCIAL WORK PROFESSION

M. **Maintaining the Integrity of the Profession**. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

N. **Community Service.** The social worker should assist the profession in making social services available to the general public.

O. **Development of Knowledge**. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

VI. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO SOCIETY

P. **Promoting the General Welfare**. The social worker should promote the general welfare of society.

http://socialworkers.org/pubs/code/default.asp

APPENDIX I

POLICIES AND PROCEDURES

1. The social work program requires a social work major to maintain a close working relationship with their assigned academic advisor for the purpose of planning a course schedule each semester, obtaining information, and receiving guidance to facilitate achievement of academic and professional goals.

2. The social work program requires a social work major to assume responsibility for providing the Department with a current academic record each semester to assist faculty with accurate advisement, and orderly maintenance of the student's official record kept by the Department.

3. The social work program expects a social work major to develop an individualized academic plan with proposed dates for completion of courses; and to assume responsibility for participating in a periodic review of the plan with a faculty advisor.

4. The social work program requires a social work major to have a cumulative GPA of 2.5 or better when they enter the social work program and when they enroll in field work courses. When students enter fieldwork, the GPA is calculated on the basis of all course work completed by the student including courses taken prior to entering Coppin.

5. The social work program upholds University-wide academic policies as described in the University Catalog and the Coppin State University Student Handbook. Hence, social work students are required to abide by stated University rules concerning registration for courses, course repetition, removal of an incomplete grade, change of a course grade, withdrawal and academic dismissal from courses; grading procedures; academic probation, suspension, dismissal, and readmission to an academic major.

6. The social work program requires social work majors to comply with transfer credit policies that state: Transfer credits which substitute for social work courses in the areas of social welfare,
social policy, and social work; human behavior and the social environment; social work methods; social work research; and fieldwork must have been taken in schools with undergraduate social work programs that are accredited by The Council on Social Work Education.

7. The social work program does not give academic credit for life experiences students may have acquired as a substitute for any course work or courses offered by the Department of Social Work.

8. The social work program requires a social work major to complete the course requirements for the social work major according to a sequence plan developed for social work majors and approved by a social work faculty advisor. This policy requires the student's curriculum plan to be described on the "Social Work Major Curriculum Plan Form" and kept in the student's departmental folder.

9. The social work program requires a social work major to comply with attendance and participation requirements described in course syllabi and according to rules for attendance described in the Coppin State University Student Handbook and the SOWK Field Instruction Manual.

10. The social work program requires a social work major to comply with the special requirements for field practicum as described in the Department of Social Work's Field Instruction Manual.

11. The social work program expects a social work major to demonstrate reading and writing skills in all courses according to standards established by the course instructor and standards set for students in English writing classes 101 and 102 at Coppin State University; and to utilize academic resources recommended to improve identified deficiencies.

12. The Department of Social Work requires a social work major to take a specified college-wide or departmental entrance and/or exit examination(s) to qualify for graduation.

13. The Department of Social Work requires students to demonstrate in all areas of academic and nonacademic performance while enrolled in the social work major, those behaviors and values which are consistent with the National Association of Social Work Code of Ethics; and to be aware that behavior to the contrary will be cause for a departmental faculty review of the student's continuance in the social work major.

14. The Department of Social Work requires a social work major to sign an official agreement referred to as: "Memorandum of Understanding between Coppin State University and B.S.W. Student and Student's Advisor," as a requirement for entrance into the social work major.

15. Consistent with the policies of Coppin State University regarding student conduct as stated in the Student Handbook, and University Catalog, the social work program reserves the right to suspend or dismiss any student for reasons of academic and nonspecific performance that relate to deficiencies in academic standing and/or inadequacies in the student's ability to demonstrate professional conduct, relationship skills and behavior consistent with the values and ethics of the social work profession and the University's student code of conduct. The social work program Student Review Committee will provide a departmental review and appeal process for any student found to be in violation of a social work program policy; or any student who seeks recourse to departmental

decisions, or any student who desires a channel to air grievances.

APPENDIX
J

BSW CURRICULUM
OBJECTIVES

Consistent with the Social Work program Objectives are the specific Curriculum Objectives.

<u>The program's curriculum prepares social work majors to:</u>

- demonstrate an understanding of the Social Work Code of Ethics.

