

COPPIN STATE UNIVERSITY
Department of Social Work

**SOCIAL WORK:
AN
EMPOWERING
PROFESSION**

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COPPIN STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK



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MISSION STATEMENT

The Department of Social Work is committed to excellence in educating a diverse student population through the use of an innovative curriculum.

Students are prepared for generalist social work practice with individuals, families, groups, and organizations within an urban environment and global perspective. Students are encouraged to demonstrate the highest professional standards of social work and achieve their maximum potential. The Department is committed to engaging in cutting edge technology and research as the basis for generalist practice social work and service to the community.

Adopted 12/05/06

The Social Work Profession

Social work is a profession for anyone who wants to help others and make a positive contribution to the lives of women, men, and children. Social workers help people solve personal, family, and community problems so that they can lead better lives. They are actively involved in the prevention and treatment of major social problems such as drug addiction, homelessness, mental illness, unemployment, domestic violence, child abuse, racial and economic discrimination, etc. Social workers serve many different people who are confronted with a wide variety of personal and social problems. For example, social workers may be called upon to help

- 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.

Social workers are employed in agencies and organizations serving client groups with many different needs and concerns. Social workers can be found in 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, and many other human services agencies and organizations.

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.

According to the U.S. Department of Labor, the median (i.e., 50th percentile) annual income for child, family, and school social workers in 2004 was \$34,820; for medical and public health

social workers, \$40,080; for mental health and substance abuse social workers, \$33,920; and for all other social workers, \$39,440. The earning potential of social workers increases with experience and advanced education. Social workers commonly earn an annual full-time income of \$40,000 to \$60,000 if they: i. earn a masters degree in social work; ii. assume supervisory/management responsibilities within an agency, and/or iii. open a full-time Practice in consulting or psychotherapy, or a part-time practice that supplements their regular employment. In 2000, the Practice Research Network of the National Association of Social Workers (NASW) conducted a scientific survey of 2000 NASW members and reported a median full-time income of \$58,400 for NASW members with 25 years of experience. (For the full report, see www.socialworkers.org/naswprn/default.asp.)

The employment outlook for social workers is very favorable. Employment of social workers is expected to increase much more rapidly than the average for all occupations through 2014 (U.S. Department of Labor). Employment opportunities will be especially plentiful in the fields of aging, psychiatric social work, occupational social work, and social work in rural areas.

Social Work Education

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 qualifies one to sit for the Licensed Social Work Associate (LSWA) examination in the student's final semester. Many entry-level service positions in human services, counseling, social work, and related fields require the LSWA credential, or offer a higher salary if the employee has a baccalaureate degree in social work and the LSWA credential, as compared to employees with a baccalaureate degree in another social science discipline. For example, Coppin social work graduates who earn the LSWA credential, but who have no professional experience in social work, still qualify for grade 13 positions in social work with the State of Maryland, which provided a beginning salary of \$33,788 in the year 2006. With two years of experience, licensed BSW graduates qualify for grade 15 positions, which provided a beginning salary of \$37,095.

A master's degree in social work (e.g., M.S.W. degree) is required for full professional status in social work. Possession of the M.S.W. degree and two years' subsequent experience as a social worker, with supervision from a certified social worker, 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 and conduct academic research in social work.

The Social Work Program at Coppin

The primary purpose of the social work program at Coppin State University is to educate baccalaureate level students for generalist social work practice with individuals, families, groups, and communities. Generalist social work practice is the application of a broad knowledge base, professional values, and a wide range of professional skills to empower individuals, families, groups, and communities. Generalist social workers “enhance the problem solving and coping capacities of people, link people with agencies and programs that provide them with resources, services, and opportunities, promote the effective and human operations of these systems, and contribute to the development and improvement of social policy” for the sake of social and economic justice (Kirst-Ashman, 2006).*

The social work program at Coppin prepares women and men who are committed to the values and ethical norms of the social work profession as embodied in the Code of Ethics (see Appendix H) and who will provide competent agency-based services to individuals and families of diverse backgrounds, as well as service to groups, organizations, and communities that historically have been oppressed and disenfranchised from social and economic justice.

Students who major in social work complete foundation courses in 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). Special topics courses are available in the fields of aging, community health, drug addictions, social work with families, child welfare, macro practice, and social work with at-risk clientele such as women, children, and racial minorities. An important component of the program is the required field experience in the senior year. Students also complete a minor in a separate discipline or an elective cluster of courses in two or more disciplines that relate to the student’s professional interests.

Throughout the foundation 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.

*Kirst-Ashman, K., & Hull, G.H. (2006). *Understanding Generalist Practice* (4th ed.). Belmont, CA: Thomson

The Social Work Curriculum

See Appendix A for complete course descriptions.

1. Foundation Courses. 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.

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 (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 (3 credits)
SOWK 482	Advanced Field Experience (6 credits)
SOWK 483	Social Work Methods III (3 credits)
SOWK 490	Professional Issues Seminar (2 credits)

2. Special Topics Courses. Students must complete any two Special Topics courses. 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.

