

College (or Unit Level) Annual Report Executive Summary, 2016-17

(Part A, Narrative)

College of Education and Human Services, and School of Social Work

Mission.

The College of Education and Human Services is dedicated to enabling undergraduate and graduate students of all racial, ethnic, and socio-economic backgrounds to assume the role, identity, and responsibilities of the professions for which they are preparing. This unique mission within the University requires that faculty members guide students through the process of acquiring the professional knowledge, skills, experiences, and dispositional attitudes appropriate to their disciplines.

A primary mission of the College is the preparation of future educators (teachers, school leaders, counselors, school psychologists) in a variety of specialty areas, as well as the support and professional development of in-service teachers in all fields. This mission is enhanced by those departments in the College that offer supplementary service to both the College and to the University at large, and extended by those departments that offer professional programs in fields other than teacher preparation.

Both pre-service and in-service teacher education programs seek to develop the teacher who: knows about and understands his or her culture as well as other cultures, and better able to present subject matter in broad perspective; has a command of the growing knowledge base in educational theory, and is able to integrate the accepted tenets of the profession into practice; knows first-hand there may be a gap between theory and practice, and is able to reconcile the demands of theory with the needs of each individual student; makes complex decisions and judgments about the learning experiences of students in a way that balances the need for clear standards of performance with fairness, open-mindedness and compassion.

The College's mission is further extended by programs, such as Clinical Psychology, Counselor Education, Educational Leadership, School Psychology, Social Work, and Supervisory Certification, that likewise base their curricula on appropriate professional knowledge, experience, and dispositional attitudes. In addition, the College serves the entire University by sharing its uniquely interdisciplinary and multicultural perspective through University-mandated general education course work and participation in the intellectual life of the University.

In the service of this mission, faculty members are committed to understanding and interrelating students' needs, community as well as national and international concern, disciplinary demands, and appropriate professional techniques. That is, they are dedicated to demonstrating the knowledge, skills and attitudes that students must adopt if they are to assume the role, identity, and responsibilities of the professional.

Goals and Objectives.

Please refer to *Academic Affairs Strategic Plan Action Plan* for the College of Education and Human Services (attached as *2016-17 EDHS Academic Affairs Strategic Plan Action Plan*).

Contribution to the University Strategic Plan.

New or re-organized programs (e.g., new academic program proposals, major curricular changes)

- ***B.S.Ed. – Dual certification program in Middle Level (4-8) and Special Education (PK-8).*** This new major integrates two existing curricular elements: Middle Level 4-8 as a major leading to PA teaching certification and Special Education PK-8 as a body of courses leading to PA teaching certification when completed in conjunction with other select certification programs. A Step 1 proposal for this program has been sent to PASSHE.

- **Ed.S. – School Psychology.** This new degree program will students interested in obtaining the degree as well as the Educational Specialist Certification in School Psychology from the Pennsylvania Department of Education. Those students who enter with a masters degree will earn an Ed.S. in 21 credits and be recommended to PDE for certification. Those who do not have a masters degree can earn both a masters and Ed.S. degree and recommendation for certification in 64 credits. This PASSHE Part I proposal is in final edit before submission.
- **MAT – Teaching.** This new degree program will enable graduate students interested in careers in teaching to earn certification using their undergraduate degrees as evidence of content knowledge. This proposal is nearly in final edit for submission to PASSHE.
- **Capstone experience in PSYC.** The Department of Psychology has had curricular changes approved that will allow for a capstone experience for all completers of the BA in Psychology. Students must complete at least 3 capstone credits. To be eligible for capstone credits, Psychology majors must have earned at least 75 credits, and have completed or be enrolled in their Psychology Advanced Lab course. The following can be taken for capstone credit:
 - a. PSYC 454 - History and Systems of Psychology
 - b. PSYC 455 - Seminar in Psychology
 - c. PSYC 495 - Directed Projects in Psychology
 - d. PSYC 489, 490, 499 - Departmental Honors Courses
 - e. PSYC 498 - Independent Study
 - f. COOP 300 - Supervised Field Experience in Psychology
- **MDST in Sport Business** was approved in the Department of Wellness and Sport Sciences.
- **B.S. in Allied Health with option in Sports Medicine** was created and approved in the Department of Wellness and Sport Sciences.

