



Millersville University

SCHOOL OF SOCIAL WORK
BASW • MSW • DSW



SHIPPENSBURG
UNIVERSITY

Department of Social Work
and Gerontology
BSW • MSW

Master of Social Work Program
STUDENT HANDBOOK
2021-2022

	2
SECTION I: MU-SU MSW PROGRAM.....	5
Organizational Context.....	5
Organizational Context in the Context of the Social Work Profession	5
Advanced Generalist Practice.....	6
Program Mission.....	7
Program Goals	7
Social Work Education	7
The Council on Social Work Education and Accreditation.....	8
Core Competencies.....	8
Generalist Year Competencies.....	8
Generalist Competencies and Behaviors	8
Competency 1: Demonstrate Ethical and Professional Behavior.....	8
Competency 2: Engage Diversity and Difference in Practice.....	9
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	9
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.....	10
Competency 5: Engage in Policy Practice	10
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.....	10
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.....	11
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.....	11
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.....	12
Specialization Year Competencies	12
Competency 1: Demonstrate Ethical and Professional Behavior.....	12
Competency 2: Engage Diversity and Difference in Practice.....	12
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	13
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.....	13
Competency 5: Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services	14
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.....	14
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.....	14
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.....	15
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.....	15
SECTION II: CURRICULUM.....	16
History of the MU-SU MSW Program Accreditation	16
Generalist Year Curriculum.....	16
Specialization Year Curriculum.....	16
Specialization Social Work Electives	17
MU-SU MSW Program: Program Options.....	17
Regular Standing (60 credits).....	18
Advanced Standing (36 credits)	18
Full-Time and Part-Time Options	18
Field Practicum	18
Schedule of Classes.....	19
Regular Admission (60 Credit) Full-Time Schedule	19
Regular Admission (60 Credit) Part-Time Schedule	20
Advanced Standing Admission (36 Credits) Full-Time Schedule	21
Advanced Standing Admission (36 Credits) Part-Time Schedule	21
Certificates, Certifications, and Dual Degrees.....	22
Certificate Programs	22
MILLERSVILLE UNIVERSITY	22
Home and School Visitor (MSW+HSV).....	22
Expressive Arts (MSW+EA)	22
Interprofessional Education (MSW+IPE).....	22
SHIPPENSBURG UNIVERSITY	22
The Behavior Specialist Certificate (BSC)	22
Other Program Options	22
Child Welfare Education for Leadership	22
Dual Degrees.....	23

Master of Social Work & Master of Science in Emergency Management (MSW+MSEM)23

Master of Social Work & Master of Education in Sport Management (MSW+MEd).....23

Information Technology24

SECTION III: ADMISSION POLICIES AND PROCEDURES25

Admission Requirements25

 Regular Standing Program25

 Advanced Standing Program.....25

 Entrance Examinations25

Liberal Arts Foundation Courses26

 Economics.....26

 Government.....26

 Human Biology27

 Statistics27

Exemption from Generalist (First Year) Courses27

Life Experience.....27

Personal and Professional Qualities.....27

Personal Statement and Resume27

Professional References29

Background Checks29

English as a Second Language.....29

Transfer Students30

Home Campus30

Financial Aid and Scholarships30

 Graduate Assistantships (GAs)31

 MILLERSVILLE UNIVERSITY31

 SHIPPENSBURG UNIVERSITY31

 Scholarships31

 Student Research Support32

SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES33

Academic Performance Criteria.....33

 MILLERSVILLE UNIVERSITY33

 Grade Point Average (GPA)33

 Degree Candidacy33

 Time Limit33

 SHIPPENSBURG UNIVERSITY33

 Grade Point Average (GPA)33

 Minimum Academic Standards.....34

 Time Limit34

 Grading34

 Grade Appeals Process.....34

 MILLERSVILLE UNIVERSITY34

 Grade Appeal34

 Academic Dismissal and Appeal35

 SHIPPENSBURG UNIVERSITY35

 Basis for Appealing Final Course Grade.....35

 Timetable and Procedures for the Grade Appeal Process36

Academic Integrity37

 MILLERSVILLE UNIVERSITY37

 Plagiarism, Fabrication, Cheating, and Academic Misconduct37

 SHIPPENSBURG UNIVERSITY38

 Penalties38

Professional Performance Criteria39

 Professional Performance39

 Professional Values and Behaviors.....39

 Professional Performance Policies39

 Evaluation of Professional Development Plan.....40

 Appeals Process40

	4
Readmission	40
Student Rights and Responsibilities	40
MILLERSVILLE UNIVERSITY	40
SHIPPENSBURG UNIVERSITY	40
Students with Disabilities and Learning Accommodations	41
Policy on Reporting Sexual Violence (Title IX of the Education Amendments of 1972).....	41
Sharing of Information	41
Student Participation in Program Governance.....	41
MILLERSVILLE UNIVERSITY	42
SHIPPENSBURG UNIVERSITY	42
SECTION V: ADVISING POLICIES AND PROCEDURES	43
Preadmission Advisement.....	43
Orientation	43
Academic and Professional Advisement	43
SECTION VI: ADDITIONAL INFORMATION	44
Licensure	44
University Student Services.....	44
REFERENCES	45
FACULTY AND STAFF	46
MILLERSVILLE UNIVERSITY	46
SHIPPENSBURG UNIVERSITY	47