SOWK 390 A Special Topics	Aging (3 credits)
SOWK 390 B Special Topics:	Social Work in Communities and Organizations (3 credits)
SOWK 390 C Special Topics	Child Welfare (3 credits)
SOWK 390 D Special Topics	Diversity/Groups at Risk (3 credits)
SOWK 390 E Special Topics	Macropractice (3 credits)
SOWK 390 F Special Topics	Substance Abuse (3 credits)
SOWK 390 G Special Topics	Families (3 credits)
SOWK 390 H Special Topics	Writing In Social Work (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. Minor or Elective Cluster (18--21 credits). Students complete six to seven courses in another discipline (e.g., psychology, education, etc.), or complete six to seven courses in two or more disciplines that relate to the student's professional interest. For example,

someone who is interested in working with young children may choose to combine courses in child psychology with courses in special education. Community college students who concentrated in human services, mental health, or a related field may earn transfer credit for part or all of an elective cluster. See page 8 for a more complete description of this program requirement.

4. Other Requirements. Social work students must also complete the following:

MNSC 150	Technology Fluency (3 credits)
MATH 203	Basic Statistics (3 credits)
POSC Course Option	(any 3-credit course in political science)

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 also regularly scheduled days, evenings, and Saturdays.

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

Consistent with the academic policy of Coppin State University itself, The Department of Social Work does not grant social work course credit for life experience or previous work experience.

There are several guidelines for the proper sequencing of courses:

1. Generally, it is best to 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 210. Introduction to Social Work, should be one of the first courses completed in the major (unless transfer credit has been received for this course).
3. In the case of course sequences (e.g., Social Work Methods I, II, and III), the courses must be completed in chronological order.
4. SOWK 480. (Beginning Field Experience) and SOWK 481 (Social Work Methods II) are always completed together 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 in the spring of the student’s senior year.

5. SOWK 210, SOWK 260, SOWK 379, and SOWK 388 must be completed before enrolling in the field experience (SOWK 480 and 482). Also, students can enroll in field only if they complete all remaining coursework by the December following the May in which they complete their field experience. (After completing field, students have only the following summer and fall semesters to complete any remaining coursework.)

The Field Practicum

An important component in the social work curriculum is the two-semester field practicum in the senior year. Students devote 16 hours each week to working in a human services agency under the supervision of an experienced master's degree social worker. A cumulative GPA of 2.50 or above, including transfer credits, is required to begin the field practicum.

Fieldwork requires completion of an advance application process, including participation in an application workshop that is scheduled in the October or November preceding the September that the student plans to begin his/her field practicum. Most students complete field on a Monday/Wednesday or Tuesday/Thursday schedule, 8:30 A.M. to 5:00 P.M. each day (including lunch).

The 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.) or complete an elective cluster. The courses in a minor are offered by one department, 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. The table that follows on the next page presents the similarities and differences between a minor and an elective cluster.

	<u>MINOR</u>	<u>ELECTIVE CLUSTER</u>
*1. <u>Course content</u>	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. <u>Course flexibility</u>	Varies by discipline-- some minors offer choice of courses, others require completion of specified courses	Flexible course content
*3. <u>Required approval</u>	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. <u>Transfer credit</u>	Subject to approval by sponsoring department	Subject to approval by social work advisor
*5. <u>Notation on Transcript</u>	Yes	No

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 390 Special Topics in Social Work (3 credits) *

*The program offers eight Special Topics (SOWK 390) courses from which students complete any two.

As with social work majors, students wanting to declare social welfare as a minor should obtain a Declaration of Major/Minor form from the Office of Freshman and Undeclared Major Advisement 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 not qualify them to sit for the Licensed Social Work Associate 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.

In any case, students majoring in the Interdisciplinary Studies, with a concentration in social work, are not 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 not qualify them to sit for the Licensed Social Work Associate examination.

Academic Advisement

Students are introduced to the department's advisory system with their initial request for information. Potential majors and minors are required to participate in an interview with a faculty advisor to discuss admission criteria, academic requirements, and the student's academic needs and long-range career goals. Students who are accepted into the social work major or social welfare minor are assigned a faculty advisor who provides 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 seniors (who are majoring in social work) can receive assistance in preparing for the unofficial, abbreviated form of the LSWA examination that is a requirement for graduation. The student's score on the LSWA exam will not affect her/his graduation from Coppin. Seniors are also provided assistance, as needed, in finding employment, and/or preparing for graduate studies. Faculty advisors maintain office hours for student conferences and are available by appointments through the social work program office (GJ 419).

Academic Standing Policy

All students who major in social work must maintain a minimum cumulative grade point average (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 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.

For example, if a social work major's GPA falls below 2.50 at the end of a 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 to attend), or the student will be dismissed from the social work major. A warning letter will be issued to the student at the end of the first semester in which his/her GPA has fallen below 2.50 after declaring the social work major.

Academic Honesty and the Honor Code

The Student Honor Code at Coppin 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 represents as her/his own creation is in fact just that.

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, for example, to a book, a journal article, a Web site, another student's paper, or the written test answers of the student in the next seat.

