



Master of Social Work Program

STUDENT HANDBOOK

2010-2011

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MU-SU Master of Social Work Program

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Dear MU-SU MSW Student,

Welcome to our collaborative MU-SU Master of Social Work Program which is fully available at both Millersville and Shippensburg Universities of Pennsylvania. We are committed to providing an accessible, quality social work program to serve the needs of the south central region of Pennsylvania. Given the rural structure of the area, the program has a focus on providing opportunities for students to develop the knowledge and skills to serve rural clients systems.

We are aware of the many demands on you as you balance work, school and personal commitments and we realize that your decision to pursue a graduate degree involves personal and financial sacrifices. Keeping in mind, the faculty designed the program to be as accessible as possible, while simultaneously maintaining high standards. Courses are offered year-round in the evenings, with some electives offered on Saturdays. Full-time students typically attend two evenings a week; part-time attend one evening a week. Courses are delivered using appropriate combinations of standard classrooms, videoconferencing centers, and online web systems. We want to work with you to reach your career goals and to be sure you receive the quality of preparation necessary to do so. We highly value your feedback as it is essential to ongoing program improvement. Please feel free to contact either of us at any time with questions, suggestions, or concerns.

While advisement is always available, you do have ultimate responsibility in planning your academic program and meeting the degree requirements. This handbook will give you information about the MU-SU MSW program, curriculum, degree requirements, and policies and procedures to further guide you. Other documents that are important for social work students can be found on their respective internet sites. The *Educational Policy Statement of the Council on Social Work Education* is located under the accreditation button at <http://www.cswe.org>. (click overview). It outlines the purposes and goals of professional social work education. These are guidelines that direct the curriculum for professional social work education throughout the United States. Another important document is the *Code of Ethics of the National Association of Social Workers*. It is located at <http://ncss.cua.edu/Docs/NASWCodeofEthics.pdf>. We encourage you to become familiar with these documents and with the contents of the *Student Handbook* and your *Graduate Program Catalog*. The university's website at www.millersville.edu will direct you to information about admissions, registration, university calendar, facilities and resources such as location and hours of the bookstore and library, a campus map, parking, computer labs, restaurants, and recreational facilities.

Best wishes for a successful and rewarding 2009-2010 academic year.

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SECTION I: MU-SU MSW PROGRAM

COLLABORATION

The Millersville University-Shippensburg University MSW Program (MU-SU MSW) is the first collaborative social work program that is part of the Pennsylvania State System of Higher Education. The program was designed to utilize the expertise of faculty in two regional state universities to bring quality affordable masters level social work education to the South Central region of Pennsylvania. When exploring the possibility of a joint program between MU and SU over a five year period, the program chairpersons and their respective Deans met with a CSWE educational specialist in Alexandria, Virginia, in September 2003. While meeting, the educational specialist explained that when a program has two sites, students have to be able to get the total curriculum at each site. This established an important guiding principle for developing the current MU-SU MSW program.

A collaborative administrative structure exists at all university levels to ensure that the MU-SU MSW program operates as a coordinated whole in all aspects. The planning process involved the chief academic officers, provosts, graduate deans, school deans, department chairperson, faculty, and university administrators of offices that would be interacting in some way with the MSW program. As part of developing working relationships with counterparts in each school, all offices which would be involved in delivering the program participated in the development of a *Letter of Agreement* between MU and SU. The *Letter of Agreement* outlines the organization collaboration which guides the program. The local and state union and university lawyers reviewed the *Letter of Agreement* and gave their approval. The Chancellor's office, which oversees the 14 university Pennsylvania State System of Higher Education (PASSHE), reviewed the MSW proposal and the *Letter of Agreement* and submitted them to the Pennsylvania Board of Governor's for program approval, which it granted on October 27, 2005. The administrators responsible for overall coordination and inter-university policy setting are members of the MU-SU MSW Coordinating Council. The Council is composed of MU and SU Provosts, School Deans in which the program is located, Graduate Deans, Program Directors, and Field Co-Coordinator.

The joint Master of Social Work (MSW) Program that resulted from the collaboration of all stakeholders builds upon the similarities of the two universities and the strengths and history of accomplishments of Millersville and Shippensburg Universities' respective social work departments. Both public universities were founded in the second half of the 19th century; today each serves nearly 8,000 students. Both recently ranked in the top 100 by Kiplinger's Personal Finance magazine, which ranks schools offering first-class educations at reasonable prices.

RURAL FOCUS

In developing the program, the MU and SU faculty members determined that the program would focus primarily on eight counties in predominately rural south central region that had limited access to MSW programs. This included Lancaster, Cumberland, Franklin, Fulton, York, Lebanon, Perry and Adams counties. At the time, there were no MSW programs located in these counties. Social service agencies and social service employees called upon the State System of Higher Education to provide an affordable, high quality public education masters degree in social work in the South Central Pennsylvania region. A unifying goal for the MU and SU social work

faculty members was the desire to increase geographic and financial accessibility for persons residing in south central Pennsylvania who wish to pursue an MSW degree.

ADVANCED GENERALIST

Social workers in the South Central region of Pennsylvania need to be prepared to work in rural areas and in the inner neighborhoods of small cities where they often are called upon to perform a wide range of roles and to address multiple problems at all levels of intervention. This need had already been recognized by both MU and SU social work departments, which have baccalaureate programs with a generalist perspective. The generalist perspective, as described by Sheafor and Horejsi (2003), enables social work practitioners to draw upon many theories and models to develop the most suited interventions with client systems at the micro, mezzo, and macro levels of practice. With a broad range of knowledge and skills, these generalist practitioners are able to assume a variety of roles and move with minimal difficulty from one field of practice to another.

The faculty agreed to build upon the foundation of the generalist perspective, moving to the level of the advanced generalist perspective, in order to prepare MSW students for advanced generalist practice. Advanced generalists, as described by Derezotes (1999) have greater knowledge and higher skill levels that enable them to not only address more severe human and organizational problems but to supervise and administrate programs, guiding the work of others.

The MU-SU MSW faculty view generalist social work practice as being characterized by the professional's ability to function within multiple roles in relation to diverse client systems whose social functioning is challenged. Intervention occurs at several different levels with the social work practitioner assuming any number of roles. The crux of generalist practice, whether entry-level or advanced, involves the person-situation-environment. Generalist practice is guided and informed by commitment to the achievement of social justice for all people and the recognition that all people possess strengths and can be empowered as full partners in the change process.

Seeking to prepare competent and effective generalist practitioners at the foundation level, the MU-SU faculty drew upon the competencies list described by Schatz, Jenkins, and Sheafor (1990) and summarized by Morales & Sheafor (2004) that states to competently practice, a generalist social work practitioner must be able to:

- “Engage in interpersonal helping.
- Manage change processes
- Use multilevel intervention modes
- Intervene in multi-sized systems
- Perform varied practice roles
- Assess/examine his or her practice
- Function within a social agency” (p.39).

A review of the literature provides consistent descriptions of generalist practice at the advanced level, including how it builds upon and is different from the foundation generalist level and the competencies that distinguish generalist practitioners at the initial level from the advanced level.

Daley and Avant (2004) state that “Advanced generalist practice builds on the generalist foundation ...but is characterized by greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels” (p. 40).

SOCIAL WORK EDUCATION

The MU-SU MSW Program faculty looks to the Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS) to guide it in developing a quality social work graduate program. The CSWE Educational Policy 1.1 defines the purposes of social work education: “The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social Work education is grounded in the professions history, purposes, and philosophy and based on a body of knowledge, values, and skills of the social work profession for competent practice” (CSWE, 2003, p. 31).