SECTION I: MU-SU MSW PROGRAM

Organizational Context

Millersville University and Shippensburg University of Pennsylvania are institutions of higher education offering programs of study leading to the Baccalaureate and Master's degrees in social work; they are members of the Pennsylvania State System of Higher Education.

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](#). Both public universities were founded in the second half of the 19th century. Millersville and Shippensburg universities jointly offer a Master of Social Work (MSW) degree program accredited by the Council on Social Work Education (CSWE). It is designed for applicants who have earned their Bachelor of Social Work (BSW) or Bachelor of Arts in Social Work (BASW) degree as well as for career changers without an undergraduate social work degree. The program was developed to support both the full-time student and the working professional. State-of-the-art technology permits students to acquire social work knowledge, skills and values through multiple educational methods, including traditional campus classes, a variety of online formats and web-based activities. Because this is a joint program, students benefit from the quality faculty and resources of both universities. The full program is available on each campus.

Organizational Context in the Context of the Social Work Profession

The MU-SU MSW program aims to provide an inclusive and diverse environment that responds to the needs and demands of vulnerable and oppressed populations and the impacts of historical oppressions. Students should be familiar with the purpose of the social work profession, as stated by several national social work organizations.

From the Council on Social Work Education (CSWE):

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of life for all persons, locally and globally. To fully realize our commitment to social justice, social workers must engage in anti-racist, culturally responsive social work practice at the individual, family, group, organizational, community, research, and policy levels, informed by the theories and voices of those who have been marginalized. In an ever-shifting social and environmental context, social work is agile, responsive, and generative (CSWE, 2021).

From the National Association of Social Workers (NASW):

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice,

community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

Students may review the NASW COE [here](#).

From the National Association of Black Social Workers (NABSW):

The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

National Association of Black Social Workers, Inc. will work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. NABSW's vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

The NABSW COE may be found [here](#).

From the International Federation of Social Workers (IFSW):

Social work is a practice-based profession and an academic discipline that facilitates social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

The IFSW Global Statement of Ethical Principles may be found [here](#).

Advanced Generalist Practice

Every MSW program has an area of specialization. For our program, this is Advanced Generalist Practice, which, according to data from the Council on Social Work Education, is one of the fastest growing areas of specialization for MSW programs in the United States (Dran, 2014; Lavitt, 2009). The Advanced Generalist specialization allows students to practice broadly and deeply, encompassing what Bolin (2014) identified as a

“both/and” perspective of the helping process as multidimensional and complex.

The advanced generalist approach to social work practice is characterized by the practitioner’s ability to simultaneously address complex situations within and across multiple levels and systems. This strengths-based orientation is grounded in a liberal arts foundation and guided by a systems approach incorporating core social work knowledge, values, skills, cognitive and affective aspects, and ethics and respect for diversity. Using research-informed practice, the advanced generalist social worker promotes positive change in the social, political, and economic arenas to advance human rights.

Advanced generalists, as described by Derezotes (1999) have greater knowledge and higher skill levels that enable them to address more complex human and organizational problems and to supervise and administer programs, including guiding the work of others. Our curriculum prepares students to be innovative, thoughtful, independent and ethical social work practitioners. Upon graduation students are able to engage in multidimensional problem setting, leadership and self -reflection, ethical advocacy and lifelong development of the profession by finding ways to share their knowledge of effective interventions (Lavitt, 2009, Dran 2014)

The Advanced Generalist Practice specialization builds on the skills learned in the generalist year. Social workers in the South-Central region of Pennsylvania, and beyond, need to be prepared to work in diverse geographic areas (from rural areas to cities) where they are called upon to address multiple problems across multiple systems of intervention (individual, family, group, community, and organizational). 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.

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 competencies 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 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 2015 EPAS bases measurement of social work education on nine core competencies, with each competency further operationalized in a set of corresponding performance behaviors. Program 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.*

Social Work Education

The MU-SU MSW Program faculty implements the Council on Social Work Education (CSWE). Educational Policies and Accreditation Standards (EPAS) 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-in environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes (CSWE, 2015, p. 5).

The Council on Social Work Education and Accreditation

The MU-SU MSW program is designed and accredited based on the educational standards developed by the Council on Social Work Education (CSWE). CSWE is the accrediting body for both undergraduate and graduate social work programs in the United States. As stated by CSWE, "EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate" (CSWE, 2015, p.5).

