Master of Social Work Program

STUDENT HANDBOOK

2016- 2017 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. The program has two sites, and students are able to get the total curriculum at each site. The MU-SU MSW program is accredited by the Council on Social Work Education.

The joint Master of Social Work (MSW) Program relies upon collaboration of all stakeholders, building 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.

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 suitable 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.

Advanced generalists, as described by Derezotes (1999) have greater knowledge and higher skill levels that enable them to address more severe human and organizational problems and to supervise and administer programs, guiding the work of others. 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. Social workers recognize 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 EPAS Statement of Purpose defines the purpose of social work, and the role of social work education: “The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons…Social work education…shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.” (CSWE, 2008, p. 1).

**PROGRAM 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. We prepare students to be effective advanced generalist practitioners, committed to the purpose and values of the social work profession.

**PROGRAM GOALS**
The MU-SU MSW Program seeks to

1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work practice behaviors consistent with CSWE educational policy and accreditation standards.

2. Prepare students with the specialized knowledge and skills for social work practice with client systems to resolve problems and facilitate change within the boundaries of ethical practice and with attention to the profession's commitment to social justice and human rights.
3. Encourage students’ commitment to continued professional development and lifelong learning by providing opportunities for community engagement and real life learning experiences.

The MU-SU MSW Program goals are derived from the joint mission and from the Statement of Purpose of the CSWE EPAS document. 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. We prepare students to be effective advanced generalist practitioners...* The 2008 EPAS bases measurement of social work education on ten core competencies, with each competency further operationalized in a set of corresponding practice behaviors. Goal 2 addresses the second part of the mission *committed to the purpose and values of the social work profession*, and Program Goal 3 seeks to extend the mission through professional development and lifelong learning initiatives of the program.

**CORE COMPETENCIES**

The MU-SU mission and goals are implemented through the application of the core competencies and attendant practice behaviors as outlined in Section 2 of the CSWE 2008 EPAS document, as well as the leadership and service and professional development activities undertaken by faculty, students, and alumni. The curriculum is built from the foundation core competencies and practice behaviors, as described in Section 2.0, and from the concentration practice behaviors, which “incorporate all of the core competencies augmented by knowledge and practice behaviors specific to [the advanced generalist] concentration (CSWE, 2008, p.8), consistent with Educational Policy M2.2. The program assesses the attainment of competencies consistent with Accreditation Standard 4.0.

**MSW Curriculum Competencies and Practice Behaviors**

The MU-SU MSW program has adopted the core competencies and practice behaviors as defined in the CSWE 2008 EPAS at the foundation level. Practice behaviors specific to the concentration, consistent with Educational Policy M2.2, have been designed and adopted by the faculty to address the core competencies at the advanced generalist level in the concentration year of study. Each core competency is identified below followed by the foundation year practice behaviors (designated as PBF) and the concentration year practice behaviors (designated as PBC)

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly**

<table>
<thead>
<tr>
<th>PBF 1.1</th>
<th>Advocate for client access to the services of social work.</th>
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<tbody>
<tr>
<td>PBF 1.2</td>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
</tr>
<tr>
<td>PBF 1.3</td>
<td>Attend to professional roles and boundaries.</td>
</tr>
<tr>
<td>PBF 1.4</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication.</td>
</tr>
<tr>
<td>PBF 1.5</td>
<td>Engage in career-long learning.</td>
</tr>
<tr>
<td>PBF 1.6</td>
<td>Use supervision and consultation.</td>
</tr>
</tbody>
</table>

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1 Practice Behavior Foundation
PBC 1.1 Advocate for client access to the services by identifying unmet needs and by designing programs to address them.

PBC 1.2 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.

PBC 1.3 Practice professional roles and demonstrate professional demeanor including taking responsibility for the development of professional competence and boundaries in field settings.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

PBF 2.1 Recognize and manage personal values in a way that allows professional values to guide practice

PBF 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles

PBF 2.3 Tolerate ambiguity in resolving ethical conflicts

PBF 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

PBC 2.1 Make ethical decisions and resolve ethical dilemmas in consultation with decision making frameworks, laws, and regulatory guidelines consistent with the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.

