



***Bachelor of Arts in Social Work (BASW)
Student Handbook
2026-2027***

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WELCOME AND INTRODUCTION

Welcome to Salisbury University and the School of Social Work. This Bachelor of Arts in Social Work (BASW) Student Handbook provides prospective and admitted students all the information necessary to understand program requirements and opportunities; student roles, rights, and responsibilities; and available services and support from both the University and School of Social Work.

About Salisbury University and the School of Social Work

From a “normal school” for teachers to a Maryland University of National Distinction, Salisbury University (SU) has served as a resource for the Eastern Shore and beyond since 1925.

Salisbury University’s Social Work Program was established in 1974 as a department and evolved into the School of Social Work in 2018 within the College of Health and Human Services. Highlights about the School of Social Work and the undergraduate and graduate programs include:

- Accreditation by the Council of Social Work Education (CSWE); the BASW Program was first accredited in 1974 and the MSW Program in 2001.
- The MSW Program is the largest graduate program at Salisbury University.

The School of Social Work offers many options to pursue social work as an undergraduate or graduate student:

- Both Bachelor of Arts in Social Work (BASW) and Master of Social Work (MSW) programs on five campuses throughout the state of Maryland:
 - Salisbury Campus, Salisbury, MD
 - Cecil College Northeast Campus (2006).
 - Eastern Shore Higher Education Center at Chesapeake College (2006).
 - University System of Maryland at Hagerstown Campus (2006).
 - University System of Maryland at Southern Maryland (2013).
- Dual-degree program with the University of Maryland Eastern Shore (1990).
- Online MSW program (2015) and online BASW program (2022).
- BASW and MSW programs through a partnership with University of Maryland Global Campus (UMGC) Europe. Active-duty military, veterans, spouses and dependents, and Department of Defense (DoD) employees in our military communities are eligible to participate in our programs.

The Director of the School of Social Work is the Chief Administrative Officer and oversees all the operations of the School of Social Work. The BASW and MSW Program Directors are appointed by the Director to serve three-year terms.

Others who provide administrative support to the Director of School of Social Work are the following: Director of Undergraduate Field Education; Director of Graduate Field Education; and Site Coordinators at Cecil College, Eastern Shore Higher Education Center (ESHEC), University System of Maryland at Hagerstown (USMH), University System of Maryland at Southern Maryland (USMSM), and SU/University of Maryland Global Campus (UMGC).

The School of Social Work Mission Statement

The School of Social Work's Mission is to be student-centered and dedicated to excellence in the education of professional social workers at the baccalaureate and master's level. The School is committed to the pursuit of social and economic justice and will provide leadership through professional development, service, consultation, and research to strengthen society while contributing to the expansion of social work knowledge.

You can also follow us on social media to stay connected:

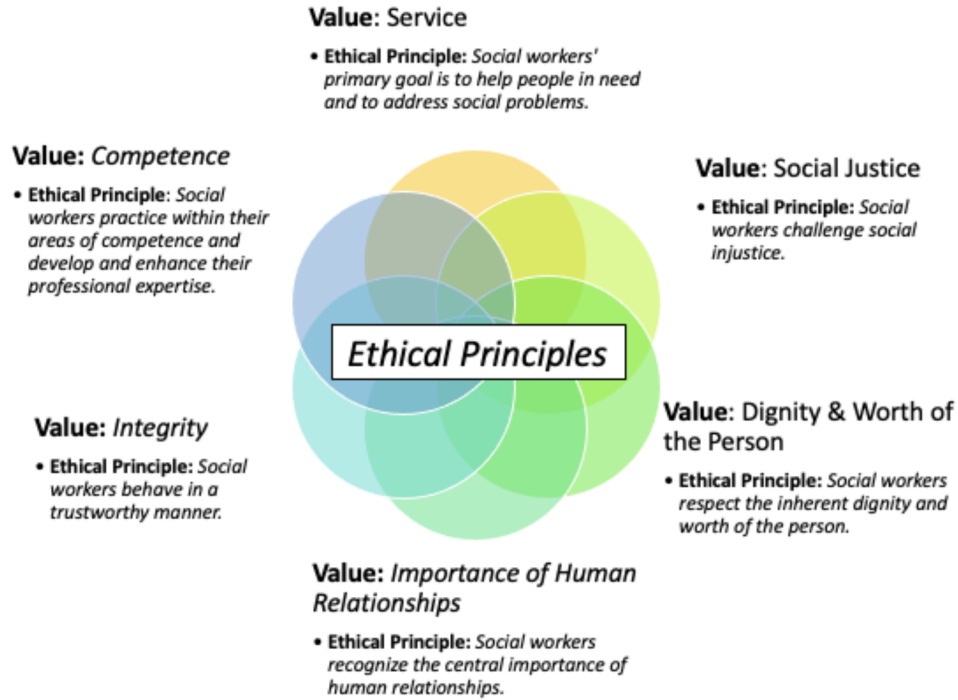
- Facebook: Salisbury University School of Social Work
- Instagram: @SUSocialWork

Diversity and Inclusion

Salisbury University strives to foster an environment where differences are celebrated as much as commonalities. The School of Social Work and the BASW Program are committed to an iterative and continual analysis of all aspects of its learning environment to support the development of a diverse community amongst students, faculty, and staff. The School continues to adhere to and promote respect for differences as is evidenced by our [diversity, equity, and inclusion strategic action plan](#).

Social Work: A Code of Ethics

Social workers adhere to a broad set of ethical principles and well-defined professional [Code of Ethics](#) as defined by the National Association of Social Workers (NASW), the social work profession's largest membership association. A summary of the major principles of that code are:



The Ethical Standards of the profession concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

THE SOCIAL WORK PROFESSION

Social work is more than academics and adhering to a Code of Ethics. To be considered and hired as a social worker in the State of Maryland, candidates must:

- Graduate with a degree in social work from an accredited college or university (curriculum includes a field practicum). The accrediting body for social work programs is the Council of Social Work Education (CSWE).
- Apply for, take, and pass a social work licensing exam through a process that is managed by the [Maryland Board of Social Work Examiners](#). The licensure exam itself is taken through the [Association of Social Work Boards](#).

Most states require social work licensing through licensure exams. Students interested in practice outside of Maryland should contact the Licensing Board or State Chapter of the National Association of Social Workers (NASW) for more information concerning the licensing requirements of that particular state. If you are interested in practicing outside of the State of Maryland, the NASW will assist you in identifying the contact information to that specific state. For more information, please visit [NASW Find a Chapter](#).

There is a variety of paths a social worker can take after they graduate with either their BASW or MSW degree. Pathways are dependent upon state licensure requirements. These pathways may include clinical or non-clinical work. Additionally, there are varying degrees of licensure that one can pursue.

Please visit Information on [Licensure from the School of Social Work](#) to learn more about licensure and career opportunities.

National Associations for Social Workers

The following table provides information about organizations related to the social work profession. These national associations aim to advance the field of social work by encouraging participation in networking, advocacy, and increasing competence. Visit the links below to review the individual benefits of each association.

Social Work Associations
Council on Social Work Education (CSWE)
National Association of Social Workers (NASW)
National Association of Black Social Workers
Latino Social Work Organization
Association of Asian American Social Workers
International Federation of Social Workers – North America Region

Students are encouraged to join while they are still in school to take advantage of reduced membership rates.