While each program has a unique way of meeting the essential educational requirements articulated by CSWE's Education Policy, its accreditation standards must be met in a program's design, implementation, and evaluation. The CSWE Educational Policy and accreditation standards may be found at [the Council on Social Work Education Website](#).

Core Competencies

While social work programs always have been required to be accredited by the Council on Social Work Education (CSWE), the accreditation focus shifted to an assessment of student outcomes from one content and structure (CSWE, 2015). CSWE has identified 9 Core Competencies that a student must achieve during their course of study (all 9 must be achieved by the conclusion of a program, but all 9 competencies do not need to be addressed in every course). Each MSW course syllabus will list the competencies that are met in the course and through which assignments the competencies are achieved.

Each core competency is identified below followed by the Generalist year behaviors (designated as Generalist Behaviors) and the Specialist year behaviors (designated as Specialized Behaviors).

Generalist Year Competencies

The Generalist year competencies and behaviors have been reviewed and assigned to Generalist year courses and assignments by the faculty of the program based on the requirements for Generalist Practice in keeping with Educational Policy M2.1 and Program Goal 1 of CSWE's 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs.

Generalist Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Generalist Behaviors

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Generalist Behaviors

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels,
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic,

social, and cultural human rights are protected.

Generalist Behaviors

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Generalist Behaviors

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Generalist Behaviors

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building

and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Generalist Behaviors

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Generalist Behaviors

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Generalist Behaviors

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Generalist Behaviors

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.

Specialization Year Competencies

The Generalist year competencies and behaviors have been reviewed and assigned to Specialization year courses and assignments by the faculty of the program based on the requirements for Advanced Generalist Practice in keeping with Educational Policy M2.1 and Program Goal 1 of CSWE's 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs.

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in advanced generalist social work model ethical standards of professional behavior at all levels of practice. Advanced generalist social workers articulate and advocate for social work values and ethics in practice, research, and policy arenas. Practitioners in advanced generalist social work demonstrate enhanced professional judgment and behavior.

Specialization Behaviors:

Social workers:

- model professional demeanor in behavior and all modes of communication;
- consistently model conscious use of self, self-reflection, and self-correction in practice;
- advocate with and/or on behalf of clients for access to services;
- provide supervision and consultation to guide other professional social workers;
- provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making; and
- develop a plan for continuing professional education and development.

Competency 2: Engage Diversity and Difference in Practice

Practitioners in advanced generalist social work are knowledgeable about many forms of diversity and demonstrate an advanced understanding of how diversity and difference are critical to the formation of identity. They understand that dimensions of diversity exist in a context of intersectionality and that factors include but are not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, and relationship status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. Practitioners in advanced generalist social work demonstrate their understanding of the forms and mechanisms of oppression and discrimination, and a

recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Advanced generalist social workers understand that differences influence professional relationships and understandings of social problems at all levels of practice. They critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels are shaped by cultural context. Advanced generalist social workers apply research knowledge of diverse populations to enhance client well-being, work effectively with diverse populations, and identify and use practitioner/client differences and life experiences from a strength's perspective.

Specialization Behaviors

Social workers:

- critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be influenced by cultural context;
- model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression on one's personal and professional behavior;
- provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies; and
- adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers articulate a framework of fundamental human rights such as freedom, safety, privacy, and an adequate standard of living. Practitioners in advanced generalist social work critically apply knowledge about oppression, historical trauma, and human rights violations in the lives of clients at all levels of practice, incorporating global interconnections, as well as theories of human need and social justice. They actively promote social and economic justice and human rights at all levels of practice. Advanced generalist social workers challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic, and environmental justice. They advocate for policies to ensure that social goods, rights, and responsibilities are distributed equitably.

Specialization Behaviors

Social workers:

- appraise how mechanisms of oppression and discrimination affect client populations;
- utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups; and
- design and implement strategies to advance social, economic, and environmental justice across system levels.

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

Advanced generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice across diverse populations and settings. They know and apply the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist social workers understand and demonstrate that evidence-informed practice derives from multi-disciplinary sources and multiple ways of knowing. They demonstrate the processes for translating research findings into their area of practice and apply ethical and culturally responsive/relevant research methods to generate data from practice settings and to evaluate social policies and programs.

Specialization Behaviors

Social workers:

- critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization;

- conduct practice in a recursive and research-informed manner that includes constant assessment while implementing interventions in social work settings; and
- translate practice knowledge in order to contribute to scientific inquiry.

Competency 5: Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services

Advanced generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare, and services are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalist social workers understand, demonstrate, and engage policy development and implementation within their areas of practice at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation.

Specialization Behaviors

Social workers:

- demonstrate an advanced understanding of the ways in which human rights, social justice, social welfare, and services are mediated by policy;
- evaluate, formulate, and advocate for policies that advance outcomes relevant to practice at all levels; and
- demonstrate collaboration with clients, colleagues, and other constituencies for policy action.