PBC 2.2 Accept ambiguity in resolving ethical conflicts/dilemmas and employ ethical decision making frameworks to make professional judgments.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments

PBF 3.1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

PBF 3.2 Analyze models of assessment, prevention, intervention, and evaluation

PBF 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

PBC 3.1 Analyze, synthesize, and evaluate models of assessment, prevention, intervention, and evaluation, and identify best practices.

PBC 3.2 Apply effective oral and written communication skills in complex situations when working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice

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2 Practice Behavior Concentration
PBF 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

PBF 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

PBF 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

PBF 4.4 View themselves as learners and engage those with whom they work as informants.

PBC 4.1 Engage in ongoing self-reflective practice in an effort to address professional strengths and challenges related to working with diverse groups.

PBC 4.2 Apply an understanding of how societal structures and values may oppress, marginalize, alienate, create or enhance privilege and power and their impact on shaping life experiences.

PBC 4.3 Engage in relationships with clients that are collaborative, empowering, and strengths based.

Educational Policy 2.1.5 — Advance human rights and social and economic justice

PBF 5.1 Understand the forms and mechanisms of oppression and discrimination.

PBF 5.2 Advocate for human rights and social and economic justice.

PBF 5.3 Engage in practices that advance social and economic justice.

PBC 5.1 Advocate for and promote human rights and nondiscrimination of marginalized social groups at appropriate levels of intervention.

PBC 5.2 Analyze, assess and address the impact of human rights violations on disadvantaged populations.

Educational Policy 2.1.6 — Engage in research-informed practice and practice-informed research.

PBF 6.1 Use practice experience to inform scientific inquiry.

PBF 6.2 Use research evidence to inform practice.

PBC 6.1 Apply evidence based processes in social work practice and evaluation.

PBC 6.2 Use research to analyze and evaluate practice effectiveness.

Educational Policy 2.1.7 — Apply knowledge of human behavior and the social environment.

PBF 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

PBF 7.2 Critique and apply knowledge to understand person and environment.
PBC 7.1 Critique and apply bio-psychosocial conceptual frameworks to the process of assessment, intervention, and evaluation in client systems

Educational Policy 2.1.8 — Engage in policy practice to advance social and economic well-being and to deliver effective social work services

PBF 8.1 Analyze formulate and advocate for policies that advance social well-being

PBF 8.2 Collaborate with colleagues and clients for effective policy action

PBC 8.1 Develop strategies for influencing policy to effect positive changes in the social environment.

PBC 8.2 Collaborate with other systems to affect policy change.

Educational Policy 2.1.9 — Respond to contexts that shape practice

PBF 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

PBF 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

PBC 9.1 Develop intervention plans based on the changing locales, populations, scientific and technological developments, and emerging societal trends to improve and/or create new services.

PBC 9.2 Work collaboratively with others and provide leadership to affect sustainable systemic changes

Educational Policy 2.1.10 (a) — Engage with individuals, families, groups, organizations and communities

PBF 10 (a).1 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.

PBF 10 (a).2 Use empathy and other interpersonal skills

PBF 10 (a).3 Develop a mutually agreed on focus of work and desired outcomes

PBC 10 (a).1 Effectively prepare students for advanced generalist practice with individuals, families, groups, organizations, and communities utilizing a strengths-based approach that draws on a range of intervention theories as appropriate.

PBC 10 (a).2 Implement a process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes.
Educational Policy 2.1.10 (b) — Assess individuals, families, groups, organizations and communities

PBF 10 (b).1  Collect, organize, and interpret client data
PBF 10 (b).2  Assess client strengths and limitations
PBF 10 (b).3  Develop mutually agreed-on intervention goals and objectives
PBF 10 (b).4  Select appropriate intervention strategies

PBC 10 (b).1  Use empirical knowledge, practice wisdom, personal experience, and client characteristics to assess client strengths and limitations.

PBC 10 (b).2  Critique and select appropriate intervention strategies using empirical knowledge, practice wisdom, personal experience, and client characteristics.

Educational Policy 2.1.10 (c) — Intervene with individuals, families, groups, organizations and communities

PBF 10 (c).1  Initiate actions to achieve organizational goals
PBF 10 (c).2  Implement prevention interventions that enhance client capacities
PBF 10 (c).3  Help clients resolve problems
PBF 10 (c).4  Negotiate, mediate, and advocate for clients
PBF 10 (c).5  Facilitate transitions and endings

PBC 10 (c).1  Develop clear, timely, and appropriate organizational plans with measurable outcome objectives.

