

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1985-1987

SCHOOL OF SOCIAL WORK AND COMMUNITY PLANNING

UNIVERSITY
OF MARYLAND
AT BALTIMORE

1985 - 1987

Both the undergraduate and graduate social work programs of the School of Social Work and Community Planning, University of Maryland, are accredited by the Council on Social Work Education, the authorized professional accrediting body for social work in the United States. The Master of Community Planning program is accredited by the American Planning Association.

ACADEMIC CALENDAR

	<i>1985/86</i>	<i>1986/87</i>
FALL SEMESTER		
Arena Registration	August 30, 1985	August 29, 1986
Labor Day—Campus Closed	September 2, 1985	September 1, 1986
Classes Begin	September 3, 1985	September 2, 1986
Thanksgiving Holiday— Campus Closed	November 28- December 1, 1985	November 27-30, 1986
Semester Ends	December 23, 1985	December 23, 1986
WINTER SESSION		
Arena Registration and first day of classes	January 6, 1986	January 5, 1987
Martin Luther King's Birthday—Campus Closed	January 15, 1986	January 15, 1987
Session Ends	January 25, 1986	January 24, 1987
SPRING SESSION		
Arena Registration	January 24, 1986	January 23, 1987
Classes Begin	January 27, 1986	January 26, 1987
Spring Vacation—No Classes	March 24-30, 1986	March 16-22, 1987
Semester Ends	May 23, 1986	May 22, 1987
Commencement	May 23, 1986	May 22, 1987
SUMMER SESSION		
Arena Registration	June 2, 1986	June 1, 1987
Classes Begin	June 2, 1986	June 1, 1987
Independence Day—No Classes	July 4, 1986	July 3, 1987
Session Ends	July 25, 1986	July 24, 1987

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THE PROFESSION: A MESSAGE FROM THE DEAN

The time-lag that is built in any publication makes it difficult in many ways to provide timely, relevant and interesting comments from my perspective. It is hard to know what issues will still be relevant down the road. For example, I am writing this article within a few weeks following the release of the administration's budget for 1986. There are so many concerns arising from that budget, but by the time this issue of the catalog emerges, much will have been discussed in the press and changes will have occurred, so that today's concerns will be "out-of-sync" and perhaps irrelevant.

In spite of that, however, I think all of us need to contemplate what the last election really conveys about our social and political philosophy as a country and society at this time. Have we seen the end of 50 years of concern with social responsibility that became tangible social policy in the Social Security Act of 1935? Most, if not all, of our current and future students and alumni grew up in the post-depression and post-World War II era in which there has been continuing concern for the general welfare of all of our people. We may not have been as creative and as total in our thinking as some other Western countries, but there has been a basic commitment to the general well-being of individuals and families.

The current budget presentation obviously values defense and reduced government most highly. There is little indication of other concerns, and there is an implication that to spend money for the public good is damaging to our character and is unpatriotic. It is perfectly clear

that the past political agenda will not do. What does the 49-state vote mean? How can we be less paralyzed by these changes? Rather than lamenting the horror of it all, we need to begin to be both more creative and more analytical in our thinking so that we can find ways of helping our constituencies survive.

For example, the Ford Foundation is planning to award \$3 million in grants over the next three years for what it describes as "a fundamental reexamination" of social welfare policies in the United States. The aim "is to stimulate a wide range of inquiry into alternative approaches to providing essential social programs and welfare services taking into account changes in the economy, in the family and work and the nation's age profile. Increases in the cost of social programs had produced what many analysts are calling the crisis of the welfare state." The foundation will set up panels which will address such basic questions as, "Who should be the beneficiaries of social programs? What kinds of programs should be available for various segments of the population? What would be the cost of these programs, and can the nation meet them? How should social policies be implemented? At what level of government and what degree of private sector participation?"

Social work and planning as professions should have major contributions to make to this kind of debate. I hope that many in our professions will be involved in working with this particular effort on the part of the Ford Foundation, but it will take a willingness to think in different terms. We have to be much more acutely concerned about the financial implications of what is now in place and what ought to be in place. Social policy, in my view, is always a result of a clash of value positions, and with the disappearance of the old value positions, what kind of dialogue can we generate to help develop the social policy of the next 50 years?

Many point to the Roosevelt era as a watershed in the social policy arena. I think many will point to the Reagan era as another watershed. Roosevelt was fortunate to have Harry

Hopkins, a social worker, as part of his staff to help develop the social policy of the last 50 years. We need to see that our professionals have an impact on the social policy formulation of the next 50 years. In my view, this means we have to continue to think beyond education for excellence in practice and the relationship that our practice has with the private sector to the framework in policy that supports our practice. It is critical to evaluate analytically how that framework will impact on our clients and on our communities.

Thus as you consider participating with us in this educational process, you need to know that our challenge is to develop practitioners in both professions who will have as a primary concern the impact of all of these changes on human beings. We must provide you with knowledge and skills to develop and implement social policies and programs with a human focus. In this we shall be carrying out the standard established by our school from its very beginning in 1961: to develop professionals who will concentrate and provide the best services they can to those individuals who have the greatest need and the least access.

Decreased funding for social programs will not cause problems of the needy to go away. To the contrary, everything we know tells us that their present needs will add to our social costs for years to come. There is no service delivery system whether it be for counseling, income provision, job provision or planning for the well-being of the community that is not overloaded at the present time with the increasing demands of individuals who have suffered dislocation in the economic system. Such dislocations add psychological injury to material deprivation for countless families and individuals who cannot sustain positive feelings about their futures and therefore about themselves. It will



require strong enlightened leadership for the country to continue to develop social policies based on dignity and concern for the individual. Our school is determined that some of those needed leaders will be developed at the University of Maryland School of Social Work and Community Planning.

Ruth H. Young
Dean

THE SCHOOL AND ITS ENVIRONMENT

The School and Its Programs

In 1984, following an exhaustive self-study, the M.S.W. program was reaccredited by the Council on Social Work Education for seven years, the longest period available to a school of social work. In 1985, the M.C.P. program was accredited by the American Planning Association.

In order to meet the changing needs of students and social workers and community planners, the School of Social Work and Community Planning sponsors a broad range of programs. It offers:

- Degrees in all three levels of social work education—a bachelor's degree in social work; a master's degree in social work and a Ph.D. in social work practice.
- A master's degree in community planning that utilizes the resources of two of the university's major campuses—the Baltimore City campus and the College Park campus.
- Three concentrations within the M.S.W. program—Clinical, Community Organization/Social Administration and Clinical/Administration.
- Five specializations within the M.S.W. program—aging, family and children, health, mental health and occupational social work.
- Two joint programs, one leading to the J.D./M.S.W. or M.C.P. with the University of Maryland School of Law, and another leading to the M.A./M.S.W. offered through the Baltimore Institute for Jewish Communal Service. Students earn the M.A. in Jewish Studies through the Baltimore Hebrew College and the M.S.W. from the University of Maryland.
- Two off-campus programs—one on Maryland's Eastern Shore and the other in Western Maryland.
- Two post-master's series—one a full-year 9-credit Certificate in Social Administration and the other a one-semester Seminar on the Practice of Individual Psychotherapy.

The School— Then and Now

In the fall of 1986, the School of Social Work and Community Planning celebrates its 25th anniversary. Not many actual years when measured against other educational divisions of the University of Maryland—many of which go back to the beginning of the 19th century—but years in the crucible.

Our School, born on the verge of the enormous social upheaval of the '60s, consolidated its programs during the political and economic troubles of the '70s and early '80s and arrives in mid-decade as one of the nation's largest and best schools. It was founded to prepare M.S.W. practitioners for the state, and to provide an alternative for Marylanders who historically had commuted out of state to study for the master's degree. It was placed purposefully in the shadow of housing projects and vacant lofts, in an inner city whose now internationally celebrated renaissance was then but a glimmer for the future. The School is another important chapter in Baltimore's remarkable history and tradition of social service, a tradition matched by only a few American cities.

In the fall of 1961, 26 students and a handful of faculty took up residence at the School which was housed on the second floor of a warehouse. They gambled on their futures, and that of the School—and won. Those students and hundreds of others became social activists in riot-torn Baltimore. They learned politics at the grassroots and national levels. They experimented with a number of intervention therapies. And their research identified trends in child welfare, in gerontology, in social policy and other areas. Now, they are part of an illustrious history of research, education and service that extends from the local to the international community.

For over 20 years, the School's students studied in converted or temporary quarters. Today's students study and meet in comfortably furnished lounges and spacious classrooms, made possible in 1983 when the school expanded into a new five story wing. That building is connected by an atrium to a completely renovated building and forms a block-long complex designed expressly for the School.

Inside, a glass enclosed reading room overlooks a walled garden. This congenial and inviting area has space for carrels and additional study materials. Upstairs is the Urban Planning Studio, housed in its spacious quarters with its drafting and light tables, display panels, planning files and graphics equipment. The School's Media Center is a two-story facility equipped with complete closed-circuit television, a series of monitors, cameras and extensive recording equipment. Its portable single camera units permit students and faculty to do videotaping at agencies and in the community. The School's Computer Learning Laboratory is one of social work's most advanced centers. It has 25 IBM PCs and an XT available to students for word processing and research.

These state of the art learning centers train the School's graduates to make advanced technology an integral part of future practice. Like the new building and its various amenities, these innovations symbolize the quest for knowledge and for service for a future that at this moment seems as far flung and remote as the present would have seemed 25 years ago.

Today, this School—the only graduate school of social work in the state, and the only one to offer a degree program in community planning, is one of the nation's finest. However, while its size and scope have changed, the change has not been at the expense of the personal interest and sense of community that the School's first students experienced at the top of the narrow stairs of the university's warehouse.



The Campus

The School is located in one of the nation's first centers for professional education. Its building is located within a city block from the university's original building. The University of Maryland began in Baltimore in 1807 with the founding of the School of Medicine. By mid-19th century, the Schools of Law and Pharmacy, and the Dental School—the world's first—had been established. The School of Nursing and the Graduate School followed. The School of Social Work and Community Planning is the most recent addition. All of these schools surround the University of Maryland Medical System, which includes a 785-bed hospital, a cancer center and the world-renowned Shock Trauma Center. The Medical System is a primary training site for many students in the professional schools, including social work and planning students, and it serves as a comprehensive health care facility for the community, the state and the nation.

The campus presents opportunities for faculty and students from various professions to join in interdisciplinary study and informal exchange of ideas. It affords students an unusual advantage through its location, placed as it is in the midst of one of the greatest concentrations of health care institutions, research facilities, government agencies and professional associations in the nation. The School has been able to capitalize on its location, and uses these settings for field experiences and research opportunities for students.

HEALTH SCIENCES LIBRARY

The Health Sciences Library serves the Dental School, the Graduate School, the Schools of Medicine, Pharmacy, Nursing, Social Work and Community Planning, the University of Maryland Medical System and other affiliated institutions. Currently, the library contains over 240,000 volumes and over 3,100 periodical subscriptions. The collection size ranks the library among the largest 15 health sciences libraries in the country.