Offering programs online or enhancing general education course offerings online (include enrollments for fall, winter, spring, and summer terms).

- **BSW – Social Work.** This is an online degree completion program aimed at associates degree prepared individuals seeking a BSW program. It has achieved university curricular approval and will launch during 2017-18.
- **M.Ed. – Special Education.** This program is designed to provide educators with advanced knowledge and skills related to supporting the needs of K-12 students with disabilities. It prepares educators to facilitate an empowered and unified K-12 learning community so that all students can enjoy success, learn to respect human difference, and realize the uniqueness of each individual gift.
- **M.Ed. – Assessment, Curriculum, and Teaching – Online Teaching.** This program is designed for educators interested in learning the foundational tools and pedagogy for online and blended environments. With the explosion of online and blended instructional opportunities for students and teachers, this program helps prepare graduates to design, deliver, and assess online teaching and learning. The 12-credit online teaching endorsement program stacks within this degree program (that is, the four courses in the endorsement program are also in this degree program).
- **M.Ed. – Assessment, Curriculum, and Teaching – STEM.** This program is designed for educators interested in learning the foundational tools and pedagogy for integrated STEM education. Through a multidisciplinary approach, this program helps prepare graduates to integrate science, technology, engineering, and mathematics into the classroom. The 12-credit online teaching endorsement program stacks within this degree program.
- **WELL 175** – offered in a fully online format in Summer and Winter sessions.
- Offered more online MSW electives to accommodate both MSW and DSW students.

Support for international student recruitment or retention.

I have attended all the events with potential partners from China, even though they tend not to be interested in programs in the College. I will continue to do so.

I have been involved in conversations about potential relationships with the Ryan Group International. I attended and offered remarks at a Ryan Group event at the Dixon Center, at the behest of Peter Garland at the system office. I have since drafted a document for use in developing our relationships (attached as Attachment I). Conversations about the viability of this partnership have seemingly slowed to a crawl for reasons unknown.

Our relationship with the University of Chester continue. After two visits to campus by members of the administration and faculty, I have since co-produced a videoconference call with MU faculty and Chester faculty for the purposes of developing faculty connections based on shared interests in teaching and scholarship. Dr. Beth Powers has since been asked to serve on the advisory board of the Journal Cornucopia, published by faculty at Chester.

Support for out-of-state student recruitment or retention.

No overt progress to report on this expected outcome in terms of overt steps the College has taken to collaborate with SAEM. We have hosted members of the SAEM leadership to discuss these matters and seek means of offering them support.

Student engagement in undergraduate student research, internships or field experiences, study abroad, service learning, first-year seminars, or living-learning communities.

Highlights from the department include:

- SOWK offered two alternative break service learning trips during 2016-2017 academic year.
- Many faculty working with students on research projects, including the summer undergraduate research program implemented by the President's Commission on Cultural Diversity and Inclusion (SOWK).
- Continue to send students abroad to complete internships and final social work field placements at both undergraduate and graduate level (SOWK).
- Offer first-year seminar and living-learning community (SOWK).

Retention of students within the department or at the University.

Retention of under-represented minority students within the department or at the University.

Efforts to improve the retention of Millersville University students (this goal) must be considered in the context of addressing the desire to decrease gaps in retention and completion between white students and students of color (underrepresented minority students; URM) as articulated in Goal C, "implement recommendations, in collaboration with other Vice Presidents, the Underrepresented Minority Student Agility Team recommendations" (Goal C, 2.b). Therefore, I will describe here in detail the action planning process I am using with the departments in EDHS to address the current goal and the articulated in G3, 2.b.

At my previous institution, I had been involved in university-level efforts at improving measures related to recruitment, persistence, and graduation. During AY 2016-17 I refined several tools used in those efforts in order to provide departments in EDHS with an action planning tool designed to examine data related to student diversity (as defined in the A-TEAM report) and use those data to make decisions about actions to be taken at the department level designed to expand and support student diversity in the department over time, and measure results in order to ensure accountability.