PROGRAM MISSION

Responding to the needs of the Pennsylvania south central region and working in alignment with the purposes of social work education, the MU-SU MSW faculty state that *The mission of the joint MU-SU MSW program is to provide accessible social work graduate education in the south central region of Pennsylvania in order to prepare students for advanced generalist practice and to provide professional leadership and contribute to the development and dissemination of social work practice knowledge.*

PROGRAM GOALS

The MU-SU MSW Program seeks to

1. Prepare students for competent advanced generalist practice, with a focus on rural client systems, through the acquisition and demonstration of social work knowledge, skills, and values.
2. Provide leadership and service for the social welfare systems and the social work profession.
3. Foster commitment to professional development and the creation and dissemination of knowledge.

The MU-SU MSW Program goals are derived from the joint mission. Program Goal 1 addresses the first part of the mission: *The mission of the joint MU-SU MSW Program is to provide accessible social work graduate education in the south central region of Pennsylvania in order to prepare students for advanced generalist practice.* Given the rural population of south central Pennsylvania, Goal 1 specifically addresses the attainment of knowledge and practice skills for advanced generalist practice with a focus on working with rural client systems. Goal 2 addresses the second part of the mission: *and to provide professional leadership* and Program Goal 3 addresses the third part of the mission *and contribute to the development and dissemination of social work practice knowledge.*

The program goals reflect the three purposes of social work education described in Educational Policy, Section 1.1. Goal 1 addresses the purpose “to prepare competent and effective professionals.” Goal 2 addresses the purpose “to provide leadership in the development of service delivery systems.” Goal 3 addresses the purpose “to develop social work knowledge.”

PROGRAM OBJECTIVES

The MU-SU mission and goals have been implemented through the individual course objectives for specific courses, as well as the leadership and service and professional development activities undertaken by faculty, students, and alumni. MU-SU MSW Program objectives are specific measurable statements that guide and inform the faculty if goals have been met. The program objectives are organized under the three program goals and provide a detailed definition of expected student learning and performance and faculty and student activities. The plan for implementation of the objectives in the curriculum and related activities and the assessment of them is described. The curriculum is built from the foundation program objectives, as described in Section 3.0, and from the concentration program objectives, which are developed consistent with Educational Policy 3.1. The measurement procedures and evaluation methods and results of measurement for each objective are presented in Accreditation Standard 8.0.

Goal 1 is met by the program's 13 Foundation Education Objectives (FEOs) and 11 Concentration Educational Objectives (CEOs). Goal 2 is met by the 3 leadership and services objectives. Goal 3 is met by the 4 professional development and knowledge objectives.

Educational Objectives

Goal 1: Prepare students for competent advanced generalist practice, with a focus on rural client systems, through the acquisition and demonstration of social work knowledge, skills, and values is reached through meeting the program's educational objectives at the foundation and the concentration levels.

Foundation Educational Objectives (FEO): Because the Program is based on the advanced generalist model, students first need to meet the 13 objectives of the foundation year. Built on a liberal arts education, the FEOs provide students with the generalist perspective. The foundation curriculum is designed to meet the FEOs as described in CSWE Educational Policy, Section 3.0. The Program has one additional foundation educational objective which reflects the need for social workers to have knowledge and be skilled in the use of technology (Objective 1.13). Given the multi-modal system used to deliver the MU-SU MSW curriculum, students have a unique opportunity to become proficient in the use of technology. MU-SU MSW students completing the foundation year will demonstrate the ability to:

- FEO 1:** Apply critical thinking skills within the context of professional social work practice (E.P. 3.0, 1).
- FEO 2:** Understand the value base of the profession and its ethical standards and principles, and practice accordingly (E.P. 3.0, 2).
- FEO 3:** Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (E.P. 3.0, 3).

- FEO 4:** Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice (E.P. 3.0, 4).
- FEO 5:** Understand and interpret the history of the social work profession and its contemporary structures and issues (E.P. 3.0, 5)
- FEO 6:** Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes (E.P. 3.0, 6).
- FEO 7:** Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities (E.P. 3.0, 7).
- FEO 8:** Analyze, formulate, and influence social policies at the local, state, and federal levels (E.P. 3.0, 8).
- FEO 9:** Evaluate research studies, apply research findings to practice, and evaluate their own practice (E.P. 3.0, 9).
- FEO 10:** Use communication skills differentially across client populations, colleagues, and communities (E.P. 3.0, 10).
- FEO 11:** Use supervision and consultation appropriate to social work practice (E.P. 3.0, 11).
- FEO 12:** Function within the structure of organizations and service delivery systems and seek necessary organizational change (E.P. 3.0, 12).
- FEO 13:** Acquire skills in the use of modern technology, especially the Internet, e-mail, and videoconferencing, to be used in service to client systems (E.P. 3.0, 13).

Concentration Educational Objectives (CEO): Moving to the Advanced Generalist perspective in the concentration year, the Program has 11 Concentration Educational Objectives (CEOs) that build upon the FEOs and are designed to meet Program Goal 1, The concentration year prepares students for more complex and autonomous practice, with a focus on working with rural clients. The Concentration Educational Objectives (CEOs) are developed consistent with CSWE Educational Policy, Section 3.1. MU-SU MSW graduates will demonstrate the ability to

- CEO 1:** Assess diverse individuals, families, groups, organizations, and communities from an advanced generalist perspective, with an emphasis on client systems in rural areas (E.P. 3.1).

- CEO 2:** Differentially apply intervention strategies at micro, mezzo, and macro levels, with an emphasis on client systems in rural areas (E.P. 3.1).
- CEO 3:** Use quantitative and qualitative methodologies to evaluate social work practice with individuals, families, groups, organizations, and communities, with an emphasis on client systems in rural areas (E.P. 3.1).
- CEO 4:** Develop strategies for influencing policy to promote social and economic justice for diverse individuals, families, groups, organizations, and communities, especially those populations at risk, with an emphasis on client systems in rural areas (E.P. 3.1).
- CEO 5:** Effectively synthesize knowledge and skills needed for social work administration, including such functions as planning, program development, budgeting, grant writing, supervision and training, and evaluation of programs and staff in preparation for advanced generalist practice with client systems in rural areas (E.P. 3.1).
- CEO 6:** Engage in ongoing self-reflective practice, including an awareness of and strategies for addressing professional strengths and challenges as areas for professional growth and development (E.P. 3.1).
- CEO 7:** Engage in advanced generalist practice with individuals, families, groups, organizations, and communities, with an emphasis on client systems in rural areas, utilizing a strengths-based approach that draws on a range of intervention theories as appropriate (E.P. 3.1).
- CEO 8:** Engage in advanced generalist practice that is sensitive to the social, economic and practice issues, with people of color, women, persons with disabilities, GLTB populations, and other populations that may be at high risk, including client systems in rural areas (E.P. 3.1).
- CEO 9:** Analyze ethical challenges and dilemmas, including those in rural areas, and develop appropriate responses to these situations in alignment with social work values and ethics (E.P. 3.1).
- CEO 10:** Acquire advanced skills in the use of modern technology, especially the Internet, to be used in service for client systems, including those in rural areas (E.P. 3.1).
- CEO 11:** Integrate all curriculum areas and apply to advanced generalist practice, with an emphasis on client systems in rural areas (E.P. 3.1).

Leadership and Service Objectives (LSO)

Goal 2: Provide leadership and service for the social welfare systems and the social work profession is reached through meeting the program's leadership and service objectives. While the educational objectives of Goal 1 are focused on the performance of the students, the objectives of Goal 2 assess the performance of both faculty and students. The faculty, members of the Pennsylvania State System of Higher Education, is committed to meeting its professional and civic responsibilities.