Social Work Professionals: It is a Step-by-Step Process

Pre-College

1. Apply and receive Salisbury University acceptance decision.

Freshman/Sophomore Years

1. Declare Social Work major at time of admission (or no later than Fall semester of Junior Year).
2. Complete two years of General Education and other Sophomore courses that serve as foundational coursework for social work, consulting BASW curriculum guides and consultation with Faculty Advisor.
Note: Will be assigned a School of Social Work Faculty Advisor as of Sophomore year if declared Social Work as major.
3. Meet with Faculty Advisor for coursework guidance for first semester Junior Year and application process for School of Social Work.
3. Register for first semester Junior Year coursework (including social work classes) second semester of Sophomore Year.

Junior Year

1. Begin first semester Junior Year coursework.
2. Declare Social Work major no later than first semester of Junior Year (if not done previously).
3. Be assigned and meet with Faculty advisor for guidance and application process for School of Social Work (if not assigned previously).
4. Register for second semester Junior Year coursework (including social work classes) if accepted into program.
5. Meet with Field Placement Liaison second semester Junior Year to set-up Field Placement for Senior Year.
6. Register for first semester Senior Year social work coursework including Field Instruction course.

Senior Year

1. Complete first and second semester Senior Year coursework and Field Placement.
2. Apply for graduation first semester of Senior Year.
3. Apply for MSW (if interested) first semester or early second semester of Senior Year.
4. Register to take licensure exam for LBSW second semester of Senior Year (or can wait until after graduation). Can take exam as early as within 60 days of graduating with a BASW or within two years of registering for licensing exam. *NOTE: An LBSW is not required if going to pursue MSW and an LMSW; however it would be good test practice.*
5. Receive acceptance decision about MSW program early to middle of second semester.
6. Meet with Field Placement Coordinator second semester Senior Year to set-up Field Placement if pursuing MSW.
7. Register for first semester graduate classes second semester Senior Year if pursuing MSW.
8. Graduate with BASW.

Post BASW Graduation

1. Start MSW program. Consult MSW Handbook if SU MSW student.
2. Take licensure exam for LBSW if not pursuing MSW and did not take licensure exam before graduation.
3. Work as LBSW if passed licensure exam.

THE BACCALAUREATE PROGRAM

Bachelor of Arts in Social Work (BASW) Program Mission

In line with our School mission, the BASW Program mission highlights our commitment to preparing competent generalist practice professionals. The School and Program missions are appropriate for preparing students for generalist social work practice.

Grounded in the liberal arts and the ethics and values of the social work profession, the mission of Salisbury University's BASW program is to inspire and educate competent and culturally responsive social work professionals to be prepared for beginning level generalist practice in local, regional, national, and global arenas.

BASW Program Goals

The Program's mission statement is focused on student-centered education that develops social workers capable of working both locally and beyond the borders of their home communities. These elements lead to six program goals which highlight various components of the curriculum as well as priorities held by both the Program and the larger School.

- **Goal I:** Prepare students for generalist social work practice, while applying theories of human behavior and the social environment.
- **Goal II:** Aid students in adopting a generalist social work practice identity grounded in social work values and ethics.
- **Goal III:** Encourage students to respect diversity and difference in generalist practice.
- **Goal IV:** Assist students to engage in policy and community practice from a generalist perspective.
- **Goal V:** Aid students in understanding research informed practice and practice informed research.
- **Goal VI:** Enhance an understanding of human rights and social, economic, and environmental justice.

BASW Generalist Core Curriculum

The Salisbury University Social Work curriculum prepares its BASW graduates as entry-level generalist social workers with practice grounded in the core competencies and practice behaviors of generalist practice.

According to the [Council of Social Work Education's Educational Policies and Accreditation Standards](#) (2022):

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the

micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (p. 17)

Core Competencies of BASW Program

The nine core competencies outlined by the Council on Social Work Education (2022) are listed below, and are followed by a description of characteristic knowledge, values, skills, and a list of the behaviors that operationalize our BASW generalist curriculum. This information is available in the [2022 Educational Policy and Accreditation Standards](#) for Baccalaureate and Master's Social Work Programs.

These core competencies will become very familiar to students. They are included in social work coursework, syllabi, and students' learning contracts that are completed and graded as a component of field placement during students' senior year. It is up to each Program to develop what those EPAS mean and how they are incorporated into the BASW Program. Appendix 6 has those definitions for the BASW Program.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion in Practice

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

Competency 5: Engage in Policy Practice

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

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

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

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

ADMISSION TO THE BASW PROGRAM

Program Admission

Students Attend Information Session

Students are encouraged to attend a BASW application information session hosted by the BASW Program Director. Please review the [BASW website](#) for more information.

Students Declare Social Work as a Major

Students must declare Social Work as their major with the Registrar's Office of the University no later than the fall semester of their junior year. Two options:

1. Indicate Social Work as desired major at the time of admission to Salisbury University as part of the admissions process
 - a. Students pursuing social work are assigned a specific program option based on information a student submits as part of their university admissions application: site-based or online.
 - b. Students may switch their program option once.
2. Declare a major or change a major by updating one's academic record through GullNet (Go to the Registrar's office [forms website](#)).

Completing the Admission Application

Students Attend an Application Information Session

During these sessions, students learn about the School of Social Work application and admission procedures, in addition to receiving a brief introduction of field instruction.

Students Complete and Submit an Online Application

Students are required to complete an online application to the BASW Program. Instructions are located on the [School of Social Work Website](#) under the tab "How to Apply to the Bachelor's Program". Included under this tab detail personal statement prompts and information on the limits of confidentiality. A link to the application for qualified students is available in GullNet; the link is accessible and active for a designated application period communicated at the beginning of each fall semester. The application moves forward for students who meet the requirements as outlined below under "Student BASW Admission Checklist".

BASW Admission Checklist

The following checklist ensures students meet minimum qualifications to initiate the application process.

1. Achieve first semester junior standing with approximately 60 completed hours or, if graduating at the end of a fall semester, 45 hours.
2. Complete an academic plan with advisor demonstrating the path to program completion.
3. Complete the following courses with a C or better:
 - a. Liberal Arts Prerequisites:

- i. Psychology 101
 - ii. Math 155 or PSYC 220 or PHIL 103
 - iii. Additional Social Issues or Social Configurations course
- b. Core Social Work Courses:
 - i. SOWK 200: Introduction to Social Work
 - ii. SOWK 310: Basic Interviewing: Skills and Techniques
 - iii. SOWK 300: Theoretical Analysis I

Note: All the above courses must be completed with a “C” or better by the end of the fall semester of the junior year.

4. Demonstrate the capacity to engage in appropriate professional social work roles on and off campus, by report from the Field Supervisor, faculty members and/or peers.
5. Complete the “Application to Major in Social Work” form and submit personal statements* (in GullNet).
6. Earn a cumulative GPA of 2.5, including transfer credits, and a cumulative Social Work GPA, including the prerequisites, of 2.7.

**Limits of confidentiality for personal statements: Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse. Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.*

Application Review and Decisions

BASW applications are read and reviewed by at least two faculty members in the School of Social Work. Students’ personal statements are evaluated based on their ability to think critically, ability to write at an acceptable academic level and professional fit with social work. BASW application reviews use a double-blind review process.

Admission to the BASW Program is on a selective basis and is determined by the academic preparation and personal qualifications of the applicant. Ultimately, decisions on admissions to the Program are the responsibility of a faculty committee. One of three decisions is made:

- The student is accepted.
- Final review of the student’s application is deferred.
- The student is denied admission.