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 College. 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.

Professional Code of Conduct

Students who have personal problems that interfere with their academic performance are encouraged to seek professional assistance. You may contact the Counseling Center for assistance at 410-951-3939.

Pre-Major In Social Work

Students that intend to declare social work as her/his major at Coppin State University but currently do not meet the minimum cumulative grade point average of 2.50 and/or do not meet the 30 credit hours minimum that is required to declare the social work major will be classified as pre-majors in social work. The decision to grant “pre-major” status is for a period of one year only. 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.



Social Work Student Organizations and Services

The Social Work Association

The Social Work Association (SWA) was founded in 1984 and is the official governing body in the University for Social Work majors. The Social Work Association’s primary purpose is to enhance the education experience for social work majors by providing and supporting enriching educational and opportunities. The Social Work Association also assists the Department of Social Work with planning special and annual events such as: Social Work Advocacy Day in Annapolis, MD; Social Work Policy Forum in Washington, DC, and Social Work Awareness month in March. The Social Work Association 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.

Members of the SWA hold membership 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 Association and the National Association of Social Workers.

Students may obtain additional information on the Social Work Association by accessing the Coppin State University Web page and visiting the Social Work Department. You may also obtain additional information in the Social Work Program Office located in GJ 419. Membership applications are accepted during the spring and fall semesters, the dues are \$10.00 annually. The SWA is open to students who have a

major in one of the following areas: a major in social work, a minor in Social Welfare, a major in Interdisciplinary Studies and 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 (GJ 419).

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, 410-951-3486.

American Humanics Program

The American Humanics program in not-for-profit management at Coppin State University 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 American Humanics program is located on the fourth floor of Grace Jacobs. See Appendix O for the required curriculum. For further information, contact Tenyo Pearl, Director, 410-951-3522, tpearl@coppin.edu.

College Honors Program

Coppin State University offers an Honors Program for outstanding students who have demonstrated exceptional academic ability. The primary focus on 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 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 Program is located on the first floor of Grace Jacobs.

The McNair Scholar's Program

The McNair Post Baccalaureate Achievement Program prepares honors level undergraduate students for graduate studies leading to the Ph.D. degree. Students who meet admissions criteria are required to complete honors courses, a summer research internship, and other activities designed to develop academic skills and leadership qualities. McNair Scholars receive tuition awards and other support services. The McNair Program is located on the first floor of Grace Jacobs.

Volunteer Experiences

Social work majors are provided with a variety of exciting 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 service. Volunteer experiences with various 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 Social Work Department 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 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, dining hall, security office, career development office, student life office, a snack area with vending machines, game room, mail room and duplicating service, and several lounge areas. There is also a Subway Shop located in the Tawes Center.

New Dining Hall

The new dining hall across from the dormitories houses the University cafeteria 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, tee-shirts, hats, and other items of clothing, and various other sundry items may be purchased in the Bookstore. The Bookstore offers extended hours Wednesday evenings; telephone: 410-951-1222.

Academic Resource Center

The Academic Resource Center (ARC) is located on the second floor of the Grace Hill Jacobs Building. The ARC provides tutorial help and instructional materials in four areas: i. study skills, ii. reading, iii. writing, and, iv. mathematics. ARC services include free tutoring, computer assisted instruction, workshops on important academic skills, and review of written assignments for classes. The staff includes both professionals as well as peer tutors. Students may use the Center at anytime without an appointment. However, appointments are recommended for students requiring individualized help with specific assignments, such as tutorial feedback on a written assignment. The Center offers extended hours Wednesday evenings; telephone: 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; telephone: 410-951-3919.

Counseling Center

The Counseling Center, located in the 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; telephone: 410-951-3939.

Health and Wellness Services

The Counseling Center also provides health and wellness services in cooperation with the Coppin State College 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 the Counseling Center on the first floor of the Miles Connor Administration Building. 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; telephone: 410-951-3656.

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 a collective 130 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.

Regular faculty and staff include the following:

Dr. Errol S. Bolden (Field Coordinator)

Office GJ 405

410-951-3537

Ebalden@coppin.edu

Dr. Bolden is the field coordinator and an assistant professor in the Department of Social Work. He teaches the Field Seminar, Macropractice, and Issues in International Social Work.

Prior to joining the Coppin family, Dr. Bolden taught undergraduate and graduate courses at the University of Pittsburgh as a teaching fellow. In 1996 he joined the graduate faculty in the College of Social Work at the University of South Carolina and in 1999 was selected as the "Educator of the Year" from among twenty-eight other faculty members. In 1999, he accepted a joint appointment with the Institute for Families in

Society as research faculty. Dr. Bolden has taught graduate social work courses at the University of South Carolina's satellite location in Seoul, Korea, and as a part-time senior lecture at the Cave Hill campus of University of the West Indies in Barbados.

Dr. Bolden has worked as a social worker with the Community of Hope, a transitional facility for the homeless in Washington, D.C., and as a dialysis social worker at the Washington Kidney Center in Washington, D.C. His community service has included serving chair or member various non-profit boards. He has also presented at a number of regional, national, and international conferences. He currently serves on the editorial board of the Caribbean Journal of Social Work.

