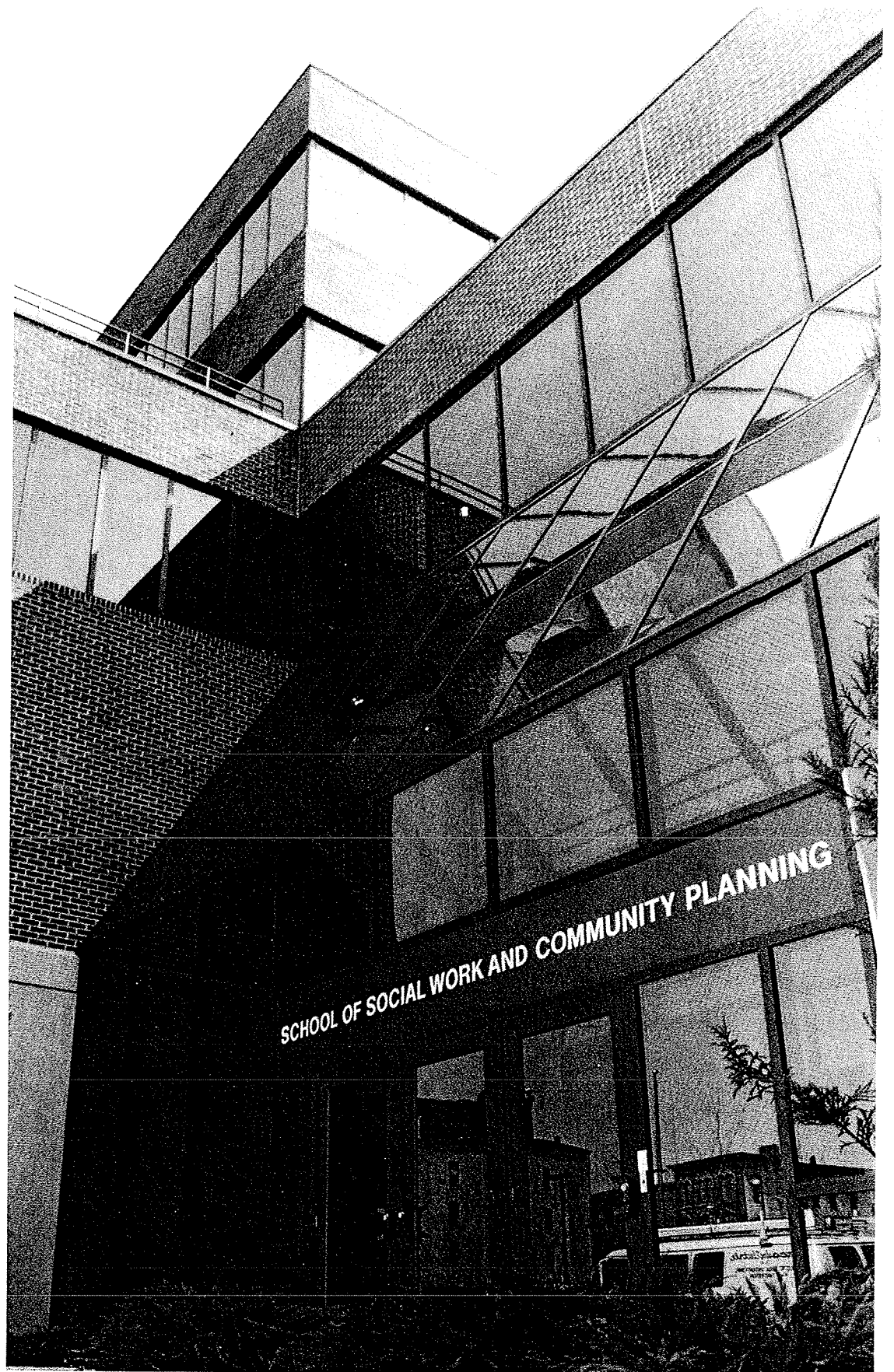


UNIVERSITY
OF MARYLAND
AT BALTIMORE
1983-85

**School of
Social Work and
Community Planning**

**University
of Maryland
at Baltimore
1983-1985**

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 degree is recognized by the American Planning Association.



CURRICULUM REVISIONS

As you can see, this catalogue covers the years 1983-85. We are in the process of printing a 1985-87 catalogue. While the structure of the curriculum remains essentially the same, there are some modifications for persons entering the MSW program beginning Fall 1985. Please refer to this sheet to supplement pages 14-16 of this catalogue.

The **foundation curriculum** will consist of **30** credits distributed as follows:

SOWK 500	Social Welfare and Social Policy (3 credits)
SOWK 530,531	Social Work Practice (6 credits - 3 each semester. Taken concurrently with SOWK 535,536)
SOWK 535,536	Practicum - Social Work internship 2 days a week in a social welfare agency (6 credits - 3 each semester.)
SOWK 540	Human Behavior and the Social Environment I (3 credits)
SOWK 541	Human Behavior and the Social Environment II (3 credits)
SOWK 564	Racism and Social Welfare (3 credits)
SOWK 570	Social Work Research (3 credits)
SOWK 560	Groups and Organizations (3 credits).

The advanced practice **Clinical curriculum** is **28** credits:

SWCL 500	Clinical Social Work Practice (3 credits)
SWCL 594,595	Clinical Field Instruction (3 days a week in a social welfare agency doing Clinical Social Work, 2 semesters) (10 credits)
	Choice of a social policy option course (3 credits)
	Advanced research - research project, thesis, or research option course (3 credits)
	Choice of 2 Clinical methods option courses (3 credits each)
	Elective (3 credits)

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Academic Calendar

1983/84

1984/85

Fall Semester		
Arena Registration	August 30, 1983	August 31, 1984
Classes Begin	August 31, 1983	September 4, 1984
Labor Day—Campus Closed	September 5, 1983	
Thanksgiving Holiday— Campus Closed	November 24–27, 1983	November 22–25, 1984
Semester Ends	December 23, 1983	December 23, 1984
Winter Session		
Arena Registration and first day of classes	January 4, 1984	January 2, 1985
Martin Luther King's Birthday—Campus Closed	January 16, 1984	January 15, 1985
Session Ends	January 24, 1984	January 22, 1985
Spring Semester		
Arena Registration	January 24, 1984	January 22, 1985
Classes Begin	January 25, 1984	January 23, 1985
Spring Vacation—No Classes	March 12–18, 1984	March 18–24, 1985
Semester Ends	May 23, 1984	May 22, 1985
Commencement	May 25, 1984	May 24, 1985
Summer Session		
Arena Registration	June 4, 1984	June 3, 1985
Classes Begin	June 4, 1984	June 3, 1985
Independence Day—No Classes	July 4, 1984	July 4, 1985
Session Ends	July 27, 1984	July 26, 1985



The Profession: A Message from The Dean

5

It is almost too much of a cliché to introduce a catalog in 1983 by observing that both social work and planning professions face unprecedented challenges. Although the changing needs of a changing world have always stimulated these professions, it might be said that not since the Industrial Revolution has society faced such dramatic potential for disruption in the world of work. Changes in technology may produce intractable unemployment over the next several years with consequent dislocation of older workers and diminished need for the less skilled younger ones.

