



Department of Social Work
Bachelor of Science in Social
Work (BSSW) Student Handbook
2024-2025

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Department of Social Work

Overview

Frostburg State University's accredited Bachelor's of Science in Social Work (BSSW) Program is grounded in the core values of the National Association of Social Workers (NASW)—competence, the dignity and worth of the person, the importance of human relationships, integrity, service, and social justice—along with the competencies stipulated by the Council of Social Work Education (CSWE) regarding the demonstration of ethical and professional behaviors; the engagement in diversity and difference in practice; the advancement of human rights and social, racial, economic, and environmental justice; the engagement in practice-informed research and research-informed practice, the engagement in policy practice; and the engagement, assessment, intervention, and evaluation of practice with individuals, families, groups, organizations, and communities.

Mission Statement

Choosing to pursue a degree in social work reflects a conscious desire to make meaningful contributions toward improving the well-being of individuals, families, groups, communities, organizations, and society. To this end, the mission of Frostburg State University's undergraduate Social Work Program is to educate and mentor students, in particular first generation college students, for entry into the field as generalist practice social workers who possess culturally humility, a commitment to ensuring the promotion and protection of human rights, and a passion for addressing and eradicating social injustices.

Curriculum Design

Social Work Competencies

The Council of Social Work Education (CSWE) Competencies and Practice Behaviors requires the curricula of accredited social work programs to address nine core competencies which are operationalized as practice behaviors and demonstrated through cognitive and affective processes, knowledge, skills, and values. Each social work course is designed to meet at least one of these competencies and some, but not

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- A. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- B. demonstrates professional behavior; appearance; and oral, written, and electronic communication;
- C. use technology ethically and appropriately to facilitate practice outcomes; and
- D. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and

racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy

Practice Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual

frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Social Work Program Requirements

Students accepted into the Social Work Program are required to complete a minimum of 120 credit hours, the last 50 of which must be completed at Frostburg State University. The information below outlines the allocation of these credits with respect to fulfilling the requirements to graduate with a BSSW.

ORIE 101 Introduction to Higher Education (1 credit)¹

Technical Fluency (3 credits)

COSC 100/110 Introduction to Computer Science  COSC 101, 102 (3)²

General Education Program (GEP): Core Skills (9–10 credits)

ENGL 101/111 Freshmen Composition (3)

One of the following:

- ENGL 308 Social Sciences Advanced Composition (3)
- ENGL 310/312 General Advanced Composition (3)

One of the following:

- MATH 104 Introduction to Mathematical Problem Solving (3)
- MATH 109/110 Elements of Applied Probability and Statistics (3)
- MATH 119 College Algebra (3)
- MATH 120 Pre-Calculus Mathematics (3)
- MATH 236 Calculus I (4)

GEP—A: Fine and Performing Arts (3 credits)

One of the following:

- ART 100/111 Art Appreciation (3)
- ART 110 Visual Imagery (3)
- DANC 110 Dance Appreciation (3)
- MUSC 106 History of Rock (3)
- MUSC 110 Music Appreciation (3)
- MUSC 117 Music of Africa, Asia and the Americas (3)

¹ This course is required of all first-time students, including transfer students with less than 13 credits.

² This non-departmental course is required of pre-social work and social work majors.

- THEA 106 Introduction to Theatre (3)
- THEA 107 Introduction to Theatrical Vision (3)

GEP—B: Humanities (6 credits)

Two of the following:

- HIST 100/111 The Contemporary World in Historical Perspective (3)
- FREN 101 Basic Elements of French I (3) or SPAN 101 Basic Elements of Spanish I (3)
- ENGL 150/250 Introduction to Literature (3) or ENGL 221 Intermediate Composition (3)
- PHIL101/111 Introduction to Philosophy (3), PHIL102/112 Contemporary Ethical Problems (3), or PHIL 200 Introduction to Social Justice (3)
- MCOM 105 Digital Media and Media Literacy (3)

GEP—C: Natural Sciences (7–8 credits)

BIOL 109 Human Biology and the Environment (4)³

One of the following:

- CHEM 100 Chemistry and Society (4), CHEM 150 General, Organic, and Biochemistry (4), or CHEM 201 General Chemistry I (4)
- GEOG 103/113 Physical Geography (4)
- PHSC 100 Cosmic Concepts (3) and PHSC 101 Measurement (1)
- PHSC 203 Physical Science (4), PHYS 215 General Physics I (4), or PHYS 261 Principles of Physics I: Mechanics, Waves and Oscillations (4)
- IDIS 160 Science, Technology and Society (3) or EXSS 200 Nutrition (3)

GEP—D: Social Sciences (6 credits)

- PSYC 150/151 General Psychology (3)³
- SOCI 100/111 Introduction to Sociology (3)³

GEP—E: FSU Colloquia (6 credits)

- POSC 110/112 Introduction to American Politics (3)³
(Part of Group D but counts under Group E)
- IDIS 150/151 First-Year FSU Colloquium (3) or IDIS/SUST 155 Introduction to Sustainability Studies (3)

³ This non-departmental course is required of pre-social work and social work majors.

GEP—F: Identity and Difference (3 credits)

SOWK 305 Racial and Cultural Minorities (3)

Additional Non-Departmental Required Course (3 credits)

SOCI 200 Social Problems (3)

Additional Departmental Required Courses (45 credits)

(In addition to SOWK 305 Racial and Cultural Minorities)

- SOWK 170 Introduction to Social Welfare and Social Work (3)
- SOWK 350 Quantitative Research Methods (3)
Note that beginning in Fall 2023, this requirement replaced the SOWK 310 Statistics for Social Science course (SOWK or SOCI 310 may be substituted for SOWK 350).
- SOWK 351 Qualitative Research Methods (3)
Note that beginning in Fall 2023, this requirement replaced the SOWK 311 Basic Research Methods (SOWK or SOCI 311 may be substituted for SOWK 351).
- SOWK 371 Social Policy (3)
- SOWK 375 Human Behavior and the Social Environment I (3)
- SOWK 377 Human Behavior and the Social Environment II (3)
- SOWK 379 Foundations for Generalist Practice (3)
- SOWK 470 Generalist Practice with Individuals and Families (3)
- SOWK 471 Generalist Practice with Communities and Organizations (3)
- SOWK 473 Generalist Practice with Groups (3)
- SOWK 492 Social Work Seminar (3)
- SOWK 495 Internship in Social Work (12)

Additional Courses (26–28 credits)

General Electives

Pre-social work and social work majors are encouraged to take additional courses in African American Studies, Communication Studies, Philosophy, Political Science, Psychology, Sociology, Theatre, and Critical Gender and Sexuality Studies regardless of whether they choose to pursue a minor or second undergraduate degree in one of these areas of study.

The Department of Social Work does not grant academic credit, course waivers, or field practicum credit for prior work experiences and/or life experiences.

Sample Plans of Study

Plan A: Students Beginning at Frostburg State University

(This is based on the 8-Semester Plan of Study. Thus, additional iterations are possible. However, only three are presented).