Use of this tool by the departments addresses this goal insofar as it helps departments develop retention strategies.

The first step of the tool is a deep dive into data. Dr. John Ward, Interim Associate Dean of EDHS collaborated with Dr. Larry Adams, Assistant Director of Research and Assessment to provide each department with

comprehensive datasets and initial analyses of these data. Snapshots of retention data by department are included below. (Heat map key: Green – URM retention rate exceeds Non-URM rate, yellow – rates are the same, red – URM rates are lower than Non-URM.)

SOWK							
		First-Year Admits			Transfer Admits		
	Year	#	2 nd year retention MU	2 nd year retention SOWK	#	2 nd year retention MU	2 nd year retention SOWK
Non URM	12-13	19	89%	89%	22	64%	64%
	13-14	21	86%	76%	45	76%	73%
	14-15	21	57%	43%	39	74%	72%
	15-16	24	79%	71%	31	77%	71%
URM	12-13	6	100%	83%	12	83%	83%
	13-14	8	88%	88%	9	89%	89%
	14-15	5	80%	80%	9	100%	89%
	15-16	3	100%	100%	13	85%	85%
PSYC							
		First-Year Admits			Transfer Admits		
	Year	#	2 nd year retention MU	2 nd year retention PSYC	#	2 nd year retention MU	2 nd year retention PSYC
Non URM	12-13	56	82.1%	69.6%	49	71.4%	69.4%
	13-14	68	75.0%	60.3%	61	75.4%	73.8%
	14-15	52	73.1%	59.6%	45	75.6%	64.4%
	15-16	75	72.0%	61.3%	45	84.4%	80.0%
URM	12-13	14	78.6%	64.3%	25	76.0%	72.0%
	13-14	16	75.0%	43.8%	16	68.8%	62.5%
	14-15	22	59.1%	54.5%	19	68.4%	52.6%
	15-16	19	73.7%	47.4%	10	70.0%	60.0%
EMEE							
		First-Year Admits			Transfer Admits		
	Year	#	2 nd year retention MU	2 nd year retention EMEE	#	2 nd year retention MU	2 nd year retention EMEE
Non URM	12-13	120	94%	80%	44	80%	64%
	13-14	151	85%	74%	68	87%	75%
	14-15	151	84%	72%	53	85%	77%
	15-16	152	88%	80%	48	79%	69%
URM	12-13	6	67%	33%	7	100%	100%
	13-14	11	91%	82%	11	64%	45%
	14-15	13	85%	46%	8	75%	75%
	15-16	19	84%	74%	7	86%	71%
Non-EMEE BSE in Professional Education Unit							
		First-Year Admits			Transfer Admits		
	Year	#	2 nd year retention MU	2 nd year retention BSE	#	2 nd year retention MU	2 nd year retention BSE
Non URM	12-13	116	90%	76%	60	62%	47%
	13-14	122	84%	67%	56	68%	52%
	14-15	103	84%	74%	31	77%	68%
	15-16	101	90%	73%	29	69%	38%
URM	12-13	11	100%	91%	6	67%	50%
	13-14	12	75%	58%	6	67%	67%
	14-15	8	75%	63%	6	83%	67%
	15-16	11	91%	82%	4	75%	50%

The data we provided comes from the same query used by Institutional Research for creating Fact Book data, but organized in ways more relevant for this exercise. Fact Book data are organized by department, whereas our analyses also breaks out BSE data so that we can look at enrollment and retention patterns in secondary

education programs. Fact Book data breaks out race using nine categories, whereas our analysis is based on two categories – URM and non-URM. We used the A-Team definition of URM as “Black or African American” and “Hispanic.” We also examined patterns of recruitment and in retention for both transfer students and first-time admits and whether there were gaps between URM and non-URM students. We also analyzed more specific questions raised as programs analyzed initial datasets, such as retention rates after students had completed the “foundations bloc” of courses in teacher education.

Dr. Ward and I met with each department to present and discuss in detail the data. In some cases, the discussions that occurred in the department meetings extended beyond the meetings and into email. EDFN, for example, had a very robust email conversation about the data and what they would mean for recruitment, persistence, and graduation rates. This is as is intended by the process.