- LSO 1:** MU-SU MSW faculty provide leadership and service to social service organizations or professional associations.
- LSO 2:** MU-SU MSW students engage in service activities with social service organizations or professional associations.
- LSO 3:** MU-SU MSW alumni engage in service and social work professional association activities.

Professional Development and Knowledge Objectives (PDKO)

Goal 3: Foster commitment to professional development and the creation and dissemination of knowledge is reached through meeting the program's professional development and knowledge objectives, focused on the performance of both faculty and students. The faculty has a commitment to their profession and universities to meet their own responsibilities to continuously develop professionally and to create and disseminate knowledge. Simultaneously, they serve as professional role models for students and provide them with opportunities to engage in similar activities.

- PDKO 1:** MU-SU MSW faculty engage in professional development activities.
- PDKO 2:** MU-SU MSW faculty engage in the creation and/or dissemination of social work knowledge
- PDKO 3:** MU-SU MSW students engage in professional development activities and/or create and disseminate social work knowledge while in the program.
- PDKO 4:** MU-SU MSW alumni engage in professional development activities and/or create and disseminate social work knowledge.

SECTION II: CURRICULUM

The curriculum prepares students to meet the educational objectives and our programmatic goals. The MU-SU MSW foundation curriculum content addresses social work values and ethics, diversity, populations-at-risk and social and economic justice, human behavior in the social environment, social welfare policy and services, social work practice, research, and field education. The knowledge and skills gained in the foundation year are built upon in the concentration year, as described in the following sections.

THE COUNCIL ON SOCIAL WORK EDUCATION AND ACCREDITATION

The MU-SU MSW program is designed based on the educational standards developed by the Council on Social Work Education (CSWE). CSWE is the accrediting body for both BSW and MSW social work programs in the United States. As stated by CSWE (2002, p. 1)

“Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitled them to the confidence of the educational community and the public they serve.”

After submitting our Benchmark I document and receiving a site visit from a commissioner, in January of 2007 the MU-SU MSW program was granted candidacy in the CSWE accreditation process. This was a first major step in a four year process. Benchmark II document was submitted in the summer of 2007 followed by a commissioner visit in fall 2007; in February 2008 our second year of candidacy was granted. In February of 2009, based on our Draft Self-Study document and commissioner visit findings, we were approved for an initial site visit which will occur in the fall of 2009. After a review of our Self-Study and the recommendations of the Site Team, CSWE Commission will determine in February 2010 if the program is ready for initial accreditation.

While each program has a unique way of meeting the essential educational requirements articulated by CSWE Education Policy, its eight derivative accreditation standards must be met in a program’s design, implementation, and evaluation. CSWE requires curriculum content in the areas of:

- values and ethics,
- diversity,
- populations-at-risk and social and economic justice,
- human behavior in the social environment,
- social welfare policy and services,
- social work practice,
- research,
- field education.

The CSWE Educational Policy and accreditation standards may be found at the Council on Social Work Education Web site: <http://www.cswe.org>. They are also contained in the CSWE *Handbook on Accreditation* available in the MSW Co-Directors’ offices.

FOUNDATION CURRICULUM

As described by CSWE, “Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work.” The MU-SU MSW Foundation curriculum requires and builds upon a liberal arts base including sociology, psychology, economics, political science, statistics, and human biology. The foundation courses include content in human behavior in the social environment, social welfare policies and services, research, social work practice at the micro, mezzo, and macro levels, and field education. The courses address values and ethics, diversity, populations-at-risk and social and economic justice. The foundation curriculum implements educational objectives 1.1-1.13 which derive from Program Goal 1. These foundation level educational objectives are referred to as FEOs.

COURSE DESCRIPTIONS

Foundation Human Behavior in the Social Environment

SWK/SOWK 505: Social Work Practice with Diverse Populations – 3 credits

This course is focused on human diversity, risk, societal power and privilege, including issues related to sexism, heterosexism, class-ism, ageism, religion and spirituality, cultural identity development oppression, risk, resilience, and empowerment. Students will examine critically the relevancy and appropriateness of practice approaches to working with diverse populations and will prepare students to advance social justice through interaction with clients. Students will explore societal, theoretical, and personal assumptions about diverse population groups; develop the basic social work skills needed for practice across micro, mezzo, and macro systems that have diverse characteristics; and evaluate intervention strategies, techniques, and outcomes. This course builds upon the liberal arts foundation, especially sociology, psychology, and government/political science courses.

SWK/SOWK 510: Human Behavior in the Social Environment I – 3 credits

This course examines the life span approach to human development with a focus on the interaction between the individual's bio-psycho-social functioning and the social environment. It incorporates theories of biological, psychological, cognitive, and social development and examines the interaction among the social, political, economic, biological, cultural, and environmental forces that influence the growth and development of all individuals and family systems. Particular emphasis is given to populations considered to be at risk, including rural areas. This course builds upon the liberal arts foundation, especially sociology, psychology, and human biology courses. This course lays the foundation for understanding the behavior of people who make up local communities and social services and community based programs as studied in *HBSE II*. It also provides the foundation for *Advanced HBSE* for the exploration of traditional and alternative theories and paradigms and systems as they interact with people. The basic understanding of HBSE is essential as well for developing direct and indirect practice skills.

SWK/SOWK 511: Human Behavior in the Social Environment II– 3 credits

This is the second of three courses in human behavior in the social environment (HBSE). This course builds upon HBSE I, which examined human development as it interacts with the social environment, including rural areas. HBSE II emphasizes the interaction of social and economic forces with human beings and social systems and knowledge about opportunity structures and how they promote and deter human development and need-meeting. Students evaluate social

theories and concepts that become tools for critical analysis of society, communities, social institutions and organizations, populations, and social problems in the context of social work practice. This course builds upon the liberal arts foundation, especially sociology and government/ political science courses. It prepares students for the exploration in *Advanced HBSE* of traditional and alternative theories and paradigms and systems as they interact with people.

Foundation Social Welfare Policy and Services

SWK/SOWK 501: Principles and Philosophies of Social Work – 3 credits

This course examines the social work profession within the social welfare system, developing an understanding of contemporary social work practice and policy by examining its history, knowledge base, values, skills, and methods. It introduces the generalist model for practice, which serves as a base for subsequent social work courses and provides initial understanding of the needs and issues of special populations in relation to social welfare policies and services as well as social work practice, including rural areas. The course introduces the profession and the MSW program while helping to prepare students for their subsequent field practica. This course builds upon the liberal arts foundation, particularly government/political science and sociology courses. As the first course in the social welfare policy sequence, the course provides the history of social welfare in the United States and provides a context for the development of direct and indirect social work practice. It prepares students to further examine social policy and social welfare services in SWK/SOWK 515: *Social Welfare Policy*.

SWK/SOWK 515: Social Welfare Policy – 3 credits

This foundation level course furnishes students with the orienting knowledge and skills needed to examine social welfare policies and to understand their relevance to social service delivery and social work practice. The course contextualizes social welfare policy and the social work profession, historically, conceptually, and ideologically. Students become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy and that influence their ability to work with diverse groups and populations at risk, including rural areas. It exposes students to knowledge about family life, the market economy, government policies and other social structures that may or may not meet basic human needs or promote social and economic justice. It alerts them to social welfare policy's contribution to both oppression and social justice, and informs them of how social workers can work to support but also to change the social welfare system. As the second of four courses in the social welfare policy sequence, Social Welfare Policy builds upon the liberal arts foundation, especially economics and government/political science courses, and the social welfare history presented in the first course, providing the students with an opportunity to become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy, providing a foundation for advanced knowledge of legal and social policy issues and advanced direct practice skills, such as advocacy, developed in the next two courses.

