Master of Social Work Program

STUDENT HANDBOOK

Revised spring 2013

TABLE OF CONTENTS

SECTION I: MU-SU MSW PROGRAM 1
COLLABORATION 1
ADVANCED GENERALIST 1
SOCIAL WORK EDUCATION 2
PROGRAM MISSION 2
PROGRAM GOALS 2
CORE COMPENTENCIES 3
MSW CURRICULUM COMPETENCIES AND PRACTICE BEHAVIORS 3
SECTION II: CURRICULUM 8
THE COUNCIL ON SOCIAL WORK EDUCATION AND ACCREDITATION 8
FOUNDATION CURRICULUM 9
COURSE LISTING 9
CONCENTRATION CURRICULUM 9
COURSE LISTING 10
MU-SU MSW PROGRAM STRUCTURE 11
60 Credit Program 11
60 Credit Program Full-Time Course Schedule 11
60 Credit Program Part-Time Course Schedule 12
36 Credit Program 13
36 Credit Program Full-Time Course Schedule 13
36 Credit Program Part-Time Course Schedule 14
TECHNOLOGY AND THE MU-SU MSW PROGRAM 14
SECTION III: ADMISSION POLICIES AND PROCEDURES 15
ADMISSION REQUIREMENTS 15
Grade Point Average 15
Provisional Admission 15
Examinations 15
Liberal Arts Foundation Courses 15
Advanced Standing Program 16
Exemption from Foundation 16
Waivers 16
Life Experience 16
Personal and Professional Qualities 16
Personal Statement and Resume 17
Professional References 17
Criminal Record 17
English as a Second Language 17
Transfer Students 18
Campus Selection 18

SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES 18
ACADEMIC PERFORMANCE CRITERIA 18
Quality Point Average 18
Grading 19
Course Evaluation 19
Grade Appeals Process 19
PROFESSIONAL PERFORMANCE CRITERIA 19

Academic Integrity 19
Professional Values and Behaviors 19
ACADEMIC PERFORMANCE POLICIES 20
Probation 20
Dismissal for C Grades 20
Dismissal for F Grades 20
Appeal of Dismissal 20
Readmission 20
ACADEMIC PERFORMANCE PROCEDURES 21
PROFESSIONAL PERFORMANCE POLICIES 21
Probation 21
Dismissal 21
PROFESSIONAL PERFORMANCE PROCEDURES 21
Readmission 22
STUDENT GRIEVANCE PROCEDURES 22
STUDENT RIGHTS AND RESPONSIBILITIES 22
University Level 22
Program Level 22
STUDENT PARTICIPATION IN THE FORMULATION AND MODIFICATION OF POLICY 23
MSW Committees 23
Student Organizations 23
SECTION V: ADVISING POLICIES AND PROCEDURES 25
PREADMISSION ADVISEMENT 25
ORIENTATION 25
ACADEMIC AND PROFESSIONAL ADVISEMENT 25
SECTION VI: ADDITIONAL INFORMATION 25
LICENSURE 25
UNIVERSITY STUDENT SERVICES 26
REFERENCES 26
FACULTY AND STAFF 27

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.

<u>MSW Curriculum Competencies and Practice Behaviors</u>

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

PBF[1] 1.1	Advocate for client access to the services of social work.
PBF 1.2	Practice personal reflection and self-correction to assure continual professional development.
PBF 1.3	Attend to professional roles and boundaries.
PBF 1.4	Demonstrate professional demeanor in behavior, appearance, and communication.
PBF 1.5	Engage in career-long learning.
PBF 1.6	Use supervision and consultation.

[1] Practice Behavior Foundation

PBC[2] 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

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 metin 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: http://www.cswe.org.

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: *Introduction to Art Therapy*
SWK/SOWK 612: *Social Work and the Law*
SWK/SOWK 611: *Mediation*
SWK/SOWK 613: *Children and Youth at Risk*
SWK/SOWK 640: *Selected Topics*

MU-SU MSW PROGRAM STRUCTURE

60 Credit Program

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

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

60 Credit Program <u>Full-Time</u> Course Schedule*

Foundation - Year I – 30 credits

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

Concentration - Year II – 30 credits

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

* all courses are 3 credits unless otherwise indicated.

60 Credit Program <u>Part-Time</u> Course Schedule*

Foundation - Year I – 15 credits

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

Foundation - Year II – 15 credits

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

Concentration - Year III – 15 credits

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

Concentration - Year IV – 15 credits

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

* all courses are 3 credits unless otherwise indicated.

36 Credit Program

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

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

36 Credit Program <u>Full-Time</u> Course Schedule*

Concentration - Year I – 36 credits

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

* all courses are 3 credits unless otherwise indicated.

36 Credit Part-Time Course Schedule*

Concentration - Year I – 18 credits

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

Concentration - Year II - 18 credits

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

* all courses are 3 credits unless otherwise indicated.