To enhance services the library has computerized many of its operations including circulation and cataloging. The online catalog, which offers more searching options than the card catalog, can be accessed via library terminals, on-campus terminals linked to the computer center and home or office terminals with dial-up capabilities. The Health Sciences Library also provides Computerized Reference and Bibliographic Services (CRABS), an automated literature retrieval system which includes MEDLINE, PSYCHINFO, ERIC and TOXLINE as well as 30 other information data bases.

The Health Sciences Library has day, evening and weekend hours.

COMPUTER SCIENCES

The Instructional and Research Computing Unit provides computing capability for students and researchers on its IBM 4341, which supports a full supplement of programming languages and statistical packages for 64 time sharing users. A user's area containing 8 full screen CRT's, 3 hardcopy terminals, a letter quality printer and a computer graphics station is available to the user community. A staff of full-time programmers is available for "first aid" program debugging as well as program development. Also, the Academic Services Division teaches a number of computer short-courses, and provides a monitor-equipped classroom, several micro-computers and a letter quality printer for users.

The campus is a member of BITNET, a nationwide communications network, and is also linked to the College Park Univac 1180 and IBM 4341. Together, these systems provide a full set of programming languages and statistical packages for students and researchers to use in their work.

Baltimore

The school is part of Baltimore's outstanding renaissance. It is located several blocks west of the city's glittering new inner harbor, where Harborplace, a complex of businesses, shops and restaurants, shares the harbor with sloops, renovated federal-style townhouses and the architecturally striking National Aquarium.

The campus forms a link between the harbor and financial district, and Market Center, a series of high-rises, office buildings and shops being built to the north of the campus. One of the first Market Center units to be completed was a station of the first leg of the new Baltimore Metro, which connects the campus with the northwest suburbs by subway.

Baltimore is the largest city in Maryland and the ninth largest in the country. It is also the country's fourth largest foreign-commerce seaport. Baltimore was established because of its harbor, and shipping and shipbuilding have

always been a part of the city's tradition. Thanks to the port, Baltimore has a broad ethnic community which has contributed to the fabric of the city and to the charm of the many neighborhoods.

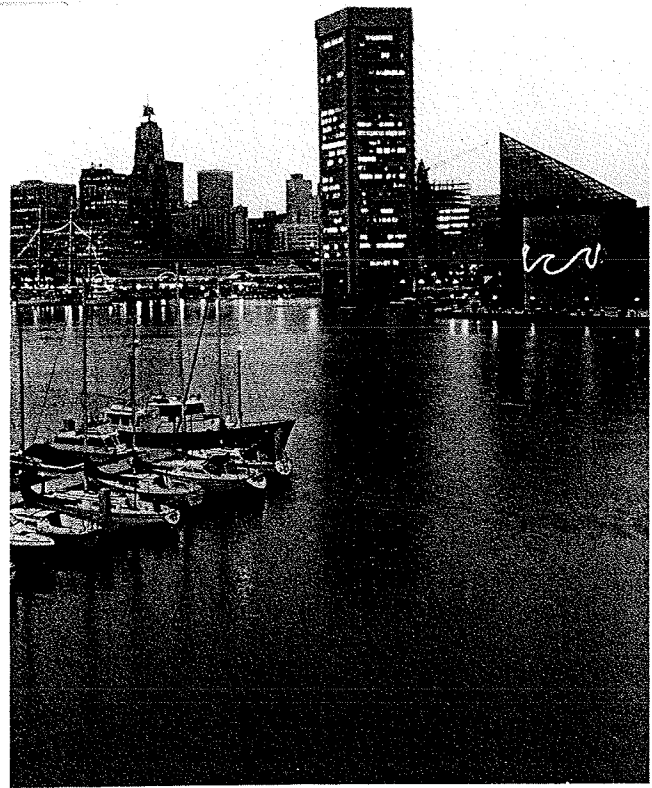
Baltimore's cultural offerings will please the most discriminating tastes. An excellent symphony orchestra performs in a spectacular new symphony hall, which opened in 1982 and is the centerpiece of the arts district. The district also features a renovated Lyric Opera House and the Maryland Institute College of Art. The city boasts many fine museums, libraries and professional theatre groups.

For the sports fan, Baltimore offers its famous Orioles and the Baltimore Stars football team. There is excellent lacrosse, indoor soccer, ice hockey and horse racing. The Appalachian Mountains, 2½ hours to the west, provide good skiing and hiking; the Atlantic Ocean, 2½ hours to the east, provides sunning and surfing, and the nearby Chesapeake Bay offers unparalleled water sports and the seafood for which the region is famous.

Student Life

ON THE PROFESSIONAL SCHOOLS CAMPUS

The UMAB Office of Student Affairs engages in a variety of activities to enhance the quality of life for students from all the professional schools. The University Student Government Association functions as the voice for the UMAB student body, cooperating with individual schools' student organizations and operating through campus wide committees on matters of common interest. Its Division of Student Services actively works to facilitate students' access to a wide assortment of available resources, both academic and non-academic. These can include help with tutoring and with special needs of the physically disabled and minority students. It also includes provision of a range of social activities, recreational facilities and entertainment and cultural events. The Baltimore Stu-



dent Union at 621 West Lombard Street is the center for social activities and is the location for the Division of Student Services Office.

Housing. The University of Maryland at Baltimore offers both apartment and dormitory-style accommodations for students who are single. Dormitory style living is available for men and women in the Baltimore Student Union. Fully furnished efficiency and one- and two-bedroom apartments are available in the uniquely restored Pascault Row townhouses. For information concerning housing, contact the Division of Residence Life, University of Maryland at Baltimore, 621 West Lombard Street, Baltimore, Maryland 21201.

Recreation Facilities. The campus has a single-floor recreation area located atop the Pratt Street Garage. It is equipped with two squash courts, two raquetball/handball courts and two basketball courts which may also be used for tennis, badminton and volleyball. In addition, there is a weight room equipped with a 15-station universal gym and a sauna in each locker room.

Facilities are available for use by UMAB students, faculty, staff and alumni. Students with a current and valid I.D. are admitted free. Faculty, alumni and staff members who want to use the gym are charged an annual membership fee. A ticket service for University of Maryland College Park athletic events is also housed in the Pratt Street recreation facility. For additional information, contact the recreation facility manager at 528-3902.

Campus Health Services. The School provides medical care for its students through the Campus Health Services, located on the first floor of Howard Hall, 660 West Redwood Street. Emergency service is available, at night and on weekends, by calling 528-6790 and talking directly to the medical admitting officer. Emergency room care will be covered only if the problem is life-threatening and immediate or if the student is referred by the medical admitting officer. The office is staffed by two physician directors and a team of physicians, nurse practitioners and registered nurses.

There is a mandatory fee of \$25.00 a semester for full-time students (9 or more credit hours) and \$12.50 a semester for part-time students. Health insurance is required of all students in addition to the student health fee. A group plan is available through the university. Students may obtain a hospital insurance waiver by producing proof of equivalent insurance coverage at time of registration.

The preventive medicine program on this campus requires all incoming students to have a complete medical examination. This may be provided by Campus Health Services or by the student's personal physician utilizing the university's examination form.

STUDENT ACTIVITIES WITHIN THE SCHOOL

There are two student associations within the School: the Student Advocacy Organization and the Black Student Association. A student journal, *Cause and Function*, is published biannually and supported by the Student Advocacy Organization, the School and the Alumni Association.

Office of Student Affairs. The Office of Student Affairs coordinates the School's non-teaching services to students. This includes advising and support services, both academic and non-academic. It is responsible for student orientation, serves as liaison to the Alumni Association and the Student Associations and works cooperatively with the UMAB campus Office of Student Affairs Coordination.

Office of Professional Development. The Office of Professional Development operates the School's continuing education and career resource development programs. The career resource development program maintains a system for continuing contact with employers of social workers and community planners and uses this system to refer graduating students and graduates to social work and planning positions.

The office also provides career counseling, on an individual and group basis, to students and alumni.

Employment Opportunities

Our graduates are qualified for a wide range of jobs including direct service, administration, planning and community organization. Salary levels can vary greatly by type of setting and geographic region. Social workers are employed by community agencies and planning groups at all levels of government, and by many private organizations. Growing numbers are in private practice.

In the spring of 1985, the School conducted an employment survey among its graduates of the preceding year. Of 134 graduates responding (68%), 102 were employed full-time, 20 part-time. Twelve respondents reported themselves unemployed, nearly all for personal reasons.

Howard Altstein, Professor

M.S.W., New York University; Ph.D., University of Illinois. *Transracial Adoption and Transracial Adoption: A Follow Up*. Current research/professional interests: transracial and intercountry adoptions.

Howell S. Baum, Associate Professor

M.C.P. and Ph.D., University of California at Berkeley. *Planners and Public Expectations*. Current research/professional interests: social planning, bureaucracy, psychodynamics of complex organizations, planning theory.

William D. Bechill, Associate Professor

M.S.W., University of Michigan. *Nutrition for the Elderly* and *Developments and Trends in State Services for the Elderly*. Current research/professional interests: long-term care services, senior centers, public social services.

Nancy H. Bennett, Assistant Professor

M.S.W., Howard University; Ph.D., University of Maryland. Current research/professional interests: child abuse, field instruction training for public social services.

Nathaniel Branson, Assistant Professor

M.S.W., Howard University; Ph.D., University of Maryland. Current research/professional interests: effect of work on single parent black families, adolescent pregnancy, in-service training for social service program managers.

Sidney Brower, Associate Professor

M.C.P., Massachusetts Institute of Technology. Current research/professional interests: user perception, use, manipulation and informal social control of public and private spaces.

Shirley Ann Vining Brown, Associate Professor

M.S.W. and Ph.D., University of Michigan. Current research/professional interests: adolescent sexuality and pregnancy, social indicators of institutional racism-sexism, corrections.

Donald J. Carroll, Assistant Professor

M.S.W., Rutgers University; Ph.D., University of Maryland. Current research/professional interests: social work education-administration-supervision, child welfare.

Harris Chaiklin, Professor

M.S., University of Wisconsin; Ph.D., Yale University. *Marion Chace: Her Papers* (ed.). Current research/professional interests: the destitute, disabled, retarded and incarcerated; education for social work practice.

Enrique Cotas, Assistant Professor

M.S.W., University of Puerto Rico. Current research/professional interests: research methodology as applied to practice, epistemology of social interventions, education as social intervention, intercultural and international issues.

Richard T. Criste, Assistant Professor

M.S.W. and Ph.D., University of Maryland. Current research/professional interests: alcoholism treatment, impact of a cancer diagnosis on other family members, undergraduate social work education, mutual help groups.

Joseph Crymes, Professor

M.S. and Ph.D., Cornell University. Current research/professional interests: foster care, adoptions, impact of government policy on family stability, automated agency information systems.

Patricia Drew, Associate Professor

M.S.W., University of Southern California; D.S.W., Washington University. Current research/professional interests: the development and evolution of the knowledge base of social work, the history of social work, social work in health care delivery systems, program evaluation.



Robert Elkin, Associate Professor

M.S.W., University of California at Los Angeles; Ph.D., American University. Current research/professional interests: developing a model or theory for selecting management indicators in the non-profit sector, applying computer technology and information systems design to the human services.

Paul H. Ephross, Professor

M.S.S.S., Boston University; Ph.D., University of Chicago. Current research/professional interests: social work with groups, human sexualities, program evaluation, life-cycle issues.