Semester 1 (14 credits)

BIOL 109 (4)
ENGL 101/111 (3)
IDIS 150 (3)
MATH 104/109 (3)
ORIE 101 (1)

Semester 3 (15 credits)

SOCI 200 (3)
SOWK 170 (3)
SOWK 375 (3)
GEP Fine and Performing Arts (3)
GEP Humanities (3)

Semester 5 (15 credits)

SOWK 350 (3)
SOWK 371 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 7 (15 credits)

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 2 (16 credits)

COSC 100 (3)
POSC 110/112 (3)
PSYC 150/151 (3)
SOCI 100/111 (3)
GEP Natural Science (4)

Semester 4 (15 credits)

ENGL 308/310/312 (3)
SOWK 305 (3)
SOWK 379 (3)
GEP Humanities (3)
General Elective/Elective for Minor (3)

Semester 6 (15 credits)

SOWK 351 (3)
SOWK 377 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 8 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Plan B: Students Beginning at Frostburg State University

(This is based on the 8-Semester Plan of Study. Thus, additional iterations are possible. However, only three are presented).

Semester 1 (14 credits)

BIOL 109 (4)
ENGL 101/111 (3)
IDIS 150 (3)
MATH 104/109 (3)
ORIE 101 (1)

Semester 3 (15 credits)

SOCI 200 (3)
SOWK 305 (3)
SOWK 170 (3)
SOWK 375 (3)
GEP Humanities (3)

Semester 5 (15 credits)

SOWK 350 (3)
SOWK 371 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 7 (15 credits)

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 2 (16 credits)

COSC 100 (3)
POSC 110/112 (3)
PSYC 150/151 (3)
SOCI 100/111 (3)
GEP Natural Science (4)

Semester 4 (15 credits)

ENGL 308/310/312 (3)
SOWK 379 (3)
GEP Fine and Performing Arts (3)
GEP Humanities (3)
General Elective/Elective for Minor (3)

Semester 6 (15 credits)

SOWK 351 (3)
SOWK 377 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 8 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Plan C: Students Beginning at Frostburg State University

(This is based on the 8-Semester Plan of Study. Thus, additional iterations are possible. However, only three are presented).

Semester 1 (14 credits)

BIOL 109 (4)
ENGL 101/111 (3)
IDIS 150 (3)
MATH 104/109 (3)
ORIE 101 (1)

Semester 3 (16 credits)

COSC 100 (3) or POSC 110/112 (3)
SOCI 200 (3)
GEP Humanities (3)
GEP Natural Science (4)
General Elective/Elective for Minor (3)

Semester 5 (15 credits)

SOWK 350 (3)
SOWK 371 (3)
SOWK 375 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 7 (15 credits)

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 2 (15 credits)

COSC 100 (3) or POSC 110/112 (3)
PSYC 150/151 (3)
SOCI 100/111 (3)
GEP Fine and Performing Arts (3)
GEP Humanities (3)

Semester 4 (15 credits)

ENGL 308/310/312 (3)
SOWK 305 (3)
SOWK 170 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 6 (15 credits)

SOWK 351 (3)
SOWK 377 (3)
SOWK 379 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 8 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Plan D: Students Transferring to Frostburg State University with 60 Credits

This plan assumes a transfer student has completed Frostburg State University's requirements and non-departmental courses required of pre-social work majors associated with Technical Fluency, the first English Core Skills, math Core Skills, and Core Skills A–E.

Semester 1 (15 credits)

SOCI 200 (3)
SOWK 170 (3)
SOWK 305 (3)
SOWK 350 (3)
SOWK 375 (3)

Semester 2 (15 credits)

ENGL 308/310/312 (3)
SOWK 351 (3)
SOWK 371 (3)
SOWK 377 (3)
SOWK 379 (3)

Semester 3 (15 credits)

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 4 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Plan E: Students Transferring to Frostburg State University with 60 Credits

This plan assumes a transfer student has completed Frostburg State University's requirements and non-departmental courses required of pre-social work majors associated with Technical Fluency, the first English Core Skills, math Core Skills, and Core Skills A–E as well as the equivalent to SOWK 170.

Semester 1 (15 credits)

ENGL 308/310/312 (3)
SOCI 200 (3)
SOWK 305 (3)
SOWK 350 (3)
SOWK 375 (3)

Semester 2 (15 credits)

SOWK 351 (3)
SOWK 371 (3)
SOWK 377 (3)
SOWK 379 (3)
General Elective/Elective for Minor (3)

Semester 3 (15 credits)

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 4 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Plan F: Students Transferring to Frostburg State University with 60 Credits

This plan assumes a transfer student has completed Frostburg State University's requirements and non-departmental courses required of pre-social work majors associated with Technical Fluency, the first English Core Skills, math Core Skills, and Core Skills A–E as well as the equivalents to SOCI 200 and SOWK 170.

Semester 1 (15 credits)

ENGL 308/310/312 (3)
SOWK 305 (3)
SOWK 350 (3)
SOWK 375 (3)
General Elective/Elective for Minor (3)

Semester 2 (15 credits)

SOWK 351 (3)
SOWK 371 (3)
SOWK 377 (3)
SOWK 379 (3)
General Elective/Elective for Minor (3)

Semester 3 (15 credits)

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)
General Elective/Elective for Minor (3)
General Elective/Elective for Minor (3)

Semester 4 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Plan G: Students Transferring to Frostburg State University with 70 Credits

This plan assumes a transfer student has completed Frostburg State University's requirements and non-departmental courses required of pre-social work majors associated with Technical Fluency, the first English Core Skills, math Core Skills, and Core Skills A–E as well as the equivalents to SOCI 200 and SOWK 170.

Semester 1 (12 credits)

ENGL 308/310/312 (3)
SOWK 305 (3)
SOWK 350 (3) or SOWK 351 (3)
SOWK 375 (3) or SOWK 377 (3)

Semester 2 (12 credits)

SOWK 351 (3) or SOWK 350 (3)
SOWK 371 (3)
SOWK 377 (3) or SOWK 375 (3)
SOWK 379

Semester 3 (9 credits)*

SOWK 470 (3)
SOWK 471 (3)
SOWK 473 (3)

* If needed for full-time status,
a general elective of 3 credits
may be taken.

Semester 4 (15 credits)

SOWK 492 (3)
SOWK 495 (12)

Transfer Credits: Social Work Courses taken at Other Institutions

Students transferring into Frostburg State University from community colleges and four-year colleges and universities accredited by the State of Maryland and/or a regional accrediting body, may be eligible to receive credit for said institutions' equivalent to SOWK 170 Introduction to Social Welfare and Social Work if they have earned a grade of "C" or higher. Upon receipt of a student's transfer credit evaluation from the Department of Admissions, the social work department chair reviews and cross-checks the evaluation for accuracy and completeness. This information is used by the department chair to map out the courses a pre-social work major will need to complete, by semester, in order to graduate with a BSSW from Frostburg State University. For students who have taken a course with a similar title to SOWK 170 Introduction to Social Welfare and Social Work at another institution, they will be asked to obtain and email an electronic copy of the syllabus for this course to the department chair. At this time, the department chair will review the syllabus to determine if, based on the content and number of credits, this course can be accepted as an equivalent for SOWK 170 Introduction to Social Work and thus recoded as such (i.e., prior to the department chair's assessment, courses with similar titles are coded as an elective). If it is deemed that a student's transfer course is equivalent, the department chair will file paperwork with either or both the Admissions Department and/or Registrar's Office.