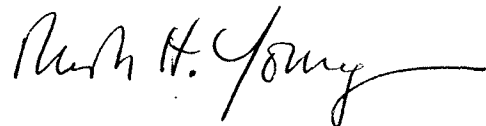
The social policies of our past, based on dignity and concern for the individual, will have to be adapted to deal with the problems of widespread structural unemployment. Many of our social welfare policies are residual in nature, based on the ideal expectation that everyone have a job. This has seldom been possible in our economy and bids to become less so as we look to the future.

How creative can we be in the formulation of policy and the delivery of services required to sustain family stability and community cohesiveness during this period of upheaval? We must ask ourselves whether we are prepared to cope with unprecedented technological change and in what value context we can place the grim consequences for many of our fellow-citizens. As social workers and planners we must develop new theoretical and interventive approaches to the management of change for both the individual and society. We need to anticipate the psychological and emotional fall-out that accompanies changes of such magnitude and to plan preventive and ameliorative programs. The social work profession developed its roots during the Industrial Revolution to deal with the structure of society as it was then understood. As we now move to solve problems created by equally disturbing changes, we must develop problem-solving approaches to new needs which are now barely recognized. Such is the challenge for a school of social work and community

planning, to develop practitioners in both professions who will have as a primary concern the impact of these changes on human beings. It must provide them with knowledge and skills to develop and implement social policies and programs with a human focus. In this we shall be carrying forward the standard established by our school from its very beginning in 1961: to develop professionals who will concentrate on providing the best services they can to those individuals who have the greatest needs 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 failure to deal with 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 a community, that is not overloaded at the present time with 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.

In the 1930s the nation faced a similar situation during the Great Depression and it took enlightened leadership for the country to survive that terrible time. It will again require widespread leadership and a very firm conviction about the rights and needs of individuals to help us survive this critical period in our history. 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

The School of Social Work and Community Planning of the University of Maryland was established in 1961 and became a part of the University's Professional Schools Campus in Baltimore, which also houses the schools of Dentistry, Law, Medicine, Nursing, Pharmacy, the Graduate School and the University of Maryland Medical System. It is the only graduate school of social work in the state, one of the largest in the country and the only school of social work which offers students the option of a Master's degree in community planning. An undergraduate social work program is offered on the University's Baltimore County Campus. Here students may choose to earn the Bachelor of Arts degree in a double major program: a major in social work and a major in liberal arts.

After a history of rapid growth which kept the School scrambling and negotiating for space from its companion schools on campus, it expanded Spring 1983 into its new five-story building attached by an atrium to its older facility. Students and faculty now enjoy greatly improved facilities. The new glass enclosed Reading Room overlooking an interior courtyard affords space for carrels, additional materials and an inviting and congenial atmosphere. Similarly the Urban Planning Studio is housed in spacious quarters with drafting and light tables, display panels, planning files and graphics equipment. The School's Media Center now is a two-story facility equipped with complete

closed-circuit television, a series of monitors, cameras and extensive recording equipment, and provides for remote videotaping via portable single camera units. The School of Social Work and Community Planning has a strong commitment to research as an integral part of its program. Master's students must complete a research project as a requirement for the degree. Faculty engage in research following both their own interests and the needs of agencies and community groups. The Research Center is a focal point for research for the School of Social Work and Community Planning. Research is ongoing in the areas of public mental health, AFDC and chronic illness.

For the first time since those few early years when students and faculty could be housed together in quarters above a University's warehouse, the School now again enjoys a sense of its own community.

The University of Maryland at Baltimore

The Professional Schools Campus, located in the heart of metropolitan Baltimore, is an inner city campus surrounded by major urban renewal activities which have revitalized the nearby inner harbor and adjacent business and residential areas. Here there are restored houses and neighborhoods, new office buildings, shops, restaurants, theatre, elevated walkways, small parks as well as the Baltimore Convention Center, Maryland Science Center, and the National Aquarium.

Health Sciences Library

The Health Sciences Library serves the Schools of Medicine, Dentistry, Pharmacy, Nursing, Graduate studies, Social Work and Community Planning, as well as the Hospital and its affiliated institutions. The Library contains more than 250,000 volumes, including 2,800 current journal titles, and is ranked in size among the top 15 health sciences libraries in the country.

The Online Catalog enables one to look for library materials by title, author, subject, key word, call number, series, meeting name and organization name. In addition to giving information on library holdings, the system tells whether or not the material has been checked out of the Library. The Online Catalog can be accessed from any computer terminal on the UMAB campus that is hooked into the Professional Schools Computer Center, as well as from any dial access terminal.

Information specialists in the CRABS (Computerized Reference and Bibliographic Services) office will execute online computerized literature searches on over 30 databases, including MEDLINE, Biological Abstracts, Chemical Abstracts and Psychological Abstracts, for a nominal fee.

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

Professional Schools Computer Center

The Instructional and Research Computer Unit, a component of the Professional Schools Computer Center, is part of the University of Maryland Instruction and Research Computing Network. An IBM 4341 and a Univac 1182 (located at College Park) are available to students through terminals located in the unit. The system has capabilities to use Basic, Fortran, Pascal and PL-1 languages; and to program statistical analysis packages SPSS, SAS, and BMDP.

The Academic Services Division of the Instructional and Research Computer Unit offers a one-credit elective course and other noncredit courses on programming and computer applications. These are designed to help students use the Center to full advantage.