Donald Fandetti, Associate Professor

M.S.S.S., Boston University; D.S.W., Columbia University. Current research/professional interests: social policies and social services for children and families.

E. Aracelis Francis, Assistant Professor

M.A., University of Chicago; D.S.W., Columbia University. Current research/professional interests: social work with a multicultural clientele, with the media; child welfare, immigration, unemployment, territorial and Caribbean social service systems.

Roger S. Friedman, Assistant Professor

M.S.W. and Ph.D., University of Maryland. Current research/professional interests: teaching and supervision of family therapy, synthesizing systems, psychodynamic theory for practice; mental health issues.

Donald E. Gelfand, Professor

A.M., Washington University; Ph.D., Washington University. *Aging: The Ethnic Factor; The Aging Network: Programs and Services for the Aged and Ethnicity and Aging* (co-authored). Current research/professional interests: aging, mental health, ethnicity.

T. Sue Gladhill, Instructor

M.S.W., University of Maryland. Current research/professional interests: state and local government.

John Goldmeier, Professor

M.S.W., Tulane University; Ph.D., University of Chicago. *New Directions in Mental Health Care: Cooperative Apartments* (co-authored). Current research/professional interests: mental health programs and services, aging.

Geoffrey L. Greif, Assistant Professor

M.S.W., University of Maryland; Ph.D., Columbia University. *Single Fathers*. Current research/professional interests: characteristics and adaptation of custodial and non-custodial single parents, the development of social work practice theory.

Rosalind Griffin, Assistant Professor

M.S.W., University of Maryland; D.S.W., Howard University. Current research/professional interests: clinical treatment of low income and racial minority groups and women, community mental health and professional organizations.

David A. Hardcastle, Professor

M.S.W., University of California at Berkeley; Ph.D., Case Western Reserve University. Chapters in *Handbook of Clinical Social Work* and *Handbook of Social Services; Employment and Unemployment in Social Work: A Study of NASW Members*. Current research/professional interests: income maintenance, human resources development, social administration, policy research, professional labor markets and regulations.

Oliver C. Harris, Associate Professor

M.S.W. and Ph.D., University of Denver. *Family Treatment in Social Work Practice* (co-authored). Current research/professional interests: the impact of home ownership on the elderly.

Kalman Hettleman, Associate Professor

J.D., University of Maryland. Current research/professional interests: poverty, particularly among long-term poor, and inequality.

Iona Hiland, Assistant Professor

M.S.W., University of Pennsylvania; D.S.W., Catholic University. Current research/professional interests: community organization and social administration; social work practice; executive development training for voluntary organizations.

Curtis Janzen, Associate Professor

A.M. and Ph.D., University of Chicago. *Family Treatment in Social Work Practice* (co-authored). Current research/professional interests: family treatment for alcoholism, family violence, child physical and sexual abuse, family relationships of the mentally ill.

Eric R. Kingson, Assistant Professor

M.P.A., Northeastern University; Ph.D., Brandeis University. *Social Security and You*. Current research/professional interests: retirement policy, aging policy, income maintenance policy.

Melvin R. Levin, Professor

M.A., University of Chicago; Ph.D., University of Chicago. *Ending Unemployment: Alternatives for Public Policy; The Urban Prospect and Community and Regional Planning Issues in Public Policy*. Current research/professional interests: employment and manpower planning and policy; Chairman, Task Force on Employment and Unemployment, American Planning Association.

Alfred Lucco, Associate Professor

M.A. and Ph.D., University of Chicago. Current research/professional interests: children of separation and divorce, effectiveness of psychotherapy, techniques of psychotherapy.

Dale A. Masi, Professor

M.S.W., University of Illinois; D.S.W., Catholic University. *Designing Employee Assistance Programs; Human Services in Industry and Organizing for Women*. Current research/professional interests: human services in industry, particularly employee assistance programs.

John Lewis McAdoo, Associate Professor

M.S.W. and Ph.D., University of Michigan. Current research/professional interests: parent-child interaction and self-esteem in children, fear of crime, morale and well-being of urban elderly, patterns of power relationships in families; relationship between stress and family structures; an exploration of decision making in three-generational families.

Dorothy C. Miller, Assistant Professor

M.S. and D.S.W., Columbia University. Current research/professional interests: child welfare, women and social policy.

Gust W. Mitchell, Assistant Professor

M.S.S.W., University of Tennessee; D.S.W., Catholic University. Current research/professional interests: refugees and immigrants, aging, undergraduate education.

Aina O. Nucho, Associate Professor

M.S.S. and Ph.D., Bryn Mawr. Current research/professional interests: art therapy; guided imagery; stress management; lifestyle factors associated with inhibition of the carcinogenic process; audio-visual communication and mental health.

Julianne S. Oktay, Associate Professor

M.S.W. and Ph.D., University of Michigan. *The Chronically Limited Elderly: The Case for a National Policy for In-Home and Community-Based Services* (co-authored). Current research/professional interests: social work in health care, primary care, alternatives to institutionalization for the frail elderly.

Malinda B. Orlin, Associate Professor

M.S.W., University of Michigan; Ph.D., University of Pittsburgh. Current research/professional interests: social policy, international social welfare, academic administration.

Howard A. Palley, Professor

M.S., Yeshiva University; Ph.D., University of Pittsburgh. *The Chronically Limited Elderly: The Case for a National Policy for In-Home and Community-Based Services* (co-authored); *Urban America and Public Policies* (co-authored). Current research/professional interests: national policies and the aged, health care policy, urban policy, comparative welfare policy and social development.

Leonard Press, Associate Professor

M.S.S.A., Case Western Reserve University. Current research/professional interests: comprehensive social work practice in public mental health; therapeutic methods within social work practice; structural and cybernetic features of helping systems; clinical supervision.

Julia B. Rauch, Assistant Professor

M.S.W., University of Pennsylvania; Ph.D., Bryn Mawr. Current research/professional interests: maternal and child health, especially family adaptation to a child's chronic illness; gender as a factor in social work practice, social work and genetics, social work education in genetics.

Michael Reisch, Assistant Professor

M.S.W., Hunter College; Ph.D., State University of New York at Binghamton. Current research/professional interests: political economy of social work and social welfare; ideology and social welfare; policy analysis, legislative advocacy, social action, electoral politics.

Arthur Schwartz, Professor

M.S.S.S., Boston University; Ph.D., Columbia University. *The Behavioral Therapies: Theories and Applications* and *Social Casework: A Behavioral Approach*. Current research/professional interests: comparative approaches to social treatment, etiology and treatment of depression, treatment of sexual dysfunctioning and marital conflict, physical illness and rehabilitation.

Raju Varghese, Associate Professor
M.S.W., University of Pennsylvania; Ed.D.,
Temple University. Current research/profession-
al interests: human development,
organizational behavior.

Thomas V. Vassil, Associate Professor
M.S.S.S., Boston University; Ph.D., University
of Chicago. *Groups in Social Work: An Ec-
ological Perspective* (co-authored). Current
research/professional interests: impact of
chronically ill child on family functioning,
community integration of psychosocially
disabled populations.

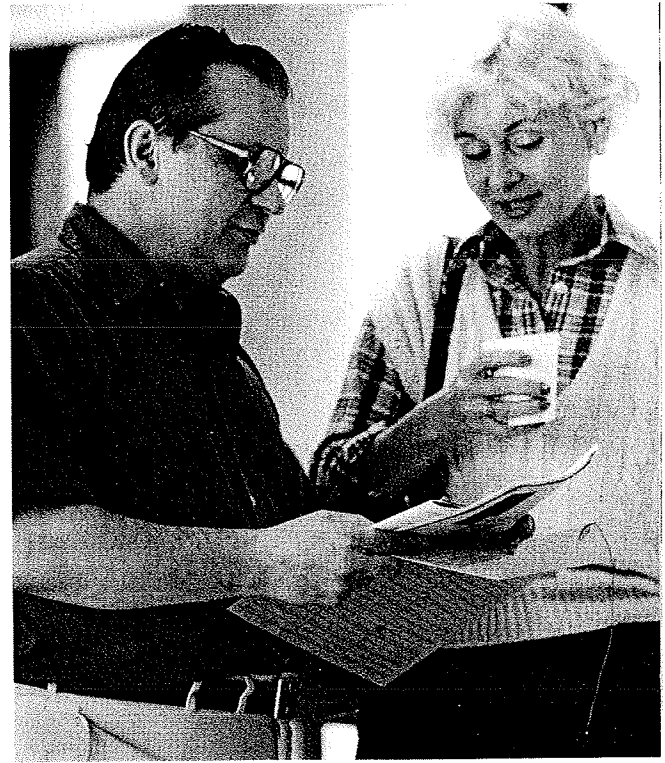
Carolyn Walter, Assistant Professor
M.S.S. and Ph.D., Bryn Mawr. Current re-
search/professional interests: adult develop-
ment, the timing of parenthood, etiology
and treatment of depression, women's
issues.

Stanley Wenocur, Associate Professor
M.S.W., Case Western Reserve; D.S.W., Uni-
versity of California at Berkeley. Current re-
search/professional interests: voluntary so-
cial welfare, tertiary welfare sector/
emergency food services, community
organization, mental health, philanthropy/
federated fund-raising and alternative
fundraising, political economy of social
work and social welfare, organizational and
social change.

Ada W. Williams, Assistant Professor
M.S., Columbia University; Ph.D., Union
Graduate School. Current research/profession-
al interests: curriculum development
for clinical practice, mental health services
for black families.

K. Nancy Wilson, Instructor
M.S.W., University of Maryland. Current re-
search/professional interests: colonial Mary-
land Poor Law.

Ruth H. Young, Professor
M.S.S.W. and D.S.W., Catholic University.
Current research/professional interests:
child abuse and neglect and child
advocacy.



Professors Emeriti

Jules Berman, Associate Professor Emeritus
A.M., University of Chicago.

**Abraham Makofsky, Associate Professor
Emeritus**

M.S.W., Columbia University; Ph.D., Catholic
University of America.

PROGRAMS OF INSTRUCTION

Bachelor of Arts

The School of Social Work and Community Planning, in cooperation with the University of Maryland Baltimore County, offers a double major program for students interested in social work. The social work major is offered only in conjunction with a second major, based on the philosophy that a basic education in the liberal arts and sciences is essential to professional social work education.

Further information on the undergraduate social work program is available through:

Chairman
Social Work Department
University of Maryland Baltimore County
Catonsville, Maryland 21228
(301) 455-2144

Master of Social Work

The 58-credit master's degree in social work curriculum is divided between the foundation curriculum of 30 credits, where all entering students begin their study, and the advanced practice curricula with the following choice of concentrations: Clinical, Community Organization and Social Administration, Clinical/ Administration.

There are additional opportunities for further specialization in fields of practice. These practice areas are

Aging
Health
Occupational social work
Mental health
Family and children's services

The advanced practice curricula consist of 28 credits. (It is not always possible to fulfill all the requirements for all the specializations within the 58 credits.)

THE FOUNDATION

The 30-credit professional curriculum base provides education and skill development in the values, concepts and processes that are the core of social work practice. The student takes

course work in human behavior, social policy, research and social work practice, which develops a problem-solving framework for social work. Students also take a year-long practicum, two days a week in a social welfare agency where, under supervision, they engage in direct social work practice.