Students not accepted to the BASW Program are invited to meet with their advisor to discuss their options. In these instances, students may decide to pursue another program or apply for reconsideration after working to improve in the area of concern. In rare occasions, a decision may be deferred pending satisfactory completion of a requirement (e.g. completing a course to fulfill the written skills requirement). All students are informed about their acceptance status by an electronic letter to their SU e-mail from the BASW Program Director.

Transfer from Other Institutions

General Information

Salisbury University accepts credits transferred from other regionally collegiate institutions if the course work is found compatible with the overall institutional curriculum. Transfer credits are evaluated in accordance with the Maryland Higher Education Commission regulations on General Education and Transfer Credits. For additional information on the Maryland Higher Education Commission regulations on General Education and Transfer Credits review [the transfer credits for undergraduates website](#). Students may make an appointment with a counselor in the [University's Admission Office](#) to review the evaluation of transfer credits and to discuss the selection of courses. Many common questions can be answered through the [Transfer FAQ page](#) on Salisbury's Admission's page.

Artsys

[ARTSYS](#) is a computerized data information system for Maryland community college students. It indicates whether the course is transferable and, if so, indicates the four-year institution's equivalent course number. You can use ARTSYS as an unofficial planning tool to establish what course at the community college should be equivalent to at Salisbury University, prior to submitting the [Request to Study at Another Institution form](#). You are required to submit the Request to Study at Another Institution form prior to enrolling in the course.

Specific Transfer Policies for the School of Social Work

The School of Social Work will only accept courses for transfer credit under the following conditions:

1. Transfer from Council on Social Work Education (CSWE) Accredited Program: Courses must be similar in content and credit value to those they replace and the student must have earned at least a grade of "C." Transfer students are required to take a minimum of 23 credit hours in social work at Salisbury University regardless of number of social work credits transferred from another CSWE Accredited Program.
2. Transfer from Non-Accredited Social Work Program: Credit may be granted on a case-by-case basis after careful examination by the School of Social Work faculty. They must agree that the course for which the student wishes to receive social work credit contains content comparable to the school offering and the student must have earned at least a grade of "C". Students are asked to provide course syllabi and/or examples of their work from the course. The qualifications of the

faculty who taught the course at the institution from which transfer of credit is being requested will also be evaluated. Transfer of credit from non-accredited programs is not permitted for SOWK 320: Practice I, SOWK 400: Practice II, SOWK 410: Practice III, or SOWK 420 and 421: Field Instruction in Social Work I and II.

3. Testing out of required social work core courses is not permitted.
4. The School of Social Work does not grant academic credit, course waivers or field practicum credit for life experiences or previous work experience for any courses in the social work major.

CURRICULUM

Curriculum Overview

The academic classroom and field instruction components of the Undergraduate Social Work Program are designed to prepare the student for beginning level professional practice as a BASW level social worker, as well as for graduate study. The curriculum prepares students for beginning professional generalist practice with individuals, families, small groups, organizations, and communities.

The curriculum has been developed to flow from the mission of the institution, to be consistent with the [Educational Policy and Accreditation Standards](#) for undergraduate social work programs established by the Council on Social Work Education and to operationalize the overall social work program and content area objectives.

The curriculum of the Undergraduate Social Work Program at Salisbury is built on the liberal arts base provided by the University's General Education requirements and is composed of fourteen required foundation social work courses (54 hours) and three required prerequisite courses (10 hours). Included in the major requirements are eight course credits of Field Instruction. Consult the [Field Instruction section Handbook](#) for a complete description of the field instruction component of the Program.

Liberal Arts Core Requirements and General Education

Salisbury University is committed to the total development of the student through a liberal arts education. Essential to this liberal arts core is the General Education Program.

All students seeking a bachelor's degree from Salisbury University are required to complete a series of General Education courses. All programs leading to the bachelor's degree include a minimum of 45 credit hours in General Education courses. A list of these required courses can be found on the [Salisbury University General Education Courses website](#).

Requirements for a Bachelor of Arts in Social Work

Students majoring in social work must meet the following requirements which can be found on the [BASW catalog page](#).

Curriculum Guide: Bachelor of Arts in Social Work

Students majoring in social work requires 120 credit hours for graduation. A suggested course sequence can be found on the [BASW curriculum guide](#). Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

Course Evaluations

As part of the educational process, students are to complete course evaluations at the end of their courses, but before final exams. The feedback collected from the course evaluation is used by academic departments in the improvement of the curriculum and used in the promotion and tenure process of faculty.

Student Enrichment & Governance

Students have the right to organize to voice and defend their interests in academic as well as student affairs. Recognizing students' rights to voice their disagreements and to defend their interests, the Salisbury University and School of Social Work has established procedures for students to make their voice heard. University procedures are detailed in the on the [Student Affairs at Salisbury University](#) website.

All degree seeking undergraduate student, both part-time and full-time, at Salisbury University may participate in, and seek election to, the [Student Government Association](#) (SGA). This body represents the voices of undergraduate students in meetings with faculty and administration. The elected officers of the SGA sit on a variety of campus-wide committees, which shape both academic and student life issues, including the President's Advisory Team.

Salisbury University's School of Social Work has a variety of clubs and organizations students can join. The clubs allow members to meet fellow students, interact with staff, sign up for volunteer opportunities, network with other social workers, and make the most out of the educational experiences at SU. A list of organizations and clubs can be found at [School of Social Work Organizations and Clubs](#).

The Chi Eta Chapter of the Phi Alpha Honor Society Chapter was established at Salisbury University in April 1991 to promote high academic achievement and strong ethical standards among social work program students. Membership is open to undergraduate and graduate social work students who meet the established scholarship qualifications. The chapter invites those who have attained high academic performance to apply. Applicants must have completed 37.5% of the required coursework towards their degree and be in the top 35% of the program.

The program also supports the activities of Phi Alpha by providing a faculty member to serve as an advisor.

BASW Student Engagement Policy

To reflect students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs in the School of Social Work, a Student Advisory Committee (SAC) was established in 2022. The SAC is tasked with identifying student priorities and issues relevant to social work students. The committee also completes the following tasks:

- Provide content and feedback for the student hub, available through MyClasses.
- Coordinate the process for the nomination and selection of student awardees each spring.
- Review and approve applications for student professional development funds.

The SAC consists of one or more faculty facilitator(s) as well as a group of students nominated and selected for the role, to serve a term of at least one year. The student members consist of representatives from the School of Social Work's program options.

To participate on the SAC, students must be in good standing within their Social Work Program.

Support for Student Professional Development Policy

The Student Advisory Committee (SAC) oversees available professional development funds for current BASW and MSW students at all program options. Applications for funds fall into one of two categories:

- Conference Participation
- IRB-Approved Research Study

For the 2025-2026 academic year, there are ten available awards worth up to \$300 each. SAC anticipates the approval of five awards during the fall semester and five awards during the spring semester. All current BASW or MSW students who are in good academic standing are eligible to apply.

Interested applicants will complete the following steps:

- Complete "Application for Student Professional Development Funding"
- Complete a "Spending Authorization Form"
- For research support, provide a short letter of support from the PI for the research project and/or faculty mentor.
- To request the forms, please email socialwork@salisbury.edu.

Allow a minimum of one month for the disbursement of funds.

Conference Participation Details: Students can request funds to support travel-related expenses (e.g., conference registration, airfare, meal stipend, etc.) for conference participation. Priority is given to conference presentations. Students can also submit requests to attend a conference without doing a presentation but may be eligible for less than the full award amount.