Interdisciplinary Activities

The location of the School of Social Work and Community Planning on the Professional Schools Campus at the University of Maryland at Baltimore affords ample opportunities to students for program enrichment through interdisciplinary activities. There is an active interprofessional studies program open to students from all the schools and for which credit is given. Campus-wide coordination is provided by the Director of Interprofessional Studies.

The School, along with the Schools of Dentistry, Law, Medicine, Nursing and Pharmacy, participates in an innovative form of professional education through Area Health Education Centers. The campus is involved in two such centers, one in Baltimore City and one in the Western part of the state in Appalachia. Another is under consideration for development in the rural Eastern part of the state with the possible involvement of both Delaware and Virginia. These centers enable students from all the schools to be placed on site for part of their clinical education. For example, the Baltimore City Area Health Education Center, which concentrates on



geriatrics, has students in several sites in the city including residential facilities for the frail elderly and centers for the well elderly. Additionally, both students and faculty have participated in continuing education programs for all the disciplines, especially in the field of aging.

UMES-UMAB Honors Program

In Fall 1979, the University of Maryland Eastern Shore (UMES), in cooperation with the professional schools of the University of Maryland at Baltimore, instituted an Honors Program in an effort to prepare students for professional school study while providing them with a sound liberal arts education at the same time. The Honors Program consists of honors sections in chemistry, biology, mathematics, English and social sciences. It also emphasizes independent study, seminars and colloquia through which students are expected to explore in depth the various disciplines. Specific preprofessional tracks in allied health, dentistry, law, medicine, nursing, pharmacy and social work and community planning are available. Upon successful

completion of all requirements of the Honors Program, which includes the professional school admission requirements, the Honors Program graduate will be admitted into the corresponding professional school on the UMAB campus during the year immediately following graduation from UMES.

Admission into the Honors Program is determined by the Honors Program Committee, which is composed of representatives from UMES and each professional school at UMAB.

Baltimore

Baltimore city itself, the ninth largest in the country, combines a strong sense of its long history and its culture evidenced in its many museums, libraries, symphony, opera and theatres. Sport fans know it as the home of the Orioles and the Colts. Nearby Chesapeake Bay offers easy access to a variety of recreational activities, not the least being enjoyment of its seafood. Baltimore is also distinguished and immensely enriched by the many well known institutions of higher learning, in addition to the University, which are located both in the city and in the nearby metropolitan area.

Howard Altstein, Professor

Ph.D., University of Illinois. *Transracial Adoption, Transracial Adoption: A Follow Up*. Current research/professional interests: transracial and inter-country adoptions.

Howell S. Baum, Associate Professor

Ph.D., University of California, Berkeley. *Planners and Expectations*. Current research/professional interests: social planning, bureaucracy, applications of social psychology in planning and policy-making, planning theory, and post-industrial society.

William D. Bechill, Associate Professor

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

Nancy H. Bennett, Assistant Professor

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

Catherine S. Born, Instructor

Ph.D., University of Maryland. Current research/professional interests: public social services, income maintenance, public-private sector interactions.

Nathaniel Branson, Assistant Professor

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

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. Current research/professional interests: social work education-administration-supervision, child welfare.

Harris Chaiklin, Professor

Ph.D., Yale University. *Marian Chace: Her Papers* (ed.). Current research/professional interests: the destitute, disabled, retarded and incarcerated.

Enrique Codas, Assistant Professor

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

Richard T. Criste, Assistant Professor

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

Ph.D., Cornell University. Current research/professional interests: foster care, adoptions, impact of government policy on family stability, transaction-oriented human service information systems.

Mary Dolan, Assistant Professor

D.A., University of Northern Colorado. Current research/professional interests: coping mechanisms of one and two parent families, women returning to college and universities, long-term welfare recipients.

Patricia Drew, Associate Professor

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

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

Ph.D., University of Chicago. Current research/professional interests: social work with groups, human sexualities, program evaluation, teaching and training for service delivery.

Donald Fandetti, Associate Professor

D.S.W., Columbia University. Current research/professional interests: social policies, social services to children and families.

E. Aracelis Francis, Assistant Professor

D.S.W., Columbia University. Current research/professional interests: social services in the territories and the West Indies, unemployment, child welfare; Chairperson, CSWE's Commission on Minority Groups, NASW Metropolitan D.C. Chapter, Personnel Committee and Committee on Inquiry.

Roger S. Friedman, Assistant Professor

Ph.D., University of Maryland. Current research/professional interests: treatment outcome research, relating family systems and psycho-dynamic theory for practice.

Donald E. Gelfand, Professor

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

T. Sue Gladhill, Instructor

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

John Goldmeier, Professor

Ph.D., University of Chicago. Current research/professional interests: mental health programs and services.

- Rosalind Griffin, Assistant Professor**
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**
Ph.D., Case Western Reserve University. *Poverty and Income Maintenance: A Theoretical Overview, Welfare Transfers and the Poor* (co-authored), *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 regulation.
- Oliver C. Harris, Associate Professor**
Ph.D., University of Denver. *Family Treatment in Social Work Practice* (co-authored.) Current research/professional interests: the impact of the chronically ill child on family functioning.
- Iona Hiland, Assistant Professor**
M.S.W., University of Pennsylvania. Current research/professional interests: administrative and policy research; individual and organizational factors influencing use of management science technology in administrative decision making; labor force studies, interaction between social policy and administration.
- Curtis Janzen, Associate Professor**
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**
Ph.D., Brandeis University. Current research/professional interests: retirement policy, aging policy, income maintenance policy.
- Melvin Levin, Professor**
Ph.D., University of Chicago. *Ending Unemployment: Alternatives for Public Policy, The Urban Prospect, 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**
Ph.D., University of Chicago. Current research/professional interests: children of separation and divorce, effectiveness of psychotherapy, techniques of psychotherapy.
- Dale A. Masi, Professor**
D.S.W., Catholic University. *Human Services in Industry, Organizing for Women*. Current research/professional interests: human services in industry, particularly employee assistance programs.

John Lewis McAdoo, Associate Professor

Ph.D., University of Michigan. Current research/professional interests: parent-child interaction and self-esteem in children, relationship between fear of crime, activity level and psychological and social well being of urban elderly; patterns of power relationships in black families; an examination of decision making changes in families over three generations.

Dorothy C. Miller, Assistant Professor

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

Phyllis Miller, Associate Professor

Ph.D., University of Maryland. Current research/professional interests: health care for older persons—availability, accessibility, financing and use.