Students transferring into Frostburg State University from four-year colleges and universities accredited by the State of Maryland and/or a regional accrediting body and whose social work undergraduate programs are accredited by CSWE may be eligible to receive credit for said institutions' equivalents of the following: SOWK 305 Racial and Cultural Minorities, SOWK 350 Quantitative research methods, SOWK 351 Qualitative Research Methods, SOWK 371 Social Policy, SOWK 375 Human Behavior and the Social Environment I, and SOWK 377 Human Behavior and the Social Environment II. As with above, upon receipt of a student's transfer credit evaluation from the Department of Admissions, the social work department chair reviews and cross-checks the evaluation for accuracy and completeness. This information is used by the department chair to map out the courses a pre-social work major will need to complete, by semester, in order to graduate with a BSSW from Frostburg State University. For students who have taken a course with a similar title to the six courses identified in this paragraph, they will be asked to obtain and email an electronic copy of the syllabus for this course to the department chair. At this time, the department chair will review the syllabus/syllabi to determine if, based on the content and number of credits, this course/these courses can be accepted as an equivalent/(s) for one or more of the courses identified in this paragraph and thus recoded as such (i.e., prior to the department chair's assessment, courses with similar titles are coded as electives). If it is deemed that a student's transfer course is/courses are equivalent, the department chair will file paperwork with either or both the Admissions Department and/or Registrar's Office.

Transfer students must complete the following social work courses at Frostburg State University: SOWK 379 Foundations for Generalist Practice, SOWK 470 Generalist

Practice with Individuals & Families, SOWK 471 Generalist Practice with Communities & Organizations, SOWK 473 Generalist Practice with Groups, SOWK 492 Social Work Seminar, and SOWK 495 Internship in Social Work.

The Department of Social Work does not grant academic credit, course waivers, or field practicum credit for prior work experiences and/or life experiences. Social work courses completed seven or more years ago, as well as those that were taken under prior CSWE's accreditation standards must be repeated regardless of the grades earned in said courses.

Department of Social Work Readmission Policy

Students who were previously accepted into the Social Work Program at Frostburg State University but who have not enrolled in and/or successfully completed (re: earned a grade of "C" or higher) social work courses for one or more academic years must apply for readmission and be readmitted into the program prior to continuing their social work coursework. Social work courses completed seven or more years ago, as well as those taken under prior CSWE accreditation standards must be repeated regardless of the grades earned in said courses. Individuals seeking readmission into the program must satisfy the academic standards and curriculum requirements associated with the semester in which they were readmitted to the university prior to reapplying to the Social Work Program.

Social Work Course Descriptions

SOWK 170 Introduction to Social Welfare and Social Work (3): Introduction to social welfare and social work, including philosophy, history, and methods. The more significant aspects of social welfare ideology and the impact of established programs on meeting human need. Prerequisite: SOCI 100/111, sophomore standing, or permission of the department.

SOWK 305 Racial and Cultural Minorities (3): Analysis of minority-majority group situations, their causes and consequences. Minorities in the United States. Prerequisite: SOCI 100/111.

SOWK 350 Quantitative research methods (3): Study of social scientific applications of univariate, bivariate, and multivariate statistical techniques with emphasis on their logic, interpretation, and application. Prerequisite: Completion of GEP math requirement.

SOWK 351 Qualitative Research Methods (3): Techniques of research design: testing of hypotheses, sampling, data collection, measurement, and elementary statistical analysis. Research project required. Prerequisite/corequisite: SOWK 310. Prerequisite: Three courses in social work or permission of the department.

SOWK 371 Social Policy (3): Analysis of contemporary social welfare programs, services, policies, and issues. Social welfare systems and their relation to other institutions in society. Prerequisites: SOWK 170, POSC 110/112, SOCI 200 (may be taken as a corequisite), or permission of the department.

SOWK 375 Human Behavior and the Social Environment I (3): Analysis of the interrelationships of culture, society, and the development and behavior of the individual. Focus on life span development from prenatal to death. Prerequisites: SOCI 100/111. Prerequisite/corequisite: PSYC 150/151, BIOL 109 or Health Science Administration major.

SOWK 377 Human Behavior and the Social Environment II (3): Examines the development of individual and group behavior from an ecological systems perspective. The course fosters an understanding of the total person by integrating knowledge gained in other liberal arts courses. Prerequisites/corequisites: SOWK 305, SOWK 371, and SOWK 375.

SOWK 379 Foundations for Generalist Practice (3): Basic procedures in social work: verbal and nonverbal communication, listening, observing, developing relationships, interviewing, and recording. Prerequisite: SOWK 170 or permission of the department.

SOWK 470 Generalist Practice with Individuals & Families (3): Beginning theories and techniques of social work intervention within social systems utilizing an eclectic, ecological, problem-solving approach. Prerequisites: SOWK 377 and 379 or permission of the department. Enrollment limited to social work majors.

SOWK 471 Generalist Practice with Communities & Organizations (3): Advanced theories and techniques of social work intervention within social systems utilizing an eclectic, ecological, problem-solving approach. Prerequisites: SOWK 377 and SOWK 379. Prerequisites/corequisites: SOWK 470 and SOWK 473. Enrollment limited to social work majors.

SOWK 473 Generalist Practice with Groups (3): Study of interpersonal dynamics that occur in a broad range of groups including support groups, psychoeducational groups, interdisciplinary teams, committees, and social action groups. The course emphasizes the development of core practice skills to facilitate the functional work of such groups. Prerequisite: SOWK 377 and SOWK 379. Prerequisite/corequisite: SOWK 470. Enrollment limited to social work majors.

SOWK 490 Special Topics in Social Work (Variable up to 6)

Either a practicum to develop social work skills, or a content-oriented seminar to explore a topic of relevance to the Social Work profession. Does not duplicate any other course offered by the Department. Topics rotate each time the course is offered. Students may suggest topics and projects to the Department Chair. Repeatable for maximum of 6 credits if topics are substantially different.

Prerequisite: SOWK 170 and permission of the instructor.

SOWK 492 Social Work Seminar (3): Professional capstone course to integrate classroom and field experience. Required co-registration in SOWK 495. Enrollment limited to social work majors. Prerequisites: Senior standing and completion of all prerequisite major and GEP course work.

SOWK 495 Internship in Social Work (12): Required, integral part of Social Work major. Provides semester of full-time, generalist social service activity and social work intervention. Required co-registration in SOWK 492. Enrollment limited to social work majors. Prerequisites: Senior standing, 2.50 cumulative GPA, 2.50 GPA in all social work courses, completion of all prerequisite major and GEP course work, attendance at orientation meeting in semester prior to internship, submission of internship application at the beginning of the semester preceding internship which includes resume. Field director must approve all internships.

Majoring in Social Work

Majoring in social work at FSU is a two-step process.

Pre-Social Work Majors

Students who declare interest in the social work major are classified as pre-social work majors and assigned a faculty mentor in the Department of Social Work who serves as the student's advisor. Upon successful completion of SOCI 101/111 Introduction to Sociology, achieving sophomore status, or receiving permission from the social work department, pre-social work majors are eligible to enroll in SOWK 170 Introduction to Social Welfare and Social Work. Typically, this course is taken alongside either or both of the following courses: SOWK 305 Racial and Cultural Minorities and SOWK 375 Human Behavior and the Social Environment I. Individually, as well as collectively, these three courses are designed to orient students to the social work profession.

Social Work Majors

Upon successful completion of SOWK 170, achieving sophomore status, and attainment of a cumulative GPA of at least a 2.50, pre-social work majors are eligible to enroll in SOWK 379 Foundations for Generalist Practice. Students apply for formal admission to the Social Work Program either during the semester in which they are enrolled in this course or upon its successful completion the following semester.