IRB-Approved Research Study Details: Students can request funds for activities related to an IRB-approved study. Students will be asked to provide proof of IRB approval and will need a general budget outline prepared at the time of application.

Some expenses can be pre-paid as part of an award, but others may require students to make approved purchases and request reimbursement.

As a condition of funding, all award recipients will be asked to submit a brief written reflection (approximately 250 words) related to their conference or research experience.

International Funding Requests

Funds are available to support international education and study abroad experiences. Eligibility criteria include:

- All current BASW and pre-BASW (completed or currently enrolled 200 and 300) and MSW students at all program options.
- Students should be accepted to a Salisbury University study abroad program.
- 3.0 Social Work GPA; Submit unofficial transcript from GullNet.
- Complete an essay (UNDER 400 words) on topic provided related to study abroad experience.
- Students can request up to \$500 to support education related expenses.

Students should complete the application form by October 1 for a winter study abroad course and February 15 for a summer study abroad course. An individual spending authorization form and an unofficial transcript should also be completed and submitted along with the application. Please email socialwork@salisbury.edu to request an application.

Faculty will review applications and make recommendations for funding. The Director of the School of Social Work will then make the final determinations. Priority will be given to the following types of requests:

- Students participating in School of Social Work global seminar.
- Students who have not received additional funding through the School of Social Work.
- Students who have not traveled abroad before.
- Students who have not traveled on another SU sponsored international education trip.
- Students who demonstrate need.

POLICIES AND PROCEDURES

Academic & Professional Advising of BASW Students

All students are assigned an advisor upon their acceptance into Salisbury University. Advisement helps orient students and assists in assessing their aptitude and motivation for a social work career. It also allows for early and periodic evaluation of each student's performance, guides students in selecting areas of coursework, and helps students to identify the field settings that best meet their educational needs and career goals. Students in the Undergraduate Program could have two advisors: academic and professional. For some students, they will have one advisor that is both an academic advisor and social work faculty/mentor. It is important to note that students are required to meet with their academic advisors at least twice a year, during two-week pre-registration periods in the fall and spring and are also encouraged to meet with their academic advisor at any time when questions arise about the educational program or career decisions.

An important part of the advising process is to afford students an opportunity to assess their aptitude and motivation for a career in social work. This can be done in several ways:

- Through formal advisement with program faculty
- Through informal discussions with program faculty
- Through contacts with local professionals in the field
- Through volunteer work, connected with SOWK 200: Introduction to Social Work
- Through field visits to local service agencies
- Through discussions with students in social work clubs, in the classroom, and informal gatherings
- Through field education experiences in the senior year
- Through contact with professional social workers who come to campus as guest speakers for programs and workshops sponsored by the School of Social Work or [social work clubs](#).

Students are encouraged to contact the [Academic Advising Center](#) or the [School of Social Work](#) with any questions.

Advising Procedures and Specific Salisbury University Information

Advising is an essential part of the educational process. Academic advisors provide students with pertinent information about the program and assist them in planning their program of study. An academic advisor will be assigned from the Academic Affairs Office or the School of Social Work. Academic advisor assignments are made based on geographic location and program option. These advisors are thoroughly trained in University and School procedures and policies and have comprehensive knowledge about the program.

Declaring a major in social work is distinct from and occurs earlier than admission to the Social Work Program. Admission to the BASW program occurs in the junior year.

Professional social work advisement is carried out by full-time faculty whose educational credentials include a master’s degree in social work. At the Salisbury campus, this is faculty and at the satellites, the site coordinators provide the professional advisement. The table below provides an overview of how advisers are assigned based upon program option.

Student Population	Academic Advising	Professional Advising
Salisbury campus first year students	Academic advisor in the Academic Advising Center	As needed with Program Director
Salisbury campus sophomore, juniors, seniors	Faculty member	Faculty member
Stateside satellite students	Academic advisor in the Academic Advising Center	Site coordinator or clinical faculty member
SU-UMGC students	Academic and Program Associate Director	Academic and Program Associate Director

Faculty Availability

Faculty are available to meet face-to-face, virtually, and/or by phone. Students are encouraged to contact faculty via Salisbury University email, the official form of communication at the University, to set up a time to meet.

Social Work Program Grade Requirements

1. Academic Standards for continuation in the Social Work Program, once accepted in the Professional Program, require that students maintain an overall Grade Point Average (GPA) of 2.50.
2. Social work students who apply to the BASW program will be required to have a Grade Point Average (GPA) of 2.7 in their major courses in order to be accepted in the Professional Program during the second semester of junior year. Once admitted to the Program, students are required to maintain an average GPA of 2.7 in one’s major courses in order to maintain good academic standing. If the student’s major GPA falls below the required 2.7, the student will be required to raise the GPA by the end of the following semester. A student whose major GPA remains below 2.7 for two continuous semesters will be dismissed from the Program. Failure to maintain the required 2.7 can also prevent a student from applying for the field practicum

3. Any social work student accepted into the BASW program must complete all major courses with a grade of “C” or higher. A student who receives a grade lower than that required for one or more major courses must repeat the course and raise their grade. All social work courses may be repeated only once. If a student does not earn a grade of “C” or higher after taking a class twice they may be terminated from the program.
4. Students who are experiencing difficulty completing a course are encouraged to meet with their instructor to develop plans to complete course requirements. If a student and instructor agree that the student should receive an incomplete grade, a Plan for Incomplete Course Work form (see Appendix 7) must be submitted to the BASW Program Director prior to the end of the academic semester.
5. Students who are experiencing difficulty in completing their academic requirements are encouraged to meet with their advisors to develop plans for continuation in the program or to consider alternate programs for study.

University Academic Standards

Salisbury University’s academic policies and procedures can be reviewed on the [Academic Policies and Procedures website](#).

Grading

Students will be evaluated on their ability to demonstrate the skills presented in this course.

Letter Grade	Percentage
A	90% - 100%
B	80% - 89.9%
C	70% - 79.9%
D	65% - 69.9%
F	64.9% and below

A grade of “D” or “F” does not provide credit toward the MSW degree. Incomplete grades are given only under exceptional circumstances to students whose work in a course has earned a C or better but who, because of illness or other circumstances beyond their control, have been unable to complete all the course requirements.

The “I” automatically becomes an “F” if coursework is not completed prior to the end of the next full semester for which the student is enrolled or at the end of one calendar year, whichever is earlier.

Policy on Academic Standing and Program Readmission

A student dismissed because of a professional behavior/technical standards violation may apply for readmission three years following the dismissal. Students dismissed for any other reason may apply for readmission one year following the dismissal.

The steps for readmission are:

1. Applicant must submit both a Program Application and a current resume. If the applicant was dismissed due to falling below the GPA requirement of the Program, then the applicant should confirm their GPA meets the standard before reapplying to the Program.
2. Applicant must submit a letter to the BASW Program Director requesting readmission. The letter must address:
 - a. Reasons for dismissal
 - b. Steps taken to address the area(s) of concern
 - c. Applicant's plan for continued academic success.
3. The applicant should supply one professional reference to the BASW Program Director. If the applicant was dismissed for falling below the GPA requirement for the Program, then the reference must be a social work academic reference
4. The BASW Program Director will review all materials. After review, the BASW Program Director will make a decision regarding readmission or refer the materials to a faculty committee for further consideration. The faculty committee may request an interview with the applicant.
5. The BASW Program Director will notify the student of the admissions decision in writing.
6. If readmitted, the student will:
 - a. Be placed on program level academic probation for the first semester after readmission
 - b. Be required to develop a probationary contract with the student's social work advisor which will stipulate terms of the academic probation and consequences for non-compliance
 - c. Maintain good academic standing
 - d. Abide by any other conditions set by the faculty committee

Appeal and Grievance Process

Undergraduate students may appeal decisions under the academic policies and regulations set forth in the University's [Student Accountability & Community Standards](#). Prior to initiating the appeal and/or grievance process, students should confer with their faculty advisor/BASW Program Director. A direct link to the Student Grievance Policy, and the required steps and timeline, is here: [Student Academic Grievance Policy](#).