Gust W. Mitchell, Assistant Professor

D.S.W., Catholic University. Current research/professional interests: repatriation of immigrants, aging, undergraduate social work education.

Chris M. Mouzakitis, Assistant Professor

Ed.D., University of Northern Colorado. Current research/professional interests: communication skills and treatment interventions in protective services to children, juvenile delinquency.

Aina O. Nucho, Associate Professor

Ph.D., Bryn Mawr College. 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; American Society of Psychopathology of Expression, National Education Council of Creative Therapies, American Art Therapy Association.

Julianne S. Oktay, Associate Professor

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

Ph.D., University of Pittsburgh. Current research/professional interests: social welfare and politics, academic administration.

Howard A. Palley, Professor

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.

Roger Petersen, Assistant Professor

Ph.D., University of Pittsburgh. Current research/professional interests: survey research on economic behavior in low income households, demographic predictors of family violence, the viability of job training programs, foster care management, tax policy and income redistribution issues.

Leonard Press, Associate Professor

MSSA, 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

Ph.D., Bryn Mawr College. 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.

Michael Reisch, Assistant Professor

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; community and political organization.

Arthur Schwartz, Professor

Ph.D., Columbia University. *The Behavioral Therapies: Theory and Application, 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

Ed.D., Temple University. Current research/professional interests: children's concept of illness, personality and groups, groups and organizations.

Thomas V. Vassil, Associate Professor

Ph.D., University of Chicago. *Groups in Social Work: An Ecological Perspective* (co-authored). Current research/professional interests: impact of chronically ill child on family functioning, community integration of psychosocially disabled populations.

Stanley Wenocur, Associate Professor

D.S.W., University of California, Berkeley. Current research/professional interests: voluntary social welfare, tertiary welfare sector/emergency food services, community organization, mental health, philanthropy/federated fundraising and alternative fund-raising, political economy of social work and social welfare, organizational and social change.

Ada W. Williams, Assistant Professor

Ph.D., Union Graduate School. Current research/professional interests: the black elderly, particularly the social problems confronting black elderly females; curriculum development and training for mental health services to blacks and other people of color.

K. Nancy Wilson, Instructor

M.S.W., University of Maryland. Current research/professional interests: colonial Maryland Poor Law.

Ruth H. Young, Professor

D.S.W., Catholic University. Current research/professional interests: child abuse and neglect and child welfare advocacy.

Professors Emeriti**Jules Berman, Associate Professor Emeritus**

A.M., University of Chicago.

Abraham Makofsky, Associate Professor Emeritus

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
5401 Wilkens Avenue
Baltimore, Maryland 21228
(301) 455-2144

Master of Social Work

The 58 credit Master of Social Work curriculum is divided between the foundation curriculum of twenty-four 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, and Clinical/Administration. There are additional opportunities for further specialization in fields of practice in the Clinical Concentration. These practice areas are aging, health, mental health and family and children's services. The advanced practice curricula consists of 34 credits.

The Foundation

The twenty-four credit professional curriculum base provides content concerning 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:

		<i>Credits</i>
SOWK 500	Social Welfare and Social Policy	3
SOWK 530	Social Work Practice	3
SOWK 535, 536	Social Work Practicum (2 days a week, two semesters)	6
SOWK 540	Human Behavior and the Social Environment I	3
SOWK 541	Human Behavior and the Social Environment IIA	
	or	
SOWK 547	Human Behavior and the Social Environment IIB	3
SOWK 564	Racism and Social Welfare	3
SOWK 570	Social Work Research	3
		24

Advanced Curricula

All students, regardless of the concentration they choose, must complete 3 credits of advanced social policy and 3 credits of advanced research.

		<i>Credits</i>
Social Policy (choice of option course)		3
Research (including a research project)		3
		6

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.

In addition to the concentration in direct service methods for social work practice with individuals, families and groups, students in the clinical concentration have the opportunity for further specialization in one of four fields of practice. The fields of practice available are: mental health, health care, aging and family and children's services.

The Clinical curriculum is:

		<i>Credits</i>
SWCL 500	Clinical Social Work Practice with Individuals	3
SWCL 501	Clinical Social Work Practice with Families and Groups	3
SWCL 594, 595	Clinical Field Instruction (3 days a week, two semesters)	10
Choice of two Clinical Practice courses		6
Electives		6
		28

Community Organization and Social Administration

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 inter-organizational 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:

		<i>Credits</i>
SWOA 500	Methods of Community Organization, Social Administration and Social Planning	3
SWOA 501	Theory and Practice with Groups	3
SWOA 594, 595	Field Instruction (3 days a week, two semesters)	10
Choice of SWOA 503	Program Management or	3
SWOA 504	Community Organization	
Choice of one	Social Administration or Community Organization Practice course	3
Electives		6
		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 caseload 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 into the concentration is limited to students with two years of appropriate direct social work practice.

The Clinical/Administration curriculum is:

		<i>Credits</i>
SWOA 500	Methods of Community Organization, Social Administration and Social Planning	3
SWCL 501	Clinical Social Work Practice with Families and Groups	3
SWCA 594, 595	Field Instruction	10
Choice of three	Advanced Methods courses	9
SWOA 522	Supervision	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:

	<i>Credits</i>
SWCP 560 Concepts and Techniques	3
SWOA 501 Theory and Practice with Groups	3
SWOA 502 Social Planning	3
SWCP 581 Urban Planning Studio	5
SWCP 580 The Planning Profession & Practicum	3
SOWK 564 Racism and Social Welfare	3
SWCP 582 Field Instruction	8
SWCP 566 Fiscal & Economic Planning	3
Two courses in Research	6
One course in Human Behavior	3
Three courses in planning specialization (e.g. land use, human services planning, transportation, economic development, housing, urban design)	9
Electives	9
	58

Combined Degree Programs

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

Social Work/Community Planning and Law

Through the combined MSW/MCP and J.D. program students may, in four years of full-time work, earn both the MSW (or MCP) 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. Sixteen 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 federations, community centers, family service agencies and other types of Jewish organizations. In

approximately 24 months an Institute student concurrently earns an MSW from the University of Maryland School of Social Work and Community Planning and an MA 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.

Doctoral Curriculum

The Ph.D. program is a 48 credit program educating social welfare professionals for scientifically based scholarship, knowledge building and advanced clinical practice.

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 36 credits, students take written and oral comprehensive examinations. A 12-credit dissertation is required of all students.