This process is designed to be a longitudinal one. It will continue to unfold in the fall semester and beyond. It is also meant to shift the culture from one in which faculty make comments such as “we would be able to do a better job of helping students of color persist if the university would do a better job of bringing quality students of color to the university” to one in which faculty look more often within their own departments and their own professional practice to identify ways that they can break down, get around, or get over barriers to persistence at the university.

In addition,

- Social work implemented ePortfolio with 2016 Freshmen class, which will allow for individual and department level tracking of personal and professional growth in order to identify challenges, earlier, in order to trouble shoot by implementing plan of action to ensure students’ ongoing success.
- Psychology has:
 - continued in-house tutoring program which serves all students in Psychology courses who might struggle with success.
 - After two years of placing all majors into major-based UNIV 103 courses linked with specific PSYC 227 (Development of Child and Adolescence) sections during their second semesters, Psychology faculty decided to move the UNIV 103 courses to the students’ first semester, beginning fall 2017, in order to better meet the transition needs of incoming students. We had found that too many students struggled during their initial semester and needed the learning and social support provided by the UNIV 103 seminars earlier than we had been providing it.
 - After a full faculty meeting involving the Dean and Associate Dean devoted to the issue of retention of underrepresented groups, a team of Psychology faculty has begun to meet to further study retention and academic success issues in our Department and will make their findings known to the Department as a whole in fall 2017 .
 - Six faculty were recognized at the special luncheon organized by Dr. Mahaffey as champions for underrepresented minority students.

Please include other ways you contribute to the [Academic Affairs](#) or [University Strategic Plans](#).

Please see the accompanying *2016-17 Academic Affairs Strategic Plan Action Plan* for many details on this item.

In addition,

- All our students complete a capstone experience that involves 450 hours of direct social work field work. Additionally, all our students engage in evidence-based research within their final field agency as part of the required statistics course they take in final semester of senior year (SOWK).
- All our students engage in minimum of 60 hours of service learning, domestic and/or international, before their senior year of college (SOWK).

- All of our students engage in ongoing professional development through attendance at conferences, workshops, and/or trainings (SOWK).
- Proposal for adding Capstone requirement to the Psychology major. [Goal A: To engage learning to contribute positively to contemporary and future workplaces and communities. Strategy 4 (GA S4): Lead in the development and adoption of experiential and innovative strategies that enhance student learning.] (PSYC)
 - A working group of our Undergraduate Committee developed, submitted and had approved this spring a new Capstone requirement to the Psychology major. All students entering the Psychology major as of Fall 2017 will now be required to complete a three-credit Capstone requirement that can be fulfilled in one of several ways. (This is a three-credit addition to the requirements of the major.) Proposals for changes to PSYC 454 (History and Systems of Psychology) and PSYC 455 (Seminar in Psychology) were also approved so that these courses can serve the Capstone requirement.
- Expanding undergraduate research opportunities: [Goal A: To engage learning to contribute positively to contemporary and future workplaces and communities. Strategy 4 (GA S4): Lead in the development and adoption of experiential and innovative strategies that enhance student learning.] (PSYC)
 - Equipped the recently renovated student-faculty research area with behavioral observation hardware and software (partially funded by Student Tech Fees) so that it can function as an Observational Research Lab. In addition to supporting a variety of independent student and faculty research, the Observational Research Lab is an integral part of our newly approved (fall 2016) advanced research lab course, Advanced Lab in Developmental Science (PSYC 327; Dr. Sorhagen).
 - With funding from both Student Senate and the new S.P. Luek High Impact Practices Endowment, a total of 10 students traveled to the Eastern Psychological Association Conference in Boston, MA, in March 2017 to present five posters based upon a collaborative research program conducted in two of Dr. Tae Woo's courses the prior spring.
 - Continued our strong three-semester Honors program involving individual student research under the guidance of a faculty mentor and Honors Committee (Dr. Cook, Director).
 - Continued semester-ending student research poster sessions for students in PSYC 212 and some advanced lab students (Drs. Banna, Gallagher, Foster-Clark). Held December 2016 and May 2017.
- **Middle Level/Special Education** – as mentioned, this program was successfully moved through the curricular process at Millersville University during the 2016-2017 academic year.
- **Professional Development School** – the department approved this model for clinical practice in partnership with school districts in the area. This initiative is in the growing stage as relationships with local school districts are formalized together with our department to meet the needs of the school districts, the department but most importantly to meet the needs of the children in the school districts. We currently are working with three school districts specifically for the 2017-2018 with full implementation for the 2018-2019 school year (EMEE).
- **Graduate Mission Statement** - the department approved the mission statement for the graduate programs within our department. This statement reflects our expectations for our graduate student body with clear, precise, and understandable goals (EMEE).