Drop or Withdraw from a Class

Students receiving financial aid should contact the [Financial Aid Office](#) before dropping or withdrawing from courses to fully understand the impact on their current and future aid. Students can officially drop or withdraw from a course in GullNet. For more information, visit the [Registrar's Website](#) and access [Academic Policies and Procedures](#). Only classes that are dropped during the specific add/drop period for any term/session can be done so without penalty, and the course will not appear on a transcript. After the specific add/drop period ends, students can withdraw from a

course through the published timeframe. For specific dates, please review the [Semester Date Highlights](#) on the Registrar's website.

Withdrawing from a class is done the same way as dropping a class in GullNet. For more information, access [Academic Policies and Procedures](#). Withdraws that occur after the specific add/drop period or the first week of classes until midsemester will appear on a student's transcript with a grade of "W." This grade shows that a student attempted the class but withdrew from it. It will not affect the student's GPA. After midsemester, students can withdraw from the entire semester on GullNet, but not from an individual course. Students will receive a "WP" (withdraw while passing) or a "WF" (withdraw while failing) grade for each course. Grades of "WP" and "WF" do not affect the student's GPA. For specific dates, please review the [Semester Date Highlights](#) on the Registrar's website.

Students are responsible for dropping or withdrawing themselves. Failure to drop or withdraw in the required manner may have adverse impacts on tuition owed, financial aid, and/or the academic grade for the course(s).

Stopping payment on checks for registration fees or not paying tuition and fees does not constitute a drop or withdrawal, nor does it relieve a student from their financial obligation to SU. Not attending or ceasing to attend classes does not constitute a drop or withdrawal. Contact the Financial Aid Office for questions or additional information.

Withdraw from the University

After midsemester, students can withdraw from the entire semester on GullNet, but not from an individual course. Students will receive a "WP" (withdraw while passing) or a "WF" (withdraw while failing) grade for each course. Grades of "WP" and "WF" do not affect the student's GPA. For specific dates, please review the [important dates listed on the Salisbury University website](#).

Students are responsible for dropping or withdrawing themselves. Failure to drop or withdraw in the required manner may have adverse impacts on financial aid and/or the academic grade for the course(s).

Stopping payment on checks for registration fees or not paying at registration does not constitute a drop or withdrawal nor relieve a student from their financial obligation to SU. Never attending or ceasing to attend classes does not constitute a drop or withdrawal.

Life Experience

Credit will not be granted for life experience or previous work experience.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation at Salisbury University. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

If you have already been approved for reasonable accommodations through the [Office of Access and Accommodations](#) (OAA), please complete the following next steps as soon as possible: (1) send your OAA Accommodations Letter(s) through the AIM portal, and (2) initiate a conversation and/or meet with your faculty members to discuss the implementation of your approved accommodations in each of your courses.

If you have not yet established accommodations with the OAA, but have or think you may have a disability/condition that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical, or chronic health), you may request reasonable accommodations, auxiliary aids and services, and/or modifications to University policies, through the OAA by following the OAA's procedures for Requesting Academic Accommodations. For questions or more information, please refer to the Office of Access and Accommodations website or contact the OAA at (410) 543-6087 or accommodations@salisbury.edu. The OAA is located on the 2nd floor of the Guerrieri Student Union (GSU), Room 229.

Students in the SU/UMGC option will follow UMGC's accommodations for disabilities policies.

Class Attendance

As a professional preparatory program, the School of Social Work has a common attendance policy which balances the necessity of class attendance with the reality of illness and unexpected events. Absences beyond the allowable limit may, without extenuating circumstances, result in a reduction in the course grade for each absence. Students should review their class syllabi for specific information regarding the nature of the grade reduction related to this policy.

Classes that meet once a week allow one absence per term. Chronic tardiness or leaving early will be counted as an absence.

Online Course Attendance

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Active participation includes logging in at least twice a week at a minimum and completing all course activities.

Inclement Weather and Emergency Response

Should inclement weather result in classes being canceled information will be given to all local radio and television stations. Students can receive information concerning cancellations by listening to local stations or visiting the SU website. Please refer to the entire [Inclement Weather Policy](#) for additional information.

You can sign up for the [Emergency Alert System](#) for updates on inclement weather.

Professional Writing

Writing is an essential social work skill. The Council on Social Work Education (CSWE) stipulates that students demonstrate effective communication skills, both written and oral, and the NASW Code of Ethics has standards relating to the importance of accurate documentation. Further information regarding writing requirements can be found on the [School of Social Work's Resources & Policies](#) webpage.

Writing Across the Curriculum

As part of the "[Writing Across the Curriculum](#)" emphasis at Salisbury University, all written assignments will be graded on form as well as content. This is also a School policy. This includes all written homework assignments and essay questions on exams.

The University Writing Center (UWC), with trained peer consultants, are available to work with students at any stage of the writing process. Located on the second floor of the Guerrieri Academic Commons, the UWC offers a place where students can meet to talk about their papers and projects. In addition to the important writing instruction that occurs in the classroom and during office hours, students are also encouraged to make use of this important service. For more information and to make appointments, visit the [UWC's webpage](#).

Please remember that writing centers are not designed to work as editing services or "fix-it shops." Writing centers are built around a mission of collaborative learning so the student, as the writer, will play a central role in every consulting session.

Although long-distance consultations will differ in some ways from our on-site consultations, the fundamentals will remain the same.

The UWC also offers online sessions to students enrolled at regional sites and in online programs who do not come to the Salisbury campus on a regular basis. The UWC conducts all online sessions using WOnline, the same software used to make all appointments. This feature in WOnline allows students and peer consultants to see and hear one another (like Zoom). It also allows students and peer consultants to jointly review drafts together using an upload feature.

Artificial Intelligence Syllabus Statement

Artificial Intelligence (AI) is becoming a larger part of our work and educational experiences. With that in mind, the School of Social Work has developed the following guidelines:

- Faculty are responsible for stating and enforcing their AI policy for their course
- As a student you are responsible for checking the syllabus for your courses and abiding by the AI policy of your instructors
- The policy for one course may be different from another course, please ask your instructor for guidance

If your instructor allows for the use of AI in their course, here are some resources that may be helpful:

- [Salisbury University Library Guide](#)
- [Salisbury University Library Guide: Citing AI & Academic Integrity](#)

Campus E-Mail Communication

Salisbury University e-mail is the University's OFFICIAL form of communication. Failure to check campus e-mail, errors in forwarding e-mail, and returned email (from "full mailbox or unknown user" errors, for example), will not excuse a student from missing announcements or deadlines. Students should read their campus email daily. If personal email accounts are checked more regularly, students can set up SU email to be forwarded to that account.

Social Media and Digital Technology

The School of Social Work has developed the [Social Media and Digital Technology Policy](#) to help guide students' usage of social media in professional ways. This policy incorporates guidance from the National Association of Social Workers (NASW) Code of Ethics, the NASW Standards for Technology in Social Work Practice, and the Council on Social Work Education (CSWE) EPAS competencies.