PBC 10 (c).2  Develop intervention and service plans in conjunction with clients beyond crises towards self-actualizing behaviors and practices.

Educational Policy 2.1.10 (d) — Evaluate interventions with individuals, families, groups, organizations and communities

PBF 10 (d).1  Critically analyze, monitor and evaluate interventions.

PBC 10 (d).1  Acquire proficiency in analyzing, monitoring and evaluating interventions.
SECTION II: CURRICULUM

The curriculum prepares students to meet the core competencies and our program 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 (2008, p. 1) “EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.”

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 involving submission and review of accreditation documents and a draft self-study and visits from the commissioner and a site visit team. In 2010, the program was granted full accreditation by the Council on Social Work Education.

While each program has a unique way of meeting the essential educational requirements articulated by CSWE Education Policy, its accreditation standards must be met in a program’s design, implementation, and evaluation. The CSWE Educational Policy and accreditation standards may be found at the Council on Social Work Education Web site:

FOUNDATION CURRICULUM
As described by CSWE, “Social work education is grounded in the liberal arts…and achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level” (CSWE, 2008, p. 3). 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 each of the ten core competencies in accordance with Program Goal 1.

COURSE LISTING (course descriptions can be found in the university catalogues http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/ and http://www.millersville.edu/~gcatalog/index.pdf)

SWK/SOWK 501: Principles and Philosophies of Social Work – 3 credits
SWK/SOWK 505: Social Work Practice with Diverse Populations – 3 credits
SWK/SOWK 510: Human Behavior in the Social Environment I – 3 credits
SWK/SOWK 511: Human Behavior in the Social Environment II – 3 credits
SWK/SOWK 515: Social Welfare Policy – 3 credits
SWK/SOWK 520: Micro/Mezzo Social Work Practice – 3 credits
SWK/SOWK 521: Macro Social Work Practice – 3 credits
SWK/SOWK 525: Research Methods – 3 credits
SWK/SOWK 530/531: Field Practicum I/II – 3 credits each

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 extends the core competencies with advanced practice behaviors developed by the faculty in keeping with Educational Policy M2.2 and Program Goal 1.
COURSE LISTING

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

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

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

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

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

SWK/SOWK 625: Advanced Research Methods – 3 credits

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

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. 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: Art Therapy and Social Work
SWK/SOWK 612: Social Work and the Law
SWK/SOWK 611: Mediation
SWK/SOWK 613: Children and Youth at Risk
SWK/SOWK 614: Survey Development and Measurement
SWK/SOWK 616: Leadership Dynamics in Social Work Practice
SWK/SOWK 617: Addictions in the Field of Social Work
SWK/SOWK 618: Human Rights in Social Work
SWK/SOWK 619: Global Perspectives in Social Work
SWK/SOWK 640-643: Special Topics
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**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SWK/SOWK 530: Field Practicum I</td>
<td>SWK/SOWK 531: Field Practicum II</td>
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**Concentration - Year II – 30 credits**

<table>
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<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Elective</td>
<td>SWK/SOWK 621: Advanced Macro Social Work Practice</td>
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</tr>
<tr>
<td>SWK/SOWK 630: Advanced Field Practicum I (5 credits)</td>
<td>SWK/SOWK 631: Advanced Field Practicum II (4 credits)</td>
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</table>

* all courses are 3 credits unless otherwise indicated.
### 60 Credit Program Part-Time Course Schedule*

#### Foundation - Year I – 15 credits

<table>
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<th>Summer</th>
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<th>Spring</th>
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#### Foundation - Year II – 15 credits

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<tr>
<th>Summer</th>
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<tbody>
<tr>
<td></td>
<td>SWK/SOWK 530: Field Practicum I</td>
<td>SWK/SOWK 531: Field Practicum II</td>
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#### Concentration - Year III – 15 credits

<table>
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<tr>
<th>Summer</th>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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#### Concentration - Year IV – 15 credits

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<tr>
<th>Summer</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>SWK/SOWK 630: Advanced Field Practicum I (5 credits)</td>
<td>SWK/SOWK 631: Advanced Field Practicum II (4 credits)</td>
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</table>

* all courses are 3 credits unless otherwise indicated.