- demonstrate an ability to utilize the values and ethics of the social work profession in their practice.

- demonstrate an understanding of the distinctive characteristics of diverse populations including people of color, women, gay and lesbian people, the disabled, poor, oppressed and disenfranchised. demonstrate an understanding of the nature of oppression and discrimination and their implications for practice with client systems.

- demonstrate knowledge of ecosystems, empowerment, strengths based theoretical perspectives and planned change models, and their use as guides to inform generalist social work practice with individuals, families groups, organizations, and communities.

- demonstrate understanding of the history of social work and social welfare and its current structures and issues influencing populations-at-risk.

- demonstrate ability to evaluate theoretical and empirical knowledge and skills proposed for social work practice with varied client populations and environmental contexts.

- demonstrate ability to use direct and indirect communication skills differentially in varied interpersonal relationships with clients, colleagues, agency and community systems.

- demonstrate the capacity for self awareness and ability to utilize professional values and behaviors in professional helping roles with diverse populations.

- demonstrate ability to utilize a holistic, bio-psycho-social, strengths based perspective to guide assessment and intervention efforts with micro, mezzo, and macro client systems.

- demonstrate ability to recognize the impact of social policies and agency structure and function on clients, workers, and the delivery of social work services.

- demonstrate practice skills needed to access the impact of discrimination and oppression on special populations, and to take actions which ensure respect and freedom, and access to resources and services.

- demonstrate understanding of the need to influence public policy, and ability to use advocacy skills to promote critical examination of social policies and program.

- demonstrate ability to utilize information technology resources to enhance practice effectiveness.

- demonstrate ability to evaluate research and utilize findings, and to evaluate their own practice and those of other related systems utilizing scientific research methodologies.

- demonstrate commitment to the need for generalist practitioners to engage in ongoing professional growth and development.

APPENDIX
K
PROGRAM CRITERIA

I. The following outcome criteria describe the expectations the program has of its graduates related to its specific objectives

♦ To apply the professional core of social work knowledge, values, and skills in their practice.

♦ To apply a systems/ecological perspective to assessment of the interactions between people and their environments.

♦ To distinguish between beliefs and knowledge gained through systematic inquiry.

♦ To conduct an interview which gathers data to be used in assessment and planning interventions.

♦ To conduct assessment in which the relevant influences of biological, psychological, and social factors are accounted for in the client's situation.

♦ To carry out social work interventions in a professionally reflective manner.

♦ To plan for and implement differential service intervention appropriate to client need.

♦ To apply scientific methods of knowledge building and evaluation appropriate to specific research questions.

♦ To carry out policy and program analysis demonstrating the relevance of the history of social welfare to contemporary programs and services.

♦ To intervene with individuals, families, groups, organizations and communities to promote, restore, maintain, and enhance their functioning.

♦ To practice in a way that promotes social and economic justice, protects individual dignity and freedom, equalizes access to resources, services and opportunities, and respects the distinctive characteristics of diverse populations.

♦ To continue the process of professional growth and development

♦ To deliver social work services with an awareness of the obstacles of at-risk populations encounter in the society including the poor, people of color, women, gay and lesbian people, the elderly, and people with disabilities.

♦ To establish an empowering professional social relationship with clients from diverse background that requires advocacy, outreach, and creative use of resources.

♦ To continuously evaluate their own practice with emphasis on the use of self in the professional role.

♦ To adhere to the values of the profession, following guidelines for practice in the Code of Ethics.
♦ To advocate for social policies, services, and programs that meet basic needs and support personal, social, and community development and well-being for individuals, families, groups, and communities.

APPENDIX
L
SOCIAL WORK ADVISORY
BOARD

The Advisory Board was organized to provide the social work program with a diverse group of community representatives to assist the social work faculty with ongoing program evaluation and development. They are representatives of public and private agencies, organizations, and institutions in the Baltimore metropolitan area who bring a wide range of backgrounds and professional social work experience as resources to the Department. Because of their unique perspectives they make valuable contributions to the program's planning and assessment efforts, which foster objectivity and creativity. They assist the program in maintaining a beneficial relationship with the University Administration and with the practice community. Advisory Board members provide ongoing support to the program's efforts to effectively prepare undergraduate students for entry-level practice in the field of social work.