The foundation curriculum is basic to all the concentrations. The goal of the foundation curriculum is to provide for all students a sound, broad base for future practice in the specialized methods of concentration.

The foundation curriculum is:

		CREDITS
SOWK 500	Social Welfare and Social Policy	3
SOWK 530, 531	Social Work Practice	6
SOWK 535, 536	Social Work Practicum (2 days a week, 2 semesters)	6
SOWK 540	Human Behavior and the Social Environment I	3
SOWK 541	Human Behavior and the Social Environment II	3
SOWK 560	Groups and Organizations	3
SOWK 564	Racism and Social Welfare	3
SOWK 570	Social Work Research	3
		30

THE CONCENTRATIONS

Clinical. The goal of the clinical program is to educate a practitioner who works for improvement in the quality of life and enhancement of social functioning through direct service to individuals and families in dyadic, family or group client contact and with those organizations and/or aspects of the community that have a direct impact on the lives of clients. Clinical social workers are active in the promotion, restoration, maintenance and enhancement of the functioning of individuals, families and groups, the prevention of distress and the utilization of resources. The clinical curriculum is divided between class and field instruction.

The clinical curriculum is:

		CREDITS
SWCL 500	Clinical Social Work Practice	3
SWCL 594, 595	Clinical Field Instruction (3 days a week, 2 semesters)	10
Choice of a social policy option course		3
Advanced Research—research project, thesis or research option course		3
Choice of 2 Clinical methods option courses		6
Electives		3
		28

Community Organization and Social Administration (COSA). The community organization and social administration curriculum prepares students for a wide and diverse range of positions in administration, community organization, management of social welfare services and social planning. Both classroom courses and field practice combine social work practice principles, value bases, ethical concerns and skills with technologies and concepts drawn from related disciplines. The community organization and social administration practitioner works at an organizational and interorganizational level in order to plan, develop, organize, administer and evaluate programs of social services on behalf of populations in need of them.

The historic roots of administration and community organization are as old as the social work profession itself. Social workers in organizational and management positions have made and will continue to make major contributions to the development of the nation's social welfare system and thus to the health and welfare of individuals, families and communities. The School of Social Work and Community Planning has been distinguished for its commitment to the education of skilled administrators and organizers. Such professionals are employed throughout the network of public and voluntary social agencies, as well as in national, state and

local government departments concerned with the provision and delivery of human services.

The community organization and social administration curriculum is:

		CREDITS
Choice of: SWOA 503	Program Management or Community Organization	3
SWOA 504	Community Organization	
SWOA 594, 595	Field Instruction (3 days a week, two semesters)	10
Choice of 2	Community Organization/Social Administration option courses	6
Choice of social policy option course		3
Advanced Research—a research project, thesis or research option course		3
Electives		3
		28

Clinical/Administration. The clinical/administration program is designed for students who are interested in acquiring clinical, supervisory, administrative and consultative skills. These skills are developed through course work in the areas of clinical practice and social administration. Two semesters of field instruction are required and students are assigned to agencies where they are expected to carry a clinical case-load and complete administrative assignments.

The objectives of the clinical/administration program are specifically related to current and projected needs in the field of social welfare. The program focuses on the service delivery level of social welfare organizations where supervisors and middle level managers need to have knowledge and skills in both clinical practice and social administration.

Admission to the concentration is limited to students with two years of appropriate direct social work practice.

The clinical/administration curriculum is:

	CREDITS
SWCA 594, Field Instruction 595 (3 days a week, two semesters)	10
Choice of two Clinical methods option courses	6
Choice of two COSA option courses	6
Choice of a social policy option course	3
Advanced Research—a research project, thesis, or research option course	3
	28

Master of Community Planning

Planning has been described as an organized way of thinking about what ought to happen while dealing with the practical realities of making it happen. The profession has traditionally been focused on physical development of communities and neighborhoods but in the past decades it has both broadened and deepened its practitioner training and practice to include increasing attention to human resources, economic development and to state and regional program planning and administration. Increasingly, planning education, while retaining its initial land use focus, is moving in the direction of training its graduates as adaptable practitioners who are generalists-with-a-specialty. They are suitable for practice in a variety of agencies and roles in both the private and public sectors.

The community planning program at the University of Maryland is uniquely suited for this emerging function. It combines the human services resources, the studio laboratory opportunities and high quality planning agencies available on the Baltimore campus and area with the wide range of courses and specializations available on the College Park campus.

The curriculum is:

	CREDITS
SWCP 502, Social Planning SWOA 502	3
SWCP 560 Concepts and Techniques	3
SOWK 560 Groups and Organizations	3
SWCP 566 Fiscal and Economic Planning	3
SWCP 581 Urban Planning Workshop	5
SWCP 580 The Planning Profession & Practicum	3
SOWK 564 Racism and Social Welfare	3
SWCP 582 Field Instruction (30 hours a week internship, 4th semester)	8
Two courses in research	6
One course in Human Behavior	3
Six elective courses	18
	58

Ph.D. Program

The Ph.D. program is a 48-credit program with the objectives of educating social welfare professionals to develop and test social work knowledge and practice. The doctoral program's structure and curriculum are focused on the development and testing of social work practice theories and interventions for the profession.

The difference between the M.S.W. and the Ph.D. degree is that M.S.W. education is to develop expert practitioners, while the Maryland Ph.D. degree is to develop researchers who will make their contributions through the development and refinement of knowledge of practice and practice methods for the professions.

The 48 credits include 21 hours of core curriculum, followed by an individualized program of at least 15 additional specialized credits, 6 of which must be taken outside of the School. Upon completion of 18 credits of the core curriculum, students take written and oral comprehensive examinations. A 12-credit dissertation is required of all students.

Admission to the program generally requires an M.S.W. degree. Exceptions will be made only for applicants with a master's or doctorate in a related social or behavioral science

discipline and a strong professional background in social work. These students may be required to take some professional social work master's level courses in addition to the 48 doctoral credits.

Combined Degree Programs

The School of Social Work and Community Planning has two joint programs.

SOCIAL WORK/COMMUNITY PLANNING AND LAW

Through the combined M.S.W./M.C.P. and J.D. program students may, in four years of full-time work, earn both the M.S.W. (or M.C.P.) and the Juris Doctor degrees. This program requires students to meet the admissions and matriculation requirements of both the School of Social Work and Community Planning and the Law School of the University of Maryland. Fifteen credits of the 84 required by the Law School and of the 58 required by the School of Social Work and Community Planning are shared.

One year, either the first or the second, is spent entirely in the first year of the law curriculum. Thereafter, the time is divided between the two curricula.

SCHOOL OF SOCIAL WORK AND COMMUNITY PLANNING/ BALTIMORE HEBREW COLLEGE

The Baltimore Institute for Jewish Communal Service is a program which prepares students for professional leadership roles within the Jewish community. Graduates find employment in Jewish federations, community centers, family service agencies and other types of organizations. In approximately 24 months an institute student concurrently earns an M.S.W. from the University of Maryland School of Social Work and Community Planning and an M.A. in Jewish studies from the Baltimore Hebrew College.

Through social work field placements in Jewish organizations in the Baltimore-Washington area and through co-curricular seminars, students are provided with an interdisciplinary approach to Jewish communal service.

Applicants for the program must be accepted by both the Baltimore Hebrew College and the School of Social Work and Community Planning in order to qualify for consideration by the Baltimore Institute for Jewish Communal Service. Additional information is available through the Baltimore Institute for Jewish Communal Service, 101 W. Mt. Royal Avenue, Baltimore, MD 21201. (301) 727-4828

Non-Degree Program

POST MASTER'S CERTIFICATE PROGRAM IN SOCIAL ADMINISTRATION

The School offers a one-year, eight credit post-master's certificate program focused for two groups of administrators: (1) middle managers, individuals with line responsibility, assistant directors and (2) technical managers such as those responsible for planning, management analysis, budgeting, personnel administration.

Individuals with two types of backgrounds are admitted to the program: (1) currently employed M.S.W.s (and those with a master's degree in an allied discipline) with some to considerable administrative experience in the human services, (2) experienced administrators of human service organizations with earlier training in administration who seek current content in contemporary management concepts and technology.

The curriculum is balanced between the analytical or technical and human relations. Within the analytical sequence, training is given in the technology of management including financial management, information systems, introduction to the computer, strategic marketing and program development and evaluation. Within the human relations sequence, training is given in organizational and management theories; managing staff; leadership and developing an awareness of the student's own role in administration.

COURSES

Master of Social Work

FOUNDATION CURRICULUM COURSES

Social Welfare and Social Policy

SOWK 500—3 credits. Description, evaluation and analysis of social welfare in the United States. Emphasis on income maintenance, social services and health care programs.

Social Work Practice

SOWK 530, 531—3 credits each semester. This foundation course teaches a generic model of social work practice applicable throughout the range of practice settings. Historical, value and ethical dimensions of the profession are examined. (Taken concurrently with SOWK 535, 536.)

Social Work Practicum

SOWK 535, 536—3 credits each semester. The practicum consists of field placement, two days per week, in a social welfare organization, agency or department. Students learn and implement practice roles in relation to the generic model presented in Social Work Practice.

Human Behavior I

SOWK 540—3 credits. Examines the human life cycle and the relationship between individual and family development.

Human Behavior II

SOWK 541—3 credits. Study of social and group processes, community structures and introduction to psychopathology. Prerequisite: SOWK 540.

Groups and Organizations

SOWK 560—3 credits. Theory and method of groups within the organizational context.

Racism and Social Welfare

SOWK 564—3 credits. Examination of racism in America with emphasis on social welfare and community issues.

Social Work Research/Planning Research

SOWK 570—3 credits. Methods of research for social work and community planning practice. Problem formulation, design, data collection and analysis, presentation of findings and conclusions. The relationship to practice knowledge development.

POLICY OPTION COURSES

Social Welfare and Social Policy (SOWK 500) is the prerequisite for the following courses.

Inequality and Income Maintenance

SOWK 501—3 credits. Examination of causes of poverty and approaches to provision of income security. Special emphasis on current public assistance and social insurance issues.

Social Work and the Law

SOWK 504—3 credits. Understanding of the law and the legal system as they affect social work practice. Students will have an opportunity to review court decisions and other essential legal literature.

Mental Health and Social Policy

SOWK 506—3 credits. Analysis of social, economic and political factors affecting policy and service delivery in mental health.

Legislative Process in Social Welfare

SOWK 510—3 credits. Review and analysis of the legislative process in the United States and the role of social workers affecting social welfare.

Social Thought and Social Welfare

SOWK 512—3 credits. Study of the interrelationship between social thought and the formation of social policy. Traces the development of individualistic and egalitarian theories of social welfare from classical roots to the contemporary period.

Health Care and Social Policy

SOWK 513—3 credits. Examination and evaluation of health care policy and service delivery, the current programs for providing health care, influences on programs, proposals for changing present programs and how to evaluate changes using accepted social criteria.

Child Welfare and Social Policy

SOWK 515—3 credits. Evaluation and analysis of programs and policies for children in the United States.

Oppressed Groups and Social Policy

SOWK 516—3 credits. Analysis of barriers to equality faced by select oppressed groups in the United States, evaluation of the effectiveness of strategies for change.