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

Advanced generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Practitioners in advanced generalist social work value the importance of human relationships and engage with individuals, families, groups, organizations, and communities in a client-centered, strengths-based perspective that builds rapport through affirmation of the client's perspective and goals. Advanced generalist social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. They use differential engagement skills in preparing for interaction with multiple systems in a culturally responsive manner. Advanced generalist social workers demonstrate a full understanding of how their personal experiences and affective reactions may impact their ability to engage effectively with diverse clients and constituencies.

Specialization Behaviors

Social workers:

- use differential engagement skills for empathy, reflection, and use of self to engage effectively diverse clients and constituencies in complex practice situations; and
- model effective engagement practices that mitigate personal biases and professional values to build productive rapport with client systems.

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

Practitioners in advanced generalist social work assess individuals, families, groups, organizations and communities using a multi-level, ecological approach to identify the focus of intervention targets. Advanced generalist social workers apply and demonstrate disciplined theoretical eclecticism, a complex analysis of human development and life-cycle issues, as well as relevant policy, environmental, and structural issues within a strengths-based assessment of personal and social change potential. They engage in cross-discipline collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Advanced generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may influence their assessment and decision-making.

Specialization Behaviors

Social workers:

- collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment; and
- identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and social characteristics of clients and constituencies.

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

Practitioners in advanced generalist social work differentially apply multiple types of intervention strategies using culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced generalist social workers use and critically analyze multiple theoretical perspectives and evidence-informed practices and policies across levels of intervention to enhance client system health and well-being.

Specialization Behaviors

Social workers:

- critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs;
- design an intervention strategy based upon assessment data at multiple system levels; and
- provide the social work perspective to inter- professional teams with the ability to collaboratively design interventions.

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

Advanced generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness and incorporate their knowledge of theories of human behavior and the social environment when evaluating both process and outcomes. Advanced generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness.

Specialization Behaviors

Social workers:

- identify appropriate evaluation methods to assess interventions;
- use appropriate tools and technology in an ethical manner to facilitate accurate data management, both in the evaluation of the process and outcomes of interventions; and
- use self-reflection, supervision, and research methods to regularly evaluate and, if necessary, modify practice.

SECTION II: CURRICULUM

The Generalist year curriculum prepares students for generalist practice positions (such as casework), to engage with clients (e.g., individuals, families, groups, organizations and communities), assess their needs, link them to services, and monitor their progress. The curriculum prepares students to meet the Generalist year core competencies and our program goals. The MU-SU MSW generalist curriculum includes content on social work values and ethics, diversity, populations-at-risk and social, economic, and environmental 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 Generalist year are built upon in the Specialization year. Specialization year curriculum includes content on developing skills required to perform clinical assessments, manage large caseloads, take on supervisory roles, engage in policy-level advocacy, conduct and disseminate research and explore new ways of drawing on social services to meet the needs of clients and communities.

History of the MU-SU MSW Program Accreditation

The Millersville University of Pennsylvania and Shippensburg University Collaborative MSW Program was established in 2006 and in candidacy until accredited as a collaborative program in 2009, with reaffirmation in 2014, to respond to the lack of MSW programs in our respective geographic regions of Pennsylvania. The program has maintained full accreditation since 2010 with re-affirmation granted every 8 years.

Generalist Year Curriculum

The MU-SU MSW Generalist year curriculum requires and then builds upon a liberal arts base including sociology, psychology, economics, political science, statistics, and human biology. The generalist 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 nine core competencies in accordance with Program Goal 1. The generalist year curriculum must be successfully completed before students can proceed to the specialization year.

Required Courses (All courses are 3 credits unless otherwise specified)

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

Specialization Year Curriculum

The Specialization year curriculum provides courses that develop students' ability to practice from an advanced generalist perspective utilizing skills, values, and knowledge from the Advanced Generalist 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 electives (3 electives for Regular Standing status and 4 electives for Advanced Standing status) in their field of interest that enhance their knowledge and skills for advanced generalist practice. In the Specialization year curriculum, students build upon the Generalist year curriculum; therefore, no course in the specialization curriculum may be taken until all generalist courses are completed. The specialization curriculum extends the core competencies with advanced behaviors.