Prospective social work majors are to have successfully completed ENGL 101/111 Freshmen Composition and the Mathematics General Education Requirement prior to seeking admission to the Social Work Program. In addition, applicants seeking admission to the Social Work Program are expected to have successfully completed the following non-departmental courses*:

BIOL 109 Human Biology and the Environment (4)
COSC 100 Introduction to Computer Science (3)
POSC 110/112 Introduction to American Politics (3)
PSYC 150/151 General Psychology (3)
SOCI 101/111 Introduction to Sociology (3)
SOCI 200 Social Problems (3)

* With respect to transfer students who are applying to the Social Work Program either their first or second semester at Frostburg State University and upon their admittance to the Social Work Program, these courses must be completed by the end of the following semester in which they were accepted into the Social Work Program.

Social Work Application Process

The Social Work Program at Frostburg State University has two admission cycles throughout the academic year split between the Fall and Spring semesters. Pre-social work majors who meet the above criteria are eligible to apply for admission to the Social Work Program. Please note, neither admission to Frostburg State University nor meeting the eligibility requirements guarantees applicants automatic acceptance into the Social Work Program.

At least two weeks prior to the start of the Fall and Spring semesters, students who have completed or who are currently enrolled in SOWK 379 are sent an initial email by the department's administrative assistant informing them of their eligibility to make a formal application to the Social Work Program during the upcoming semester. In the body of this email, students are given the online application link, made aware that part of the application process includes (a) providing two letters of recommendation and (b) participating in an interview with the social work faculty.

The application is usually due at the end of the second week of the Fall and Spring semesters. The department's administrative assistant emails periodic reminders to eligible pre-social work majors and assists them with any technological support they may need.

As indicated in the Social Work Application Instructions, students are to submit a completed application electronically by the established deadline which entails the following:

- **Completed Social Work Application** that includes:
 - (a) an agreement to abide by the *Code of Ethics of the National Association of Social Workers* and an acknowledgment that violation of said code will result in automatic dismissal from the Social Work Program;
 - (b) an agreement to abide by Frostburg State University's *Code of Student Conduct*; (b) an acknowledgment that violation of said code will result in automatic dismissal from the Social Work Program;
 - (c) an understanding that students' professional development will be continually evaluated as they progress through the program and that if members of the social work faculty deem said progress to be unsatisfactory, they retain the right and responsibility to reassess a students' suitability for the profession;
 - (d) an understanding that students whose overall cumulative GPA falls below 2.50 will be dismissed from the program;
 - (e) an understanding that students whose social work GPA falls below 2.50 will be dismissed from the program;
 - (f) an audit of students' non-departmental and departmental required courses completed thus far and/or in progress; and
 - (g) personal narrative detailing the individuals and/or experiences that influenced their decision to seek acceptance into the Social Work Program, why they are a "good fit" for social work, an assessment of two of their strengths/assets and two of their challenges/limitations in regard to social

work, and an identification and discussion of two of the six core values delineated in the *Code of Ethics of the National Association of Social Workers* that they deem as the most important.

- **Two Letters of Recommendation** from two college/university instructors or professors (excluding past and current Frostburg State University social work full-time and adjunct faculty members as well as instructors in sociology who hold MSW degrees and have taught or continue to teach social work courses cross-listed with sociology). For students who took and transferred Frostburg State University's equivalent SOWK 170 Introduction to Social Welfare and Social Work course from another institution, one recommendation may be from the individual who taught that course. Students must have completed at least one course, in its entirety, with both of their recommenders. Letters of reference are to be written by college/university instructors/professors students had for courses in the following disciplines: African American Studies, Communications, English, Philosophy, Political Science, Psychology, Sociology (with the noted exception above), and Critical Gender and Sexuality Studies.

Upon receipt of application materials, the department's administrative assistant reviews students' submissions for completeness. Those with incomplete submissions are automatically rejected.

All application documents are saved in the students' electronic record through a platform called E-trieve. These digital application documents are secure and can only be accessed by the department's administrative assistant and full-time faculty members.

While these materials are under review by the Department of Social Work Admissions Committee⁴, applicants take part in a group interview with one of the committee's members. The purpose of these interviews is to assess how students respond to a hypothetical social work practice scenario as well as to further assess their overall suitability for the profession. While the hypothetical social work practice scenario and interview guide are developed each semester by the chair of the department and reviewed and approved by the other full-time faculty members, these are not made available to applicants ahead of time.

Members of the Department of Social Work Admissions Committee have two weeks to complete their assessment of the applicants' written materials and either recommend the student participate in the interview or is rejected prior to the interview. Each applicant is reviewed by two faculty members using an online scoring sheet. Only the department's administrative assistant and department chair have access to the

⁴ This committee is to be comprised of no less than three faculty members, two of whom must be full-time faculty. As such, in certain instances, this may necessitate that the third member of the panel is either a current or former adjunct or is a full-time faculty member currently teaching a cross listed social work/sociology course.

reviewers' individual scores for each applicant. Based on the findings, the committee members finalize applicants' admissions and rejections. Letters informing applicants of their status are prepared by the chair of the department and sent to students prior to the registration period for the next semester.

Social Work Program Admission Status

- **Full Admission** status is granted to applicants whose application forms are completed in full and accurate, have a minimum cumulative GPA of 2.50, and meet all of the following criteria:
 - (a) completion of SOWK 170 with a grade of "C" or higher;
 - (b) completion of all non-departmental required courses with grades of "C" or higher;
 - (c) completion of departmental required courses taken thus far with grades of "C" or higher;
 - (d) an average cumulative score of at least 80% on the open-ended/narrative portions of the application.
 - (e) both letters of recommendation indicate (i) a response of "Recommend" or "Strongly Recommend", (ii) did not raise any concerns regarding the applicant's three challenges/limitations.
 - (f) a score of at least 80% on the interview scoring sheet.
- **Provisional Admission** status is granted to applicants whose application forms are completed in full and accurate, have a minimum cumulative GPA of 2.50, and meet at least one of the following criteria:
 - (a) completion of SOWK 170 with a grade of "D" or lower or had to take SOWK 170 a second time in order to earn a "C" or higher;
 - (b) incompleteness of the six non-departmental courses and/or completion of one, but no more than two, non-departmental required course(s) with a grade(s) lower than a "C";
 - (c) received a grade of "C" or lower in either one or two departmental required course(s), excluding SOWK 170;
 - (d) an average cumulative score between 70% and 79.5% on the open-ended/narrative portions of the application.
 - (e) at least one letter of recommendation (i) indicated a response of "Recommend with Reservations", (ii) assessed a student as "Below Average" or

“Unacceptable”, (iii) and/or (iv) raised a few minor concerns regarding the applicant’s challenges/limitations;

(f) a score between 70% and 79.5% on the interview scoring sheet.

- **Rejection of Admission** status is automatically granted to applicants whose application forms are incomplete and/or incorrect as well as those with cumulative GPAs below a 2.50. This status is also granted to applicants who meet at least one of the following criteria:

(a) had to take SOWK 170 more than once in order to earn a “C”;

(b) completion of three or more non-departmental required courses with grades lower than a “C”;

(c) for students granted provisional status, failure to successfully complete (re: earn a grade of “C” or higher), by the end of the following 15-week semester in which they were provisionally admitted, the six non-departmental required courses;

(d) completion of three or more departmental required courses taken thus far, excluding SOWK 170, with grades of “C” or lower;

(e) having to enroll in and/or take at least one social work course three or more times in order to earn a “C”;

(f) for students granted provisional status, failure to successfully complete (re: earn a grade of “C” or higher), by the end of the following 15-week semester in which they were provisionally admitted, the one or two departmental required courses taken thus far with a grade(s) lower than a “C”;

(g) an average cumulative score below 69.5% on the open-ended/narrative portions of the application.