Selected Highlights

Enhancements to program curriculum, student achievement of learning outcomes, or other program improvements

EMEE

- Middle Level/SPED Program approved through the curricular process

- Post Bacc Program changes

PSYC

- Proposed and passed new requirements for a capstone course for undergraduate majors and revised two courses (PSYC 454 and 455) to better align with this new requirement.
- Added three new courses -- PSYC 216 (intro to Learning and Behavior Analysis, 327 (Advanced Lab in Developmental Science), and 326 (Human-Animal Bond) to the undergraduate curriculum.
- Added a new course – PSYC 675 (Behavioral and Emotional Assessment of Children) – to the School Psychology curriculum. It was re-designed to better match the NASP competencies and the current needs of practicing School Psychologists.
- Proposed a new course– SCCN 625 (Ethics and Law in School Counseling)—for the graduate School Counseling program to better align with professional standards and licensure requirements.

SOWK

- Approved to offer the Human Services Management Certificate to our DSW students, which not only enhances our program that has a focus on leadership, but will make our students more marketable, upon graduation.

Special Events or Programs

College

- **28th Annual Anna Funk Lockey Lecture** – Our speaker this year was Dr. Troy Hutchings, Senior Strategic Advisor at Educational Testing Service (ETS) who spoke on the topic “*The Ethos of Care: Where Good Intentions and Perceptions of Misconduct Intersect.*” Dr. Hutchings also led class discussions the afternoon of his lecture and moderated a panel presentation the morning after his lecture.
- ***Pushing the Boundaries of Diversity: A Town Hall on Socioeconomic School Integration***, co-produced with Steinman Communications. This was a sold-out event at the Ware Center and included national experts Richard Kahlenberg and Mark Hare, and panel members including PA Secretary of Education Pedro Rivera, PA Rep. Mike Sturla, Jane Pugliese, and Dr. Tim Mahoney. The event was streamed to an overflow location in Stayer Hall and covered by local TV media.
- ***Issues that Divide and Unite Urban Education: Start Where You Are, But Don’t Stay There***, featuring Dr. Richard Milner, Professor and Director of the Center for Urban Education at the University of Pittsburgh. Dr. Milner gave a powerful lecture and engendered a lively conversation during the question and answer portion of this address. This event was part of the Education on Location series.
- ***National Symposium on Educational Leadership and Poverty***. Keynote speaker Dr. Joyce Epstein, Johns Hopkins University. This was a symposium produced in conjunction with the doctoral program in educational leadership.
- A member of Wellness and Sport Sciences was funded to attend “Practitioners Course on Community Interventions” in Fall 2016.
- The College, along with the PA Council for the Social Studies (PCSS) offered a day-long seminar for pre-service and classroom social studies educators. Several panels with local teachers, experts, and intellectuals, provide excellent advice and inspiration for the future.
- Disability Film Fest Dates 16-17: Meyers Auditorium 5:30 – 9:00
 - 9/14/2016 – Valuing Lives (part of a larger display on disability history and during constitution week)
 - 10/5/2016 – The Sessions – Disability and Sexual identity
 - 11/9/2016 - Thank-you For Your Service (addresses PTSD)
 - 2/15/2017 – Sins Invalid – Sexuality
 - 3/22/2017 – Girl Interrupted – Mental health and Institutionalization.
 - 4/12/2017 – A Blind Hero – Holocaust survivors true story