Public Social Services

SOWK 522—3 credits. Examination of public welfare as a system, analysis of its development and the value conflicts which have engulfed it. National policy decisions will be examined with special emphasis on implementation at state and local levels.

Manpower, Employment and Social Policy

SOWK 524—3 credits. Examination and evaluation of manpower policies and programs in the United States.

Industrial Social Services and Social Policy

SOWK 525—3 credits. Presentation and analysis of the framework for delivering social work services in the workplace.

Aging and Social Policy

SOWK 625—3 credits. Examination and evaluation of policies and programs for the aging.

ADVANCED RESEARCH COURSES

Social Work Research/Planning Research (*SOWK 570*) is the prerequisite for all of the following courses.

Qualitative Analysis

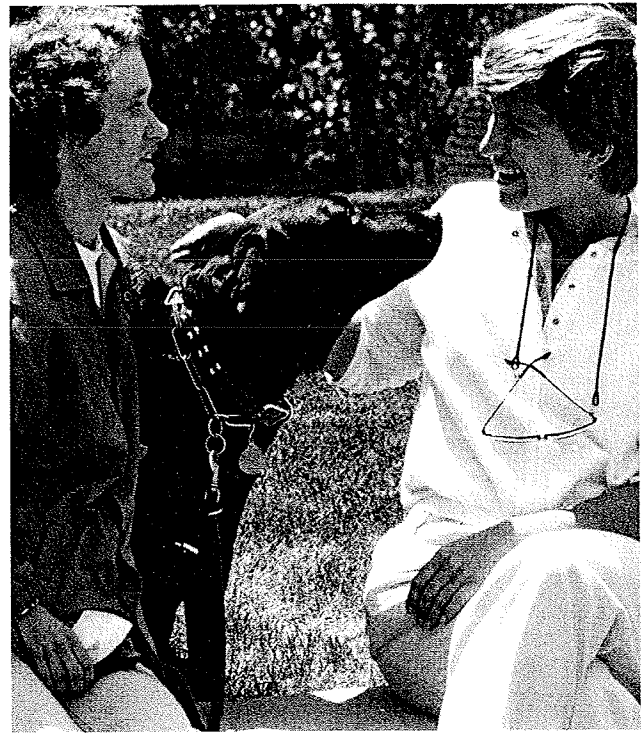
SOWK 571—3 credits. Theory and methodology of qualitative analysis applied to assessment of problems and interventions.

Evaluation Research

SOWK 572—3 credits. Concepts and methodologies for evaluating programs and practice.

Single System Research for Practice

SOWK 575—3 credits. The use of the single unit research approach for the assessment of social work practice.



Experimenting with Interventions

SOWK 576—3 credits. Use, feasibility and ethical implications of experimental model for assessing social interventions.

Research in Child Welfare

SOWK 577—3 credits. Evaluation of interventions in child welfare practice and programs.

Independent Research Project

SOWK 589—1 to 6 credits. Faculty directed research. A final report is expected.

Master's Thesis

SOWK 799—6 credits. Research under the guidance of a three member faculty committee.

CLINICAL METHODS OPTION COURSES

Note: SOWK 530, 531 is the prerequisite for all of the clinical methods option courses.

Clinical Social Work

SWCL 500—3 credits. Processes and techniques of assessment and intervention in clinical social work.

Family Therapy

SWCL 503—3 credits. Advanced clinical social work practice with families based on understanding of family dynamics and treatment theory appropriate for stress laden and dysfunctional families.

Clinical Social Work with Addictive Behavior Patterns

SWCL 505—3 credits. Individual, group and therapeutic community approaches to work with alcoholic and drug addicted clients and families.

Group Methods in Clinical Social Work

SWCL 510—3 credits. Clinical social work practice with groups based on understanding of client needs, group dynamics, agency settings and treatment theory.

Clinical Social Work with Children

SWCL 511—3 credits. Relationship, contract, goal setting and phases of treatment with children and their families based on workable frameworks for assessment and intervention.

Clinical Social Work Practice in Relation to Physical Illness Processes

SWCL 512—3 credits. Clinical social work practice with clients and their families affected by physical illness processes within health care systems.

Art Therapy in Clinical Social Work Practice

SWCL 520—3 credits. Principles and techniques of art therapy with clients at various stages of the life cycle and various degrees of dysfunction.

Marital Counseling

SWCL 523—3 credits. Assessment and treatment of marital relationships within clinical social work practice. Psychosocial and interactional dynamics which influence the formation, maintenance and dysfunction in dyadic relationships between adults.

Clinical Social Work with the Aging and Their Families

SWCL 524—3 credits. Principles and techniques of clinical social work with the aged and their families within the agency systems that serve them.

Clinical Social Work with Black Families

SWCL 526—3 credits. Principles and techniques of clinical social work with black families based on understanding of their unique position and experience in society.

Clinical Practice in Child Welfare

SWCL 527—3 credits. Clinical social work practice on behalf of children, work with natural and foster families within institutional helping systems.

Clinical Social Work in Relation to Chronic Mental Illness

SWCL 530—3 credits. Comprehensive assessment of social situations and psychological attributes of ill persons. Treatment planning which includes case management, discharge planning, therapy and consultation with caretakers.

COMMUNITY ORGANIZATION/
SOCIAL ADMINISTRATION
OPTION COURSES

Social Work Practice (SOWK 530, 531) is the prerequisite for all of the following courses.

Social Planning

SWOA 502—3 credits. Dynamics and components of planning processes as related to social problems, issues and opportunities for change in urban settings.

Program Management

SWOA 503—3 credits. This course develops basic skills of management: planning, coordination, control and evaluation.

Community Organization

SWOA 504—3 credits. Practice principles, roles and functions of community organization practitioners.

Personnel Management

SWOA 521—3 credits. Analysis of issues in personnel management: staff development, deployment, functions of staff development.

Supervision in Social Work

SWOA 522—3 credits. Course emphasizes the leadership, administrative, teaching and helping components of supervision, and the impact of organizational structure and goals on supervisory practice and skills.

Fiscal Management in Human Services Organizations

SWOA 524—3 credits. Introduction to the elements and techniques of financial management in human service organizations. Skill development is emphasized in addition to theory.

Administrative Issues in the Older Americans Act Network

SWOA 525—3 credits. Analysis of organizational and administrative issues involved in the network of services for older people emerging under the Older Americans Act legislation.

Senior Center Administration and Programming

SWOA 533—3 credits. Emphasizes the major aspects of administration and program development in the operation of multi-purpose senior centers and their continuum of services for older persons.

Information Systems Design in the Human Services

SWOA 534—3 credits. Prepares social workers to participate in the original design and subsequent enhancements of automated information systems.

Social Work and Social Action

SWOA 535—3 credits. Origin, structure, methodology and theory of social movements and the role of social work practitioners.

Administering Employee Assistance Programs

SWOA 536—3 credits. A conceptual framework for administering such programs based on administrative theory.

Theory and Practice in Interorganizational Systems

SWOA 537—3 credits. Practice issues in initiating, operating, maintaining and terminating interorganizational endeavors in social welfare.

ADVANCED PRACTICE

FIELD INSTRUCTION COURSES

Community Organization/Social Administration Field Instruction

SWOA 594, 595—5 credits each semester. Two semesters in the advanced curriculum. Assignment to agencies for practice responsibilities and instruction in social administration and community organization. Prerequisites: SOWK 535, 536.

Clinical/Administration Field Instruction

SWCA 594, 595—5 credits each semester. Two semesters in the advanced curriculum. Assignment to agencies for practice responsibilities and instruction in clinical/administration. Prerequisites: SOWK 535, 536.

Clinical Field Instruction

SWCL 594, 595—5 credits each semester. Two semesters in the advanced curriculum. Assignment to community agencies for practice responsibilities and instruction in clinical social work. Prerequisites: SOWK 535, 536.

Community Planning Field Instruction

SWCP 582—5 credits. Thirty hours per week, one semester. Work as interns in a planning agency.

ELECTIVE COURSES**Computer Fundamentals**

SOWK 503 (co-listed as COMP 503)—1 credit.
Computer fundamentals for professional service information systems.

Psychopathology

SOWK 544—3 credits. Studies mental disorders, their etiology and diagnosis. Prerequisites: SOWK 540, 541.

The Family

SOWK 555—3 credits. Theories of family functioning and factors that affect it: race, class, composition, changing sex roles. Prerequisite: SOWK 540.

Use and Abuse of Alcohol, Opiates and Other Drugs

SOWK 556—3 credits. Theories and concepts of alcohol and opiate addiction. Prerequisite: SOWK 540.

Approaches to Aging

SOWK 557—3 credits. Biological, social and cultural factors in aging. Prerequisite: SOWK 540.

Human Behavior and the Physical Environment

SOWK 563—3 credits. Interrelationships between people and their physical setting.

The Nature of Health and Illness

SOWK 565—3 credits. Physiological, psychological, sociocultural and environmental influences on health and illness.

Independent Study

SOWK 598—1 to 3 credits. A student selected topic is studied with a faculty member.

Summer Clinical Field Instruction Elective

SWCL 596—3 credits. Twenty-four hours of practice for 8 weeks in the summer. Prerequisite: Approval of the instructor.

**Master of Community Planning**

Additional community planning courses are offered on the College Park campus.

The Development of the American City

SWCP 525—3 credits. Introduction to the history of American city planning. It examines the development of contemporary physical and social planning as responses to changing urban problems, political interests and planning technologies.

Concepts and Techniques of Urban Planning

SWCP 560—3 credits. Introduction to urban planning with primary emphasis on analyzing, recording and presenting information about the physical environment.

Planning for Housing and Community Development

SWCP 561—3 credits. Knowledge and skills for planning for housing and community development.

Planning and Organizing the Urban Neighborhood

SWCP 562—3 credits. The urban neighborhood as a physical and geographic entity and as a socio-political phenomenon.

Comprehensive Planning for Community Health Care

SWCP 564—3 credits. Concepts and techniques of health care planning.

Community Infrastructure and Facilities Planning

SWCP 565—3 credits. Knowledge, techniques and methods of planning for basic urban infrastructure systems and community facilities.

Fiscal and Economic Planning

SWCP 566—3 credits. Fiscal and economic planning as it affects community development and people.

Planning and Politics

SWCP 567—3 credits. The course examines the relationship between planning and politics; is planning technical or political?

The Planning Profession and Practicum

SWCP 580—3 credits. Basic knowledge of the planning profession, its history, purpose, organizational structure and its value system. Field visits to agencies in the Baltimore-Washington area.

Urban Planning Workshop

SWCP 581—5 credits. Students work on practical planning problems in a setting which simulates a professional planning office. Skills in graphics and communication techniques are taught.

Doctoral Level

CORE COURSES

Social Welfare Policy

SOWK 800—3 credits. This course provides the knowledge of social policy analysis and processes and the development and limits of social policy within contemporary society. This course assumes a basic understanding of social welfare policy. The course is analytical and theoretical.

Development and Use of Social Work Knowledge

SOWK 815, 816—6 credits. This course deals with understanding the theory base for social work practice. The focus is on understanding the nature of theory and concepts and how these ideas contribute to and have been reflected in social work methods.