Members of the Advisory Board are selected on the basis of their demonstrated interest in the B.S.W. program at Coppin State University and their commitment to improving the quality of life for diverse and at-risk-populations in Baltimore's central city. They have served the program as field instructors, adjunct instructors, classroom speakers, career workshop presenters, and student mentors and role models, and as administrative and special project consultants. They are often B.S.W. graduates from Coppin who were active participants in student activities, organizations, and special projects, who now serve as professional role models for undergraduate social work students and as resources to the program chairperson and faculty.

Advisory Board members are sensitive to the social work program's special need to maintain positive working relationships with the University Administration, with the social work practice community; and to uphold B.S.W. accreditation standards set by The Council on Social Work Education. They are active friends and advocates for the social work program who support the commitment of the faculty to ensure the continuance of a high-quality social work program at Coppin State University, which effectively prepares undergraduate students to meet the challenges of social work practice now and in the future.

The Advisory Board was created to be a board which offers suggestions and recommendations to the social work department. It meets quarterly at the University and discussion focuses on needs, issues, or concerns pertaining to the purpose, goals, and objectives, policies, programs, and procedures of the social work program.

APPENDIX
M

PLAGIARISM AND ACADEMIC
HONESTY

All students are required to honor standards of academic honesty in their written and oral work at Coppin. Academic honesty means that any academic work (e.g., a test, paper, presentation, etc.) that the student represents as her/his own is in fact that student's creation. Plagiarism refers to the misrepresentation made when a student claims that an academic work is her/his own, when in fact it has been copied from another source. "Another source" can refer, for example, to a book, a journal article, a Website, another student's paper, or the test answers of the student in the next seat.

What follows are examples of plagiarized essays, and examples of how the student can correct the same essay to avoid plagiarism.

Suppose a student is asked to write a paper on dysfunctional behaviors in families, and reads the following from page 9 of Robert Green and Joseph Framo, _Family Therapy: Major Contributions._ International Universities Press, 1981:

> In terms of the whole-family system, persistent styles of submerged- unresolved or competitive-unresolved marital conflict may give rise to (1) emotional distance and loneliness in the marriage; (2) physical or psychological dysfunction in one spouse ("the patient") with corresponding over functioning by the other spouse (the "caretaker"); (3) triangled involvement of an extra familial person in the marital conflict (e.g., an affair, the police, a therapist); and/or (4) triangled involvement of one or more children in the marital conflict, usually resulting in dysfunction in the child. The concomitants of unresolved marital conflict serve mainly to perpetuate or aggravate the nonresolution of marital conflict. (p. 9)

Assume the student has just read the above and is writing his paper. The following is a plagiarized paper if the student writes:

> In terms of the whole-family system, persistent styles of submerged-unresolved or competitive-unresolved marital conflict may give rise to (1) emotional distance and loneliness in the marriage; (2) physical or psychological dysfunction in one spouse ("the patient") with corresponding overfunctioning

by the other spouse (the "caretaker"); (3) triangled involvement ….etc.

This student has simply copied, word for word, the text from the book, without both placing the passage in quotation marks and then giving a direct reference to the source of the quoted material. The following essay (next page) avoids these two problems, and therefore does not constitute plagiarism:

In their studies of unhappy marriages and dysfunctional families, Robert Green and Joseph Framo (1981) have found that

> "In terms of the whole-family system, persistent styles of submerged-unresolved or competitive-unresolved marital conflict may give rise to (1) emotional distance and loneliness in the marriage; (2) physical or psychological dysfunction in one spouse ("the patient") with corresponding overfunctioning by the other spouse (the "caretaker"); (3) triangled involvement of ….etc." (page 9).

Here the student openly acknowledges that he is quoting directly from the text. He does this by placing the quoted passage in quotation (") marks, and by referencing the Green and Framo text, using APA style, just prior to presenting the quoted passage. This essay is therefore not plagiarized.