EMEE

- Symposium for Early Childhood practitioners entitled: “Play and Brain Development” October 1, 2016

PSYC

- Our student organizations, Psi Chi and Psychology Club, held many programs during the academic year. Most notable were:
 - Canned food drive completed in Nov-Dec 2016 netted over 1000 items for the Lancaster Council of Churches Food Bank. Created holiday cards for Meals On Wheels recipients.
 - Raised \$1,600 for Penn State MiniTHON from Car washes, bake sales, online donor drives
 - Ten Psych Club students sought and earn support to attend a regional psychology conference in Massachusetts (EPA) and five students received a grant to attend a national child development conference (SRCD) in Texas.
 - Psi Chi hosted a colloquium on gender identity with Dr. Kand McQueen in the Winter Center with a Q & A session the following morning. Both events were well-attended with over 130 attendees at the presentation and 45 students at the morning session. The event was a collaborative effort of Psi Chi, Psych Club and GSA.
 - Psi Chi hosted a Safe Place discussion for students to process their thoughts about the political and social climate after the presidential election.

SOWK

- Continue to offer monthly continuing educational events through our Learning Institute as well as our annual Global Well-Being and Social Change conference in June.
- Host continuing education event and annual community recognition award during March Social Work Month.
- The 2017 “Leadership Summit: Dialogues on Race” at the Ware Center in downtown Lancaster hosted nearly 120 students and school faculty from across Lancaster county. The summit engaged youth, with the help of faculty from Millersville University and an array of volunteer guest speakers, in meaningful and in depth conversation revolving around racial issues. Through small group sessions, led by volunteer facilitators, youth were able to discuss controversial topics on race and explore the different facets of racism and what that looks like within their individual communities while learning how racism can be combatted. There was a great response from the youth who attended and many were enthusiastically engaged in the various conversations about the topic, leaving with tools and a new set of skills to implement within their schools and communities to combat oppression.

WSSD

- “Strong” Documentary and Skype Interview with creator about Women’s body issues and Sport, Dr. Mandi Dupain
- “Google Tools” Training with Dan Petty, Senior Editor at the Denver Post

Special Faculty Achievements

PSYC

- Kelly Banna served as Program Chair for the Southeastern Association for Behavior Analysis Annual Conference, which was held in Winston-Salem, NC on October 13-15, 2016.

SOWK

- Drs. Karen Rice and Heather Girvin launched a new community-based youth program called Ubuntu Leaders in Lancaster (ULL). “I am who I am because of who we all are” is the definition of the ancient African word, Ubuntu. This after-school, community-based program is geared toward youth in grades 7-12 who want to make a difference in their communities. ULL raises awareness of social justice issues while empowering the youth participants to address them. ULL builds compassion, develops

leadership and advocacy skills, and fosters global citizenry. The ULL team believes in a youth led movement that changes things locally and globally.

- In conjunction with Dr. Jennifer Clements, professor, Shippensburg University, Dr. Kathleen Walsh edited a journal on group work in the social work profession. With its long history, group work has been at the forefront of incorporating the arts into clinical and community practice. This special issue provides group work practitioners, educators, students, and researchers the opportunity to share and explore the creative use of art, music, poetry, drama, literature, and other media with diverse populations in a wide range of settings.
- As a member of the National Alliance of Social Workers in Sports (NASWIS), Dr. Felizzi sits on the Professional Sports committee, which is a nationwide group of Social Work faculty, students and professionals who seek to have professional sports team utilize the service of social workers to assist athletes and staff with a number of issues. NASWIS also looks to collaborate with other professions and majors to promote the use of social work professionals and interns in university and high school athletic programs. In addition, Dr. Felizzi is a member of the Journal of Intercollegiate Athletics editorial board and reviews article submissions for the journal. He is currently conducting research with a Canadian social work member of NASWIS. They are examining the role of recruitment for high level hockey players and are researching whether or not social workers would be beneficial and helpful for the athletes during the recruitment process.
- Dr Laura Brierton-Granruth was selected to receive a 2017 Civic and Community Engagement Award from the Center for Community Engagement and Research Project. The award is in recognition of the assistance she has provided as a member of the Center for Public Scholarship and Social Change Research Team and for contributing to the Center for Public Scholarship and Social Change research projects, including Ambassadors for Hope, a program with a goal of helping children with an incarcerated parent, and an ongoing study to understand the financial exploitation of elders, which was initiated at the request of the District Attorney's office.