TECHNOLOGY AND THE MU-SU MSW PROGRAM

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

The other type of technology in use is online educational software. Each course utilizes a comprehensive on-line learning management system (LMS), which provides students with password protected access to the course assignments, discussion board, syllabus, announcements from the professor, email, grades, and other course components from any computer that is internet ready. The use of 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.

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

courses, with sections at each campus. All other courses have varying amounts of videoconferencing and/or online components to them.

SECTION III: ADMISSION POLICIES AND PROCEDURES

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

ADMISSION REQUIREMENTS

Grade Point Average

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

Provisional Admission

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

Examinations

All applicants who do not meet the minimum GPA of 2.80 must take either the Millers Analogies Test (MAT) or the General Graduate Record Exam (GRE) as part of the admission process. Scores 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: *Social Policy*. Economics is a pre-requisite for SWK/SOWK: *Advanced Social Policy*. Statistics is a pre-requisite for SWK/SOWK 625: *Advanced Social Work Research*. If there are deficiencies, applicants will be admitted provisionally until all deficiencies are removed. 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/ and Millersville University at: http://www.millersville.edu/~gcatalog/index.pdf . The grade appeal process begins at the departmental level.

Professional Performance Criteria

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

Because this program includes a significant amount of online activity, there are additional academic integrity issues to be considered. It should be understood by all students that only the student of record is permitted to complete online assignments and submit written work in the

online environment. It is considered an act of academic dishonesty to permit someone else to submit work that is represented as work that has been completed by the student of record.

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

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

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

Academic Performance Policies

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

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

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

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

a student is dismissed, the student may appeal dismissal in accordance with university policies for the home university.

Appeal of Dismissal. If a student is dismissed for either C grades or an F grade (see sections above), the student has the right to appeal the dismissal in accordance with the policies and procedures of the student's home university. Students should consult their respective university graduate catalogs for details regarding the dismissal appeals process. Shippensburg students may access their graduate catalog at: http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/, and Millersville students may access their graduate catalog at: http://www.millersville.edu/~gcatalog/index.pdf.

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

Academic Performance Procedures

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

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

Professional Performance Policies

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

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

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

Professional Performance Procedures

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

1. The Committee will request that the student meets with his or her advisor to examine options for addressing the issue.
2. If the issue involves classroom performance, course instructors may also be involved at this stage. If the issue involves field performance, field liaisons and instructors may also be involved at this stage.
3. The student and advisor will develop a plan for improved performance, working with others as indicated.
4. The advisor will present the plan to the program co-director for review.
5. The advisor will present the plan to the Academic and Professional Review Committee.
6. The Committee will review the outcomes of the plan at the end of each semester or as needed.
8. In cases where the professional performance concerns warrant it, the Committee members may determine that a student should be dismissed from the Program. The student may refer to the Student Grievance procedures.

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

Student Grievance Procedures

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

STUDENT RIGHTS AND RESPONSIBILITIES

University Level

Students' rights and responsibilities are outlined in the official catalogs of the MU and SU graduate schools and in the Student Code of Conduct. Catalogs may be accessed on the website of each university. 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 many MU-SU MSW committees. Graduate student representatives are invited to attend the Social Work Department committees through invitations posted on the student bulletin board, in the student lounge area, on Blackboard, and through e-mails. Students may also participate in the governance of their universities through opportunities described in the graduate catalogs and the MU-SU MSW student handbook. MU-SU MSW program committees which may include students are:

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

- **Departmental Graduate Student Grade Appeal Committee** – University policy requires that each department (program) have a graduate grade appeal committee .This committee is made up of students and faculty who review grade appeals as part of the appeal process and make recommendations to administration.

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 student organizations on their respective campuses and the MSW program student organizations.

At MU, the Graduate Student Association (GSA) holds official meetings on the first Thursday of each month during the academic year from 4:30 to 5:30 p.m. in Lyle Hall in the Graduate Studies Office. GSA sponsors a variety of events, such as graduate student socials on campus and at nearby restaurants, guest speakers to campus, graduate student receptions before and after commencement exercises to honor graduate students receiving degrees, and community service projects.

At SU, the Graduate Student Association Board has been organized to promote harmonious relationships among graduate students, faculty, and administration; to provide a means of expressing to the university as a whole the needs of graduate students; and to insure the rights, privileges, and responsibilities of graduate students. Membership is automatic during the semester or session in which the graduate student is enrolled and all are invited to attend the monthly meetings.

In addition, there is a MU-SU MSW Graduate Social Work Organization (GSWO) of which all students automatically receive the benefits of membership, such as opportunities to participate in governance, workshops, presentations, and volunteer activities. Currently, the Graduate Social Work Organization is operating through two chapters, one on each campus. Dr. David Johnson serves as the faculty advisor for the Millersville campus. Dr. Dorlisa Minnick serves as the faculty adviser for the Shippensburg campus. Both chapters of GSWO have a primary focus on service, professional development outside the classroom, and social networking. The GSWO students also sponsor the graduation receptions each spring.

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

LICENSURE

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.

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

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