Foundation Social Work Practice

SWK/SOWK 520: Micro/Mezzo Social Work Practice – 3 credits

This practice course offers opportunities for applying and studying advanced generalist practice with individuals and families. The values and societal mission of the social work profession

guide this course. An ecological systems perspective and problem solving model are taught to provide students with a theory, knowledge and value base for purposeful, culturally competent, sequential intervention with individuals and families of diverse backgrounds. Students will learn and apply basic communication and relationship skills, with special attention to populations at risk. They will learn the generalist change process in order to improve the interaction between individuals within a family context and their environments, especially in rural areas, advancing social justice through interaction with clients. Skills taught in this course include interviewing, engagement, problem identification, problem exploration and formulation; data gathering, differential assessment, planning, beginning intervention, monitoring, termination, and evaluation. Self-awareness and conscious use of self are emphasized. Classroom learning is enhanced through the systematic use of the students' experiences in work with individuals and families in their practicum. This course is taken concurrently with first year Field Practicum. The first course in the practice sequence, this course provides students with basic direct communication and relationships skills and a knowledge of the change process that they will apply to indirect practice in the second course and to more in-depth knowledge and skills in the advanced practice courses which will enable them to work with complex situations at all levels. This course must be taken concurrent with SWK/SOWK 530.

SWK/SOWK 521: *Macro Social Work Practice – 3 credits*

This is the second foundation course in generalist social work practice sequence and it builds on the basic practice skills learned and applied to individuals and families and applies them to groups and communities, with special attention to populations at risk. The course examines and applies theories about groups and community organization, including rural areas, advancing social justice through interaction with clients. Students will examine the role of social workers in group and community work, frameworks for analyzing groups and communities, and strategies for effecting change within groups and communities. It is taken concurrently with first year Field Practicum II. This course provides a foundation for increasing knowledge and skills from an advanced generalist perspective in the second year practice courses. This course must be taken concurrent with SWK/SOWK 531.

Foundation Research

SWK/SOWK 525: *Research Methods – 3 credits*

This course introduces research concepts, procedures for conducting research and their application to social work practice, as well as knowledge of scientific inquiry, ethics that guide research, and roles of social workers. Both qualitative and quantitative methods of collecting and analyzing data are given major attention. Students learn the procedure for developing a research proposal. This course builds upon the liberal arts foundation, especially statistics courses, and prepares students for *Advanced Research Methods* course for in-depth study of social work practice research paradigms, models, and methods and independent evaluative research.

Foundation Field Education

SWK/SOWK 530/531: *Field Practicum I/II* – 3 credits each

The purpose of the foundation *Field Practicum I/II* is to provide students with practical experience in supervised direct and indirect service activities across all client systems from the individual level to that of the community, advancing social justice through interaction with clients. This initial field experience allows the student to apply theory and skills acquired in the foundation year while simultaneously fostering the development of a professionally reflective, ethical, knowledgeable, and self-evaluating social worker. This course is taken concurrently with practice courses. Students will be in field practica for a total of 200 hours in the fall semester and 200 hours in the spring semester. *Field Practicum I/II* builds upon the liberal arts foundation and integrates learning from the foundation year, preparing students for more advanced practice in the concentration year in SWK/SOWK 630/631 *Advanced Field Practicum I/II*.

CONCENTRATION CURRICULUM

The concentration curriculum provides courses that develop students' ability to practice from an advanced generalist perspective utilizing skills, values, and knowledge from that framework. Students complete two semesters of field education, additional social welfare policy and social work research courses, two courses in advanced practice (micro/mezzo and macro), and at least two electives in their field of interest that enhance their knowledge and skills for advanced generalist practice. They are also able to select electives that address individual interests. In the concentration curriculum, students build upon the foundation curriculum; therefore, no course in the concentration curriculum may be taken until all foundation courses are completed. The concentration curriculum implements educational objectives 1.14-1.24 which derive from Program Goal 1, specifically addressing issues of rural populations in keeping with Program Goal 1.

COURSE DESCRIPTIONS

Concentration Human Behavior in the Social Environment

SWK/SOWK 610: *Advanced Human Behavior in the Social Environment* – 3 credits

Emphasis will be placed on synthesis and integration of learning from the entire HBSE sequence through application of learning to case studies of complex situations, particularly in rural areas. The purpose of this course is to provide students with a conceptual framework for engaging in assessment at micro, mezzo, and macro levels. The course introduces the DSM medical assessment model while maintaining multicultural and strengths perspectives and a focus on diversity and populations at risk and social and economic justice including issues of rural populations.

Concentration Social Welfare Policy and Services

SWK/SOWK 615: *Advanced Social Welfare Policy* – 3 credits

The advanced policy course builds on the foundation content in SWK/SOWK 501: *Principles and Philosophies of Social Work* and SWK/SOWK 515: *Social Welfare Policy* which have provided a basic understanding of social welfare policies and services. The course introduces advanced conceptual approaches to policy analysis and assesses selected social policies,

programs and services in the areas of income maintenance, health care and personal social services in accordance with these approaches and with specific reference to their impact on special populations. Building upon their basic knowledge and skills provided in prior social welfare and law courses, students will be provided analytical methods to study family life, the market economy, government policies and other social structures that may or may not meet basic human needs or promote social or economic justice. The course provides for the advanced study of the complexity of specific federal, state, and local policies as influenced by the political economy and the welfare state. This knowledge along with the development of policy practice skills, social work values and ethics, will enable students to understand how these policies impact their community practice and assist them in influencing the decision-making processes used to make policy.

Concentration Social Work Practice

SWK/SOWK 601: *Integrative Seminar – 3 credits* ***(Advanced Standing course)***

This course introduces students to the MU-SU MSW program and the necessary technology knowledge and skills and prepares students for advanced practice in field education practice. This course builds upon the foundation content from students' BSW programs and serves as a "bridge" to the master of social work concentration year courses. Students will review social work concepts of generalist social work practice, systems perspective, person-in-environment, life cycle development and the bio-psycho-social-cultural perspective, basic research and statistical methods, history of social welfare policy and services, and social and economic justice, populations at risk, human diversity, and social work values and ethics. Particular emphasis will be placed on theoretical frameworks and perspectives and applying concepts from social work curriculum areas to social work practice cases.

SWK/SOWK 620: *Advanced Micro/Mezzo Social Work Practice – 3 credits*

This course builds upon the basic communication and relationship skills and knowledge of the change process students have developed in the foundation year. This practice course offers opportunities for applying and studying advanced generalist practice with individuals, families, and groups, particularly in the context of the concurrent course: *Advanced Field Practicum I/II*. Given the diversity and complexity of client's experiences and needs, students will learn and apply multiple assessment and intervention theories and practice models designed to improve and enhance social functioning of complex individuals and families within their social context, including rural settings. Students will focus on their specific populations of interest. In advanced practice, students will have more challenging relationship building and experience with more diverse, vulnerable client populations requiring multi-level interventions. This course prepares students for increased understanding of practice theories and models that can be applied to indirect practice in SWK/SOWK 621 *Advanced Macro Practice*. Must be taken concurrent with SWK/SOWK 630.

SWK/SOWK 621: *Advanced Macro Social Work Practice – 3 credits*

Through the first three practice courses, students have developed in-depth knowledge and skills to deliver direct social services. This course focuses on indirect practice, those activities that support the delivery of social services; increased knowledge and skills can be immediately

applied to work in agencies as part of the concurrent course: *Advanced Field Practicum I/II*. Students will develop knowledge and skills in collaboration, supervision, grant writing, fundraising, budgeting and mediation. Students will examine the role of a macro social worker as program developer, program administrator and organization developer, as they practice these skills in their agency setting, particularly in rural areas, advancing social justice through interaction with clients. Students will further develop group work skills as applied to agency boards, community teams, and state organizations. They will work on administrative experiences such as program development or program evaluation projects, network with administrators of other agencies, provide service on agency committees, and serve as supervisors. Must be taken concurrent with SWK/SOWK 631.