Required Courses (All courses are 3 credits unless otherwise specified)

- SWK/SOWK 601: Integrative Seminar (this course is taken by Advanced Standing Students only)
- SWK/SOWK 610: Advanced Micro Practice and Assessment
- SWK/SOWK 615: Advanced Social Welfare Policy
- SWK/SOWK 620: Advanced Practice with Groups and Families
- SWK/SOWK 621: Advanced Macro Social Work Practice
- SWK/SOWK 625: Advanced Research Methods
- SWK/SOWK 630: Advanced Field Practicum I
- SWK/SOWK 631: Advanced Field Practicum II

Specialization Social Work Electives

In addition to the Generalist and Specialization core course requirements, the MU-SU MSW curriculum requires regular standing students (60-credit program) to take a minimum of three electives and advanced standing students (36-credit program) to take a minimum of four electives. These courses provide an opportunity for students to develop more in- depth knowledge and skills to provide service for various populations. Elective courses (3 credits each) are usually taken upon completion of the Generalist year curriculum and provide an opportunity for students to apply their advanced knowledge and skills to a specific area of interest.

Current Electives include:

- 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 in Social Work Practice
- SWK/SOWK 613: Children and Youth at Risk
- SWK/SOWK 614: Survey Development and Measurement
- SWK/SOWK 616: Leadership Dynamics in Social Work Practice
- SWK/SOWK 617: Addictions in the Field of Social Work
- SWK/SOWK 618: Human Rights in Social Work
- SWK/SOWK 619: Global Perspectives in Social Work
- SWK/SOWK 622: Military Social Work Practice
- SWK/SOWK 623: Narrative Therapy
- SWK/SOWK 640-643: Special Topics
- SWK/SOWK 691: Independent Study

MU-SU MSW Program: Program Options

Students enrolled in the MU-SU MSW Advanced Generalist Program, are required to complete either a 60-credit Regular Standing program (for those without an undergraduate degree in social work) or a 36-credit Advanced Standing program (for those who hold an earned undergraduate social work degree). Both programs may be completed on a full-time or part-time basis. Course progression maps are included below. All students must have completed Liberal Arts requirements in Human Biology, Economics, Government, Psychology, Sociology/Anthropology, and Statistics prior to the start of the Specialization Year.

Regular Standing (60 credits)

The Regular Standing program is open to all applicants who hold an undergraduate degree in any field. The 60-credit program can be completed in two years full-time (four courses per semester) or four years part-time (two courses per semester). This program is year-round. Students enrolling in the 60-credit program must complete:

- 39 credit hours of required coursework (see above)
- 12 credit hours of field practicum
- 9 credit hours of electives

Advanced Standing (36 credits)

Applicants who hold an undergraduate social work degree from a CSWE-accredited institution in the last eight (8) years with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale may qualify for advanced standing status. The 36-credit program can be completed in one year full-time or two years part-time. This program is year-round. Students enrolled in the 36-credit program must complete:

- 18 credit hours of required coursework
- 6 credit hours of field practicum
- 12 credit hours of electives

Full-Time and Part-Time Options

The MSW program may be completed on a full-time or part-time basis. The 60-credit regular standing program can be completed in 2 years of full-time study, or 4 years of part-time study. Some part-time students may be eligible to complete the program in 3 years if either the Generalization year or Specialization year is completed on a full-time basis. Please note that field practicum courses must be taken concurrently with the appropriate practice course (see Course Progression charts below). The Advanced Standing program (36-credit program) also may be completed on a full-time (1-year) or part-time (2-years) basis.

Field Practicum

Field practicum courses require 400 hours in the Generalist year and 500 hours in the Specialization year. Placements will be arranged with the approval of the Field Coordinator at your home campus. More specific information is provided in the MSW Field Manual.

Schedule of Classes

Regular Admission (60 Credit) Full-Time Schedule

Generalist - Year 1

Summer	Fall	Spring
SWK/SOWK 501: Principles and Philosophies of Social Work [Summer 1 Session]	SWK/SOWK 505: Understanding 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 [Summer 2 Session]	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

Specialization - Year 2

Summer	Fall	Spring
SWK/SOWK 610: Advanced Micro Practice and Assessment [Offered in Summer 1 and Summer 2 sessions]	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	Elective*
	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
Elective* [Offered in Summer 1 and Summer 2 sessions]	Elective*	SWK/SOWK 621: Advanced Macro Social Work Practice
	SWK/SOWK 630: Advanced Field Practicum I	SWK/SOWK 631: Advanced Field Practicum II

There are two summer sessions of 6 weeks each - one begins in May and one begins in July.

*Students may take required electives in the semester where electives are scheduled or add an elective in Summer. Students should consult with the Financial Aid Office to ensure they are maintaining eligibility for financial aid as financial aid may be contingent on registering for a minimum number of credits.