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**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**

<table>
<thead>
<tr>
<th>Summer</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>SWK/SOWK 621: Advanced Macro Social Work Practice</td>
</tr>
<tr>
<td>SWK/SOWK 630: Advanced Field Practicum (5 credits)</td>
<td>SWK/SOWK 631: Advanced Field Practicum II (4 credits)</td>
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</tbody>
</table>

* all courses are 3 credits unless otherwise indicated.

36 Credit Part-Time Course Schedule*

**Concentration - Year I – 18 credits**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SWK/SOWK 601: Integrative Seminar</td>
<td>Elective</td>
<td>Elective</td>
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**Concentration - Year II – 18 credits**

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<tr>
<th>Summer</th>
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<tbody>
<tr>
<td>SWK/SOWK 630: Advanced Field Practicum I (5 credits)</td>
<td>SWK/SOWK 631: Advanced Field Practicum II (4 credits)</td>
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</tbody>
</table>

* all courses are 3 credits unless otherwise indicated.

**Master of Social Work & Master of Science in Emergency Management (MSEM)**
Beginning in the 2014-15 academic year, the MU-SU MSW graduate program developed a dual degree that is offered through a collaboration between MU’s School of Social Work and Center for Disaster Research and Education. Emerging trends in social work point to this need as a
result of the impact of traumatic events such as 9-11 and Katrina. Social work offers research informed practice interventions in relation to emergency management and response, specifically in the fields of mental health and trauma. This dual degree is an exciting option for our foundation level students. Details regarding the application process can be found online at: http://www.millersville.edu/socialwork/msw-msem-dual-degree.php. The curriculum map is presented below.

Year 1 (Foundation Curriculum)

<table>
<thead>
<tr>
<th>Year 1 (Foundation Curriculum)</th>
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<td><strong>Summer</strong></td>
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Year 2 (Dual Degree Completion)

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<th>Year 2 (Dual Degree Completion)</th>
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<tr>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>SOWK Elective (607 or other)</td>
<td>SWK/SOWK 615: Advanced Social Welfare Policy</td>
<td>SWK/SOWK 625: Advanced Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK Elective or EMGT 607: Emergency Mental Health &amp; Trauma</td>
</tr>
</tbody>
</table>

Year 3 (Dual Degree Completion)

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<th>Year 3 (Dual Degree Completion)</th>
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<tr>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>EMGT 614: Natural Hazards Primer (also offered in Winter Session)</td>
<td>SOWK 620: Advanced Micro/Mezzo Social Work Practice</td>
<td>SOWK 621: Advanced Macro Social Practice</td>
</tr>
<tr>
<td></td>
<td>SOWK 630: Advanced Field Practicum I</td>
<td>SOWK 631: Advanced Field Practicum II</td>
</tr>
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</table>
TECHNOLOGY AND THE MU-SU MSW PROGRAM
Technology is used to enhance our program. All of our courses have a blended format; some online work is required. Students entering the program should be aware of prominence of technology in our program and be prepared to learn utilizing the technology available. A comprehensive online learning management system (LMS) supports learning in all of our MSW classes. The LMS 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 the LMS 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 the LMS effectively. Training in the use of the LMS 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. Students should have primary access to a computer during their time in the program.

We increase our course offerings by capitalizing on diverse faculty expertise and utilizing videoconferencing and other distance learning strategies. Specifically, to respond to student interest and changes in the field, faculty endeavor to offer a robust selection of electives. Faculty across campuses teach the electives and use videoconferencing to ensure that they are available to all of our MSW students. Each campus has a well-equipped video conferencing room which broadcasts an interactive session using visual and audio equipment. Microphones in the classrooms permit communication between the two classrooms. Some electives offered are 100% online. Additionally, some electives are offered at the Dixon Center, a state-of-the-art facility that is part of the state education system and that offers a convenient half-way point between the two campuses.

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 must 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 515: Social Policy. Economics is a pre-requisite for SWK/SOWK 615: 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. Deficiencies must be removed prior to the beginning of the concentration year of study.