Concentration Research

SWK/SOWK 625: *Advanced Research Methods – 3 credits*

Building on the knowledge gained in the foundation course SWK/SOWK 525: *Social Work Research*, the course provides a results-based accountability framework so students may gain the: (a) knowledge of evaluation models and methodology available to implement results-based evaluation, (b) ability to conduct practice based evaluation, and (c) ability to work within a results-based accountability system in their social work practice. Students develop knowledge of the purposes of evaluation research and the approaches and methodologies necessary to evaluate social work interventions. This course provides advanced students with more in-depth knowledge of the processes necessary for the evaluation of social work practice and policy evaluation.

Concentration Field Education

SWK/SOWK 630/631: *Advanced Field Practicum I/II – 5/4 credits*

The second year of field practicum has as its primary goal to assist the student to develop practice values, knowledge, skills, and competency in inquiry relevant to advanced generalist practice. The aim is to prepare students to perform two basic tasks: to help client systems to deal effectively with potential and existing complex issues that they identify in their interaction with the world around them and to contribute to the process of ongoing development of policies and procedures which will enhance the well-being of client systems, promote social and economic justice, and foster beneficial social change in the community, particularly in rural areas. Students will be in field practica for 270 hours in the fall and 230 hours in the spring for a total of 500 hours.

Concentration Social Work Electives

In addition to the foundation and concentration core requirements, the MU-SU MSW curriculum requires regular standing students to take a minimum of two electives and advanced standing students to take a minimum of three electives. These courses provide an opportunity for students to develop more in depth knowledge and skills to provide service for populations at risk. The gerontology graduate courses are offered through the SU Social Work and Gerontology Department. Elective courses (3 credits each) are part of the concentration curriculum and provide an opportunity for students to apply their advanced knowledge and skills to a specific area of interest.

SWK/SOWK 602: *Behavioral Health*

SWK/SOWK 603: *Gender Issues*

SWK/SOWK 604: *Health Care*

SWK/SOWK 605: *Child Welfare*

SWK/SOWK 606: *School Social Work*

SWK/SOWK 607: *Emergency Mental Health and Trauma*

SWK/SOWK 608: *Social Work Administration and Supervision*

SWK/SOWK 609: *Introduction to Art Therapy*

SWK/SOWK 612: *Social Work and the Law*

SWK/SOWK 640: *Selected Topics*

MU-SU MSW PROGRAM STRUCTURE

60 Credit Program

The MSW Program requires a total of 60 credits for graduation. A full-time student can complete the program in two calendar years; a part-time student in four years. The following charts describe the course schedule for the 60 credit program. Students will go through the program as a cohort meaning the group that students enter with will take classes together throughout the program.

Field practicum courses require 400 hours in the foundation year and 500 hours in the concentration year. Placements will be arranged with the approval of the Field Co-Coordinator (see field practicum manual).

60 Credit Program Full-Time Course Schedule*

Foundation - Year I – 30 credits

| Summer | Fall | Spring |
|--|---|---|
| SWK/SOWK 501: Principles and Philosophies of Social Work | SWK/SOWK 505: Social Work Practice with Diverse Populations | SWK/SOWK 511: Human Behavior in the Social Environment II |
| SWK/SOWK 510: Human Behavior in the Social Environment I | SWK/SOWK 520: Micro/Mezzo Social Work Practice | SWK/SOWK 521: Macro Social Work Practice |
| | SWK/SOWK 515: Social Welfare Policy | SWK/SOWK 525: Research Methods |
| | SWK/SOWK 530: Field Practicum I | SWK/SOWK 531: Field Practicum II |

Concentration - Year II – 30 credits

| Summer | Fall | Spring |
|---|---|--|
| SWK/SOWK 610: Advanced Human Behavior in the Social Environment | SWK/SOWK 620: Advanced Micro/Mezzo Social Work Practice | Elective |
| | SWK/SOWK 615: Advanced Social Welfare Policy | SWK/SOWK 625: Advanced Research Methods |
| | Elective | SWK/SOWK 621: Advanced Macro Social Work Practice |
| | SWK/SOWK 630: Advanced Field Practicum I (5 credits) | SWK/SOWK 631: Advanced Field Practicum II (4credits) |

* all courses are 3 credits unless otherwise indicated.

60 Credit Program Part-Time Course Schedule*

Foundation - Year I – 15 credits

| Summer | Fall | Spring |
|--|--|---|
| SWK/SOWK 501: Principles and Philosophies of Social Work | SWK/SOWK 505 : Social Work Practice with Diverse Populations | SWK/SOWK 511: Human Behavior in the Social Environment II |
| SWK/SOWK 510: Human Behavior in the Social Environment I | SWK/SOWK 515: Social Welfare Policy | SWK/SOWK 525: Research Methods |

Foundation - Year II – 15 credits

| Summer | Fall | Spring |
|---------------|--|--|
| | SWK/SOWK 520: Micro/Mezzo Social Work Practice | SWK/SOWK 521: Macro Social Work Practice |
| | SWK/SOWK 530: Field Practicum I | SWK/SOWK 531: Field Practicum II |

Concentration - Year III – 15 credits

| Summer | Fall | Spring |
|---|--|---|
| SWK/SOWK 610: Advanced Human Behavior in the Social Environment | SWK/SOWK 615: Advanced Social Welfare Policy | SWK/SOWK 625: Advanced Research Methods |
| | Elective | Elective |

Concentration - Year IV – 15 credits

| Summer | Fall | Spring |
|---------------|---|---|
| | SWK/SOWK 620: Advanced Micro/Mezzo Social Work Practice | SWK/SOWK 621: Advanced Macro Social Work Practice |
| | SWK/SOWK 630: Advanced Field Practicum I (5 credits) | SWK/SOWK 631: Advanced Field Practicum II (4 credits) |

* all courses are 3 credits unless otherwise indicated.

36 Credit Program

Students will be considered for the 36 credit program if they have a baccalaureate degree in the last eight (8) years from a Council on Social Work Education (CSWE) accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale. If a student has attended more than one undergraduate institution, all undergraduate GPAs will be used in the calculation of the overall GPA.

Students who meet the requirements for advanced standing (AS) admission in the program will complete 36 credits for graduation. This includes SWK/SOWK 601 Integrative Seminar to assist the BSW graduate to prepare for the concentration year curriculum. A full-time student can complete the advanced standing program in one calendar year; a part-time student in two years. Students will go through the program as a cohort.

36 Credit Program Full-Time Course Schedule*

Concentration - Year I – 36 credits

| Summer | Fall | Spring |
|---|---|---|
| SWK/SOWK 601: Integrative Seminar (Advanced Standing Status) | SWK/SOWK 620: Advanced Micro/Mezzo Social Work Practice | Elective |
| SWK/SOWK 610: Advanced Human Behavior in the Social Environment | | |
| Elective | SWK/SOWK 615: Advanced Social Welfare Policy | SWK/SOWK 625: Advanced Research Methods |
| | Elective | SWK/SOWK 621: Advanced Macro Social Work Practice |
| | SWK/SOWK 630: Advanced Field Practicum (5 credits) | SWK/SOWK 631: Advanced Field Practicum II (4 credits) |

* all courses are 3 credits unless otherwise indicated.