Students may be admitted without an MSW degree. However, they are usually required to take some master's level courses in addition to the 48 credits.

Non-Degree Program

Post Master's Certificate Program in Social Administration

The School offers a one year, nine 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 MSWs (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, decision making and use of information and program development and evaluation. Within the human relations sequence, training is given in organizational and management theories; managing staff; relating to board, community and legislature, and developing an awareness of the student's own role in administration.

Master's Level**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.

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. Prerequisite: SOWK 500

Social Welfare 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. Prerequisite: SOWK 500.

Mental Health and Social Policy

SOWK 506—3 credits. Analysis of social, economic and political factors affecting policy and service delivery in mental health. Prerequisite: SOWK 500.

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. Prerequisite: SOWK 500.

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. Prerequisite: SOWK 500.

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. Prerequisite: SOWK 500.

Child Welfare and Social Policy

SOWK 515—3 credits. Evaluation and analysis of programs and policies for children in the United States. Prerequisite: SOWK 500.

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. Prerequisite: SOWK 500.

The 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. Prerequisite: SOWK 500.

Manpower, Employment and Social Policy

SOWK 524—3 credits. Examination and evaluation of manpower policies and programs in the United States. Prerequisite: SOWK 500.

Industrial Social Services and Social Policy

SOWK 525—3 credits. Presentation and analysis of the framework for delivering social work services in the workplace. Prerequisite: SOWK 500.

Introduction to Social Work Practice

SOWK 530—3 credits. This foundation course teaches a generic model of social work practice applicable throughout the range of practice contexts. Historical, value and ethical dimensions of the profession are examined.

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 Introduction to 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 IIA

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

Psychopathology

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

Human Behavior IIB

SOWK 547—3 credits. Examines group processes, organizational theory, social theory and social processes. Prerequisite: SOWK 540.

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.

Racism and Social Welfare

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

The Nature of Health and Illness

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

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.

Qualitative Analysis

SOWK 571—3 credits. Theory and methodology of qualitative analysis applied to assessment of problems and interventions. Prerequisite: SOWK 570.

Evaluation Research

SOWK 572—3 credits. Concepts and methodologies for evaluating programs and practice. Prerequisite: SOWK 570.

Single System Research for Practice

SOWK 575—3 credits. The use of the single unit research approach for the assessment of social work practice. Prerequisite: SOWK 570.

Experimenting with Interventions

SOWK 576—3 credits. Use, feasibility and ethical implications of experimental model for assessing social interventions. Prerequisite: SOWK 570.

Research in Child Welfare

SOWK 577—3 credits. Evaluation of interventions in child welfare practice and programs. Prerequisite: SOWK 570.

Independent Research Project

SOWK 589—1 to 6 credits. Faculty directed research. A final report is expected. Prerequisite: SOWK 570.

Independent Study

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

Aging and Social Policy

SOWK 625—3 credits. Examination and evaluation of policies and programs for the aging. Prerequisite: SOWK 500.

Master's Thesis

SOWK 799—6 credits. Research under the guidance of a three member faculty committee. Prerequisite: SOWK 570.

Clinical Social Work Practice with Individuals

SWCL 500—3 credits. Individual casework with voluntary and involuntary clients viewed in their social roles and social context and the context of agency practice.

Clinical Social Work Practice with Families and Groups

SWCL 501—3 credits. Develops basic understanding of functioning of families and groups and of skills needed for assessment and interventive tasks in promoting individual, family and group functioning.

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. Prerequisites: SWCL 500 and 501.

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. Prerequisites: SWCL 500 & 501.

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. Prerequisite: SWCL 500 & 501.

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. Prerequisites: SWCL 500 & 501.

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. Prerequisite: SWCL 500 and 501.

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. Prerequisite: SWCL 500 & 501.

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. Prerequisites: SWCL 500 & 501.



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. Prerequisites: SWCL 500 & 501.

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. Prerequisites: SWCL 500 & 501.

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. Prerequisites: SWCL 500 & 501.

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.

Clinical Social Work 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.

Summer Clinical Field Instruction Elective

SWCL 596—3 credits. Twenty-four (24) hours of practice for eight weeks in the summer. Prerequisite: Approval of the instructor.

Methods of Community Organization, Social Administration and Social Planning

SWOA 500—3 credits. Explores common and differential knowledge and skill elements in community organization, social planning and social administration.

Theory and Practice with Groups

SWOA 501—3 credits. Theory and concepts of groups drawn from social and behavioral sciences, models and methods of professional role behaviors in citizens' groups, councils, committees, task forces, and staff groups.

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. Prerequisite: SWOA 500.

Program Management

SWOA 503—3 credits. This course develops basic skills of management: planning, coordination, control and evaluation. Prerequisite: SWOA 500 or completion of the foundation curriculum.

Community Organization

SWOA 504—3 credits. Practice principles, roles and functions of community organization practitioners. Prerequisite: SWOA 500 or completion of the foundation curriculum.

Personnel Management

SWOA 521—3 credits. Analysis of issues in personnel management: staff development, deployment, functions of staff development. Prerequisite: SWOA 500 or completion of the foundation curriculum.

Supervision in Social Work

SWOA 522—3 credits. Course emphasizes the leadership, administrative, teaching and helping components of supervision; impact of organizational structure and goals on supervisory practice, and skills needed to perform in supervisory roles. Prerequisite: SWOA 500 or completion of the foundation curriculum.

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. Prerequisite: SWOA 500.

Administration and Management of State and Area Agencies on Aging

SWOA 526—3 credits. Analysis and implementation of the administrative processes employed in the state units and area agencies on aging. Prerequisite: SWOA 500.

Administrative Issues in the Older American 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. Prerequisite: SWOA 500.

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. Prerequisite: SWOA 500.

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. Prerequisite: SWOA 500.

Social Work and Social Action

SWOA 535—3 credits. Origin, structure, methodology and theory of social movements and the role of social work practitioners. Prerequisite: SWOA 500.

Administering Employee Assistance Programs

SWOA 536—3 credits. A conceptual framework for administering such programs based on administrative theory. Prerequisite: SWOA 500.

Theory and Practice in Interorganizational Systems

SWOA 537—3 credits. Practice issues in initiating, operating, maintaining, and terminating interorganizational endeavors in social welfare. Prerequisite: SWOA 500.

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. Prerequisite: 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. Prerequisite: SOWK 535-536.

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.

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. Knowledge of fiscal and economic planning as it affects community development and people.