Students who need to meet liberal arts foundation course deficiencies may do so through any of several methods. An undergraduate course which addresses the foundation material may be taken at the student’s home campus or through a community college. If students have a question as to whether a particular course is appropriate, the student should consult with his or her advisor or the program co-director for the student’s home campus. Students may also sit for the corresponding College Level Examination Program (CLEP) test that addresses the course deficiency. Finally, for some liberal arts foundation requirements, the faculty have developed short-term workshops (usually two to three days long) that address the material in an intensive fashion. These “boot camps” are usually offered either in the summer or in winter terms, and announcements are sent out well in advance. The boot camps do not offer college credit, but the faculty do accept them as meeting the liberal arts foundation requirement because students demonstrate competency in the content area. They are generally much less expensive than taking a full course in the subject. Students needing to meet a liberal arts foundation deficiency should consult with their advisor or the program co-director to determine the best way to meet their requirements.

Advanced Standing Program
Students will be considered for the Advanced Standing program if they have a baccalaureate degree earned 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
Students who do not otherwise qualify for Advanced Standing status may be exempted from certain foundation courses under strict guidelines as outlined in this section. With the exception
of practice and field instruction courses, students who earned a grade of B or higher within the past eight (8) 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. Work and volunteer experiences should include a notation of the number of hours that the student participated in the activity as well as the years during which the work or volunteering took place. 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. Applicants who have no volunteer or professional experience in a social service agency may submit a professional reference from a work supervisor. References from personal friends or family members are not acceptable for this requirement.
Students applying for Advanced Standing status and whose BSW degree was earned within the two years prior to the date they would begin graduate studies must have a reference from their field instructor, or if the field instructor is not available, from their Field Director of their undergraduate program. This requirement is in addition to the Advanced Standing recommendation from the student’s BSW Program Director (see “Advanced Standing Program” section above).

**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. 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), B (3.0), B- (2.7), C (2.0) and F (0.0). Grades of P (Pass) and F (Fail) are used for field practica. In addition, W (Withdrawal) and I (Incomplete) may be used. Q (Deferred grade) is used on the Shippensburg campus only.

Course evaluation. Each course syllabus outlines the specific assignments students are responsible for completing over the semester. The syllabi also provide point systems that 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 learning management system (LMS) 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/. The Millersville University appeal policy can be found at: http://www.millersville.edu/about/administration/policies/pdf/academics/Academic%20Policy%20-%20Academic%20Appeals.pdf. The grade appeal process begins at the departmental level.

Professional Performance Criteria

Social workers and social work students at every level are guided by high standards of professionalism and a Code of Ethics. When students’ behaviors run counter to these, faculty will implement informal, proactive strategies to resolve problems. When proactive strategies are ineffective, formal processes (described below) may be used.

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 professional development plans 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.
- Behaviors 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.

Additionally, students are expected to adhere to the competencies outlined by CSWE EPAS (2015), which include:

- 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2: Apply social work ethical principles to guide professional practice.
- 2.1.3: Apply critical thinking to inform and communicate professional judgments.
- 2.1.4: Engage diversity and difference in practice.
- 2.1.5: Advance human rights and social and economic justice.
- 2.1.6: Engage in research-informed practice and practice-informed research.
- 2.1.7: Apply knowledge of human behavior and the social environment.
- 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9: Respond to contexts that shape practice.
- 2.1.10: (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Professional Performance Policies**
The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards as outlined above.
• **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, without a Professional Development Plan process.

**Initiating a Professional Development Plan (PDP).** If a faculty member or school partner identifies a concern, she or he should address the concern with the student. If informal strategies are not effective faculty should discuss those concerns with the Department Chair (the Chair of the student’s “home school” is consulted) to determine if a meeting with the student is warranted.

If a meeting is warranted, the Department Chair will call a meeting to include relevant faculty (e.g., teaching faculty, advisor, field supervisor, field coordinator). The decision of whom to include will be made by the Department Chair.

- Prior to the meeting, students must be notified of the purpose of the meeting, the nature of the concerns, and the fact that the outcome of the meeting could result in the development of a PDP.
- The purpose of the meeting is for the student’s professional improvement; however, failure to be successful with any subsequent PDP implemented may have consequences for how the student will continue in the social work program.
- Students have the right to have advocates present at this meeting and bring forth any evidence. Further, students have the right to appeal the outcome. See below for appeal process.