(h) at least one recommendation letter did not meet the specified criteria for at least provisional admission;

(i) with respect to the letters of recommendation, at least one recommender (i) indicated a response of “Do not Recommend”, (ii) assessed a student as “Below Average” or “Unacceptable”, and/or (iii) raised at least one grave concern or several intermediate concerns regarding the applicant’s three challenges/limitations;

(j) a score below 69.5% on the interview scoring sheet.

Social Work Program Admissions Appeals Process

Applicants who were rejected from the Social Work Program have the right to appeal against the decision via a formal, written request that must be submitted to the chair of the social work department within ten business days of being informed of their rejection. The statement must specify the reasons for disagreement with the social work faculty members' decision along with a rationale for why a different decision is warranted and should be considered. Within ten business days of receipt of the statement to review the appeal, members of the Department of Social Work Admissions Committee who were part of the respective application process will convene to discuss the student's request, and the student will be invited to address the faculty members if warranted. The faculty members will render a follow-up decision, and the student will be informed, in writing, by the chair of the social work department whether the original decision to not award acceptance stands or if a revised decision has been made.

Social Work Program Admissions Grievance Review Process

Students who were rejected from the Social Work Program, were unsuccessful in their appeal of this decision, and wish to grieve their rejection must file a written grievance with the Dean's Office in the College of Education Health and Natural Sciences (CEHNS) no later than five business days after being informed that their appeal was unsuccessful. The grievance must describe, in detail, the basis for their allegation that their rejection was arbitrary and capricious⁵ and include all evidence supporting that claim. The student must send copies of this statement to all members of the Department of Social Work Admissions Committee.

Within 10 business days of receipt of the student's written grievance, the dean will dismiss the grievance if the student (a) did not participate in and/or did not meet the deadline specified in the Social Work Program Admissions Appeals Process; (b) did not file their grievance to the CEHNS Dean's Office by the stated deadline; (c) did not furnish evidence that the allegations, if true, constitute arbitrary and capricious rejection from the Social Work Program as defined in the preceding footnote; and/or (d) has filed a complaint concerning their rejection from the Social Work Program with the Americans with Disabilities Act/Equal Employment Opportunity (ADA/EEO) Compliance Office alleging discrimination or sexual harassment.

⁵ In this context, arbitrary and capricious means (a) the rejection of a student from the Social Work Program on some basis other than evaluation of their application materials and interview performance, (b) the rejection of a student from the Social Work Program by unreasonable application of standards different from those that were applied to other students during the same semester, or (c) the rejection of a student from the Social Work Program by a substantial and unreasonable departure from the initially articulated standards. Alleging one's rejection from the Social Work Program was determined in an arbitrary and capricious manner in the sole ground upon which a student may seek review under these procedures. Since matters within the Department of Social Work Admissions Committee's sphere of academic and professional judgment—such as choice of evaluation methods, evaluation criteria, and standards for evaluation—are not grounds for grievance, the burden of proving arbitrary and capricious rejection from the Social Work Program by clear and convincing evidence rests with the student.

If the grievance is not dismissed, the dean shall ask the Social Work Program Admissions Committee to respond to the grievance in writing within 10 business days, addressing the response to the dean and copying the student. The dean will ask the Department of Social Work Program Admissions Committee to forward all documentary evidence collected during the appeals process to their office.

If the grievance is not dismissed, the dean shall appoint a grievance committee of three tenured faculty members and shall set the date for an informal, non-adversarial grievance hearing to occur within 10 business days following the due date for a written response from the Department of Social Work Program Admissions Committee. The student and members of the Department of Social Work Program Admissions Committee will be invited to attend the hearing and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the hearing, neither the student nor the Department of Social Work Program Admissions Committee may be accompanied by a representative or advisor. If information of other students in the grievant's application cohort is relevant to the discussion, the grievant must be excused for that portion of the hearing to protect the privacy of other students. The grievance committee shall forward its written recommendation to the dean within five business days after the conclusion of the hearing. The dean may accept, reject, or alter the recommendation. The dean shall render a decision to the student in writing, either in support of the original rejection from the Social Work Program or of a change in their admissions status, with copies to the members of the grievance committee and the Department of Social Work Program Admissions Committee. In deciding whether the circumstances justify changing the student's admissions status, the dean shall determine whether the grievant has provided clear and convincing evidence of arbitrary and capricious rejection from the Social Work Program. The dean's decision is final.

Request to Reapply to the Social Work Program

Applicants who were not accepted into the Social Work Program and who would like to reapply, may do so and be considered on a case-by-case basis. Six months after having been rejected from the program, a student may request and be granted a reapplication hearing. Moreover, they must satisfy the academic standards and curriculum requirements associated with the semester in which they were admitted to the university.

To request a reapplication hearing, the student must submit a formal, typed letter to the chair of the social work department. The letter must include an explanation of the circumstances that led to the student being rejected from admission to the Social Work Program and how the student has addressed these concerns in full.

Upon receipt of these materials, within 10 business days of the academic calendar year, the Department of Social Work Admissions Committee⁶ will evaluate the student's

⁶ This committee is to be comprised of no less than three faculty members, two of whom must be full-time faculty. As such, in certain instances, this may necessitate that the third member of the panel is either a

reapplication hearing request and meet to discuss whether the student will be granted a reapplication hearing. The decision to grant a reapplication hearing must be unanimous. Once the decision has been made, the student will be informed of such, in writing, within five business days by the Department of Social Work's administrative assistant. If a hearing has been granted, the student will need to follow-up with the department's administrative assistant to schedule said hearing. The hearing is to take place no later than ten business days after the student was informed of the decision.

If applicable, the reapplication hearing will be conducted with the student, the Department of Social Work Admissions Committee, and the department's administrative assistant who will be present to record the proceedings. At this time, the student is to present their case. The committee members may ask the student questions and/or for clarification. Upon conclusion of the hearing, the committee members will take into account the student's oral case, submitted written materials, the student's file in the social work department, pertinent university records, and any other relevant materials. A final decision will be made within five business days of the hearing with the student being informed, in writing, of the outcome by the chair of the department. All decisions are final.

Request for Readmission to the Social Work Program

Students Previously Accepted into the Social Work Program: Nonterminated

Students who were previously accepted into the Social Work Program who have not enrolled in and/or successfully completed (re: earned a grade of "C" or higher) social work courses for one or more academic years but were not terminated from the program must apply for readmission and be readmitted into the program prior to continuing their social work coursework. Social work courses completed seven or more years ago (i.e., under a previous CSWE accreditation review) must be repeated regardless of the grades earned in said courses. Individuals seeking readmission into the program must satisfy the academic standards and curriculum requirements associated with the semester in which they were admitted/readmitted to the university. Moreover, they must submit the following to the chair of the social work department:

- (a) a formal, typed letter requesting readmission to the program which includes an explanation of the circumstances that led to the student withdrawing from or having their enrollment terminated by the university and/or the circumstances that led to the student not enrolling in and/or successfully completing social work courses for one or more academic years and
- (b) a formal, typed proposal that details how the student plans to complete the social work program if readmitted.

Upon receipt of these materials, within ten business days of the academic calendar year, the Department of Social Work Admissions Committee⁷ will evaluate the student's

current or former adjunct or is a full-time faculty member currently teaching a cross listed social work/sociology course.