Student Achievements

PSYC

- Over 40 students presented at regional or statewide research conferences or were co-presenters with various faculty members.
- Three May 2017 BA Psychology graduates (Jessica Butts, Erin Madison, Rebecca Lurie) were accepted at top-ranked Ph.D. programs.
- Rebecca Lurie's thesis ("The Use of Escalating Rewards in a Contingency Management Program for Increasing Physical Activity") was awarded the "Dean's Selection for Outstanding Creative or Scholarly Work" for Made in Millersville in April 2017. She presented her poster at the "MiM Sneak Preview" on the evening prior to MiM and at MiM proper.

SOWK

- MSW students Heather Mabry-Kourt and Kelsey McLaughlin had their advocacy letter accepted for publication in the Lancaster News Paper (LNP). Heather and Kelsey studied the social problem of child abuse and neglect in their Advanced Social Welfare Policy class and analyzed the Child Abuse and Treatment Prevention Act (CAPTA) as a policy response to the problem. CAPTA funds could help pay for more Court Appointed Special Advocate (CASA) volunteers, but it requires reauthorization; their letter advocates for readers to contact their Congressional legislators to support the reauthorization.
- Also getting published in the LNP are MSW students Carrie Carrao, Francesca (Zola) McAndrews, and Susan Carr. Carrie, Francesca, and Susan advocated for the new Family First Health center in Columbia to adopt "telemedicine" services. Research shows that telemedicine can improve patients' quality of life while cutting costs and offering more accessible medical treatment. Further, when paired with Stratus Video Interpreting services (which Family First Health uses), providers can access translators in

more than 200 languages. Thus, residents of Columbia can benefit from more accessible medical care and, if needed, access the care in a language that improves health care literacy.

- **BSW student, Ariana Camel**, completed her honors thesis, “Helping or Hurting? The Haitian Perception of NGOs” in which she focused on foreign aid. Her interest in this topic, despite having no experience in this area, came from a friend who had visited Haiti. The purpose of this research was to gain an understanding of how the Haitian people receiving aid from non-governmental organizations perceived the organizations. Ariana wanted to know if the NGOs were helping or harming the population, in hopes of being able to share this information with the foreign organizations entering Haiti. Through this qualitative research, she was able to hear first-hand accounts of the experiences citizens faced in Haiti. Committee members were Drs Karen Rice (Chair), Heather Girvin, and Jennifer Frank
- Undergraduate student, Cindy Vicente, served as Matt Johnson’s City Council Campaign Chair.
- **MSW student, Katie Marie Wilson**, was part of the first policy revision of 6100 regulations in the last 20 years, during her internship with ARC of Lancaster. This will directly affect each individual with Intellectual and Developmental Disabilities (I/DD) who has waiver services, services that the federal government and state government help pay for. She was part of a meeting that included half a dozen legislators to educate and advocate for funding for this population in the state budget. Recently, Katie Marie attended a three-day seminar, Disability Policy Seminar, in Washington D.C.. On the last day, she was able to go to Capitol Hill and meet with Lancaster’s Representative, Lloyd Smucker, along with The Arc of Lancaster’s Executive Director, The Arc Alliance Executive Director, two board members, and a self-advocate, to talk about the importance of Medicaid and the deficit that the President’s proposed budget would cause towards individuals with I/DD if it was passed.
- **DSW student, Micah Beaton**, co-founded a campaign at Central Dauphin High School called “Destroy the Hate.” Without sufficient support, guidance, and an opportunity to voice their opinions in the school setting, some students turned to outrage, sadness, solitude, or hate. The purpose of this campaign was to provide a safe space to open up dialogue about the school climate and the social diversity issues that students face at school and in the community. Through the Destroy the Hate campaign, they educate students on useful strategies they can implement to take a stand against hate. Upcoming Spring and Summer semesters will offer training to the entire school district’s 1200 faculty members, focusing on uncovering personal unconscious bias, strategies to speak up against bigotry in the classroom, and creating an educational environment that empowers a diverse student population. She and her colleague received the Educator of the Year award for their work.