If a PDP is developed, it must specify current deficiencies, goals, and potential consequences for failure. Point-in-time re-evaluation must be scheduled, and the PDP must include an articulation of students’ rights to appeal in case of failure to meet goals of plan.

- The PDP must have a place for Department Chair to sign as well as other relevant faculty members.
- In addition to signing the PDP, the student must sign a statement acknowledging she or he have been informed of their rights.

**Evaluation of Professional Development Plan (PDP).** As outlined on the PDP, the individuals involved in the development of the PDP will assess whether the student was successful at meeting the goals. The positive and negative consequences of the evaluation will be put in writing and articulated to the student as will the student’s right to appeal. Each individual, including the student, involved in the evaluation process will sign the document.

**Appeals Process.** The appeals process applies only to cases where a PDP or failure to succeed in a PDP results in the student needing to complete extra credits or extra field placement hours that delays the student’s progression through the graduate social work program.
• The student will appeal to the College of Education and Human Services PDP Committee (once established).
  o The faculty members involved in the development of the PDP will be invited to the meeting but do not vote.
  o The student has the right to have advocates present at this meeting and bring forth any evidence.

Readmission. Readmission following dismissal for not meeting professional performance standards is rarely granted. It may be granted if the student presents compelling evidence of some fundamental change which would demonstrate the ability and willingness to maintain professional standards.

Criteria for Degree Candidacy
In the spring semester of each academic year, MSW foundation students are reviewed by the co-coordinators for their eligibility for degree candidacy. Students who are eligible for candidacy have achieved not more than one C during their initial academic year in the program; they have completed all liberal arts prerequisites; and they have never received or have successfully completed a Professional Disposition Plan. The advisors of students who are not eligible for degree candidacy based on these criteria are notified and reach out to their students to develop a plan that may support future academic success. The names of students who are eligible for candidacy are provided to the registrar on each campus so that their academic records can be updated to reflect their readiness for the concentration year of the MSW program.

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. Shippensburg University’s catalog can be accessed at the following website: http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/. Millersville University’s catalog can be found here: http://www.millersville.edu/catalog/graduate. Students enrolled at MU are guided by MU policies, and students enrolled at SU are guided by SU policies.

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 students each semester.
3. When students enroll in a course taught by a professor on the other campus, the home campus technology staff transfer identifying information about the students, including name of the student; email address; and university ID numbers, to the other campus in order to enroll the students in the LMS system at the university of the professor teaching the course.
4. When the professor submits grades for students, the professor gives the name of the students and the grades to the Registrar at his/her university. The Registrar sends the names and
grades to the Registrar at the school where the students are enrolled and that Registrar posts
the grades to the students’ official transcripts.

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 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 D2L, 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.

- The MSW Program Review Committee is composed of a minimum of four faculty
  members, two from each campus. This Committee will focus on the MSW program
  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.

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. Two of the primary vehicles to do this are the university – wide graduate faculty and
student organizations on their respective campuses and the MSW program student organizations.

At MU, The Faculty Senate reflects the professional judgment of the faculty and recommends
policy in writing to the University President in such areas as curriculum, admissions and
standards practices, educational programs, University organization, advisement and counseling,
student affairs and matters of similar import. The Faculty Senate keeps the faculty informed of
its deliberations and recommendations. The MU Graduate Students’ Organization elects one
student representative to attend University Faculty Senate meetings, which occur the first and
third Tuesday of each month during the academic year. The meetings are held in Osburn Hall,
Room 200/02, between 4:00 p.m. and 5:45 p.m.
The Graduate Course and Program Review Committee (GCPRC) is a standing committee at MU. It is populated by the coordinators of all graduate programs and two graduate student representatives elected by the Graduate Students’ Organization. The provost and vice president for academic affairs and the dean of graduate and professional studies or their designees are non-voting ex officio members of the committee. The GCPRC reviews proposed changes in the graduate curriculum and programs as received from the appropriate school committee and reports its recommendations to the Faculty Senate. It also serves as a forum for matters pertaining to the graduate studies program.

At MU, the Social Work Organization (SWO) is an active student committee. Undergraduate social work majors compose the majority of membership; two graduate students function as liaisons and are invited to participate in committee work. Membership in SWO (students automatically receive the benefits of membership) brings opportunities to participate in governance, workshops, presentations, and volunteer activities. SWO has a primary focus on service, professional development outside the classroom, and social networking. An MU faculty member serves as advisor.