36 Credit Part-Time Course Schedule*

Concentration - Year I – 18 credits

| Summer | Fall | Spring |
|-----------------------------------|--|---|
| SWK/SOWK 610: Advanced HBSE | SWK/SOWK 615: Advanced Social Welfare Policy | SWK/SOWK 625: Advanced Research Methods |
| SWK/SOWK 601: Integrative Seminar | Elective | Elective |

Concentration - Year II - 18 credits

| Summer | Fall | Spring |
|----------|---|---|
| Elective | SWK/SOWK 620: Advanced Micro/Mezzo Social Work Practice | SWK/SOWK 621: Advanced Macro Social Work Practice |
| | SWK/SOWK 630: Advanced Field Practicum I (5 credits) | SWK/SOWK 631: Advanced Field Practicum II (4 credits) |

* all courses are 3 credits unless otherwise indicated.

TECHNOLOGY AND THE MU-SU MSW PROGRAM

Without today's technology the MU-SU MSW program would not be possible. The technology we use provides opportunities but also presents challenges. Students entering the program should be aware of this and be prepared to learn to utilize the technology available. Specifically, videoconferencing is utilized between the two campuses to permit access to the expertise of faculty from both campuses. Each campus has a state of the art video conferencing room which broadcasts an interactive session using visual and audio equipment. Microphones in the classrooms permit communication between the two classrooms. Faculty members travel between campuses giving the students an opportunity to experience both face to face and videoconferenced sessions.

The other type of technology in use is online educational software. Each course utilizes Blackboard, a comprehensive on-line learning management system, which provides students with password protected access to the course assignments, discussion board, syllabus, announcements from the professor, email, grades, and other course components from any computer that is internet ready. The use of Blackboard varies by course, from a small part of the course, to major portions including exams, presentations and major discussions. All students will need to learn how to use Blackboard effectively. Training in the use of Blackboard is provided at each campus. Students are expected to come to the program with basic computer skills and understanding of how to use the internet. It is highly recommended that students have primary access to a computer during their time in the program.

During the development of the program each course was reviewed to determine the appropriate use of the technology available. Currently all practice courses, SWK/SOWK 520, 530, 620 and 630, SWK/SOWK 601: *Integrative Seminar*, SWK/SOWK 615: *Advanced Social Welfare Policy*, and SWK/SOWK 625: *Advanced Social Work Research* are run as traditional classroom

courses, with sections at each campus. All other courses have a varying amount of videoconferencing and online components to them.

SECTION III: ADMISSION POLICIES AND PROCEDURES

Admission to the MU-SU MSW program is a competitive process. All applications are reviewed by the program admissions committee which consists of at least 2 faculty members from each campus. The MU-SU MSW program is a cohort program. Students who are accepted to the program begin studies during the month of May. Students may not enter the program at any other time of the year.

ADMISSION REQUIREMENTS

Grade Point Average

Applicants must have earned a bachelor's degree with a minimum cumulative grade point average of 2.8 on a 4.0 scale from a regionally accredited undergraduate institution. If a student has attended more than one undergraduate institution, all undergraduate GPAs will be used in the calculation of the overall GPA.

Provisional Admission

In exceptional cases, applicants who lack the required grade point average but whose other qualifications are outstanding may be admitted on a provisional basis. Applicants admitted provisionally must earn a 3.0 grade point average by the end of the first twelve credits.

Examinations

All applicants who do not meet the minimum GPA of 2.80 must take either the Millers Analogies Test (MAT) or the General Graduate Record Exam (GRE) as part of the admission process. Scores should not be more than five years old at the time of application. Both MU and SU are official MAT testing sites. To find the location of GRE testing, contact the Graduate Studies office at MU or SU. There is no specific minimum score that is required for admission to the MU-SU MSW program. The exam is one of several factors considered in the admissions process.

Liberal Arts Foundation Courses

Applicants must demonstrate that they have successfully completed coursework or equivalency in each of the following areas: Human Biology, Economics, Government/Political Science, Psychology, Sociology/Anthropology, and Statistics. Human Biology, Psychology, and Sociology/Anthropology are pre-requisites for SWK/SOWK 510: *Human Behavior in the Social Environment*. Government/Political Science is a pre-requisite for SWK/SOWK: *Social Policy*. Economics is a pre-requisite for SWK/SOWK: *Advanced Social Policy*. Statistics is a pre-requisite for SWK/SOWK 625: *Advanced Social Work Research*. If there are deficiencies, applicants will be admitted provisionally until all deficiencies are removed.

Advanced Standing Program

Students will be considered for the Advanced Standing program if they have a baccalaureate degree in the last eight (8) years from a Council on Social Work Education (CSWE) accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale and a recommendation from the Program Director or designee of their BSW Program. The Recommendation for Advanced Standing form is available online or from the Graduate Admissions Office.

Exemption from Foundation (First-Year) Courses

With the exception of practice and field instruction courses, students who earned a grade of B or higher within the past eight years in courses that were part of a CSWE-accredited social work program are eligible for exemptions from first-year foundation courses with similar content.

Exemptions will reduce the total number of credits a student must earn to graduate. The Admissions Committee will send a letter notifying the applicant of the exemptions accompanying the offer of admission letter from the Graduate Office.

Waivers

All students may apply for waivers from courses when they have already demonstrated proficiency in the course content with a grade of a B or higher. When requesting consideration for a waiver, a student must submit a Request for Waiver form and course syllabi to the Program Co-Director. A waiver will not reduce the number of required credits for graduation but will allow a student to take a more advanced course or an elective course.

Life Experience

This program does not grant academic credit for life or work experience.

Personal and Professional Qualities

Applicants must evidence a combination of personal qualities and values that are considered essential for the professional practice of social work. A personal statement, a comprehensive resume, and professional references, as described in the following section, are required. The school may request a personal interview or additional information about an applicant when necessary to make a fully informed admissions decision.

Personal Statement and Resume

Applicants should submit a comprehensive professional resume outlining education, work and volunteer experiences related to the social work field and other employment related activities. Additionally, a four to five page personal statement must be submitted describing the following:

1. Events and experiences that led you to apply for a master's degree in social work as a profession.
2. How the MSW will further your career goals.
3. Your experiences with issues of diversity in practice and/or life.

Professional References

Three professional references are required. One or more of the references must be from a faculty member, unless the applicant graduated more than five years ago, and one from a social service agency employer or supervisor. The third can be from either a faculty member or a social service agency employer or supervisor.

Criminal Record

Prior to entering field practicum, students must provide child line clearances, criminal record checks, and FBI clearances. Persons who have criminal records are not eligible to work in many human service fields. Applicants with criminal records should contact the MSW Program Co-Director prior to application for additional information.

English as a Second Language

International applicants who have English as a second language must present an official Test of English Foreign Language (TOEFL) score report sent directly to the Graduate Admissions Office from the Educational Testing Service (ETS).

Transfer Students

Students may transfer a total of nine (9) credit hours. All nine may be from another MSW program, or up to six (6) credits may be from a related field. Graduate credit earned more than five years prior to the date you begin your graduate program at MU-SU does not qualify for transfer credits. Students may only transfer credits from other accredited schools provided they are in good standing in those schools. Courses must be listed on an official transcript with a B or higher. Courses transferring must be approved by the program. Condensed one-week graduate courses do not qualify for transfer.

With advance permission of MU-SU MSW Program Co-Director and the Faculty Advisor and as part of a planned program, a student may transfer credits from other graduate programs at MU or SU.

The MU-SU MSW Program Admissions Committee may recommend waiver of the 9 credit transfer limit to the Dean in the unusual situation where:

- 1) An applicant has completed social work foundation curriculum courses (maximum 30 credits) in a graduate program at another CSWE accredited social work program and
- 2) A careful review of that foundation curriculum indicates that it requires development of the same knowledge and skills as those required in the MU-SU MSW Program.