Regular Admission (60 Credit) Part-Time Schedule

Generalist - Year 1

Summer	Fall	Spring
SWK/SOWK 501: Principles and Philosophies of Social Work [Summer 1 Session]	SWK/SOWK 505: Understanding 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 [Summer 2 Session]	SWK/SOWK 525: Research Methods	SWK/SOWK 515: Social Welfare Policy

Generalist - Year 2

Summer	Fall	Spring
Elective**	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

Specialization - Year 3

Summer	Fall	Spring
SWK/SOWK 610: Advanced Micro Practice and Assessment [Offered in Summer and Summer 2] Elective* [Offered in Summer 1 and Summer 2]	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
	Elective*	Elective*

Specialization - Year 4

Summer	Fall	Spring
	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	SWK/SOWK 621: Advanced Macro Social Work Practice
	SWK/SOWK 630: Advanced Field Practicum I	SWK/SOWK 631: Advanced Field Practicum II

*Students may take required electives in the semester where electives are scheduled or in Summer. Students should consult with the Financial Aid Office to ensure they are maintaining eligibility for financial aid as financial aid may be contingent on registering for a minimum number of credits.

** Generalist year students may be eligible to take an elective in the second Generalist year. Please consult with your Advisor.

There are two summer sessions of 6 weeks each - one begins in May and one begins in July.

Advanced Standing Admission (36 Credits) Full-Time Schedule

Summer *	Fall	Spring
SWK/SOWK 601: Integrative Seminar [Summer 1 term only]	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	Elective
Elective	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
Elective	Elective	SWK/SOWK 621: Advanced Macro Social Work Practice
SWK/SOWK 610: Advanced Micro Practice and Assessment [Offered in Summer 1 and Summer 2]	SWK/SOWK 630: Advanced Field Practicum	SWK/SOWK 631: Advanced Field Practicum II

*only 2 courses may be taken in any one summer term
There are two summer sessions; one begins in May and one begins in July.

Advanced Standing Admission (36 Credits) Part-Time Schedule

Year 1

Summer	Fall	Spring
SWK/SOWK 601: Integrative Seminar [Summer 1 term only]	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
SWK/SOWK 610: Advanced Micro Practice and Assessment [Offered in Summer 1 and Summer 2]	Elective	Elective

Year 2

Summer	Fall	Spring
Elective	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	SWK/SOWK 621: Advanced Macro Social Work Practice
Elective	SWK/SOWK 630: Advanced Field Practicum I (3 credits)	SWK/SOWK 631: Advanced Field Practicum II (3 credits)

There are two summer sessions; one begins in May and one begins in July.

Certificates, Certifications, and Dual Degrees

Certificate Programs

Students enrolled in the MSW program may complete one or more certificates or certifications to tailor or complement their MSW studies. Millersville and Shippensburg universities offer a range of certificates; all MSW students are eligible to complete all certificates at either university. Students interested in pursuing certificates should contact the MSW Director at their home campus.

MILLERSVILLE UNIVERSITY

Home and School Visitor (MSW+HSV)

The Home and School Visitor certification is designed to provide students with the required knowledge and skills to work collaboratively in a school setting at all systems levels. Students looking to complete the HSV certificate will complete their specialization year practicum in an educational setting. Courses required for the Home and School Visitor Certificate may be found [here](#).

Expressive Arts (MSW+EA)

The Expressive Arts certificate will provide students with the required knowledge and skills around the use of the arts (e.g., music, theater, art, dance/movement, storytelling) to apply to their practice with various groups and at all levels of practice. Additionally, students may, upon completion of the certificate and then a subsequent 200-hour internship, be eligible to apply as a Registered Expressive Arts Therapist. Courses required for the Expressive Arts Certificate may be found [here](#).

Interprofessional Education (MSW+IPE)

In collaboration with the Office of Interprofessional Collaborative Education and Teamwork (ICE-T) at Penn State College of Medicine, the School of Social Work is offering an Interprofessional Education (IPE) Certificate Program for specialization year MSW students that prepares students for interprofessional collaborative practice in a variety of healthcare settings. Requirements for this certificate may be found [here](#).

SHIPPENSBURG UNIVERSITY

The Behavior Specialist Certificate (BSC)

The Behavior Specialist Certificate is offered by the Department of Psychology at Shippensburg University and is available to all our MSW students through an agreement with the Department of Social Work and Gerontology at Shippensburg University. In order to earn the certificate, the student needs to take the following psychology classes which count as MSW electives: PSY 518- Behavior Analysis; PSY 539- Community Psychology and PSY 543- Behavioral Treatment and Systems Support. These psychology classes are offered on-line, in eight-week semesters.

Other Program Options

Child Welfare Education for Leadership

The Child Welfare Education for Leadership (CWEL) program is a cooperative effort among the [United States Administration for Children and Families](#), the [Pennsylvania Department of Human Services](#), the [Pennsylvania Child and Youth Administrators](#) and twelve accredited schools of social work in Pennsylvania. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities at the graduate level for public child welfare personnel. Qualified students who are admitted to any of the approved schools on either a full- or part- time basis may receive substantial financial support in return for a contractual obligation to continue employment with the sponsoring agency following their studies. Additional information on the CWEL program may be found [here](#).

Dual Degrees

Students admitted to the MU-SU MSW program have the opportunity to complete a dual graduate degree in *Emergency Management* or in *Sport Management*. Please contact your home campus MSW Director to discuss the options.