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readmission request and meet to discuss whether the student will be provided with an application packet to reapply to the program. The decision to allow a student to reapply must be unanimous. Once the decision has been made, the student will be informed of such, in writing, within five business days by the Department of Social Work's administrative assistant. If relevant, the department's administrative assistant will email the student an application packet which includes the following documents: Social Work Application Instructions, Social Work Application for Admission, and Social Work Application Recommendation Letter (see the section on Social Work Application for further details). In addition, the administrative assistant will provide the student with the upcoming application deadline. The student must fulfill all the requirements associated with applying to the program in the current application cycle (there is one each semester). For more information, see the section on Social Work Program Admission Status.

Students Previously Accepted into the Social Work Program: Terminated

Students who were previously accepted into the Social Work Program but were dismissed from the program and are seeking readmission will be considered on a case-by-case basis. A student may re-apply at least six months after being dismissed from the program. The student must request and be granted a preliminary readmission hearing. Moreover, they must satisfy the academic standards and curriculum requirements associated with the semester in which they were admitted to the university.

To request a preliminary readmission hearing, the student must submit a formal, typed letter to the chair of the social work department. The letter must include an explanation of the circumstances that led to the student being dismissed from the Social Work Program and how the student has addressed these concerns in full.

Upon receipt of these materials, within ten business days of the academic calendar year, the Department of Social Work Admissions Committee⁸ will evaluate the student's preliminary readmission hearing request and meet to discuss whether the student will be granted a preliminary readmission hearing. The decision to grant a preliminary readmission hearing must be unanimous. Once the decision has been made, the student will be informed of such, in writing, within five business days by the Department of Social Work's administrative assistant. If a hearing has been granted, the student will need to follow-up with the department's administrative assistant with respect to scheduling said hearing. The hearing is to take place no later than ten business days after the student was informed of the decision.

current or former adjunct or is a full-time faculty member currently teaching a cross listed social work/sociology course.

⁸ This committee is to be comprised of no less than three faculty members, two of whom must be full-time faculty. As such, in certain instances, this may necessitate that the third member of the panel is either a current or former adjunct or is a full-time faculty member currently teaching a cross listed social work/sociology course.

If applicable, the preliminary readmission hearing will be conducted with the student, the Department of Social Work Admissions Committee, and the department's administrative assistant who will be present to record the proceedings. At this time, the student is to present their case. The committee members may ask the student questions and/or for clarification. Upon conclusion of the hearing, the committee members will assess the student's oral case, submitted written materials, the student's file in the Department of Social Work, FSU records, and any other relevant materials. A final decision will be made within five business days of the hearing as to whether the student will be provided with an application packet to reapply to the program.

The decision to allow a student to reapply must be unanimous. Once the decision has been made, the student will be informed of such, in writing, within five business days by the Department of Social Work's administrative assistant. If relevant, the department's administrative assistant will email the student the online application (see the section on Social Work Application for further details). The student will be required to apply to the program by the next application deadline and will fulfill all the requirements associated with applying to the program.

If the student is awarded full acceptance or provisional acceptance, depending upon the length of time that has transpired between the date a student was dismissed from the program and the date they were readmitted, they may need to repeat all social work courses previously completed if any or all social work courses were completed seven or more years ago and/or taken prior to the previous CSWE accreditation standards.

Social Work Program Reapplication and Readmissions Appeals Process

Applicants who were rejected from reapplying and/or readmission to the Social Work Program have the right to appeal the decision via a formal, written request that must be submitted to the chair of the social work department within five business days of being informed of their rejection. The statement must specify the reasons for disagreement with the social work faculty members' decision along with a rationale for why a different decision is warranted and should be considered. Within ten business days of receipt of the statement to review the appeal, members of the Department of Social Work Admissions Committee who were part of the respective reapplication and/or readmissions process will convene to discuss the student's request, and the student will be invited to address the faculty members if warranted. The faculty members will render a follow-up decision, and the student will be informed, in writing, by the chair of the social work department whether the original decision to not allow reapplication and/or award readmission stands or if a revised decision has been made. All decisions are final.

Social Work Program Reapplication and Readmissions Grievance Review Process

Students who were rejected from reapplying and/or readmission to the Social Work Program, were unsuccessful in their appeal of this decision, and wish to grieve their rejection must file a written grievance with the CEHNS Dean's Office no later than ten business days after being informed that their appeal was unsuccessful. The grievance

must describe, in detail, the basis for their allegation that their rejection was arbitrary and capricious⁹ and include all evidence supporting that claim. The student must send copies of this statement to all members of the Department of Social Work Admissions Committee.

Within 10 business days of receipt of the student's written grievance, the dean will dismiss the grievance if the student (a) did not participate in and/or did not meet the deadline specified in the Social Work Program Admissions Appeals Process; (b) did not file their grievance to the CEHNS Dean's Office by the stated deadline; (c) did not furnish evidence that the allegations, if true, constitute arbitrary and capricious rejection from the Social Work Program as defined in the preceding footnote; and/or (d) has filed a complaint concerning their rejection from the Social Work Program with the Americans with Disabilities Act//Equal Employment Opportunity (ADA/EEO) Compliance Office alleging discrimination or sexual harassment.

If the grievance is not dismissed, the dean shall ask the Social Work Program Admissions Committee to respond to the grievance in writing within 10 business days, addressing the response to the dean and copying the student. The dean will ask the Department of Social Work Program Admissions Committee to forward all documentary evidence collected during the appeals process to their office.

If the grievance is not dismissed, the dean shall appoint a grievance committee of three tenured faculty members and shall set the date for an informal, non-adversarial grievance hearing to occur within five business days following the due date for a written response from the Department of Social Work Program Admissions Committee. The student and members of the Department of Social Work Program Admissions Committee will be invited to attend the hearing and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the hearing, neither the student nor the Department of Social Work Program Admissions Committee may be accompanied by a representative or advisor. If information of other students is relevant to the discussion, the grievant must be excused for that portion of the hearing to protect the privacy of other students. The grievance committee shall forward its written recommendation to the dean within five business days after the conclusion of the hearing. The dean may accept, reject, or alter the recommendation. The dean shall render a decision to the student in writing, either in

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support of the original rejection from the Social Work Program or of a change in their admissions status, with copies to the members of the grievance committee and the Department of Social Work Program Admissions Committee. In deciding whether the circumstances justify changing the student's admissions status, the dean shall determine whether the grievant has provided clear and convincing evidence of arbitrary and capricious rejection from the Social Work Program. The dean's decision is final.

Student Advising

Upon declaration of social work as their major of interest, students are designated as pre-social work majors and assigned a faculty mentor in the Department of Social Work who serves as the student's advisor for the remainder of their classification as a pre-social work and/or social work major.

Responsibilities of Student Advisees

- Read and familiarize themselves with the content of this handbook.
- Read and familiarize themselves with the policies and procedures delineated in the university's undergraduate catalog.
- Acquaint themselves with registration deadlines for courses and graduation.
- Monitor their progress in successfully completing all courses needed in order to graduate with an undergraduate degree in social work as well as any and all additional majors and/or minors. This includes taking into account that pre-requisites for any and all courses are met and followed in any required sequential order. Students with a double-major are expected to consult with their advisors in these programs as they plan their schedules. Students with a minor are expected to familiarize themselves with the requirements of the minor they choose.
- Reach out and meet with their advisors at least once per semester (i.e., prior to registering for courses).
- Prepare to meet with their advisors to discuss the courses they plan on taking during the upcoming semester by ensuring they bring the following them:
 - (a) a copy of their Academic Requirements Report which is available in the PAWS Student Center, and
 - (b) two possible course schedules for the semester in which they intend to register.
- Secure the permission of their advisors prior to registering for any and all courses. Any and all changes to the initial approved list of courses to be taken during a semester must be approved by a student's advisor prior to registering. Deviating from the list of courses initially approved by one's advisor without securing their

additional approval will result in being automatically dropped from non-approved courses.