It is the applicant's responsibility to make relevant material available for review. Criteria to be used for assessing course credit transfer from another accredited MSW program include: analogous course objectives, similarity of theoretical frameworks, comparable content, texts and readings, similarity between assignments used to achieve objectives and comparable level of earned credits in terms of course work. Only courses for which a grade of "B" or better was obtained are accepted for transfer.

Campus Selection

Candidates may choose to apply through either Millersville or Shippensburg University. If all seats are full at one campus, successful applicants will be given the option to enroll through the other campus, if seats are available. Applicants desiring admission to a specific campus may also be placed on a waiting list if all seats are full.

SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

Students in a graduate program in social work are simultaneously entering academic and professional worlds. Therefore, the norms of professional social work practice as well as program and university academic standards apply.

Academic Performance Criteria

Quality point average. Graduate students are expected to maintain satisfactory academic standing which requires a cumulative QPA of 3.0 (B) or better in the total program of courses.

Grading. Effective Fall 2008, the letter grades used in the MU-SU MSW program courses and their associated grade point values are as follow: A (4.0), A-(3.7), B+ (3.3), 129 B (3.0), B- (2.7), C (2.0) and F (0.0). Grades of P (Pass) and F (Fail) are used for field practicums. In addition, W (Withdrawal) and I (Incomplete) may be used.

Course evaluation. Each course syllabus outlines the specific assignments students are responsible for completing over the semester. The syllabi also provide point systems which are used to determine grades within each course. This information is provided to students at the beginning of the semester for each course being taken. The syllabi are posted on the Blackboard site for each course so that the information is accessible to the student from any computer. Faculty members are available to meet with students to further clarify expectations in individual courses.

Grade appeals process. The grade appeal process at each university is outlined in the University graduate catalogue that can be found on the Shippensburg website at: http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/ and Millersville University at: <http://www.millersville.edu/~gcatalog/index.pdf>. The grade appeal process begins at the departmental level.

Professional Performance Criteria

Academic integrity. Students must maintain academic integrity. Students may be subject to disciplinary action if they use someone else's work, creating the impression that it is their own original work, if they make up false information for an academic project, or if they forge academic credentials or documents. Writing a paper and lifting the content from a book, article, or internet site without proper citation or failing to paraphrase or restate the content in one's own words is called *plagiarism*. Proper citation must accompany anything other than original thought: direct quotations, paraphrased or summarized content. The home University Policy on Academic Dishonesty is also applicable.

Because this program includes a significant amount of online activity, there are additional academic integrity issues to be considered. It should be understood by all students that only the student of record is permitted to complete online assignments and submit written work in the online environment. It is considered an act of academic dishonesty to permit someone else to submit work that is represented as work that has been completed by the student of record.

Professional values and behaviors. Behaviors that violate professional values and behaviors addressed by the NASW Code of Ethics and which have been fully documented by professor(s) may be addressed through recommendations for remedial action or a termination from the program.

Examples of behaviors that interfere with performance expectations and that may be grounds for dismissal from the program include, but are not limited to:

- Non-achievement or less than satisfactory achievement of MSW Student Contract goals in the field internship.
- Behaviors that violate the NASW Code of Ethics in the classroom, field agency, University, or in the community.
- Personality characteristics that conflict with the professional values and professional role sets of the social work professional.
- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously handicapped.

Academic Performance Policies

The MU-SU MSW Program reserves the right to dismiss students for failure to maintain academic standards.

Probation. If a student's cumulative QPA drops below 3.0 the student will be placed on academic probation. Students on probation must raise their QPA to 3.0 by the end of the next semester (or full summer term) in which they register. If a student fails to meet the conditions of academic probation, the student is subject to dismissal.

Dismissal for C grades. A student may earn only one C grade in any graduate course taken in the program. If a student earns two C grades, he/she is subject to dismissal. Students may repeat a course in which they received a C grade, with the permission of the academic department. Students may repeat a course once. Students are limited to two repeat courses. Independent study or individualized instruction may not be used to repeat a course. A grade of C earned in the program may not be made up at another institution of higher learning for the same course.

Dismissal for F grades. If a student receives an F grade in any graduate course, the student will be dismissed. If a student has been dismissed because of an F grade and the university and program readmit the student, the course can only be repeated once. Independent study or individualized instruction may not be used to repeat the course. An F grade earned in the program may not be made up at another institution of higher learning for the same course.

Readmission. A student dismissed for academic performance may not apply for readmission to the university for at least one calendar year following dismissal. Readmission following academic dismissal is never guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change which would allow the student to perform academically at the level needed to graduate.

Academic Performance Procedures

The Academic and Professional Review Committee members evaluate all students each semester and more frequently as needed. For students who are performing unsatisfactorily in the program, a set of procedures have been outlined.

1. The Committee will request that the student meets with his or her advisor to examine options for addressing the issue.
2. If the issue involves classroom performance, course instructors may also be involved at this stage. If the issue involves field performance, field liaisons and instructors may also be involved at this stage.
3. The student and advisor will develop a plan for improved performance, working with others as indicated.
4. The advisor will present the plan to the program co-director for review.
5. The advisor will present the plan to the Academic and Professional Review Committee.
6. The Committee will review the outcomes of the plan at the end of each semester or as needed.
7. In cases where the student does not maintain academic standards, the Committee members may determine that a student should be dismissed from the Program. The student may refer to the Student Grievance procedures.

Professional Performance Policies

Probation. A student may be placed on probation until such time as the concern about professional behavior has been eliminated or the student is dismissed.

Dismissal. The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed.

Professional Performance Procedures

The Academic and Professional Review Committee members evaluate all students each semester and more frequently as needed. For students who are performing unsatisfactorily in the program, a set of procedures has been outlined.

1. The Committee will request that the student meets with his or her advisor to examine options for addressing the issue.
2. If the issue involves classroom performance, course instructors may also be involved at this stage. If the issue involves field performance, field liaisons and instructors may also be involved at this stage.
3. The student and advisor will develop a plan for improved performance, working with others as indicated.
4. The advisor will present the plan to the program co-director for review.
5. The advisor will present the plan to the Academic and Professional Review Committee.
6. The Committee will review the outcomes of the plan at the end of each semester or as needed.

8. In cases where the professional performance concerns warrant it, the Committee members determine that a student can no longer remain in the Program. In cases where the student does not maintain academic standards, the Committee members may determine that a student should be dismissed from the Program. The student may refer to the Student Grievance procedures.

Readmission. Readmission following dismissal for not meeting professional performance standards is never guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change which would demonstrate the ability and willingness to maintain professional standards.

Student Grievance Procedures

Students who wish to appeal the decision of the Program Academic and Professional Review Committee must do so by meeting with the Chair of the Social Work Department on their home campus and, thereafter, follow home University grievance procedures.

The MSW Handbook is distributed to the students and is also available online on the MU-SU MSW Program website under both MU and SU Social Work Departments. There is a grade appeal process at each university that is outlined in the University graduate catalogs that can be found on the Millersville University website at <http://www.millersville.edu/~gcatalog/index.pdf> and at Shippensburg University at http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/. It works best to cut and paste the address into the website address box.

STUDENT RIGHTS AND RESPONSIBILITIES

University Level

Students' rights and responsibilities are outlined in the official catalogs of the MU and SU graduate schools and in the Student Code of Conduct. Catalogs are distributed to students at program orientation and may be accessed on the website of each university. MU students are guided by MU policies and students enrolled at SU are guided by SU policies.