Introduction to Statistics for Health and Social Sciences

SOWK 870 (co-listed as COMP 501)—3 credits. An introduction to basic statistical techniques is provided, where motivation for the appropriate statistical methodology and understanding of the underlying sampling design and measurement concepts are stressed.

Research Methods in Social Work

SOWK 871, 872—6 credits. This course provides the basis for understanding how to formulate, design and execute research. The focus is on understanding the philosophy of science, theory and concept formation and the appropriate research design and technique for validation of theory and practice methods.

Research Practicum in Social Work Practice

SOWK 873, 874—6 credits. Applied research practicum in social welfare practice. Students develop research skills in design, measurement, analysis and reporting.

SPECIALIZATION COURSES

Doctoral students must select one of the following as part of their specialization.

Practice Theories for Clinical Social Work
SOWK 830—3 credits. This course examines the major orientations in casework practice such as psychosocial, functional, learning theory, problem solving and systems. The focus will be on comparing the underlying psychology and sociology in these orientations and specifying the practice implications of these different orientations.

Theories Underlying Social Work Practice with Groups

SOWK 831—3 credits. Practice theories for social work with groups are examined in a comparative perspective. Group work is presented as a social work method, process and field together with relevant group technologies drawn from sources outside of social work.

Practice Theory in Social Change

SOWK 846—3 credits. This course examines theories of intervention in various social systems in order to achieve change in planned directions. Models of social change practice will be examined and the relationship among these models will be studied for the purpose of identifying diagnostic and predictive factors and strategic options.

Theories Underlying Administrative Practice

SOWK 850—3 credits. This course examines the dynamics of human service organizations, their evolution and continuing change, within the context of various theoretical perspectives. Emphasis will be placed on the application of organization and management theory to the understanding of administrative practices.

ELECTIVE COURSES

To complete the specialization, doctoral students can select from the following courses offered by the School on the Baltimore campus, or they may select others offered at the university's Baltimore County or College Park campuses.

Comparative Social Policy

SOWK 820—3 credits. Using the technique of comparative analysis, this course evaluates different national approaches to provision of social welfare policy in a variety of societies.

Developing Practice Theories for Social Work

SOWK 832—3 credits. This seminar is designed to enable an integration and extension of theories underlying interventive social work practice.

Clinical Practicum

SOWK 839—1 to 9 credits. The practicum provides intensive supervision and consultation in clinical social work practice and is supplemented by students' clinical case conferences.

Theory of Planning and Decision Making Process

SOWK 847—3 credits. The focus of this course is on the adaptation of planning and programming methods developed in diverse fields to the tasks confronting planners in political and administrative settings. Emphasis is given to planning as an organized activity.

Perspectives on Social Work Education

SOWK 897—3 credits. Social work education is viewed both from a general perspective on professional education within the university and specifically in regard to its own historical roots. Contemporary issues are identified and their resolutions assessed for both the profession and the schools of social work.

Independent Study

SOWK 898—1 to 3 credits. A student-selected topic of professional interest, to be studied in depth.

THESIS RESEARCH

Thesis Research

SOWK 899—up to 12 credits.

The University of Maryland is an equal opportunity institution with respect to both education and employment. The School of Social Work and Community Planning of the university adheres to all federal and state laws and regulations on non-discrimination with respect to race, color, religion, age, national origin, sex and handicap. In pursuit of its goal of a racially, socially and culturally diverse student body, the School welcomes applications from all persons without regard to national origin or ancestry, sex, handicap or age and particularly encourages applications from minorities.

Reports of the Admissions Office over the past several years reflect the School's efforts to attract and include students from a variety of backgrounds and experience. Typically an entering class reveals geographical diversity among students, from within Maryland, from a broad range of states around the country and from abroad. Currently seven members of the 1984 entering class are foreign students; 73 are minority students and 12% are black. The age range within a class is 21 to 50 with the mode at 30. Institutional diversity is reflected in the number of colleges and universities from which our students come. For this School, which pioneered in establishing a master's program for the hearing impaired student, this list includes colleges specializing in educating the hearing impaired. Although the School has no requirements as to an undergraduate major, most students have majors in the social sciences and these reveal considerable variety in the particular combinations of subject matter included.

Criteria for Admission

Applicants for admission to the M.S.W. or M.C.P. program are expected to meet the following requirements:

1. A baccalaureate degree from an accredited college or university.
2. A grade point average of B or 3.0 on a 4.0 scale on the last 60 credits. The grade of P in a school using the pass/fail system is usually equated with a B.

3. Satisfactory performance on either the Graduate Record Examination (verbal, quantitative and analytical sections) or the Miller Analogies Test.
4. Personal qualifications essential for professional competence: maturity, sensitivity and responsiveness in relationships, concern for the needs of others, ability for abstract reasoning, conceptual thinking, skill in communicating and evidence of commitment to the profession of social work or planning.

The School considers these criteria not as separate qualifications to be checked off but rather as affording a composite profile of the applicant.

A knowledge of introductory statistics is required of all students. Applicants who already have successfully completed an approved statistics course within the seven years prior to entry to the school should submit appropriate substantiating credentials. Applicants who do not meet this requirement must, upon admission, arrange to fulfill the requirement within one year of enrollment by taking an approved course in statistics or by passing an exemption examination.

Admission Status

Applicants are offered admission in one of the following categories:

1. Full Status Admission: applicant meets all requirements.
2. Provisional Admission: applicant meets all requirements except the grade point average, and indicates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must maintain a B average for the first 12 credits.
3. Non-degree Admission: applicant intends to take course work only. Non-degree students may register for a maximum of six credits per semester. Non-degree students who subsequently wish to be admitted to the degree

program may apply. Students should note that permission to register for courses does not assure admission to the degree program nor the transfer of credits. Six credits is the maximum number which can be applied to the M.S.W. or M.C.P. degree.

Admission Procedures

Students may begin their studies in the fall, summer or spring. To make application the following materials are required:

1. Two copies of the application form.
2. A \$21 non-refundable application fee.
3. Two official transcripts from each college and university attended.
4. Three current references (usually from professors, employers/supervisors or co-workers).
5. Results of either the MAT or GRE (waived for those with master's degrees).
6. A personal statement of four to six typed pages.

Upon notification of admission, space in the incoming class will be reserved when the student confirms in writing the intention to enter and makes a \$50 non-refundable deposit, which will be credited to the tuition payment. This deposit can be waived in unusual circumstances and by written request. Recipients of scholarships including tuition will have their deposit refunded after registration.

Admission of Students from Other Countries

Applicants from outside the United States are expected to meet the same requirements as those applying from within the country. Those from countries whose native language is not English must show proficiency in English as demonstrated on the TOEFL (Test of English as a Foreign Language). The code number for the School of Social Work and Community Planning

is 5848-95. Applicants should make arrangements prior to application with the Educational Testing Service, Box 899, Princeton, N.J. 08540. The complete application, including academic credentials beginning with secondary school, must be submitted seven months prior to the semester and year for which acceptance is sought. An accompanying statement of the applicant's financial status is required. It is not possible for the School of Social Work and Community Planning to provide financial aid to students from other countries.

Determination of In-State Status

An initial determination of in-state status for admission, tuition and charge-differential purposes will be made by the university at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail in each semester until the determination is successfully challenged. Students classified as in-state for admission, tuition and charge-differential purposes are responsible for notifying the Division of Admissions and Registrations of the Baltimore campus, in writing, within fifteen days of any change in their circumstances which might in any way affect their classification at the University of Maryland at Baltimore.

The determination of in-state status for admission, tuition and charge-differential purposes is the responsibility of the Division of Admissions and Registrations, University of Maryland at Baltimore. Copies of the university's policy are available from this office.

Record Maintenance and Disposition

All records, including material from other institutions and people, become part of the student's official file and cannot be duplicated nor given out to any source without the consent of the originator and the student. Admission files are maintained for three years. This includes the files of applicants who did not complete the application, withdrew, were disapproved for admission or did not enroll.

Tuition and Fees

Master's students enrolled in a full-time program of study (nine or more semester hours) pay:

FEES	FALL	SPRING	TOTAL
Tuition, Maryland Resident	\$929.00	\$929.00	\$1,858.00
Tuition, Non-Resident	2,076.00	2,076.00	4,152.00
Student Activities	8.50	8.50	17.00
Student Health	25.00	25.00	50.00
Supporting Facilities	60.00	60.00	120.00
Student Professional Liability Insurance	14.00		14.00
Hospital Insurance			
One Person	139.02	139.02	278.04
Two Persons	282.84	282.84	565.68
Family	384.48	384.48	768.96
Student Government Association	3.00	3.00	6.00

Master's students enrolled in a part-time program of study (less than nine semester hours) will pay the following fees.

FEES	FALL	SPRING	TOTAL
Tuition, Maryland Resident <i>(per credit hour)</i>	87.00	87.00	
Tuition, Non-Resident <i>(per credit hour)</i>	154.00	154.00	
Student Activities	8.50	8.50	17.00
Student Health	12.50	12.50	25.00
Supporting Facilities	20.00	20.00	40.00
Student Professional Liability Insurance <i>(academic year student in field instruction)</i>	18.00		18.00
Hospital Insurance			
One Person	139.02	139.02	278.04
Two Persons	282.84	282.84	565.68
Family	384.48	384.48	768.96
Student Government Association	1.50	1.50	3.00

DOCTORAL STUDENTS' FEES

Doctoral students will pay on the basis of credit hours: \$87 per credit hour for Maryland residents; \$154 per credit hour for non-residents. The diploma fee is \$70. All other fees of the university apply except doctoral students are not required to carry Student Professional Liability Insurance, unless they participate in the clinical field practicum.

OTHER FEES

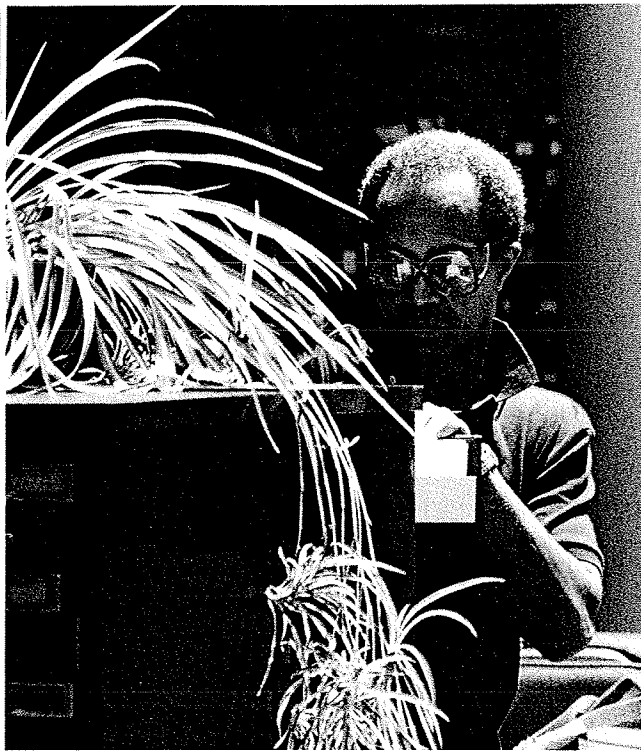
Matriculation Fee, to accompany application	\$21
Diploma Fee, payable in semester of graduation	\$20
Late Registration Fee	\$25
Change of Registration Fee, after first week of class	\$10

The university reserves the right to make such changes in fees and other charges as may be necessary.