Dr. Bolden's research areas of interest are community and organizational capacity building, disengaged fathers, recruitment and retention of black males in higher education and international social work.

Dr. Bolden received his B.A. from Northwest Nazarene University in Nampa, Idaho, a Masters of Social Work from Howard University in Washington, D.C., a Master of Public Health and a Ph.D. in Social Work from the University of Pittsburgh in Pittsburgh, Pennsylvania.

Dr. Virletta Bryant

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410-951-3532
Vbryant@Coppin.edu

Dr. Bryant teaches courses in the Social Work Methods sequence at Coppin and is a faculty liaison for senior students in their field placements. Prior to joining Coppin's faculty, Dr. Bryant was chair and founder of the Bachelor of Social Work distance learning program at Columbia Union College. A portion of her duties included recruitment and retention, teaching undergraduate courses, and advising students.

Dr. Bryant has worked in a variety of settings. She started her career as a case manager for the Department of Aging in Chicago, Illinois. Since that time she has worked in the foster care system as a caseworker providing services to multi-problem families. She has developed employee trainings regarding the rights of the mentally retarded/developmentally delayed adults. She has participated as a research consultant with Maryland's Subsidized Guardianship Project and has also served as the Executive Director of Adventist Community Services in Silver Spring, Maryland.

Dr. Bryant's research areas include minority women and mental health, recruitment and retention of minority students in higher education, and racial disparities in the health care system.

Dr. Bryant earned her Ph.D. from the University of Maryland School of Social Work in 2003. Her dissertation explored the use of spirituality as an alternative form of treatment for depression among African American women.

Dr. Fred Medinger

Office GJ 415

410-951-3538

Fmedinger@coppin.edu

Dr. Fred Medinger teaches courses in human behavior, research, social work methods, and writing for social work. He brings to the social work program thirty-five years of practice experience, and since 1970 has served as a caseworker and therapist at (successively) the Baltimore Department of Social Services, Walter P. Carter Mental Health Center, Villa Maria, Lutheran Social Services, Sheppard Pratt Hospital and Hollander Counseling Associates of Owings Mills.

Prior to joining the Coppin faculty in 1999, Dr. Medinger taught psychology and social work at Essex Community College (1975-1979), the College of Notre Dame (1981-1990), and UMBC (1992-2000). He served as Director of Human Services (1981-1984) and Director of Graduate Studies (1984-1990) at Notre Dame, and was Academic Dean at Mount St. Clare College in Iowa (1990-1992).

Dr. Medinger earned masters degrees in Liberal Arts, Counseling, and Social Science Education at Johns Hopkins University, Master and Doctoral degrees in Social Work at the University of Maryland School of Social Work, and a Doctoral degree in Higher Education at the University of Maryland College Park. He is a Licensed Certified Social Worker-Clinical (LCSW-C)

Dr. Shirley Newton-Guest (Chair)

Office GJ 403

410-951-3542

snewton-guest@coppin.edu

Dr. Shirley Newton-Guest is the current Chair of the Department of Social Work and teaches Social Work Methods II and III, and Field Seminar. She serves as the faculty advisor to Phi Alpha National Honor Society, Theta Rho Chapter.

Prior to being appointed Chair in the fall of 2006, Dr. Newton-Guest developed and provided leadership and training to private and non-profit comprehensive community-based mental health facilities in Washington, D.C. She served as a full-time professor at Virginia Commonwealth University School of Social Work from 1995-1999 and as adjunct professor at Howard University School of Social Work since 2001.

Dr. Newton-Guest is a Licensed Independent Clinical Social Worker in Washington, D.C. and Licensed Certified Social Worker- Clinical in the State of Maryland. She has an extensive background in programmatic oversight, innovative program development and implementation, as well as clinical practice and training. Dr. Newton-Guest has worked in the public and private sector including mental services, maternal and child health services, and substance abuse. She is an experienced presenter at the regional, national, and international levels.

Dr. Newton-Guest research areas of interest are mental health intervention with African American females and youth.

Dr. Newton-Guest received her B.A. from Grambling State University in Grambling, Louisiana, her Masters and Doctorate of Social Work from Howard University School of Social Work in Washington, D.C.

Dr. Vonda Smith-Hill

Office GJ 403

410-951-3541

Vsmith-hill@coppin.edu

Dr. Vonda Smith-Hill is currently Assistant Professor in the Social Work Department. She teaches Introduction to Social Welfare, Social Policy and Social Work I and II, Social Work Research, and the Special Topics courses Social Work Practice with Families, and Macropractice. She also serves as Co-Director of the Maxie Collier Scholarship Program, Coordinator for Professional Development and Continuing Education, and serves on the Social Work Advisory Board.