Master of Social Work & Master of Science in Emergency Management (MSW+MSEM)

A dual degree offered by the Millersville University School of Social Work and the Millersville University Center for Disaster Research and Education prepares students to work in planning, preparation, response and human service and resource development for communities and individuals. Students complete their specialization field placement in an emergency management setting or in a traditional setting with specified emergency management activities. The MSEM program is 100% online. Students need to apply and be admitted to both programs to pursue this joint degree. It is not required that students be admitted to both programs at the same time. Students who complete both programs will earn a Master's of Social Work and a Master's of Science in Emergency Management.

Master of Social Work & Master of Education in Sport Management (MSW+MEd)

A dual degree offered by the Millersville University School of Social Work and the Millersville University Wellness & Sport Science Department allows students to understand the frameworks of social work theory and practice, as well as the management and administration aspects of knowledge of the mental health factors that impact athletes and to advocate for wellness in athletics. Students complete their specialization field placement in a sport management setting or in a traditional setting with specified sport management activities. Students need to apply and be admitted to both programs to pursue this joint degree. It is not required that students be admitted to both programs at the same time. Students who complete both programs will earn a Master's of Social Work and a Masters' of Education in Sport Management

Information Technology

Information technology is used to enhance our program. Students should have primary access to a computer during their time in the program. While some courses may be fully online with synchronous (which means that all students “meet” for class at an assigned time) or asynchronous (which means that students work at their pace as designed by the course instructor) modes of delivery, some online work may be required in all classes. Students entering the program should have basic computer skills, such as those found in an office environment and be prepared to learn using the resources offered by each campus.

The MU-SU MSW program utilizes D2L Brightspace as our comprehensive online learning management system (LMS). The LMS provides students with password protected access to the course assignments, discussions, syllabus, announcements from the professor, email, grades, and other course components from any computer that is internet ready. 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 who take classes offered by faculty of the other campus access the D2L Brightspace program of their faculty’s home campus. Specific instructions for accessing the D2L Brightspace of the other campus are given prior to the start of the class to all students participating in these classes.

Another widely used program is Zoom, which allows faculty to utilize online video and audio sessions. Students may be asked to use Zoom to participate in their classes, and they may also use it for groupwork meetings with faculty or other students and student groups. Each student has a Zoom account provided by their home university.

Students also can gain access to various types of software such as Microsoft Office 365, SPSS, and Qualtrics. Microsoft Office 365 allows the use of Microsoft Teams which supports collaborative projects. Qualtrics is an online survey tool for quantitative and qualitative data processing.

Please contact the Information Technology department at your home campus with technology questions and concerns. The following information may be useful for the cases when you need help:

Shippensburg University	Millersville University
helpdesk@ship.edu (717) 477-4357 After Hours and Weekends: (866) 832-2319 Email helpdesk@desire2learn.com Web Resources: https://ship.edu/IDWT/Brightspace_Student_Orientation/	help@millersville.edu (717) 871-7777 After Hours and Weekends: (877) 325-7778 Online community.brightspace.com/millersville/s/ Web Resources: https://wiki.millersville.edu/display/d2ldocs/Home

SECTION III: ADMISSION POLICIES AND PROCEDURES

Admission to the MU-SU MSW program is a competitive process. All applications are reviewed by the MSW program admissions committee. The MU-SU MSW program is a cohort program. Students who are accepted to the program begin studies in May. Students may not start the program at any other time of the year.

Admission Requirements

Regular Standing Program

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 grades that go towards the degree will be used in the calculation of the overall GPA.

Advanced Standing Program

Applicants 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 undergraduate social work program. The Recommendation for Advanced Standing form is available [online](#).

Entrance 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. SU is an official MAT testing site. To find the date, time and location of GRE or MAT testing, for Shippensburg University, please go to the website of Shippensburg University Testing Center (<https://www.ship.edu/testing/>). There is no specific minimum score that is required for admission to the MU-SU MSW program. The examination score is one of several factors considered in the admissions process.

Liberal Arts Foundation Courses

Applicants must demonstrate they have successfully completed coursework 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 SOWK/SWK 620: Advanced Social Work Practice with Groups and Families, and SOWK/SWK 621: Advanced Macro Social Work Practice. Government/Political Science and Economics are prerequisites for SOWK/SWK 615: Advanced Social Welfare Policy. Statistics is a pre-requisite for SWK/SOWK 625: Advanced Social Work Research. Applicants can be admitted with course deficiencies on the condition that these course deficiencies are completed before students start the fall semester of the specialization year. Students needing to meet a liberal arts foundation requirement should consult with their MSW advisor or their MSW Program Director to determine the best way to meet the requirement(s).