Prejudicial Treatment or Discrimination

If a student believes that they are the victim of prejudicial treatment or discrimination as provided in [Salisbury University's Equal Opportunity and Affirmative Action](#) policy, the student may file a grievance through the [Office of Institutional Equity](#).

Additionally, Salisbury University's [Code of Community Standards Policy](#) sets out the standards of behavior for all students that promote the safety and welfare of the SU community. This document is "guided by the belief that a community exists on the basis of shared values and principles. We aim to foster a community, at the University and beyond, where diversity, equity, accessibility, inclusivity, integrity and respect are the established norm."

Additionally, the School of Social Work adheres to Salisbury University's Title IX Policy Statement.

Mandated Reporters

Throughout coursework and field placements, and every day as a Social Work Professional, there will be an emphasis on mandated reporting and mandated reporters. Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse, even if information was disclosed indirectly through a classmate, colleague, or friend/family member.

This includes adults who disclose that they were sexually assaulted as a child, commonly referred to as an Adults Molested as Children (AMAC). Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.

Student Academic Misconduct Policy

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that “one’s work is one’s own.” The process by which integrity is upheld assumes clear communication of university expectations, standards and policies and clear communication of students’ and faculty’s rights and responsibilities. This policy applies to both undergraduate and graduate students.

We urge students to review Salisbury University’s [Student Academic Misconduct Policy](#) for additional information.

Graduation Procedure

Graduation Application Due Dates

- *Fall or Winter degree completion: May 15th*
- *Spring or Summer degree completion: November 15th*

It should be noted, however, that the student is ultimately responsible for their own schedule and for meeting graduation requirements. Students should keep the University’s [Undergraduate and Graduate Catalog](#) for the year they are admitted for reference. For more information, please visit the [Graduation Procedures](#) website.

Graduation Registration

Graduation applications are processed through your GullNet account via your “To-Do” list located in your student service center. Please note: Students completing degree requirements in the winter or spring will participate in the May commencement

ceremony, and students completing degree requirements in the summer or fall will participate in the December commencement ceremony. For more information, please visit the [Graduation Procedures](#) website.

Participating in Commencement Prior to Completing Degree Requirements

Students are eligible to participate in commencement (the ceremony that has no connection to actually graduating). Generally, applicants who request to participate in commencement prior to completing degree requirements must be 8 credits or less away from graduation and can demonstrate that they can take these classes in the following semester (typically winter or summer). This form can be accessed through the [Graduation Procedures](#) website.

TECHNICAL AND PROFESSIONAL STANDARDS

Technical Standards for Admission, Academic Matriculation, and Graduation

Professionalism is a cornerstone of a successful academic program, just as it is a cornerstone of the responsible conduct of research, maintaining integrity and compassion in the delivery of social work services, and building a collegial and conscientious interdisciplinary professional team. Circumstances may arise during a student's course of study that call into question the capacity or commitment of the student to maintain this academic standard. Salisbury University, the College of Health and Human Services, and the School of Social Work have the responsibility and authority to determine a student's fitness to continue in this undergraduate and graduate program of study.

Salisbury University's School of Social Work has established a [Program Policy for Technical Standards](#). The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by the Council on Social Work Education (CSWE), the National Association of Social Work (NASW) at both the national and state levels, and Maryland's Board of Social Work Examiners.

In addition to the academic requirements of each program, this Policy and its related procedures shall govern academic and professional behavior of social work students.

Professional Performance Policy and Guidelines

In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student.

In addition to academic performance, students are required to demonstrate professional performance skills necessary for work with clients and professional practice. Professional performance is evaluated in both the explicit curriculum (e.g., courses) and implicit curriculum (implicit curriculum includes but is not limited to interactions with peers, field agencies and personnel, community members and University faculty and staff).

Policies and Procedures for Review of Professional Performance

Students who fail to present themselves in a professional manner in the classroom or when interacting with peers, faculty, agency personnel, clients, and others are required to participate in a review of professional performance.

Any of the following circumstances may result in a student review. Please note that this is not an exhaustive list:

- Failure to meet any of the Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the Salisbury University Social Work Program.
- Incurring a charge and/or conviction of a criminal act during the course of study or prior to admission.
- Failing to report a charge and/or conviction of a criminal act during the course of study or prior to admission.
- Demonstrating a consistent pattern of unprofessional behavior, such as issues related to communication or attendance.
- Being reviewed and/or sanctioned by University Student Affairs. For complete University policy and procedures, see Student Accountability & Community Standards.
- Professional performance concerns in field placement and/or dismissal from field placement.
- Failure to demonstrate adequate progression toward the Competencies of Social Work Practice as articulated by CSWE (2022).

The Three Types of Review

Three types of review can occur in the School of Social Work to address a student's professional performance. The type of review is determined by the nature and seriousness of the behavior and does not necessarily require or include progression through each type of review.

Information disclosed during student meetings with faculty, the BASW Program Director, or School administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or Program Directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

Informal Student Consultation Meeting

The first type of review is an Informal Student Consultation Meeting. An Informal Student Consultation Meeting involves a student and a faculty member (advisor, site coordinator, instructor, field liaison) who initiates a meeting to discuss concerns related to professional performance. The initiating staff or faculty member will:

- Discuss those concerns directly with the student and identify presenting issues and strategies that the student will implement to address the concerns; and
- Prepare a short summary to include the date and content of the meeting to be sent by email to the student. The BASW Program Director and appropriate administrative support staff person will also be copied on the email.

In many instances, issues identified by the faculty member/staff are resolved following the Informal Student Consultation Meeting and do not necessarily lead to

further meetings, pursuant to this section. Failure to resolve the identified issues may lead to the need for more formal meetings.

Formal Student Support Meeting

The second type of review is a Formal Student Support Meeting. A Formal Student Support Meeting can be initiated when the student fails to address the concerns related to their professional behaviors that were initially discussed in the informal meeting or when the behaviors rise to the level that necessitate the development of a Student Support Plan (SSP). A Technical Standards Violation (Appendix 2) Form may be submitted to the student and the BASW Program Director that outlines the behaviors.

During this formal meeting, the initiating faculty member/staff and student will develop a Student Support Plan (SSP) (Appendix 3) for Academic and Professional Performance that identifies presenting issues and strategies that the student will implement to address the concerns.

There are some occasions when others will be asked to join the meeting; for example, a Site Coordinator/Associate Academic Director (if applicable), Field Liaison, Dual Degree Coordinator (if applicable), and/or BASW Program Director. The BASW Program Director will review the student's file for any documented behavior concerns that are relevant to the problem.

The SSP is to strengthen student professional practice. It will be written by the student with oversight from the initiating faculty/staff member. The SSP will include:

- Professional Behaviors from the Technical Standards that need to be improved upon to build professional competency;
- How the progress will be monitored and evaluated with a follow-up meeting scheduled to review progress;
- The date(s) by which the objectives identified must be accomplished;
- Other information as needed; and
- Signatures of the participating parties.

Additional documents may also be completed as part of the SSP, such as a Professional Performance Review. Not following through with the goals of the SSP could result in a remediation meeting. A summary of the meeting, including the SSP and other documentation, will be emailed to the BASW Program Director and appropriate administrative support staff person. If a problem arises in a field program, the agency-based field supervisor, field liaison, and Director of Field Education may also participate in a review meeting with the student.