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.

Community Planning Field Instruction

SWCP 582—8 credits. Thirty hours per week, one semester. Work as interns in a planning agency.

Doctoral Level

Social Welfare Policy

SOWK 800—3 credits. Analysis of issues involving the provision of social benefits, the availability and delivery of social services, the relationship of social, economic and political considerations to public policy objectives and to the interrelationships of local, state, national and international social policy issues.

The Evolution of Social Welfare Policy & Social Work Practice

SOWK 802—3 credits. This course explores the political-economic and ideological roots of conflicting professional and societal value positions as these affect social policy development and the evolution of the profession of social work. The course also focuses on value and ethical dilemmas of current social policy formulation and social work practice through the use of case studies and problem-solving situations.

Development and Use of Social Work Knowledge I

SOWK 815—3 credits. This course deals with understanding the social theory base for social work practice. The focus is on understanding the nature of theory and concepts and how these ideas have been reflected in social work methods literature.

Development and Use of Social Work Knowledge II

SOWK 816—3 credits. This course focuses on how to operationalize social science theory in social work practice. The development of the social aspect of social work practice will be traced and compared with the psychological aspect of social work practice. Prerequisite: SOWK 815.

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.

Clinical Practicum

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

Practice Theory in Social Change and Social Action

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.

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.

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.

Research Methods in Social Work I

SOWK 876—3 credits. This course provides the basis for understanding how to design and execute research which advances theory and creates new knowledge. The focus will be on understanding the philosophy of science, theory and concept formation and the way these are related to advanced research design and technique.

Research Methods in Social Work II

SOWK 877—3 credits. Methods of research, emphasizing the linkage of theory, design strategies, data collection and analysis for various types of studies from individual case level to large scale cross-sectional survey studies. Students are encouraged to apply appropriate specific methods to their dissertation interest. Prerequisite: SOWK 876

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

SOWK 899—up to 12 credits.

Field Instruction Settings

Alexandria Community Health
American Coalition of Citizens with
Disabilities
Anne Arundel County Department of
Social Services
Associated Catholic Charities
Baltimore City Department of Social
Services
Baltimore City Health Department
Baltimore City Hospitals
Baltimore City Housing and Community
Development
Baltimore County Department on Aging
Baltimore County Department of Health
Baltimore County Department of Social
Services
Baltimore Family Life Center
Carroll County Bureau of Mental Health
Children's Guild, Inc.
Children's Hospital, Washington, D.C.
Church Hospital Corporation
Citizens Labor Energy Coalition
Clifton T. Perkins Hospital Center
Coalition of Peninsula Organizations
College Park Youth Services Agency
Columbia Lighthouse for the Blind
Crownsville Hospital Center
District of Columbia Institute of Mental
Hygiene
Division of Occupational Medicine and
Safety, Baltimore City Health
Department
Employee Counseling Services,
Department of Health and Human
Services
Epilepsy Association of Eastern Shore, Inc.
Family and Children's Services, District of
Columbia
Family and Children's Services of Prince
Georges County
Family and Children's Society of Baltimore
Family and Children's Society of Lancaster
Family Service of Montgomery County
Family Services of York and York County
Focus on Family
Food Research and Action Center
Franklin Square Hospital, Psychiatric
Department
Frederick County Department of Social
Services
Geriatric Services of Delaware, Inc.
Government Relations Independent Sector
Great Oaks Center
Hanover General Hospital
Harbel Community Mental Health Center
Harbor Health Center
Health and Welfare Council of Central
Maryland
Henryton Closure Project
Howard County Department of Social
Services
Howard County Health Department,
Bureau of Mental Health
Howard County Office on Aging
Huffman Home for Children
Human Relations Commission,
Montgomery County
Instructive Visiting Nurses Association
Jewish Big Brothers and Big Sisters
Jewish Campus Activities Board
Jewish Community Center of Baltimore
Jewish Community Center of Rockville
Jewish Family and Children's Service
Jewish Social Service Agency, Rockville
James L. Kernan Hospital
John L. Deaton Medical Center
Johns Hopkins Hospital
Johns Hopkins University, Counseling
Center
Jubilee Association
Juvenile Services Administration,
Baltimore
Juvenile Services Administration, Elkton
Juvenile Services Administration,
Maryland
Keswick Home
Levindale Geriatric Center and Hospital
Louis J. Kolodner Dialysis Unit
Lutheran Hospital

Lutheran Social Services of Maryland
 Lutheran Social Services, Washington,
 D.C.
 Maryland Children's Aid and Family
 Service
 Maryland Committee for Children
 Maryland General Hospital
 Maryland Office on Aging
 Maryland Psychiatric Research Center
 Maryland Social Services Administration
 Mayor's Office of Manpower Resources
 Mercy Hospital
 Montgomery County Crisis Intervention
 Center
 Montgomery County Division of Elderly
 Affairs, Area Agency on Aging
 Montgomery County Health Department
 Mount Washington Children's Hospital
 Mt. Vernon Place United Methodist
 Church
 National Association of Area Agencies on
 Aging
 National Institutes of Health
 National Naval Medical Center
 New Carrollton Counseling Service
 9 to 5, Baltimore Working Women
 North Baltimore Community Mental
 Health
 Northern Community Mental Health
 Northwest Senior Center
 Planned Parenthood of Maryland
 PLASE
 Prince Georges County Department of
 Social Services
 Prince Georges County Hospital
 Prince Georges General Hospital
 Provident Hospital
 Psychiatric Institute of Montgomery
 County
 St. Agnes Hospital, Department of Social
 Work
 St. Elizabeth's Hospital, Washington, D.C.
 St. Joseph's Hospital, Inc.
 St. Luke's House
 St. Vincent's Child Care Center
 Shady Grove Adventist Hospital
 Sheppard and Enoch Pratt Hospital
 Sinai Hospital
 South Baltimore General Hospital
 South Eastern Community Mental Health
 South Western Community Mental Health
 Springfield Hospital Center
 Spring Grove Hospital Center
 Stella Maris Hospice
 Supreme Bench of Baltimore, Medical
 Department
 Talbot County Department of Social
 Services
 Thomas B. Finan Center
 Tressler Center for Human Growth
 Turnabout Counseling Center
 Union Memorial Hospital
 United States Department Health and
 Human Services (Social Security
 Administration)
 United Way of Central Maryland
 University of Maryland Hospital
Adolescent Medicine
Community Pediatrics
Family Practice
Social Work Department
Student Health Center
 University of Maryland, Institute of
 Psychiatry and Human Behavior
 University of Maryland, School of
 Medicine, Sudden Infant Death
 Syndrome (SIDS) Information and
 Counseling Project
 Veterans Administration
Ft. Howard Hospital
Loch Raven Hospital
Outpatient Clinic
Perry Point Hospital
 Villa Maria
 Walter P. Carter Center
 Walter Reed Army Medical Center
 Washington County Department of Social
 Services
 Women's Medical Center of Washington,
 D.C., Inc.
 Wyman Park Hospital Center
 YWCA Women's Center