Prior to joining the faculty in September 2002, Dr. Hill served on the faculty of Johns Hopkins University for seven years as Director of the Family Resource Coordination Unit (FRCU), a home and community-based therapeutic program serving children and adolescents with serious emotional disturbances, and their families. The FRCU was under the auspices of the East Baltimore Mental Health Partnership, Department of Child and Adolescent Psychiatry, Johns Hopkins Hospital, and was one of twenty-one care projects initially funded by the Maryland State Substance Abuse and Mental Health Services Administration as a six-year grantee site.

Dr. Smith-Hill has more than thirty years of experience in the field of mental health, serving children, adolescents, and adults with emotional and mental disturbances. She served for over fourteen years as Director of an outpatient program at the Walter P. Carter Center, Maryland State Department of Health and Mental Hygiene (DHMH). Dr. Smith-Hill also served as program administrator for DHMH Child and Adolescent Services. In this role she served in various capacities, but primarily drafted systems reform initiatives as a member of the Governor's Sub-Cabinet for Children, Youth, and Families.

Dr. Smith-Hill also has served as a teaching assistant at Howard University School of Social Work, and has served as a member of the adjunct social work faculty in the Weekend University and the University Without Walls at Morgan State University.

Dr. Hill received her BA degree from Morgan State University, a Masters of Social Work degree from the University of Maryland, and a Doctorate in Social Work from Howard University.

Mrs. Alecia Taylor

Office GJ 419
410-951-3535
ataylor@coppin.edu

Mrs. Alecia Taylor is the current Administrative Assistant to the Department of Social Work. In 2001 she graduated from the Visual Communications Program at the Katharine Gibbs School in Melville, New York, and is currently pursuing an English degree here at Coppin State University. Ms. Taylor is a member of Sigma Tau Delta, the Coppin State University chapter of the English Honor Society.

Admission to the Social Work Major

Any student declaring the social work major must be officially admitted to the University as a degree student. All applicants must first have achieved sophomore status (30+ completed credits) and have a minimum cumulative GPA of 2.50. (Note: Applicants below a 2.50 GPA who can be reasonably expected to raise their GPA to the required level within one year or less may be provisionally admitted as pre-majors. This option can be discussed with the social work faculty advisor at the time of the admissions interview, if appropriate.)

Admission to the social work major requires students to complete the following steps:

- STEP 1

Obtain a transcript from the Coppin Registrar listing all courses completed at Coppin and elsewhere, including a listing of Coppin course equivalents for any transfer credits.

- STEP 2

Obtain a Declaration of Major form from the Office of Freshman and Undeclared Major Advisement.

- STEP 3

Schedule an appointment with a faculty advisor by first contacting Social Work Administrative Assistant, 410-951-3535.

- STEP 4

Complete an interview with a faculty advisor that includes:

- a. a review of evidence of the required cumulative GPA of 2.50 or above (students with a GPA <2.50 may qualify for pre-major status (See page ____));

- b. a review of evidence of completion of at least 12 credits of college course work;
 - c. an exploration of the student's career interests and goals in relation to the social work major;
 - d. a review of the academic and professional requirements for the successful completion of the social work major at Coppin;
 - e. a review of a curriculum plan for the student and evaluation of any requested transfer credit for SOWK 210, one or two of the SOWK 390 courses, and/or an elective cluster;
 - f. completion of the degree check sheet (appendix B) to show courses completed and courses remaining to be completed;
 - g. completion of the Memorandum of Understanding (Appendix F); and
 - h. if applicable, completion of the Memorandum of Understanding regarding pre-major status in the social work program.
- STEP 5

Receive a decision from the social work faculty advisor for acceptance or non-acceptance into the social work major, or acceptance as a pre-major, if appropriate. If the advisor signs the Declaration of Major form, the student has been admitted to the major with full status, or, if noted on the Declaration of Major form, pre-major status.
 - STEP 6 (for transfer students who receive transfer credit for SOWK 210)

Complete the required social work pretest. (The pretest is 50 multiple choice questions covering different areas of social work. The student's total score on this test will not affect her/his admission into the major.) To complete the required pretest, please contact the Administrative Assistant, Alecia Taylor, to schedule a time to complete the pretest as soon as possible. Your graduation from the social work program may be delayed if you have not completed the required pretest.
 - STEP 7

Write a one-page essay discussing the student's interests and educational objectives in relation to the social work major. The writing quality of this

composition is then evaluated to determine if that student should be required to register for SOWK 390, Writing For Social Work.

- STEP 8

Return the signed Declaration of Major form to the Office of Freshman and Undeclared Major Advisement. Completion of this step will officially enroll the student as a social work major. Note: This step is the same for pre-majors, even though pre-majors (GPA < 2.50) will have their pre-major status noted on this official document.

- STEP 9

Receive assignment to a permanent faculty advisor in the social work department. The permanent faculty advisor will help each student plan her/his completion of the social work degree program, including all course requirements, and will be available for advice and assistance, as needed, throughout the student's course of study at Coppin.

Nontraditional students should note that the Social Work Department does not grant academic credit for life experiences that students have acquired, thus conforming to the accreditation requirements of the Council on Social Work Education (CSWE).

Please also note (Step 6) that all students in the social work major are required to take an entrance and exit examination composed of 50 multiple-choice questions that are based upon the social work licensing 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 not 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.