Formal Student Remediation Meeting

The third type of review is a Formal Student Remediation Meeting. Generally, a Formal Student Remediation Meeting is called when there are persistent and/or egregious

problems that are identified with a student, and these require formal consultation with the BASW Program Director; or, when a student is dismissed from a field placement due to concerns with a student's performance.

A formal student remediation meeting may also be conducted when concerns have not been resolved in prior informal or formal meetings; when issues relate to a student not meeting the criteria for professional performance; when a student does not follow through on goals identified in the SSP; or, when the student is at risk for suspension or dismissal from the Program and it is not related to academic performance. A Technical Standards Violation Form will be required for a Formal Remediation Meeting. In that case, the Technical Standards Violation Form will be submitted to both the student and the BASW Program Director prior to the meeting by the initiating faculty member. The BASW Program Director will review the student's file for any documented behavioral concerns that are relevant to the problem.

Parties in Attendance

A Formal Student Remediation Meeting involves the student, initiating faculty member, and the BASW Program Director. The following individuals may also be asked to participate if applicable: Field Supervisor, Site Coordinators/Associate Academic Director, Dual Degree Coordinator, Field Liaison, and Field Director.

The student may have a support person attend the meeting. A support person could include- but is not limited to- a friend, family member, and/or student peer; however, the student must notify the BASW Program Director of the attending support person at least 24 hours in advance of the meeting. The student must give the name of the support person and the student's relationship to that person. The role of the support person is to assist the student with understanding the remediation process and to provide the student with emotional support before, during and after the meeting. At no time is the support person permitted to address others in the Formal Student Remediation Meeting. If this occurs, the BASW Program Director has the sole discretion to require the support person to leave the meeting.

Notification of Meeting

The student will be notified via Salisbury University email of the presenting concerns. In addition, the Technical Standards Violation Form(s) submitted related to this situation; the form(s) will also be sent to the student. The date of the Formal Remediation Meeting will be set in no less than three (3) University business days and no more than ten (10) University business days from the date of the initial report to allow the student to prepare for and attend the meeting. In some cases, a student may be instructed not to attend their field placement or classes until a meeting can be held.

The Formal Student Remediation Meeting

The BASW Program Director will convene the Formal Student Remediation Meeting, during which they will gather information, determine the nature of the problem (if one is confirmed to exist), review the SSP, if one is in place, and identify alternatives for remediation. Following introductions, the BASW Program Director will explain the nature of the meeting and possible outcomes. The process begins with defining the problem and any previous attempts at remedying the problem, including the SSP, if one is in place. All parties, including the student, are involved in gathering the information necessary to arrive at a reasonable conclusion. Once a comprehensive understanding has been reached, the student and any non-Social Work School faculty are excused from the meeting. The School of Social Work representatives will then confer and arrive at a recommended plan of action.

In some instances, depending on the nature of the problem, the Office of the Vice President of Student Affairs may be consulted by the BASW Program Director as a part of the information gathering process.

Outcome of the Formal Student Remediation Meeting

Following the Formal Student Remediation Meeting, the BASW Program Director will inform the student of the decision(s) via University email within five (5) University business days following the Formal Remediation Meeting as documented on the Decision Form (Appendix 4). The recommendations could include one or more of the following actions:

- Continue the student in the Program with no conditions. In these situations, the concern has been addressed and no further action by the student or Program is required.
- Establish formal conditions for the student's continuance in the Program. In these situations, specific conditions must be set for the student to remain in the Program. Action may include establishing goals, planning a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; suspending the student for a stated period of time with criteria to return to active status to be defined; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delaying entry to the field practicum; or other conditions appropriate to the situation. A SSP will be created with the student and relevant faculty member(s) following the Formal Student Remediation Meeting if one is not currently in place, or the SSP will be updated based on information garnered during the Formal Student Remediation meeting.
- Recommendation to dismiss the student from the Program. In some situations, the information and discussion gleaned from the Formal Student Remediation Meeting will result in the BASW Program Director making a recommendation to dismiss the student from the Bachelor of Social Work Program. The student will be provided with the documentation regarding the specific reasons for this

recommendation. The BASW Program Director's recommendation to dismiss the student will be sent to the School of Social Work Dispositions Panel ("The Panel"). The student can submit a 1–2-page double spaced written response to The Panel that addresses concerns noted in the Formal Remediation Meeting Documentation at least two business days prior to the panel meeting. The Panel will review all information and documentation related to the student's situation and make a formal decision regarding dismissal.

Dismissal from the Bachelor of Social Work Program—The School of Social Work Dispositions Panel

If dismissal from the Bachelor of Social Work Program is recommended following the Formal Student Remediation Meeting, the School of Social Work Dispositions Panel ("The Panel") will be formed and will be responsible for reviewing all supporting information and documentation regarding a student's situation and making a formal decision regarding dismissal or retention in the Program.

The Panel will be comprised of two (2) faculty from the School of Social Work and one non-social work faculty member. All Panel members will be appointed by the School of Social Work Director within five (5) University business days and can have no prior involvement or knowledge of the issues necessitating the original Formal Student Remediation Meeting. The Panel Chairperson will be one of the social work faculty Panel Members and is responsible for gathering the related information and disbursing that to all Panel members. There must be adequate documentation of the initiating concerns related to the student's professional performance provided via the Formal Student Remediation Decision Form and the Technical Standards Violation form, if completed. If applicable, any documentation that verifies the concerns have been previously discussed with the student and attempts to resolve the concerns have been made should be included.

Once all information is obtained, the Panel Chairperson will contact the student via University email to schedule a Panel meeting. The Panel meeting with the student should occur in no less than five (5) business days from the Panel Chairperson's receipt of the recommendation for dismissal following the Formal Student Remediation Meeting.

During the Panel Meeting

During the Panel Meeting, the Remediation Meeting Decision Form and the related Technical Standards violation will be reviewed by the Panel Chairperson. The student will then be given a maximum of ten (10) minutes to respond to the Remediation Meeting Decision Form and the recommendation for dismissal from the Bachelor of Social Work Program.

Notification of the Panel Decision

The Panel Chairperson will communicate the decision to the student, the BASW Program Director, and the School of Social Work Director. Students will be notified of the resulting decision from the Panel in writing via University email generally within five (5) University calendar days of the panel meeting.

Processes for Appeal of Decisions

A student has the right to appeal the establishment of formal conditions for continuation in the Program and/or dismissal from the Program. These are two different processes as noted below.

Appeal Process from Formal Conditions

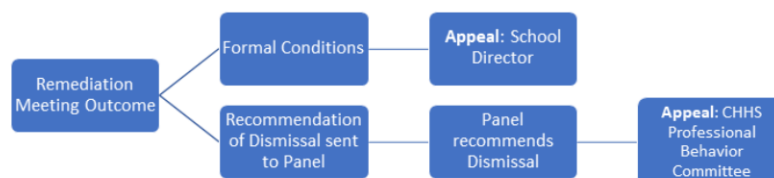
If a student would like to submit an appeal following a recommendation of formal conditions:

- An appeal letter must be submitted within five (5) University business days from the date of the decision letter; and
- The appeal letter should address at least one of the following conditions that applies as the grounds for the appeal:
- New and significant information became available that could not have been discovered and/or provided before or during the original hearing; and/or
- The student requests an evaluation of assigned condition(s) because of extraordinary circumstances.