As a condition of admission to the joint program, students are requested to sign a FERPA statement which describes the nature of the sharing of information between the two universities. Due to the collaborative nature of the MU-SU MSW program, the two universities share student information in a variety of ways in order to carry out the business of the program:

1. MU-SU MSW faculty serves jointly on the admissions committee and has access to records of students applying to the program at both campuses.
2. MU-SU MSW faculty jointly reviews the academic progress of each student each semester.
3. When a student is taking a course taught by a professor on the other campus, the MU-SU MSW Program Co-Director provides the name of the student and his/her school ID number to put the student in the Blackboard system at the university of the professor.
4. When the professor submits the grade for the student, the professor gives the name of the student and the grade to the Registrar at his/her university. The Registrar sends the name and grade to the Registrar at the school where the student is enrolled.

Program Level

Students are responsible for knowing program requirements and following established procedures; programs are responsible for making program and course requirements clear. Students have the right to appropriate instruction and advisement and the responsibility to contribute to an environment that maximizes learning and professional development.

STUDENT PARTICIPATION IN THE FORMULATION AND MODIFICATION OF POLICY

MSW Committees

Students participate in program governance through representation at the department meetings and in many MU-SU MSW committees. Graduate student representatives are invited to attend the Social Work Department committees through invitations posted on the student bulletin board, in the student lounge area, on Blackboard, and through e-mails. Students may also participate in the governance of their universities through opportunities described in the graduate catalogs and the MU-SU MSW student handbook. MU-SU MSW program committees which may include students are:

- The MSW Program Review Committee is composed of a minimum of four faculty members, two from each campus. This Committee will work with the MSW program outcomes assessment. The Committee will organize an annual retreat for program review. The Committee will meet at least once a semester and report to the Program Co-Directors.
- The MSW Curriculum Committee is composed of a minimum of four faculty members, two from each campus. The Committee will review recommendations to modify existing courses and all new course proposals. The Committee will facilitate the review of existing curriculum on a rotating basis. The Committee will meet at least once a semester and report to the Program Co-Directors.
- The MSW Awards and Special Events Committee is composed of a minimum of two faculty members, one from each campus. The Committee will develop and solicit awards for graduate students and facilitate the granting of the awards. The Committee will also disseminate information about the department awards and other awards for which the students may qualify. The Committee will oversee special events, such as graduation, reunions, and celebrations. The Committee will meet at least once a semester and report to the Program Co-Directors.
- The MSW Technology Committee is composed of a minimum of two faculty members, one from each campus. The Committee will facilitate communication and scheduling between the two campuses regarding technology and arrange for ongoing training on both campuses. The Committee will meet at least once a semester and report to the Program Co-Directors.

Students participate in the interviewing process for all new faculty searches and all are invited to be present at visits by Commissioners and Site Team visitors as part of the Program's accreditation process. Students also meet with Program Reviewers as part of required PASSHE Five Year Program Reviews. Student feedback solicited through surveys and focus group

discussions and unsolicited through emails and conversations is essential to the development of program policies, procedures, and curriculum.

Student Organizations

Additionally, students are encouraged to participate in the formation and modification of policies affecting academic and student affairs both at their universities and in the MU-SU MSW program. One of the primary vehicles to do this is through the graduate student organizations on their respective campuses and the MSW program student organization. At MU, the Graduate Student Association (GSA) holds official meetings on the first Thursday of each month during the academic year from 4:30 to 5:30 p.m. in Lyle Hall in the Graduate Studies Office. GSA sponsors a variety of events, such as graduate student socials on campus and at nearby restaurants, guest speakers to campus, graduate student receptions before and after commencement exercises to honor graduate students receiving degrees, and community service projects. Joelyn Metzler, a MSW student, is the current GSA secretary. At SU, the Graduate Student Association Board has been organized to promote harmonious relationships among graduate students, faculty, and administration; to provide a means of expressing to the university as a whole the needs of graduate students; and to insure the rights, privileges, and responsibilities of graduate students. Membership is automatic during the semester or session in which the graduate student is enrolled and all are invited to attend the monthly meetings.

In addition, there is a MU-SU MSW Graduate Social Work Organization (GSWO) of which all students automatically receive the benefits of membership, such as opportunities to participate in governance, workshops, presentations, and volunteer activities. Currently, the Graduate Social Work Organization is operating through two chapters, one on each campus. The Millersville University GSWO officers for 2008-2009 were Laura Sandrock, President; Katie Smith, Vice-President; and Stephanie Blatt, Secretary with Dr. Heather Girvin serving as the faculty advisor. At SU, the GSWO officers for 2008-2009 were Jennifer Reunion, President; Jessica McCauley, Vice-President; April Rudick, Secretary; and Ashley Whaley, Service Chair, with Dr. Jennifer Clements serving as the faculty adviser. The MU GSWO students have a web based student organization on Blackboard which provides them with an online opportunity to exchange information, news, job openings, and to post course schedules and textbooks. It also provides a place for students to post information about fundraisers, charity events, and holiday gift-giving opportunities at their field placements and agencies. The department graduate assistant manages the Blackboard site.

Both GSWOs have a primary focus on service. At MU, students and faculty participated in Relay for Life on the Team for Linda and sold T-shirts to show their support for Linda, a social work graduate student who went on medical leave this past year. Students co-sponsored Native American Celebration and served as volunteers at the event. Students participated in the Phi Alpha Awards Ceremony and Reception and the MU Social Work Graduation Reception. The SU GSWO co-sponsored Take Back the Night and sponsored three events for Gay Fine by Me week, working with the campus GLTB student group to bring in speakers. The GSWO students also held a graduation social.

SECTION V: ADVISING POLICIES AND PROCEDURES

The MU-SU MSW program has academic and professional advising policies and procedures that are consistent with our program goals and objectives. All advising is provided by full time social work program faculty. Advising takes on varied formats depending upon the time frame and needs of the students.

PREADMISSION ADVISEMENT

The Program Co-Directors and MSW academic advisors are available to meet with students who are seeking information about the program. They may play a role in helping potential applicants determine if their personal goals are in alignment with the program goals. They may also discuss how the program structure is able to accommodate the scheduling needs of the potential students.

ORIENTATION

Prior to the start of classes during the summer, the MU-SU MSW faculty provides an orientation to the program and the course delivery model, which heavily draws upon technology. The informational technology and the library staff participate in training new students to use their resources.

ACADEMIC AND PROFESSIONAL ADVISEMENT

When students are accepted into the program, the Program Co-Director assigns academic advisers, who are primarily MSW faculty. Once students are enrolled in the program, they can request a different academic adviser if they believe a different faculty member is a more appropriate match for them. Academic advisers meet with students about their academic concerns and their professional career goals.

Upon admission to the program, students meet with their advisers to develop an academic plan. At SU, students record this plan on a Curriculum Checklist, which is maintained in the student department record for review and update. At MU, students receive this information through a Degree Audit Review. At a minimum, students meet with their adviser once a semester individually or in groups before registering for courses.

If students are experiencing academic difficulties, the adviser develops a remedial plan with the students and links them with the many resources provided on their campus, such as counseling, tutoring, medical, and disabilities services. The MU-SU MSW program reviews the academic progress of all full-time students each semester.

SECTION VI: ADDITIONAL INFORMATION

LICENSURE

Social work licensure is awarded by the state licensing board of Pennsylvania. Information on state licensing is found at www.dos.state.pa.us/social. While MU-SU MSW students are unable to be licensed until the program receives initial accreditation, students may take the licensure examination during the semester of graduation or anytime after graduation.

UNIVERSITY STUDENT SERVICES

In addition to the MU-SU MSW program and its opportunities, students in the program are eligible for the services, opportunities, and protections for all graduate students at their respective university. These services, opportunities and protections are outlined in the Graduate Student Handbooks found at Shippensburg University at:

http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/

and Millersville University at: <http://www.millersville.edu/~gcatalog/index.pdf>

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