“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.

APPENDICES

APPENDIX A

SOCIAL WORK COURSE DESCRIPTIONS

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. SOWK 210 must be completed prior to enrolling in SOWK 480.

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.

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. Prerequisite: SOWK 260 (Note: This prerequisite is waived for students who are majoring in interdisciplinary studies.)

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 in Communities and Organizations (3 credits)

This course provides the student with a beginning knowledge of the community and its human service networks. The nature and dynamics of diverse communities is explored with emphasis on the range of roles used by the social worker in community and inter-organizational practice.

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: Writing in Social Work (3 credits)

This course will enable students to improve their written communications, in the sense that their writing will better conform to the standards of conventional English in a professional social work context. Good writing and proper documentation are essential to successful generalist practice. Students will acquire greater skill and competence with respect to rhetoric, writing coherent paragraphs, crafting good sentences, and the use of proper punctuation and mechanics. The class will emphasize writing in a professional, as compared to academic, context. Students will practice writing 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.

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 will be offered in the fall semester (semester 1). 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. STUDENTS

SHOULD 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 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: MNSC 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.

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. Prerequisites: SOWK 210 or equivalent, SOWK 260, SOWK 379, SOWK 388, senior standing, and a completed field application on file with the department. SOWK 480 must be taken concurrently with SOWK 481. SOWK 480 is available only in the fall

semester. Please note: The application process for the field experience begins in the fall prior to the September when the student begins 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. Prerequisite: SOWK 379. Note: SOWK 481 must be taken concurrently with SOWK 480. SOWK 481 is available only in the fall semester.

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

Continuing participation in the delivery of social services with increased practice responsibility. Prerequisites: SOWK 480, SOWK 481. Note: SOWK 482 must be taken concurrently with SOWK 483. SOWK 482 is available only in the spring semester.

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. Prerequisites: SOWK 480, SOWK 481. SOWK 483 must be taken concurrently with SOWK 482. SOWK 483 is available only in the spring semester.

SOWK 490 Professional Issues Seminar (2 credits)

This upper level seminar is designed to provide graduating social work majors with an opportunity to increase mastery and integration of generalist practice content taught across the curriculum. The seminar will provide students with career planning information, preparation for social work licensure, graduate school and job placement resources. A full day dialogue/retreat between students and B.S.W. practitioners who are Coppin graduates will be the closing highlight of this seminar. SOWK 490 must be taken concurrently with SOWK 482 and SOWK 483.

HLTH 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 not required of Coppin social work students. However, it is the HLTH course recommended for social work students to satisfy the general education requirement in health education at Coppin.

APPENDIX B: SOCIAL WORK DEGREE CHECKSHEET

Name _____ Student ID# _____

Address _____ Telephone(s) _____

E-mail _____ Transfer Student? ___ Yes ___ No

Entrance Exam: ___ In SOWK 210 ___ At Admission Institution: _____

GER REQUIREMENTS (46 credits)

English (6 credits)

ENGL 101 English Composition I 3 _____

ENGL 102 English Composition II 3 _____

Mathematics (3-12 credits)

DVMT 108 Elementary Algebra 5 _____

Waived? Yes ___ No ___

MATH 203 Basic Statistics

MATH 203 Basic Statistics 3 _____

Social Science (6 credits)

PSYC 201 General Psychology 3 _____

SOCI 201 Introduction to Sociology 3 _____

Natural Science (7 credits*)

Lab Science Course 4 _____

(Recommend BIOL 101)

Non-Lab Science Course 3 _____

(Recommend PHSC 103)

Literature (6 credits)

WLIT 203 or 204 World Lit I or II 3 _____

Any ENGL, JRNL, or WLIT Course 3 _____

(200 level or higher)

History (6 credits**) **Notes:**

HIST 201 World History I and 3 _____

HIST 202 World History II 3 _____

or

HIST 203 US History I and 3 _____

HIST 204 US History II 3 _____

or

HIST 205 African Amer History I and 3 _____

HIST 206 African Amer History II 3 _____

Philosophy (3 credits)

PHIL 102 Logic 3 _____

or

PHIL 201 Introduction to Philosophy 3 _____

Interdisciplinary Issues (6 credits)

SPCH 105 Introduction to Speech 3 _____

or

SPCH 202 Principles of Interviewing 3 _____

or

SPCH 204 Critical Listening 3 _____

and

HLTH Course Option 3 _____

(Recommend HLTH 105)

Fine Arts (3 credits)

IDIS 102 Music and Dance 3 _____

or

IDIS 103 Visual Arts 3 _____

or

Any Foreign Language Course 3 _____

OTHER REQUIREMENTS (6 credits)

MNSC 150 Computer Literacy 3 _____

Waived? Yes ___ No ___

POSC Course Option 3 _____

(*) The two science courses should be in two different fields of science. For example, biology and physical science.

(**) Students should complete a two-course sequence in one of the three fields of history.