Explanation of Fees

These fees and charges are used as follows:

1. Supporting facilities fee is used for expansion of various facilities on campus that are not funded or are funded only in part from other sources.
2. Student health fee is charged to help defray the cost of Campus Health Services which include routine examinations and emergency care. Acceptable medical insurance is required in addition to the student health fee.
3. Application fee partially defrays the cost of processing applications for admission and enrollment data in the professional schools. This fee is not refundable.
4. Diploma fee is charged to help defray costs involved with graduation/commencement.
5. Late registration fee defrays the special cost involved for those who do not complete their registration on the prescribed days.
6. Health insurance is required of all students. Students with equivalent insurance must provide proof of such coverage at the time of



registration and obtain a hospital insurance waiver. Information concerning the student health insurance program may be obtained from the Campus Health Services. Rates are subject to change.

7. M.S.W. students are required to enroll in the Professional Liability Insurance Program. Students enroll the year they begin field placement and reenroll each subsequent year they are in field placement.

Payment of Fees

To attend classes students are required to register each term in accordance with current registration procedures. Fees are due and payable on the dates specified for registration. Registration is not completed until all financial obligations are satisfied. Students who do not complete their registration will not be permitted to attend classes. A fee will be charged for late registration.

Although the university regularly mails bills to advance-registered students, it cannot assume responsibility for their receipt. If students do not receive a bill prior to the beginning of a semester in which they have advance registered, it is their responsibility to contact the Office of the Registrar or Office of the Cashier, Administration Building, during normal business hours.

If a satisfactory settlement or agreement for settlement is not made with the Business Office within ten days after a payment is due, the student is automatically prohibited from attending classes and will forfeit the other privileges of the School of Social Work and Community Planning.

All checks and money orders should be made payable to the University of Maryland for the exact amount of the actual bill.

No diploma, certificate or transcript of record will be issued to students who have not made satisfactory settlement of their university accounts.

Financial Aid

Student financial aid programs are centrally administered by the Student Financial Aid Office, located in the Baltimore Student Union. The main purpose of the program is to help students who otherwise would be financially unable to attend the university. To qualify for aid, students must apply annually and meet certain eligibility requirements.

Aid packages often include a combination of loans, grants, scholarships and work-study designed to meet 100% of a student's need. Usually, 30% to 50% of the need can be met with grant assistance; the balance is met with loan or work-study funds. Out-of-state residents may find a lower percentage of their need met, since many of the programs are restricted to residents of Maryland. More information is available from the:

Student Financial Aid Office
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201

Academic Year

The School operates on the common calendar of the university. This consists of a fall semester, a spring semester, an eight-week summer session and three-week minimester in January.

Requirements for Graduation

To be eligible for the Master of Social Work or the Master of Community Planning degree, students must have fulfilled within a 5-year period the course requirements as prescribed by the curriculum, totalling a minimum of 58 semester hours; must have a cumulative grade point average of B (3.0 on a 4.0 scale) for all classroom courses and a P (Pass) for field courses. The School offers two programs of study by which this can be accomplished: the two-year full-time program and the part-time program.

PROGRAMS OF STUDY

The full-time program is a four-semester (two academic years) plan. The part-time program includes a number of options. All part-time students complete their program according to individually developed educational plans, usually taking three to five years. The M.S.W. or M.C.P. degree must be earned within a maximum of five years.

All part-time students must fulfill the University of Maryland's academic residency requirement. That is, they must complete at least two consecutive semesters with a minimum enrollment of nine credits each semester.

ADVANCED STANDING

Advanced standing status is available to students who have completed, within five years prior to admission to the School, undergraduate programs in social work accredited by the Council on Social Work Education or programs related to community planning. These students must have earned a minimum 3.0 grade point average on a 4.0 scale on all credits which appear on the bachelor's degree transcript. Those who qualify may receive up to 24 semester hours of credit toward the M.S.W. and up to 15 credits for the M.C.P. degree. They may complete the

master's program on either a full-time or extended basis. All students must meet the university's academic residency requirement: two consecutive semesters with a minimum of nine credits each semester.

EXEMPTIONS

Provisions have been made for those with prior professional or academic preparation to enrich their educational experience at the School through exemption of basic courses. Two types of exemptions from basic required courses are offered: automatic exemption for applicable courses taken by B.S.W. students who do not qualify for advanced standing and exemption by examination. Those who qualify for exemptions must still complete 58 credits at the School to earn an M.S.W. or M.C.P. degree. What is changed by successful exemption is the distribution of credits, enabling individuals to increase the number of elective credits in the 58 credit total. Examinations are given before the beginning of each semester. Arrangements are made through the Office of Admissions.

TRANSFER FROM OTHER SOCIAL WORK OR PLANNING PROGRAMS

Under certain circumstances, students may receive credit for a maximum of 28 semester hours for work done within the past four academic years at an accredited graduate school of social work or planning, and for which a grade of at least B was received. Students must complete a minimum of 30 credits at the University of Maryland to be eligible for a degree from the School of Social Work and Community Planning. Official determination of allowable credit for work completed elsewhere will be made at time of admission, but an unofficial evaluation is available on request.

Grading System

The letters A, B and C are used for passing grades for classroom courses; the letter P (Pass) is the passing grade for field courses. Since a cumulative grade point average of B, or 3.0, is required for classroom courses, every credit hour of C must be balanced by a credit hour of A. Any course with a grade below B may be repeated. The grade on the repeated course, whether higher or lower, replaces the original grade.

The grades D and F indicate failure to achieve a satisfactory level of performance and the course must be repeated. The original D or F grade remains on the student's permanent record, but it is the subsequent passing grade which is used to compute grade point average.

Incomplete grades are given under exceptional circumstances to a student whose work in a course has been qualitatively satisfactory, but who, because of illness or other circumstances beyond his control, has been unable to complete all the course requirements. Incompletes must be cleared within 6 weeks after the end of the semester in which the "I" was assigned. Any remaining at the end of the period will convert to "F"

UNSATISFACTORY ACHIEVEMENT

Grounds for suspension or dismissal include: an unsatisfactory academic record, unacceptable professional behavior and academic dishonesty. A satisfactory academic record is a 3.0 grade point average. Suspension is denial of enrollment for a specified period of time, not to exceed one academic year. Dismissal is denial of enrollment for an indefinite period. Dismissal does not imply future readmission nor does it imply that a student is permanently barred from readmission.

Auditing Courses

Courses may be taken for audit (not for credit) by registering and paying fees as with any course taken for credit.

Change in Registration

Students may drop courses without academic penalty during the first eight weeks of a semester and may add courses during the first week of the semester by permission of the School's registrar.

Voluntary Withdrawal

Students may withdraw from school at any time during the academic year except that they may not resort to withdrawal in order to preclude current or impending failures.

The procedures for withdrawal are: submitting a letter of withdrawal to the School's registrar; filing an Application for Withdrawal form bearing the proper signatures; satisfying the authorities there are no outstanding obligations to the School; and returning the student identification card. When these procedures are completed, the student is credited with all academic fees charged less the matriculation fee and entitled to refunds according to the following schedule, using as the date for computation the date when the application for withdrawal is deposited with the Registrar's Office:

SPRING AND FALL:

Two weeks or less—80 percent

Between two and three weeks—60 percent

Between three and four weeks—40 percent

Between four and five weeks—20 percent

After five weeks—0 percent

Transcript of Record

Students and alumni may secure transcripts of their UMAB record from the campus Registrar's Office. There is a charge of \$2.00 per copy; checks should be made payable to the Univer-

sity of Maryland. There is no charge for issuance of transcripts among the university's campuses. A request for transcripts must be made in writing and should be made at least two weeks in advance of the date the records are needed. No transcript will be furnished any student or alumnus whose financial obligations to the university have not been satisfied.

Privacy of Student Records

In accordance with the Family Education Rights and Privacy Act of 1974 (PL93-380), popularly referred to as the "Buckley Amendment," privacy of student records is assured. Specifically, the Act provides for the student's access to educational records maintained by the school, challenge to content in the records and control of disclosure of the records. Details about the act, and the School's compliance with its provisions may be obtained in the Office of the Dean.

Dress Code

Students who are practicing in the field conform to a dress code which was adopted by the Student Affairs Committee in December, 1984. Students are expected to adhere to professional standards of personal appearance and dress as defined by their field agency, as necessary to serve their clients.

Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity

PREAMBLE

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the university and the student, they

are nevertheless conventions which the university believes to be central to the learning and teaching process.

FACULTY RIGHTS AND RESPONSIBILITIES

1. Faculty shall share with students and administration the responsibility for academic integrity.
2. Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty are responsible for the structure and content of their courses, but they have responsibility to present courses that are consistent with their descriptions in the university catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
4. Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
5. Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with university regulations.

STUDENT RIGHTS AND RESPONSIBILITIES

1. Students shall share with faculty and administration the responsibility for academic integrity.
2. Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.



5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

INSTITUTIONAL RESPONSIBILITY

1. Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
2. Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to insure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
3. Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No students suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

Adopted May 8, 1981 by the Board of Regents.

FIELD INSTRUCTION SETTINGS

These agencies were used during the spring of 1985 as field instruction sites for Graduate and Undergraduate Social Work Programs.

A Place for Us, Ltd.
Addict Referral, Inc.
Adoption Service Information Agency
Alexandria Community Mental Health
Allegany County Department of Health
Allegany County Department of Social Services
Anne Arundel County Department of Juvenile Services
Anne Arundel County Department of Social Services
Associated Catholic Charities
Associated Jewish Charities
Baltimore City Department of Education
Baltimore City Department of Social Services
Baltimore City Health Department
Baltimore County Department of Health
Baltimore County Department of Social Services
Baltimore Family Life Center
Baptist Home for Children
Broadmead
Calvert County Department of Social Services
Calvert County Mental Health Center
Caroline County Department of Social Services
Carroll County Bureau of Mental Health
Carroll Manor Nursing Home
Catonsville Community College
Cecil County Department of Social Services
Center for Living
Channel Markers
Children's Hospital Center, Washington, D.C.
Church Hospital Corporation
City Hospital, Inc., Martinsburg, W.Va.
Clifton T. Perkins Hospital Center
College Park Youth Services Agency
Columbia Lighthouse for the Blind
Community Counseling and Resources Center
Community Youth Organization
Crownsville Hospital Center
Division of Occupational Safety and Medicine
Dorchester County Department of Social Services
Dorchester County Mental Health Clinic
Dundalk Youth Services Center
Eastern Shore Hospital Center
Employee Counseling Services, Department of Health and Human Services
Epilepsy Association of Maryland, Inc.
Equal Employment Opportunity
Fairfax County Area Agency on Aging
Fairhaven
Family and Children's Society of Baltimore
Family and Children's Society of Lancaster
Family Life Center, Inc.
Family Service of Montgomery County
Family Service of Prince George's County
Family Services of York and York County
First Step Youth Services
Florence Crittenton Services
Francis Scott Key Medical Center
Frederick County Community Mental Health
Frederick County Department of Social Services
Frederick County Retarded Citizens Association
Frostburg Community Hospital
Georgetown University Hospital Department of Social Work
George Washington University Hospital
Good Samaritan Hospital
Greater Baltimore Medical Center
Great Oaks Center
Hamilton House
Harbel Community Mental Health Center
Health and Welfare Council
Hebrew Home of Washington
Highland Health Facility
Hoffman Home for Youth
House of Ruth
Housing Opportunity—Montgomery County
Howard Academy for Boys
Howard County Health Department, Bureau of Mental Health
Howard County Office on Aging
James L. Kernan Hospital
Jewish Community Center of Baltimore
Jewish Family and Children's Service
Jewish Social Service Agency, Rockville
John L. Deaton Medical Center
Johns Hopkins Hospital
Johns Hopkins University, Counseling Center
Juvenile Services Administration, Baltimore
Juvenile Services Administration, Maryland
Kensington/Wheaton Youth Services
Kent County Department of Social Services
Keswick Home