Admission Policies

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 3% of the 1982 entering class are foreign students and 11% are minority students. 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. It is usual that the age range within a class is 22 to 54 with the mode at 24. 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 MSW or MCP 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 prior seven years should submit appropriate substantiating credentials. Applicants with no prior course work must, upon admission, arrange to fulfill the requirement.

Admission Status

Applicants are offered admission in one of the following categories:

1. Full Status Admission: applicant meets all requirements.
2. Provisional Admission: applicant does not meet all requirements but indicates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must maintain a B average the first year.
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 MSW or MCP degree.

Admission Procedures

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

1. Two copies of the application form.
2. A \$20 non-refundable application fee.
3. Two official transcripts from each college and university attended.
4. Three 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 narrative of four to six typed pages.

Upon notification of admission, space in the incoming class will be reserved when the student confirms in writing his/her 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). 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 se-

mester 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. The code number for the School of Social Work and Community Planning is 5848-95.

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 Office 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 UMAB.

The determination of in-state status for admission, tuition and charge-differential purposes is the responsibility of the Office of Admissions and Registrations, UMAB. 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.

Financial Information

Tuition and Fees—effective June 1983

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

Fees	Fall	Spring	Total
Tuition, Maryland Resident	\$822.00	\$822.00	\$1,644.00
Tuition, Non-Resident	1,837.00	1,837.00	\$3,674.00
Student Activities	7.50	7.50	15.00
Student Health Fee	20.00	20.00	40.00
Supporting Facilities Fee	50.00	50.00	100.00
Student Professional 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

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 (per credit hr.)	77.00	77.00	
Tuition, Non-Resident (per credit hr.)	136.00	136.00	
Student Activities Fee	7.50	7.50	15.00
Student Health Fee	10.00	10.00	20.00
Supporting Facilities Fee	11.00	11.00	22.00
Student Professional Insurance (Academic Year Student in field instruction)	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

Doctoral Students' Fees

Doctoral students will pay on the basis of credit hours: \$77 per credit hour for Maryland residents; \$136 per credit hour for nonresidents. The Diploma Fee is \$70. All other fees of the University apply except doctoral students are not required to carry Student Professional Liability Insurance.

Other Fees

Matriculation Fee, to accompany application	\$20
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 providing a Student Health Service which includes 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/com-mencement.
5. Late registration fee defrays the special cost involved for those who do not complete their registration on the pre-scribed 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 Student Health Service. Rates are subject to change.
7. MSW students are required to enroll in the Professional Liability Insurance Program. Students enroll the year they begin field placement and re-enroll 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 any student does not receive a bill prior to the beginning of a semester in which he has advance registered, it is the student's responsibility to contact the Office of the Registrar or Office of the Cashier, Howard Hall, during normal business hours.

Any enrolled student may request at registration the postponement of payment of one-half of the tuition rate for thirty (30) days; all other fees are due and payable. For this service a charge of \$2.00 will be made.

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 a student who has not made satisfactory settlement of his University account.

Financial Aid

An effort is made by the School to help those in need pursue professional studies. However, sources of financial aid are limited so prospective students in need of assistance are urged to explore sources directly available to them.

Financial Assistance for graduate study is available in the form of University grants, student loans and work/study. In addition, the School has several student loan programs, primarily short-term and all without interest charge.

Academic Regulations and Policies

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 a month's mini-semester 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 five 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.

To accommodate several different groups of students who need part-time opportunities for completing the MSW Program, the School offers:

An Evening and Weekend Program for employed students on a selective basis.

Two off-campus programs to enable students on the Eastern Shore and the

western areas of the state to complete the first year of the program in their local area. The second year coursework must be completed at the main campus.

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

Advanced Standing

Advanced standing status is available to students who have completed accredited undergraduate programs in social work or programs related to community planning within five years prior to admission to the School. These students must have earned a minimum 3.0 grade point average. Those who qualify may receive up to 24 semester hours of credit toward the MSW and up to 15 credits for the MCP degree. They may complete the master's program on either a full-time or extended basis. Those who choose the latter must meet the University's 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 and exemption by examination. Those who qualify for exemptions must still complete 58 credits at the School to earn an MSW or MCP 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 Schools of Social Work

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, 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.

A grade of I (Incomplete) may be assigned at the instructor's discretion when unusual circumstances justify the student's failure to complete all course requirements by the end of the semester. Normally, I grades must be cleared within six weeks after the end of the semester for which the grade is assigned.

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 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: submission of a letter of withdrawal to the School's Registrar; filing of an Application for Withdrawal form bearing the proper signatures; satisfying the authorities there are no outstanding obligations to the

School; and return of 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 Office of the Registrar:

- 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 University 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, privacy of student records is assured. Specifically, the Act provides for student access to her/his educational records, for challenge of 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.

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.
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.
- #### *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.

Adopted May 8, 1981 by the Board of Regents.

Student Life

On the Professional Schools Campus

The UMAB Office of Student Affairs Coordination engages in a variety of activities to enhance the quality of life for students from all the professional schools. The Central 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, 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 Student Union at 621 West Lombard Street is the center for social activities and is the location for the Division of Student Services Office. The top of the Pratt Street Garage houses the campus recreational facilities.

Campus Health Service

The University provides medical care for students through the Campus Health Service. The care provided is for injuries or illnesses not requiring hospitalization.

There is a mandatory fee of \$20.00 a semester for full-time students (9 or more credit hours) and \$10.00 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 the campus Health Service or by the student's personal physician utilizing the University's examination form.

Within the School of Social Work & Community Planning

Housing

Although the UMAB campus is primarily a commuter campus, some apartment and dormitory space on campus is available. Upon request, the School can provide information about this and about housing possibilities in the community as well.