SOCIAL WORK FOUNDATION
(44 credits) (18-21 credits)

SOWK 210 Introduction Social Work 3 ____
Transfer? Yes ___ No ___

SOWK 260 Social Welfare & Policy I 3 ____

SOWK 360 Social Welfare & Policy II 3 ____

SOWK 379 Social Work Methods I 3 ____

SOWK 388 Human Behavior I 3 ____

SOWK 389 Human Behavior II 3 ____

SOWK 460 Technology in Human Svcs. 3 ____

SOWK 461 Social Work Research 3 ____

SOWK 480 Beginning Field Experience 6 ____

SOWK 481 Social Work Methods II 3 ____

SOWK 482 Advanced Field Experience 6 ____

SOWK 483 Social Work Methods III 3 ____

SOWK 490 Professional Issues Seminar 2 ____

MINOR OR ELECTIVE CLUSTER COURSES

If minor, in what field? _____

___ Psychology
___ Sociology
___ Criminal Justice
___ Special Education
___ Early Childhood Education
Other: _____

If elective cluster, attach completed
elective cluster declaration sheet.

Course _____ 3
Course _____ 3
Course _____ 3
Course _____ 3
Course _____ 3
Course _____ 3
Course _____ 3

SPECIAL TOPICS COURSES (6 credits)

SOWK 390A Aging 3 ____

SOWK 390B Child Welfare 3 ____

SOWK 390C Macropractice 3 ____

SOWK 390D Diversity/Groups at Risk 3 ____

SOWK 390E Substance Abuse 3 ____

SOWK 390F Families 3 ____

SOWK 390G Writing in Social Work 3 ____

SOWK 390H Issues in International
Social Work 3 ____

Transfer Course _____ 3 ____

Transfer Course _____ 3 ____

GPA at Admission: _____

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 FALL	JUNIOR YEAR SPRING	SENIOR YEAR FALL	SPRING	FALL	SPRING
SOWK 210	SOWK 260	SOWK 360	SOWK 480	SOWK 482	
Introduction to Social Work	Social Welfare, Social Policy and Social Work I	Social Welfare, Social Policy and Social Work II	Field Experience in Social Work	Advanced Field Experience in Social Work	
SOWK390	SOWK 388	SOWK 389	SOWK 481	SOWK 483	
Special Topics Course	Human Behavior and the Social Environment I	Human Behavior and the Social Environment II	Social Work Methods II Generalist Approach to Practice	Social Work Methods III Intervention, Evaluation & Research	
SOWK 379	SOWK 390				
Social Work Methods I: Introduction to Practice	Special Topics Course				
SOWK 460	SOWK 461	SOWK 490			
Technology in Human Services	Social Work Research	Professional Issues Seminar			

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 B.S.W. 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 Chair 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 Department 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 iii) 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 Academic Resource Center 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 _____

Signature of Student

Date

Name of Advisor

Signature of Advisor

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) _____

Academic Advisor (Print) _____

Student Signature _____

Advisor Signature _____

Date _____

Date _____

APPENDIX H

CODE OF ETHICS SUMMARY OF MAJOR PRINCIPLES

I. THE SOCIAL WORKER'S CONDUCT AND COMPORMENT 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.

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 non specific 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

Goals and Objectives

Accreditation Standard 1: Program, Mission, Goals, and Objectives

AS 1.0: The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

Coppin State University's Mission Statement, Vision Statement Principals and Goals are provided below. This is followed by the Department of Social Work's Mission Statement, Program Goals and Objectives.

A. Coppin State University Mission Statement¹

Coppin State University is a comprehensive, urban, institution offering programs in liberal arts, sciences and professional disciplines. The University is committed to excellence in teaching, research and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High-quality academic programs offer innovative curricula and the latest advancements in technology prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State University applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

B. Coppin State University Vision Statement

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the State of Maryland,

¹ Approved January 2002 by the USM Board of Regents and the Maryland Higher Education Commission.

Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching, that contributes models for inner city academic achievement to the city, the state and the nation.

C. Coppin State University Principles

Powered by information technology as the centerpiece for all institutional operations, Coppin State University embodies excellence as a pioneer in urban education and public service. Coppin State excels as a model comprehensive, urban liberal arts university both regionally and nationally. Coppin State University values the following principles as they relate to the institutional mission:

- Sustain and substantially increase the recruitment and retention of renowned faculty in the liberal arts and sciences, fine arts, and pre-professional studies;
- Promote a global studies curriculum by way of new course offerings, study abroad and internship programs, student, and faculty representation;
- Increase student access and academic success opportunities for student groups traditionally underrepresented in higher education;
- Achieve and promote a more diverse student population mix comprised of academically talented students, working adults, students from other regions, and new immigrants;
- Forge new public service relationships and applied research opportunities, taking advantage of the opportunities to uplift the citizens of West Baltimore as well as strengthening strategic alliances with the City;
- Leverage the use of technology as a tool for improving teaching and learning practices, client, management, and student services;
- Stimulate a greater investment in a capital improvement plan that fosters an increased student enrollment and state of the art teaching and research facilities;
- Strengthen and substantially increase the operating budget of the University by diversifying funding sources including contracts and grants while enhancing fundraising efforts; and
- Enhance the efficiency and effectiveness of administrative operations.