Appeal Process After Dismissal from the Program

If a student would like to appeal a decision of program dismissal rendered by the Panel, the student will follow the College of Health and Human Services (CHHS) Policy and Procedure for Professional Behavior Violations, which includes:

- Submit a CHHS Professional Behavior Violation Appeal Request within five (5) University business days from the date of the dismissal decision letter from the Panel.
- The appeal request must address at least one of the following conditions that applies as the grounds for the appeal:
 - Procedural errors related to the Program's established policies; and/or
 - New and significant information became available that could not have been discovered during the review at the School of Social Work level.



Appendices

Appendix 1. Helpful Links

Welcome and Introduction

- [Diversity, Equity, and Inclusion Strategic Action Plan](#)
- [NASW Code of Ethics](#)

The Social Work Profession

- [Maryland Board of Social Work Examiners](#)
- [NASW Find a Chapter](#)
- [Graduate Student Handbook](#)
- [School of Social Work Organizations and Clubs](#)

Admission to the BASW Program

- [BASW Admission Website](#)

Curriculum

- [Course Catalog: BASW](#)

Policies and Procedures

- [Student Accountability & Community Standards](#)
- [Student Academic Grievance Policy](#)
- [Financial Aid Office](#)
- [Registrar's Website](#)
- [Academic Policies and Procedures](#)
- [Salisbury University's Equal Opportunity and Affirmative Action](#)
- [Office of Institutional Equity](#)
- [Code of Community Standards Policy](#)
- [Student Academic Misconduct Policy](#)
- [Office of Access and Accommodations](#)
- [Emergency Alert System](#)
- [School of Social Work's Resources & Policies](#)
- [Salisbury University Library Guide](#)
- [Salisbury University Library Guide: Citing AI & Academic Integrity](#)
- [Social Media and Digital Technology Policy](#)

Technical and Professional Standards

- [Program Policy for Technical Standards](#)

Bachelor of Arts in Social Work Field Education Program

- [School of Social Work Study Abroad Internship Website](#)

Appendix 2. Technical Standards Violation Form



SCHOOL OF SOCIAL WORK

Technical Standard Violation Form Salisbury University – School of Social Work

Student Name:
Name of Reporting Individual:
Date of Report:
Signature of Reporting Individual:

This report is prepared when a student exhibits behavior not consistent with the School of Social Work Technical Standards and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a social worker.

Check the appropriate categories. Comments are required.

Physical Skills:

- ☐ Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

Comments: (Describe the specifics)

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Cognitive Skills:

- ☐ Demonstrate accurate knowledge of social work as a profession.
- ☐ Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field.
- ☐ Demonstrate grounding in relevant social, behavior and biological science knowledge and research – including knowledge and skills in effective relationship building.
- ☐ Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Comments: (Describe the specifics)

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Emotional and Mental Skills:

- ☐ Use sound judgement.
- ☐ Exercise effective stress management.
- ☐ Work well, collegially and collaboratively with others, including colleagues and clients.
- ☐ Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

Comments: (Describe the specifics)

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Communication Skills:

- ☐ Comprehend information and communicate ideas and feelings, and to communicate effectively with other students, faculty, staff, clients, and other professionals.
- ☐ Use oral and written skills to communicate in ways that are safe and protect privacy of the students, faculty, staff, clients, and other professionals.

Written Skills:

- ☐ Write clearly, use correct grammar and spelling.
- ☐ Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
- ☐ Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.

Oral Skills:

- ☐ Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
- ☐ Express ideas and feelings clearly.
- ☐ Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet objectives of field placement experiences, as specified by the faculty or field supervisors.
- ☐ Exhibit willingness and ability to listen to others.

Comments: (Describe the specifics)

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Interpersonal/Behavioral Skills:

- ☐ Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
 - ☐ Compassion
 - ☐ Empathy
 - ☐ Altruism
 - ☐ Integrity
 - ☐ Demonstration of respect for consideration of others, including those different from oneself.
 - ☐ Professional boundaries
 - ☐ Maintaining and safeguarding the confidentiality of client information, records, and communication.
 - ☐ Take appropriate responsibility for own actions and consider the impact of these actions on others.
 - ☐ Make appropriate effort toward self-improvement and adaptability.
 - ☐ Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
 - ☐ Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
 - ☐ Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
 - ☐ Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Board of Examiners in relevant jurisdictions.
 - ☐ Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
 - ☐ Work effectively with others, regardless of level of authority.
 - ☐ Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance Professional development/performance.
 - ☐ Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
 - ☐ Reflect a professional manner in appearance, dress, and demeanor in the classroom and field setting.
 - ☐ Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

Comments: (Describe the specifics)

Additional Comments: (e.g., recommendations, requirements, relevant actions, next steps):

Student comments can be attached separately but must be submitted by:

I have read this evaluation and discussed it with the relevant Faculty Member/ Program Chairs /
Director of the School of Social Work.

Student Signature: _____

Date: _____

Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the proposed violation. If you disagree or want to comment, you are encouraged to attach your comments as stated above.

Appendix 3. Student Remediation Outcome Decision Form

Student Name:

Student ID:

Date informed of the Meeting:

Date of the Meeting:

Attendees	
Name	Role

Initiating Concerns with Dates:

Technical Standards Violations as indicated from the Technical Standards Violations Form:

Recommendations:

- No Conditions
- Formal Conditions
- Dismissal

Appendix 4. Student Support Plan (SSP)



Student Support Plan (SSP) for Academic and Professional Performance

Student Name:

Student ID:

Date of the Meeting:

Attendees	
Name	Role

Concerns to address:

SMART goals to address academic or professional behaviors:

Goal	Due Date

Follow up meeting date and time:

Appendix 5. Mission Statements

Salisbury University Mission Statement

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education and applied master's and doctoral programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of university life. Our learning community is student-centered. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our privately endowed Schools and Honors College, and the College of Health and Human Services, we foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

The School of Social Work Mission Statement

The School of Social Work's Mission is to be student-centered and dedicated to excellence in the education of professional social workers at the baccalaureate and master's level. The School is committed to the pursuit of social and economic justice and will provide leadership through professional development, service, consultation, and research to strengthen society while contributing to the expansion of social work knowledge.

Bachelor of Arts in Social Work (BASW) Program Mission

Grounded in the liberal arts and the ethics and values of the social work profession, the mission of Salisbury University's BASW Program is to inspire and educate competent and culturally responsive social work professionals to be prepared for beginning level generalist practice in local, regional, national and global areas.

Appendix 6: BASW Generalist Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Manage personal and professional value conflicts and affective reactions;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Advocate for human rights at the individual and system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

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

Social workers:

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

Competency 4: Engage Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, and anti-racist and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they

interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

- Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and

- Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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

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

Social workers:

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

Appendix 7. Plan for Incomplete Course Work

SALISBURY UNIVERSITY SCHOOL OF SOCIAL WORK PLAN FOR INCOMPLETED COURSE WORK

Student's Name: _____

Student ID # _____

Student's Program:

Term and Year: _____

- MSW
- BASW

Program Option:

- Salisbury Campus
- Cecil College
- ESHEC
- UMUC/SU Europe
- SMHEC
- USMH
- Online Option

This is an agreement between the student and the School of Social Work. This agreement is being made due to the student not completing the requirements for SOWK

The requirement(s) not completed include:

The reason(s) the student was unable to complete the above requirements:

The student is expected to complete the requirements by _____

The student is expected to maintain communication with the relevant faculty member or faculty designee on progress toward course completion. The Salisbury University e-mail system will be the official means of communication.

If the student fails to comply with this plan, they will receive a/an _____ as a grade for the course.

Signature of Student

Date

Signature of Faculty

Date