Here is an example of an essay that is still plagiarized, even though parts of it are not copied directly from the Green and Framo text. I have placed the copied passages in **boldface**:

> Robert Green and Joseph Framo have noted many different reasons why families do not function properly. Often marital discord is a primary reason. **Persistent styles of submerged-unresolved or competitive-unresolved marital conflict may give rise to (1) emotional distance and loneliness in the marriage; or (2) physical or psychological dysfunction in one spouse with corresponding overfunctioning by the other spouse.** They note that other people inside or out of the family may also become entangled in the marital conflict. There may be **triangled involvement of an** outsider **in the marital conflict (e.g.,** a lover, **the police, a therapist), and/or triangled involvement of one or more children in the marital conflict, usually resulting in dysfunction in the child.**

Although the author has introduced some of his original writing into this essay, key points are still being copied directly from the text, without their being placed in quotation marks, and without a direct reference to the specific text the writer consulted in writing this passage. The above passage would be acceptable if: 1) the author placed each copied passage in quotation marks, and 2) the author made a direct reference to the specific text from which he copied the passages. An APA-style reference would look like this: (Green & Framo, 1981, p. 9). The full citation for this text would then appear in the reference section at the end of the paper.

Now here is an essay that is not plagiarized, even though the student has drawn upon the

Green and Framo text in writing this passage. The reason the essay is not plagiarized is that the student's composition is in his own words, and he does refer to the Green and Framo text as an important source for the ideas expressed in this essay.

> Family therapists have long known that unresolved marital discord can be an important source of family conflict. Green and Framo (1981) and other object relations theorists have observed that hidden, unresolved marital tensions between two people can lead to spousal estrangement, and may cause one spouse to overcompensate for a partner who is underfunctioning. Sometimes the children become embroiled in the marital unhappiness, or a bitter spouse may unconsciously form an alliance against the other spouse with someone outside the family, such as a therapist or a lover.

Go back to the original passage copied from the Green and Framo text. Note that the author above has used some of their ideas in writing the passage above. However, he has done two important tasks to insure academic honesty: i) first, he has written the paragraph in his own language, and ii) he has also made an APA-style reference to the Green and Framo text as one source for his ideas. Incidentally, the fact that he was able to write this in his own words indicates that he probably understands what he read. Instructors have no idea if a student actually understands a passage s/he has simply copied. That is a real problem with plagiarized writing, besides the fact that it is dishonest. Anyone can copy anything. For example, any student can copy a passage written in Latin, but few students would have a clue as to what the passage was saying.

A reminder: If you are uncertain whether you are about to commit plagiarism, ask your instructor or faculty advisor ahead of time as to whether a certain practice constitutes plagiarism.

**APPENDIX
N
Rehabilitation Act of 1973-
Section 504**

In compliance with the provisions of Section 504 of the Rehabilitation Act of 1973, Coppin State University is committed to the policy of nondiscrimination of students and employees on the basis of handicap.

The institution does not discriminate in the recruitment, admission, or general treatment of students because of handicapping conditions. While admission inquiries are not permitted in regard to handicapping conditions, voluntary information by such students in advance of enrollment would enable the University to better provide necessary services. Coppin State University is determined to insure accessibility of programs and activities to handicapped students by selection and administering tests in a way that physical impairments will not distort the results in respect to aptitude or achievement level and by providing or informing the students of available sources of auxiliary aids needed for academic performance. If necessary, modification of academic regulations will be made to further insure full education requirements, whereby permitting a student, and extending the time for such students to complete a certificate or degree program.

Coppin State University further affirms that it will not refuse to hire or promote qualified handicapped persons and will make reasonable accommodations to such disabilities, if needed. Pre-employment physical examinations will not be permitted unless required of all applicants nor will inquiries about the handicapping condition be permitted unless it is specifically related to the individual's ability to perform the job to which he or she is to be assigned.

Any disabled student or employee at Coppin State University who feels his or her rights under Section 504 have been violated, may register a formal complaint with the University's Affirmative Action Officer, located in the Department of Human Resources at 410-351-3666.

The Officer, in turn, will submit such complaint, with his/her observations for consideration, to the Committee for Handicapped Students and Staff that monitors the University's compliance with the federal regulations concerning the handicapped.