D. Coppin State University Goals

To support the vision and mission, Coppin State University adopted the following overarching goals for 2005-2010.

Coppin State University will

1. enhance academic excellence in undergraduate and graduate academic programs,
2. enhance student success,
3. continue facility development, and

4. expand external relations and improve advancement operations.

E. Coppin State University, Department of Social Work Mission Statement

The Department of Social Work is committed to excellence in educating a diverse student population through the use of an innovative curriculum. Students are prepared for generalist social work practice with individuals, families, groups, and organizations within an urban environment and global perspective. Students are encouraged to demonstrate the highest professional standards of social work and achieve their maximum potential. The Department is committed to engaging in cutting edge technology and research as the basis for generalist practice social work, and service to the community.

AS 1.1: The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1 Program goals are not limited to these purposes.

F. Coppin State University, Department of Social Work Program Goals

Program Goal 1: Provide quality education that prepares baccalaureate graduates for competent and ethical generalist social work practice and to make meaningful contributions to the profession.

Program Goal 2: Strengthen a cutting edge technology-infused curriculum that promotes generalist practice knowledge; value; skills and excellence in the profession of Social Work.

Program Goal 3: Increase recruitment, retention and graduation rates of students through mentoring, advisement and other best practices that prepare program graduates for generalist social work practice with individuals, families, groups, and organizations.

Program Goal 4: Promote the social and economic justice of all people by actively engaging students in opportunities to improve standards of living for the underserved populations while simultaneously working to alleviate oppressive systems and structures within society.

AS 1.2: The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8)

G. Coppin State University Department of Social Work Program Objectives

Consistent with the mission of the Coppin State University and the mission of the Department of Social Work, the Bachelor of Social Work degree pertains to the education of students for

generalist social work practice. Accordingly, the educational objectives address knowledge and skills for cultural sensitive practice, professional values and ethics, and methods of intervention. The specific objectives as they relate to the program goals are

Program Objectives Related to Goal 1: Provide quality education that prepares baccalaureate graduates for competent and ethical generalist social work practice and to make meaningful contributions to the profession.

- Apply critical thinking skills within the context of professional social work practice;
- To prepare professional B.S.W. level social work practitioners who understand and apply the value base of the profession, including its ethical standards, and principles;
- Practice and celebrate with respect and without discrimination the knowledge and skills related to, client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work practice and its contemporary structures and issues;
- Students will be able to apply the knowledge and skills of generalist social work practice with systems of all sizes;
- Students will be able to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups organizations, and communities;
- Students will be able to analyze, formulate, and influence social policies;
- Students will be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, colleagues, and communities;
- Function within the structure of organizations and service delivery systems and seek necessary organizational change; and
- Provide ongoing training/continuing education opportunities for field supervisors.

Program Objectives Related to Goal 2: Strengthen a cutting edge technology-infused curriculum that promotes generalist practice knowledge, value, skills, and excellence in the profession of Social Work.

- Utilize teleconferencing and interactive online modalities to facilitate distance education;
- Utilize the benefits of technology to enhance the quality of instruction, to facilitate student learning and to develop students' knowledge and skills in the utilization of technology in the delivery of service to clients at all levels of practice;
- Develop and strengthen online and hybrid courses; and
- Provide virtual faculty office hours for student advisement.

Program Objectives Related to Goal 3: Increase recruitment, retention, and graduation rates of students through mentoring, advisement, and other best practices that prepare program graduates for generalist social work practice with individuals, families, groups, and organizations.

- Create an atmosphere that promotes pride in the social work profession;
- Provide ongoing student-centered academic advisement;
- Facilitate a nurturing and supportive environment that enhances the student's advancement through the program;
- Provide flexible scheduling of field placement to better accommodate the needs of both traditional and nontraditional students; and
- Promote student leadership and membership through participation in key areas of departmental governance, in the student association and in the honors society.

Program Objectives Related to Goal 4: Promote the social and economic justice of all people by actively engaging students in opportunities to improve standards of living for the underserved populations while simultaneously working to alleviate oppressive systems and structures within society.

- Facilitate active involvement of students in Social Work Advocacy Day;
- Encourage organized student involvement in civic opportunities and voter registration; and
- Create assignments that require students to identify, analyze, and apply social work practice theories and models in confronting social and economic injustice.

AS 1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

The Department of Social Work welcomes the contributions of its constituents and creates opportunities to engage in ongoing dialogue. The Department is of the belief that shared ideas drive its ability to remain vital, responsive, and relevant in the community.

APPENDIX K

BSW CURRICULUM OBJECTIVES

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

The Program's curriculum prepares social work majors to:

- 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 assess 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 L

PROGRAM OUTCOME 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 M

COPPIN STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

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 Chair 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 N

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 involvementetc.

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 O

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 which monitors the Universities compliance with the federal regulations concerning the handicapped.

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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
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Dean of Liberal Arts & Sciences -----	410-951-3020
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Reading Laboratory -----	410-951-3060
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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