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.

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. Advisors communicate via group meetings or e-mails on a regular basis as program changes or scheduling matters arise. Students are encouraged to meet individually with their adviser as necessary to assist the student.

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.

SECTION VI: ADDITIONAL INFORMATION
LICENSE
Social work licensure is awarded by the state licensing board of Pennsylvania. Information on state licensing, and the application form, is found at www.dos.state.pa.us/social. Students may take the licensure examination during the semester of graduation or anytime after graduation. If students wish to take the exam during their last semester they must provide the program co-director on their campus with the page/form from the social work license application titled: “VERIFICATION OF SOCIAL WORK EDUCATION FOR APPLICANTS ENROLLED IN THEIR FINAL SEMESTER” by the date specified by the co-director. The top part of the form is to be completed by the applicants. The rest of the form is completed by the University and sent directly to the Licensing board. Failure to submit forms in a timely manner will result in significant delay in students’ ability to sit for the exam.

Students who seek licensure from another state should review thoroughly the Association of Social Work Boards website: https://www.aswb.org/. States vary not only in terms of licensure procedures and license exam content, but may require specific courses and field experiences as part of the licensing process, as well. It is students’ responsibility to become familiar with the policies that guide the social work profession in the state where they hope to be licensed.

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 Catalogs 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.
Title IX

Sexual violence (i.e., physical, sexual, emotional violence, as well as other forms of discrimination) that occurs in the educational setting (on or off campus) implicates a federal civil rights law called Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities and which triggers certain responsibilities on the part of the University. Educational institutions that receive federal financial assistance are covered by Title IX. Both Millersville and Shippensburg Universities receive federal funds, and therefore all MU – SU students are covered by Title IX policies.

Statement of Rights for Complainants

Procedural responses to sexual discrimination vary across institutions. Title IX rights and procedures for MU are summarized on the MU candiTitle IX website: http://www.millersville.edu/sexualviolence/Title%20IX/index.php. Students should be familiar with Title IX policies and procedures summarized on this site. Assistance is available to students experiencing discrimination and/or violence across academic, residential, and social settings.

REFERENCES


FACULTY AND STAFF

**Department Chairs**

Millersville – Dr. Karen Rice
717/871-5297
karen.rice@millersville.edu

Shippensburg - Dr. Deborah Jacobs
717/477-1276
dfjaco@ship.edu

**Program Co-Directors**

Millersville - Dr. Heather Girvin
717/871-7181
heather.girvin@millersville.edu

Shippensburg - Dr. Deborah Jacobs
717/477-1276
dfjaco@ship.edu

**Field Co-Directors**

Millersville – Prof. Bertha DeJesus
bertha.dejesus@millersville.edu

**Millersville Faculty**

Dr. Joyous Bethel
717/871-5927
joyous.bethel@millersville.edu

Dr. Leonora Foels
717/871-4732
leornora.foels@millersville.edu

Professor Jennifer Frank
717/871-7180
jennifer.frank@millersville.edu

Dr. Heather Girvin
717/871-7181
heather.girvin@millersville.edu

Dr. Karen Rice
717/871-5297
karen.rice@millersville.edu

Dr. Kathleen Walsh
717/871-4896
kat.walsh@millersville.edu

**Staff**

Millersville - Beth Colvin
717/871-7170
beth.colvin@millersville.edu

Shippensburg - DottySue Ott
717/477-1717
dott@ship.edu

Shippensburg - Dr. Dorlisa Minnick
717/477-1785
djminnick@ship.edu

**Shippensburg Faculty**

Dr. Sam Benbow
717/477-1781
srbenb@ship.edu

Dr. Dara Bourassa
717/477-1969
dpbourassa@ship.edu

Dr. Jennifer Clements
717/477-1633
jaclem@ship.edu

Dr. Liz Fisher
717/477-1365
eafish@ship.edu

Dr. Marita Flagler
717/477-1266
mnflagler@ship.edu

Dr. Jayleen Galarza
717/477-1655
galarza@ship.edu

Dr. Charlene Lane
717/477-1773
elane@ship.edu

Dr. Michael Lyman
717/477-1267
mjlyma@ship.edu