- Reach out and meet with their advisors regarding challenges/difficulties associated with academic requirements and performance.
- Reach out and meet with their advisors regarding professional goals and pursuing post-undergraduate education.

Responsibilities of Faculty Advisors

- Assist advisees' in identifying, developing, and monitoring realistic academic and professional goals.
- Assess and monitor pre-social work and social work students' academic, personal, and professional aptitude, motivation, and suitability to engage in a career in social work practice.
- Assist pre-social work and social work students' in assessing and monitoring their academic, personal, and professional aptitude, motivation, and suitability to engage in a career in social work practice.
- Review advisees' Academic Requirements Reports and course schedules to ensure they are matriculating appropriately and in sequential order with respect to completing all courses needed to graduate with an undergraduate degree in social work as well as all additional majors and/or minors.
- Review and approve advisees' course schedules and any and all changes to such.
- Provide guidance to advisees who are experiencing challenges/difficulties associated with academic requirements and performance.
- Mentor advisors regarding professional goals and provide guidance to those interested in pursuing post-undergraduate education.

Academic, Personal, and Professional Performance

Overview

By virtue of seeking a professional degree from a CSWE accredited program, students who have been formally accepted into the Social Work Program at Frostburg State University are continually evaluated by social work faculty members as they progress through the program to ensure adherence to criteria associated with admission to and continuance in the program. If a faculty member deems a social work student's progress to be unsatisfactory, they retain the right and responsibility to reassess said student's suitability for the profession in consultation and in unanimous agreement with the full-time social work faculty members,

Course syllabi are uploaded to Canvas, the university's learning management system, and made available to students in all courses no later than the second week of the respective semester. For asynchronous online courses, syllabi are made available to students no later than the opening date of the course as listed in PAWS. Syllabi specify coursework (re: attendance, exams, quizzes, papers, projects, presentations, readings, etc.), policies regarding such as well as a delineation of the weighting of coursework and the associated grading scale.

Social work students are expected to conduct themselves in a manner that furthers academic, personal, and professional development. Issues that may transpire within the classroom, community, field placement agency, and/or university that may result in dismissal from the program include the following: (a) violation of the University's *Code of Student Conduct*, (b) violation of and/or inadequate cultivation, demonstration, and adherence to professional and ethical behaviors as delineated in the *Code of Ethics of the National Association of Social Workers*; (c) failure to maintain an overall GPA of 2.50; (d) failure to maintain a GPA of 2.50 in all required social work courses; and/or (e) clear and demonstrated evidence of one's inability for professional growth and development due to (i) unresolved emotional and/or personal problems, (ii) emotional immaturity, (iii) insufficient cognitive, communication, intrapersonal, and interpersonal skills, (iv) absence of/limited engagement in sustained, meaningful self-reflection, and/or (v) absence of/limited engagement in holding oneself accountable for their behaviors.

Student Expectations and Indicators of Concern

1. Performance

a. Expectations

- i. Plans and organizes work effectively
- ii. Turns in completed assignments on time
- iii. Makes arrangements for exigent needs in a timely manner

- iv. Maintains at least a 2.50 GPA in the major with no “Ds” or “Fs” in any social work courses
- v. Maintains at least a 2.50 overall grade point average

b. Indicators of Concern

- i. Demonstrates poor organizational skills
- ii. Makes repeated requests for extensions on coursework
- iii. Turns in incomplete coursework
- iv. Falls below a 2.50 grade point average in the major and/or has at least one “D” or “F” in a social work course
- v. Falls below a 2.50 overall grade point average

2. Conduct/Behavior

a. Expectations

- i. Demonstrates the ability to work cooperatively with others
- ii. Attends all classes and actively participates
- iii. Shows respect for others’ opinions
- iv. Open to positive or negative feedback from peers and faculty
- v. 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
- vi. Adheres to the *Code of Ethics of the National Association of Social Workers*
- vii. Adheres to Frostburg State University’s *Code of Student Conduct*

b. Indicators of Concern

- i. Demonstrates uncooperativeness/unwillingness to engage in class activities
- ii. Has multiple absences and/or is consistently late for class or leaves class early

- iii. Disrupts class process by creating conflict, sleeping, monopolizing discussions, talking to others, texting, surfing the internet, emailing, and the use of other electronic devices in violation of policies stated in course syllabi
- iv. Appears unwilling or unable to accept feedback from faculty or peers and/or unwilling or unable to develop an understanding of people different from oneself
- v. Demonstrates 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
- vi. Violates the *Code of Ethics of the National Association of Social Workers*
- vii. Violates Frostburg State University's *Code of Student Conduct*

3. Self-Awareness and Self-Control

a. Standards

- i. Uses self-disclosure appropriately
- ii. Demonstrates the ability to engage in the discussion and processing of uncomfortable topics
- iii. Deals appropriately with issues which arouse emotions
- iv. Demonstrates an awareness of one's personal limits
- v. Understands the effects of one's behavior on others
- vi. Demonstrates the ability to form positive working relationships with clients, faculty, supervisors, and peers
- vii. Demonstrates the ability to work toward resolving one's personal issues that may impair performance in the classroom, field placement, or the profession

b. Indicators of Concern

- i. Demonstrates the inability or unwillingness to work through unresolved personal issues
- ii. Demonstrates the inability or unwillingness to control emotional reactions
- iii. Demonstrates behavior consistent with impairment as a result of using alcohol or drugs

- iv. Demonstrates emotional problems that interfere with one's ability to work effectively with clients, faculty, supervisors, or peers
- v. Makes written and/or verbal threats to faculty, peers, clients, or supervisors directly and indirectly
- vi. Demonstrates impaired judgment, decision-making, or problem-solving skills
- vii. Demonstrates the inability to form effective relationships with clients, faculty, supervisors, or peers

4. Communication Skills

a. Standards

- i. Demonstrates the ability to engage in critical and analytical thinking in verbal and written forms of communication
- ii. Demonstrates the ability to follow academic and/or professional writing standards and expectations
- iii. Demonstrates the ability to clearly and concisely articulate ideas, thoughts, and concepts
- v. Demonstrates the ability to communicate effectively and appropriately with clients, supervisors, peers, and faculty

b. Indicators of Concern

- i. Demonstrates the inability to engage in critical and analytical thinking in verbal and written forms of communication
- ii. Demonstrates the inability to follow academic and/or professional writing standards and expectations
- iii. Demonstrates the inability to clearly and/or concisely articulate ideas, thoughts, and concepts
- iv. Demonstrates the inability to communicate effectively and appropriately with clients, supervisors, peers, and faculty

Academic, Personal, and Professional Performance Review Process

When a member of the social work faculty has identified that a student demonstrates at least one of the indicators of concern, they will meet with the student to discuss this issue/these issues. Upon conclusion of the meeting, the student will have two business

days to develop and email this faculty member and the chair of the Department of Social Work a formal, typed plan that addresses the identified concern(s).¹⁰ The plan is to include the following: (a) a description of specific behavior(s)/concern(s), (b) goal(s) for improvement, (c) specific tasks for achieving goal(s), and (d) timeline for accomplishing the changes to be completed based upon a time limit set by the faculty member who initiated contact with the student. The respective faculty members will have five business days to review and discuss the plan, make changes as warranted, and sign off on either the revised plan or initial plan which will be sent to the department's administrative assistant who will forward on to the student for their signature which must be rendered within 24 hours of receipt of the plan signed off by the Department of Social Work. Once the student has signed off on the plan and returned to the department's administrative assistant, they, along with the respective faculty members in the department, will receive a copy of this plan, and the administrative assistant will keep a scanned copy of this plan in the student's electronic department file as well as a hardcopy of this plan in their file folder. The faculty member who initiated contact with the student will meet with this individual periodically to review their progress.