Kimbrough Army Community Hospital
 Lancaster Guidance Center
 Legal Aid Bureau
 Levindale Geriatric Center and Hospital
 Lutheran Hospital
 Lutheran Social Services, Baltimore
 Lutheran Social Services, Washington, D.C.
 Maryland Children's Aid and Family Services,
 Inc.
 Maryland Foster Care Review Board
 Maryland General Hospital
 Maryland Office on Aging
 Maryland Primary Health Care Association
 Maryland Psychiatric Research Center
 Maryland School for the Blind
 Metropolitan Baltimore Council
 Military District of Washington
 Montebello Center
 Montgomery County Crisis Intervention Center
 Montgomery County Department of Family
 Resources Services
 Montgomery County Department of Social
 Services
 Montgomery County Health Department
 Montrose School
 Mount Washington Children's Hospital
 National Association of Social Workers
 National Institutes of Health
 National Multiple Sclerosis Society
 National Naval Medical Center
 Neighborhood Institute
 9 to 5, Baltimore Working Women
 North Baltimore Community Mental Health
 North Charles General Hospital
 North Greenmount Credit Union
 Northern Community Mental Health
 Northern Virginia Family Services
 Northwest Community Mental Health Center
 Northwest Senior Center
 Patuxent Institution
 People Encouraging People, Inc.
 Prince George's County Department of Health
 Prince George's County Department of Social
 Services
 Prince George's County United Way
 Progress Unlimited, Inc.
 Project PLASE
 Provident Hospital
 Psychiatric Institute of the District of Columbia
 Psychiatric Institute of Montgomery County
 RICA, Rockville
 Rosewood Center
 St. Agnes Hospital, Department of Social Work
 St. Elizabeth's Hospital, Washington, D.C.
 St. Mary's County Department of Social Services
 Shady Grove Adventist Hospital
 Sheppard and Enoch Pratt Hospital
 Sinai Hospital
 South Baltimore General Hospital
 South Mountain Restoration Center
 Springfield Hospital Center
 Spring Grove Hospital Center
 Stella Maris Hospice
 Summit Nursing Home, Catonsville
 Supreme Bench of Baltimore, Medical
 Department
 Talbot County Department of Social Services
 Taylor Manor Hospital
 The Children's Guild
 Thomas B. Finan Center
 Union Memorial Hospital
 United States Department Health and Human
 Services
 United Way of Central Maryland
 University of Maryland Baltimore County, Office
 of Student Affairs
 University of Maryland Department of Personnel
 Services
 University of Maryland Medical System
 Upper Shore Community Mental Health
 Vantage Place-Harriet Tubman Center
 Veterans Administration
 Villa Maria
 Walter P. Carter Center
 Walter Reed Army Medical Center
 Washington Adventist Hospital
 Washington County Department of Health
 Washington County Hospital
 Washington County Department of Social
 Services
 Washington Hospital Center
 Western Center for Maternal and Infant Health
 Western Maryland Center
 Westinghouse Corporation
 Whitman Walker Clinic, Inc.
 Whitsitt Alcohol Rehabilitation Center
 Women's Medical Center of Washington, D.C.,
 Inc.
 Woodbourne Center
 Worcester Youth and Family Counseling Service,
 Inc.
 YWCA Women's Center

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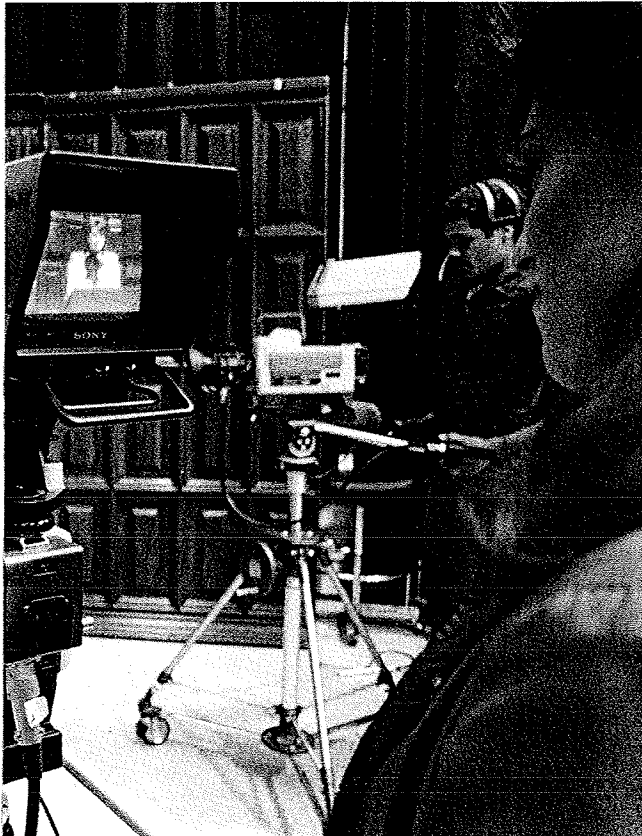
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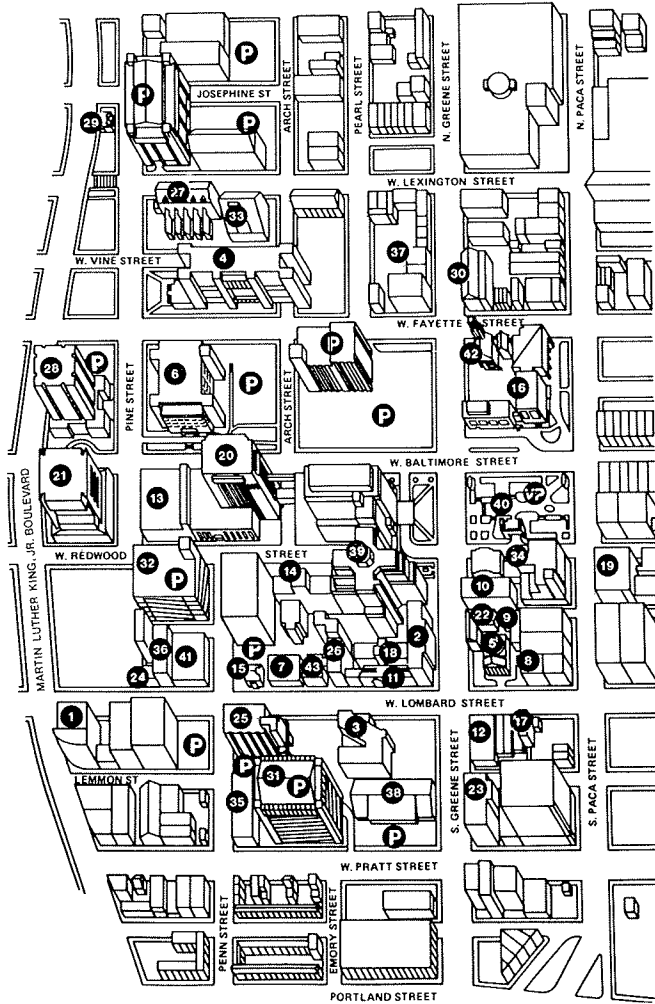
The University of Maryland is an equal opportunity institution with respect to both education and employment. The university's policies, programs and activities are in conformance with pertinent federal and state laws and regulations on non-discrimination regarding race, color, religion, age, national origin, sex and handicap. Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973 or related legal requirements should be directed to the Office of the Chancellor.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interest of the university community, that person may be required to withdraw from the university.

The Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the university will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

CAMPUS MAP

University of Maryland at Baltimore



University & Campus-Related Buildings

- | | | |
|--|---|---|
| 1. Administration Building
737 W. Lombard St. | 9. Gray Laboratory
520 W. Lombard St. | 17. Lombard Building
511 W. Lombard St. |
| 2. Allied Health Professions Building
32 S. Greene St. | 10. Greene Street Building
29 S. Greene St. | 18. Maryland Institute for
Emergency Medical Services
Systems Shock Trauma Center
22 S. Greene St. |
| 3. Baltimore Student Union
621 W. Lombard St. | 11. Health Sciences Building
610 W. Lombard St. | 19. <i>Medical Faculty Foundation
Diagnostic Center</i>
419-421 W. Redwood St. |
| 4. <i>(Walter P.) Carter Center</i>
630 W. Fayette St. | 12. Health Sciences Library
111 S. Greene St. | 20. Medical School
Frank C. Bressler
Research Building
655 W. Baltimore St. |
| 5. Davidge Hall
522 W. Lombard St. | 13. Howard Hall
660 W. Redwood St. | 21. Medical School Teaching Facility
10 S. Pine St. |
| 6. Dental School
Hayden Harris Hall
666 W. Baltimore St. | 14. Institute of Psychiatry and
Human Behavior
645 W. Redwood St. | 22. Medical Technology
31 S. Greene St. |
| 7. Dunning Hall
636 W. Lombard St. | 15. <i>Kelly Memorial Building</i>
650 W. Lombard St. | 23. <i>Melkadone Program</i>
121 S. Greene St. |
| 8. East Hall
520 W. Lombard St. | 16. Law School, Lane Hall
500 W. Baltimore St. | 24. <i>Newman Center</i>
712 W. Lombard St. |
| | | 25. Nursing School
655 W. Lombard St. |
| | | 26. Parsons Hall
622 W. Lombard St. |
| | | 27. Pascault Row
651-655 W. Lexington St. |
| | | 28. Pharmacy Hall
20 N. Pine St. |
| | | 29. Pine Street Station
210 N. Pine St. |
| | | 30. Poe School
520 W. Fayette St. |
| | | 31. Pratt Street Garage and
Athletic Facility
646 W. Pratt St. |
| | | 32. Redwood Hall
721 W. Redwood St. |
| | | 33. <i>Ronald McDonald House</i>
635 W. Lexington St. |
| | | 34. School of Social Work and
Community Planning
525 W. Redwood St. |
| | | 35. <i>State Medical
Examiner's Building</i>
111 Penn St. |
| | | 36. Storage Building
710 W. Lombard St. |
| | | 37. Tuerk House
106 N. Greene St. |
| | | 38. University Health Center
120 S. Greene St. |
| | | 39. University of Maryland
Medical System
22 S. Greene St. |
| | | 40. University Plaza and Garage
Redwood and Greene Sts. |
| | | 41. <i>Western Health Center</i>
700 W. Lombard St. |
| | | 42. <i>Westminster Hall</i>
515 W. Fayette St. |
| | | 43. Whitehurst Hall
624 W. Lombard St. |