APPENDIX O

<u>SOCIAL WORK FACULTY AND STAFF</u>

For academic advisement, please call or contact:

Dr. Kesslyn Brade Stennis	HHSB 527C	410-951-3543 kbradestennis@coppin.edu
Professor Karen Allen	HHSB 527A	410-951-3537 kallen@coppin.edu
Dr. Shirley Newton-Guest	HHSB 525	410-951-3541 Snewton-guest@coppin.edu
Dr. Jeronda Burley	HHSB 524	410-951-3538 jburley@coppin.edu
Dr. Errol Bolden	HHSB 523	410-951-3542 ebolden@coppin.edu
Dr. Reginald Avery	HHSB 540	410-951-6306 ravery@coppin.edu
Ms. Alecia Taylor	HHSB 527	410-951-3540 ataylor@coppin.edu
Social Work Main Office	HHSB 527	410-951-3535

Revised 1.10.17

APPENDIX P

IMPORTANT NUMBERS YOU SHOULD KNOW

President	410-951-3838
Vice President for Academic Affairs	410-951-3010
Vice President for Business and Finance	410-951-3010
Academic	410-951-3600
Advisement & Placement Testing	410-951-3555
Bookstore	410-951-1222
Campus Police	410-951-3900
Career Development	410-951-3919
Computing (Academic) Center	410-951-3060
Computer Center	410-951-3060
Counseling and Psychological Services	410-951-3939
Criminal Justice	410-951-3044
Curriculum and Instruction	410-951-3066
Dean of Graduate Studies	410-951-3090
Dean of Liberal Arts & Sciences	410-951-3020
Duplicating Services	410-951-3750
Financial Aid	410-951-3636
Freshman, Undeclared Major & Advisement	410-951-3555
Honors College	410-951-3388
Learning Skills Center	410-951-3060
Library	410-951-3400
Reading Laboratory	410-951-3060
Registrar's Office	410-951-3700
Security	410-951-3900
Social Work Office	410-951-3535
Student Accounts	410-951-3677
Student Activities	410-951-3922
Student Development	410-951-3656
Student Senate Association	410-951-1240
Student Support Services	410-951-3656

APPENDIX Q

COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK CURRICULUM PLAN (R. 7/6/16)

LEVEL I (FIRST-YEAR)

FALL SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
English Composition	ENGL 101	English Composition (I)#	3 hours		
Humanities	IDIS 102, IDIS 103 Or Foreign Language	Music & Dance or V.A. or Foreign Language	3 hours		
Natural Sciences	PHSC 103	Tech & Human Affairs	3 hours		
Social & Behavioral Sci.	SOCI 201	Intro to Sociology	3 hours		
Humanities	HIST 201 or 203 or 205	World History I or US History I or AA History I	3 hours		
*University Requirement (*if transferring in less than 25 credits)*	ORIE 101	Freshman Orientation*	1 hour		
		SEMESTER TOTAL	**16**		

SPRING SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
English Composition	ENGL 102	English Composition (II)#	3 hours		
Soc. & Behavioral Sci.	PSYC 201	General Psychology	3 hours		
University Requirement	MISY 150	Tech Fluency	3 hours		

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Humanities	HIST 202 or 204 or 206	World History II or US History II or AA History II	3 hours		
Natural Sciences	BIOL 101	Intro to Biology w/ Lab	4 hours		
		SEMESTER/ CUMULATIVE TOTAL	**16/32**		

LEVEL II (SOPHMORE)

FALL SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Humanities	PHIL 102 or 103	Intro to Logic or Intro to Philosophy	3 hours		
Humanities	WLIT 207 or ENGL 200+	World Literature or English 200 and up	3 hours		
Other Requirements	POSC 301/Elective	US Government /Elective	3 hours		
IDIS & Emerging Issues	SPCH 105, SPCH 202, SPCH 204 or HEED course	Introduction to Speech, Principles of Interviewing, Critical Listening or Emerging Issues & Mental Health (recommended)~	3 hours		
Mathematics	Math 203	Basic Statistics#	3 hours		
		SEMESTER/ CUMULATIVE TOTAL	**15/47**		

SPRING SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Major Course	SOWK 205	Writing in Social Work Practice	3 hours		
Major Course	SOWK 210	Introduction to Social Work	3 hours		
Major Course	SOWK 260	Social Welfare, Social Policy I	3 hours		
Major Course	SOWK 388	Human Behavior & Social Environment I	3 hours		

CATEGORY		3 hours		
Minor or Elective Cluster				
	SEMESTER/ CUMULATIVE TOTAL	**15/62**		