If, by the end of the set time limit the student has not made significant, satisfactory, and meaningful progress in achieving their stated goal(s) and associated tasks and/or continues to exhibit indicators of concern, the faculty member who initiated contact with the student will prepare a concise, typed status report that details the indicators of concern, a copy of the student's initial plan along with their progress on achieving their stated goal(s) and associated tasks, and a recommendation regarding the student's future status as either a pre-social work or social work major. This report is to be emailed to all full-time faculty members who will have five business days to review. The faculty member who initiated contact with the student is to inform this individual, via email, that a report has been sent to the full-time faculty members of the social work department detailing their lack of significant, meaningful progress on attaining the goal(s) and respective tasks detailed in their self-initiated plan and/or continued demonstration of indicators of concern as well as the faculty member's recommendation regarding the student's status as either a pre-social work or social work major. In addition, the faculty member is to make the student aware that they will be scheduled, by the department's administrative assistant, for a performance review hearing with all full-time faculty members, that will take place within five business days. The administrative assistant will email the student with two dates and times in which this hearing can be scheduled based on the respective party's schedules. With respect to social work majors, failure to appear at the hearing will result in an automatic dismissal from the Social Work Program and a subsequent referral to the Center for Academic

¹⁰ Please note, depending upon the nature and/or extent of the concerns, this may not be warranted as students may be automatically dismissed from the Social Work Program for violating the *Code of Ethics of the National Association of Social Workers* and/or Frostburg State University's *Code of Student Conduct*, failing to maintain a 2.50 overall grade point average and/or a 2.50 grade point average in the major, and demonstrating conduct that is unbecoming of a social worker and/or renders a student unsuitable for the profession.

Advising and Retention to discuss other majors to pursue other than social work. With respect to pre-social work majors, failure to appear at the hearing will result in the student being referred to the Center for Academic Advising and Retention to discuss other majors to pursue other than social work. These conditions apply unless the student notifies the chair of the department no less than two business days of the hearing's scheduled date and time asking to reschedule at the faculty members' convenience. Requests will not be granted unless the student has a compelling reason and provides verifiable documentation that attests to the exigent circumstances leading to the student asking for a rescheduling of the hearing.

The department's administrative assistant will be present at this hearing for the purposes of recordkeeping. Upon commencement of the hearing, the issues and concerns, along with the recommendation regarding the student's future status as either a pre-social work major or social work major (including possible/actual reclassification from full admission status to provisional admission status, full admission status to rejection of admission status, or provisional admission status to rejection of admission status), will be read by the department chair. Next, the student will be given the opportunity to present their oral response as well as provide supplemental, written documentation that supports their position. Once the student has concluded with their testimony, they will be dismissed from the hearing, and the faculty members will deliberate and decide whether the student will be (a) dismissed from the Social Work Program (re: applicable to social work majors) and/or referred to the Center for Academic Advising and Retention for further academic and career advisement, (b) allowed to continue as either a pre-social work or social work major and continue to work on their initial plan, or (c) allowed to continue as either a pre-social work or social work major but with a revised plan of action. Within 24 business hours, the student will be informed in writing of the department's decision. If either (a) or (b) is recommended, the student will be scheduled for a follow-up hearing to be conducted within a timeframe determined by the faculty member who initiated contact and the full-time faculty members. At this time, the student's progress will be reviewed. If the student fails to abide by the initial or revised plan and has not made significant, satisfactory, and meaningful progress toward accomplishing the set goal(s) and subsequent tasks, they will be dismissed from the Social Work Program (re: applicable to social work majors) and/or referred to the Center for Academic Advising and Retention for further academic and career advisement.

Termination from the Social Work Program Grievance Review Process

Students who wish to grieve their termination from the Social Work Program must file a written grievance with the Dean's Office in the College of Liberal Arts and Sciences no later than 30 days after their termination from the Social Work Program. The grievance must describe, in detail, the basis for their allegation that their termination was arbitrary and capricious¹¹ and

¹¹ In this context, arbitrary and capricious means (a) the termination of a student from the Social Work Program on some basis other than evaluation of their academic, personal, and professional performance, (b) the termination of a student from the Social Work Program by unreasonable application of standards different from those that were applied to other students, or (c) the termination of a student from the Social

include all evidence supporting that claim. The student must send copies of this statement to the respective faculty member and the department chair.

Within 10 business days of receipt of the student's written grievance, the dean will dismiss the grievance if the student (a) did not participate in and/or did not meet the deadline specified in the Academic, Personal, and Professional Review Process; (b) did not file their grievance to the CLAS Dean's Office by the stated deadline; (c) did not furnish evidence that the allegations, if true, constitute arbitrary and capricious termination from the Social Work Program as defined in the preceding footnote; and/or (d) has filed a complaint concerning their termination from the Social Work Program with the Americans with Disabilities Act//Equal Employment Opportunity (ADA/EEO) Compliance Office alleging discrimination or sexual harassment.

If the grievance is not dismissed, the dean shall ask the Department of Social Work to respond to the grievance in writing within 10 business days, addressing the response to the dean and copying the student. The dean will ask the department chair to forward all documentary evidence collected during the Academic, Personal, and Professional Review Process.

If the grievance is not dismissed, the dean shall appoint a grievance committee of three tenured faculty members and shall set the date for an informal, non-adversarial grievance hearing to occur within five business days following the due date for a written response from the respective faculty member and department chair. The student, respective faculty member, and department chair will be invited to attend the hearing and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the hearing, neither the student nor the respective faculty member may be accompanied by a representative or advisor. If information of other students is relevant to the discussion, the grievant must be excused for that portion of the hearing to protect the privacy of other students. The grievance committee shall forward its written recommendation to the dean within five business days after the conclusion of the hearing. The dean may accept, reject, or alter the recommendation. The dean shall render a decision to the student in writing, either in support of the original termination from the Social Work Program or of a change in their status, with copies to the members of the grievance committee, respective faculty member, and department chair. In deciding whether the circumstances justify changing the student's status, the dean shall determine whether the grievant has provided clear and convincing evidence of arbitrary and capricious termination from the Social Work Program. The dean's decision is final.

Work Program by a substantial and unreasonable departure from the initially articulated standards. Alleging one's rejection from the Social Work Program was determined in an arbitrary and capricious manner in the sole ground upon which a student may seek review under these procedures. Since matters within the Department of Social Work Admissions Committee's sphere of academic and professional judgment—such as choice of evaluation methods, evaluation criteria, and standards for evaluation—are not grounds for grievance, the burden of proving arbitrary and capricious rejection from the Social Work Program by clear and convincing evidence rests with the student.