Student Associations

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

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 late Fall of 1981, the School conducted an employment survey among its graduates of that year. Of 178 graduates responding (80%), 135 were employed full-time, 26 part-time. Seventeen respondents reported themselves unemployed, nearly all for personal reasons.

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 nondiscrimination 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.

Administration

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Errol L. Reese, Dean, Dental School, B.S.,
Fairmont State College, 1960; D.D.S., University of West Virginia, 1963; M.S., University of Detroit, 1968

Ross W.I. Kessel, Acting Dean, Graduate School and Interprofessional Studies, M.B., B.S., *University of London, 1956; Ph.D., Rutgers, The State University, 1960.*

Michael J. Kelly, Dean, School of Law, B.A., *Princeton University, 1959; Ph.D., Cambridge University, 1964; LL.B., Yale Law School, 1967.*

John M. Dennis, Dean, School of Medicine and Vice Chancellor, B.S., *University of Maryland, 1943; M.D., 1945*

Nan B. Hechenberger, Dean, School of Nursing, B.S., *Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (R.N.).*

William J. Kinnard, Jr., Dean, School of Pharmacy, B.S., *University of Pittsburgh, 1953; M.S., 1955, Ph.D., Purdue University, 1957.*

Ruth H. Young, Dean, School of Social Work and Community Planning, A.B., *Wellesley College, 1944, M.S.S.W., The Catholic University of America, 1949; D.S.W., 1965.*

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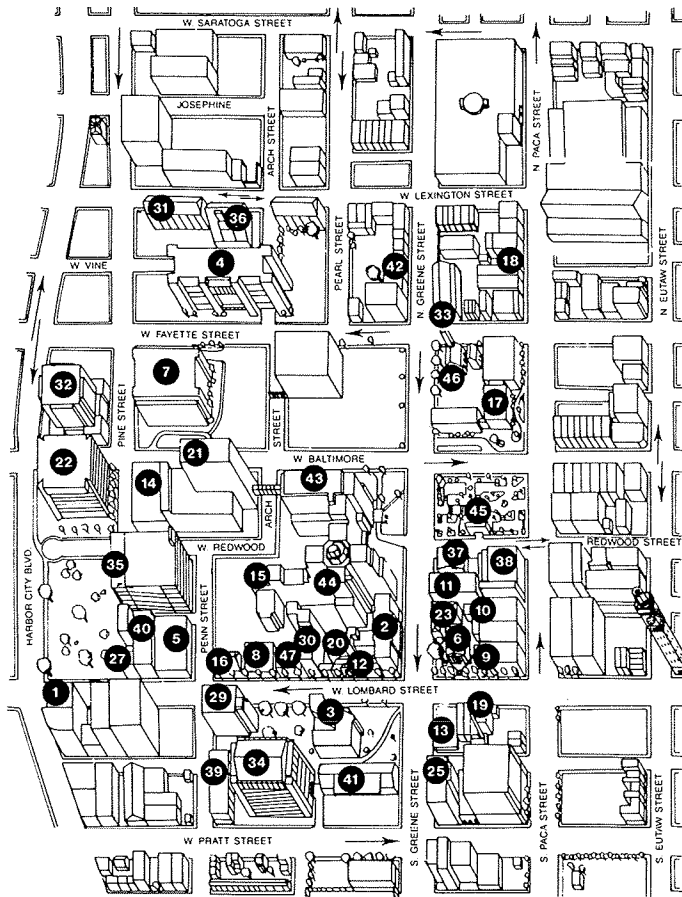
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Campus Map



University & Campus Related Buildings

- | | |
|--|---|
| 1. Administration Building
737 W. Lombard St. | 11. Greene Street Building
29 S. Greene St. |
| 2. Allied Health Professions
Building, 32 S. Greene St. | 12. Health Sciences Building
610 W. Lombard St. |
| 3. Baltimore Student Union
621 W. Lombard St. | 13. Health Sciences Library
111 S. Greene St. |
| 4. (Walter P.) Carter Center
620 W. Fayette St. | 14. Howard Hall
660 W. Redwood St. |
| 5. Community Pediatric Center
700 W. Lombard St. | 15. Institute of Psychiatry and
Human Behavior
645 W. Redwood St. |
| 6. Davidge Hall
522 W. Lombard St. | 16. Kelly Memorial Building
650 W. Lombard St. |
| 7. Dental School
Hayden Harris Hall
666 W. Baltimore St. | 17. Law School, Lane Hall
500 W. Baltimore St. |
| 8. Dunning Hall
636 W. Lombard St. | 18. Legal Services Clinic
116 N. Paca St. |
| 9. East Hall, 520 W. Lombard St. | 19. Lombard Building
511 W. Lombard St. |
| 10. Gray Laboratory
520 W. Lombard St. (rear) | 20. Maryland Institute for
Emergency Medical Services
Systems, 22 S. Greene St. |

21. Medical School
Frank C. Bressler Research
Building, 655 W. Baltimore St.
22. Medical School Teaching
Facility, 10 S. Pine St.
23. Medical Technology
31 S. Greene St.
24. Mencken House
1524 Hollins St. (off campus)
25. Methadone Program
121 S. Greene St.
26. National Pituitary Agency
210 W. Fayette St.
(off campus)
27. Newman Center
712 W. Lombard St.
28. Nilsson House
826 N. Eutaw St. (off campus)
29. Nursing School
655 W. Lombard St.
30. Parsons Hall
622 W. Lombard St.
31. Pascault Row
651-655 W. Lexington St.
32. Pharmacy School
20 N. Pine St.
33. Poe School, 520 W. Fayette St.
34. Pratt Street Garage and Athletic
Facility, 646 W. Pratt St.
35. Redwood Hall
721 W. Redwood St.
36. Ronald McDonald House
635 W. Lexington St.
37. Social Work and Administration
Building, 525 W. Redwood St.
38. Social Work and Community
Planning School
525 W. Redwood St.
39. State Medical Examiner's
Building, 111 Penn St.
40. Storage Building
710 W. Lombard St.
41. Temporary Academic Building
(Tempo South)
601 W. Lombard St.
42. Tuerk House
106 N. Greene St.
43. University Blood Donor Center
22 S. Greene St.
44. University of Maryland Medical
System/Hospital, 22 S. Greene St.
45. University Plaza and Garage
Redwood and Greene Sts.
46. Westminster Church
515 W. Fayette St.
47. Whitehurst Hall
624 W. Lombard St.