LEVEL III (JUNIOR)

FALL SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Major Course	SOWK 360	Social Welfare, Social Policy II #	3 hours		
Major Course	SOWK 389	Human Behavior & Soc. Environ. II#	3 hours		
Major Course	SOWK 460	Technology in Human Services #	3 hour		
Minor or Elect. Cl. Option			3 hours		
Minor or Elective Cl. Option			3 hours		
	SEMESTER/ CUMULATIVE TOTAL	**15/77**		

SPRING SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Major Course	SOWK 379	Social Work Methods I #	3 hrs.		
Major Course	SOWK 461	Social Work Research #	3 hrs.		
Major Course	SOWK 390	Special Topics Option	3 hours		
Minor or Elect. Cl. Option			3 hrs.		
Minor or Elect. Cl. Option			3 hrs.		
	SEMESTER/ CUMULATIVE TOTAL	**15/92**		

LEVEL IV (SENIOR)

FALL SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Major Course	SOWK 480	Beginning Field Experience*#	6 hrs.		
Major Course	SOWK 481	Social Work Methods II*#	3 hrs.		
Major Course	SOWK 390	Special Topics Option	3 hrs.		
Minor or Elect. Cl. Option			3 hrs.		
		SEMESTER TOTAL	**15/107**		

SPRING SEMESTER

CATEGORY	CODE	COURSE TITLE	CREDITS	SUB/TRANS	COMPLETED
Major Course	SOWK 482	Advanced Field Experience**#	6 hours		
Major Course	SOWK 483	Social Work Methods III**#	3 hours		
Major Course	SOWK 490	Professional Issues Seminar**#	3 hours		
General/Free Elective OR Minor Course or Elec. Cl. Course (If Needed)			1-3 hours		
		SEMESTER TOTAL	**13-15/120-122**		

◊ *Student is strongly encouraged to consult the University Catalog and Academic Advisor to confirm details of the degree program.*

Entrance into these courses require admission into the Department and may require the completion of a placement test and other pre-requisites.

* Courses must be taken concurrently   ** Courses must be taken concurrently   ~HEED 105 is required for Maxie Collier Scholars

COPPIN STATE UNIVERSITY
SOCIAL WORK PLAN OF STUDY NOTES

- Special Topics Courses that have been available and may be offered periodically throughout academic years include:
  o Aging
  o Social Work Leadership in Communities and Organizations
  o Child Welfare
  o Diversity in Social Work/Groups at Risk
  o Macropractice
  o Substance Abuse Issues and Services
  o Social Work with Families

- o Social Work Licensure Preparation
- o Issues in International Social Work
- o Mental Health
- o African American Women's Legacy

GER program Options: (http://www.coppin.edu/info/201190/ger_requirements)

Students are required to take courses in the following areas:
English Composition (6.0)
ENGL101 and ENGL 102
Arts & Humanities (15.0)
WLIT 207;WLIT 208 Or Any 200-Level English, Or Literature course; and PHIL 102 Or PHIL 103; and HIST 201, HIST 202 Or HIST 203, HIST 204,Or HIST 205, HIST 206; And IDIS 103 Or IDIS 102; Or (any Foreign Language); SPAN 101, 102, 201, 202; FRENCH 101, 102, 103, 104; ART105 Or MUSC201; Or DANC226 Or THEA211;
Social and Behavioral Sciences (6.0)
ANTH207 Or ECON 201, Or ECON103, Or POSC301, Or PSYC201, Or SOCI20, Or SOSC200;
Mathematics (3.0)
MATH 110 Or MATH 103; Or MATH 125, Or MATH 131; Or MATH 203
Natural Sciences (1 from each of two disciplines BIOL, or CHEM, or PHSC) (7.0)
BIOL 101 Or BIOL 107; And CHEM 101 or CHEM 103; and PHSC 101, PHSC 102, or PHSC 103
Interdisciplinary & Emerging Issues (3.0)
HEED 101 Or (any health course); HEED 102, HEED 103, HEED 110,HEED 201, HEED 203, HEED 205; Or SPCH 105 Or SPCH 202 Or SPCH 204 Or GEOG 102
TOTAL GENERAL EDUCATION CREDITS = 40