Notable Alumni Achievements

PYSC

- One of our graduates from the School Psychology Program (MS/Certification in School Psychology in 1999), **Ms. Tina Wetzel**, was recognized as School Psychologist of the Year for 2016 by the Association of School Psychologists of Pennsylvania.

SOWK

- Upon receiving her BSW, **Wanik Walker** was hired at the drug/alcohol program where she completed her internship. The work involved outpatient therapy of individuals suffering from addiction and/or mental health issues. Other related responsibilities included drug/alcohol treatment procedures for individuals in a work-release program. This training and experience lead to the development of a 501c3 nonprofit program that provides reentry services that include drug/alcohol treatment as well as other human and social service needs. Ms. Walker’s future plan is to secure a Master’s Degree in Social Work and subsequently a doctorate degree, in the fields of human and social services with a specific emphasis on drug/alcohol.
- **Cindi Horshaw, BSW ’94, MSW ’14, LSW**, currently works in Washington, D.C. as a Child Welfare Program Specialist for the U.S. Department of Health and Human Services, Administration for Children

and Families, Children’s Bureau. In this role, Cindi develops, writes, and revises regulations, policy issuances, and guidelines to clarify, improve and strengthen the management and operation of state and local child welfare services and programs. Prior to her work at HHS, Cindi was the Bureau Director for the Pennsylvania Department of Human Services within the Office of Children, Youth and Families she was responsible for the development and coordination of child welfare policies and programs for Pennsylvania, as well as managing the operations of ChildLine, the State’s 24-hour child abuse hotline call center and child abuse registry. Cindi obtained her MSW from Millersville University, in 2014, while balancing family and her full-time job for PA DHS. She has used her degree to inform her work at both the State and Federal level by practicing in accordance with the core values and principles of the NASW Code of Ethics, specifically trying to bring about social change and working to overcome social injustices, two areas that were stressed during her educational experience at Millersville and that occur towards the children and families touched by the child welfare system. Cindi reports, “I do this by keeping the children and families in the fore front of discussions and decisions related to overall policy, regulatory and statutory development.”

External Grants or Contracts Funded

College

- Migrant Education – College Assistance Migrant Program grant (USDOE, Office of Elementary and Secondary Education, 2016). \$2,108,192 (George Drake, PI).

WSSD

- Witmer M., & Wimer JW (2016). Millersville University College Readiness Summer Academy: A new overnight enrichment program for underrepresented students in grades 9-10. Funded by: School District of Lancaster GEAR UP-3 program, College of Education and Human Services Dean’s Office, and Student Affairs and Enrollment Management. \$16,630.

Suggested Areas for Improvements

College

- Hire an associate dean for the College.
- Convert the M.Ed. in Sports Management to an M.S. in Sports Management.
- Make better progress on Student Learning Outcome assessment plans, the collection of data using the plans, and achieving data-based program improvement.
- Complete the School District of Lancaster Paraprofessional to BSE degree completion program.
- Finish identifying members of the College Advisory Council and bring the group together for its first meeting.
- Develop College Undergraduate and Graduate Student Advisory Committees.
- Explore feasibility of a concentration in Educational Studies MED in Assessment, Curriculum, and Teaching for international audiences.
- The abrupt closing of Brooks Hall and the displacement of the Exercise Physiology Lab. Seek a new location for the lab, at least temporarily. Seek a permanent solution for the lab, a resource that provides much valued research opportunities to Millersville University students.

EMEE

- Curriculum Mapping – aligning the course outcomes to the Millersville University Student Teaching Evaluation.
- Promote learning communities within the incoming freshmen class.
- Create Professional Development School Co-Teaching professional development.

SOWK

- Update MSW curriculum to reflect new educational standards and policies.
- Revise BSW assignments to align with the new educational standards and policies.
- Offer post-graduate certificates.