Students who need to meet liberal arts foundation course requirements may do so through one of the following methods:

- Complete an undergraduate course which addresses the foundation material. This course may be taken at the student's home campus, another university, or at a community college. If students have a question as to whether a particular course is appropriate, they should consult with their MSW advisor or their MSW Program Director.
- Students may sit for the corresponding College Level Examination Program ([CLEP](#)) test that addresses the liberal arts requirement.
- Finally, for some liberal arts generalist requirements, program faculty have developed short-term workshops (usually two to three days long) that address the material in an intensive format. These workshops are usually offered either in the summer or in winter terms. Scheduling announcements are sent out well in advance. The workshops do not offer college credit but are accepted as meeting the liberal arts foundation requirement. Workshops are generally much less expensive than taking a full course in the subject.

Liberal Arts Workshops Offered by the MSW Program

Economics

This three-day workshop introduces students to the basic theoretical concepts of Keynesian economics. Using such concepts as the Circular Flow Model, Rational Choice Theory, Markets, the Laws of Supply and Demand, Competitive Markets (and other market structure theories), students examine how markets work and how they fail. Students are also introduced to the concepts of command and mixed economies, private and public goods, the role of government in creating markets, regulating markets, and correcting market failures. Macroeconomic principles are introduced briefly including government budgets and revenue sources. A section of financial literacy topics such as insurance (life, health, disability, long-term care, and others), investing (stocks, bonds, mutual funds, and others), and taxes concludes the workshop.

Government

This workshop satisfies the political science liberal arts requirement.

This two-day workshop seeks to give students a broad overview of the structure and forms of American government, focusing particularly on the federal constitution. A brief history of the pre-constitutional period leads into the adoption of the Constitution and the Bill of Rights. This is followed by a description of each of the three branches of government (Legislative, Executive, Judicial) as outlined in the first three articles of the Constitution, and a description of the system of checks and balances envisioned by the founders. Procedures for amending the Constitution and processes of Impeachment of Constitutional Officers are discussed. The

appointment process for judges, ambassadors, and other officers of the government is described. The role of treaties as law and their adoption is discussed. A discussion of the Bill of Rights is included as well as some of the other important amendments to the Constitution. Important judicial cases that have had lasting influence over the years are reviewed (e.g., *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka, Kansas*, *Roe v. Wade*, *Griswold v. Connecticut*, *Bowers v. Hardwick*, *United States v. Windsor*, *Obergefell v. Hodges*). Students also explore recent erosion of the norms of government as more power has been ceded to the executive branch through the theory of the "unified executive."

Human Biology

This workshop reviews human biology content in relationship to what a social worker should know for effective practice. There are four Zoom sessions held online and asynchronous content in D2L. The workshop covers an introduction to biological organization, control systems including nervous system, endocrine system, and immune system. The course also includes a specific focus on drugs and addiction, reproduction, development, and aging. The course concludes with a social work focused understanding of chromosomes, genetics and DNA technology. Successful completion of this workshop, including attendance at all Zoom sessions, will satisfy the Liberal Arts Human Biology requirement for the MU/SU MSW program.

Statistics

The goals of this 2-day workshop (half-days on Friday and Sunday; full-day Saturday) are to provide MSW students with foundation-level knowledge of social science statistics, to select, calculate, and interpret appropriate descriptive statistics for a data set, to select, perform, and interpret non-parametric statistics such as chi-square, to select, perform, and interpret appropriate correlation statistics, to select, perform, and interpret *t*-tests, to examine underlying assumptions for an analysis and understand the consequences if they have not been met and to perform statistical analyses using SPSS for Windows and interpret output.

Exemption from Generalist (First Year) Courses

Students who do not otherwise qualify for Advanced Standing status may be eligible for exemption from certain generalist 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 may be eligible for exemptions from first-year generalist courses with similar content. Exemptions will reduce the total number of credits a student must earn to graduate. The Admissions Committee will notify the applicant of any exemptions in the offer of admission.

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, are required. The Admissions Committee 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 four to five-page personal statement describing events and experiences that led them to apply for a master's degree in social work, how the MSW will further the applicant's career goals and their experiences with issues of diversity, social justice and human rights in practice and/or life. Applicants also must submit a comprehensive professional resume outlining education, work and volunteer experiences related to the

social work field and other employment related activities.

Professional References

Regular Standing and Advanced Standing

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 an employer or supervisor. The third reference should reflect the applicant's academic and or professional readiness for graduate study in social work. Students should attempt a reference from a social work field instructor, if available. 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.

Advanced Standing Field Instruction Recommendations

Students applying for Advanced Standing status and whose undergraduate social work 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 the Field Director of their undergraduate program. This requirement is in addition to the Advanced Standing recommendation from the student's undergraduate Program Director (see "Advanced Standing Program" section above).

Background Checks

No background checks are required for program admission. However, prior to entering field practicum, students must provide ChildLine clearances, criminal record checks, and FBI clearances. If you have a criminal record, some field placement options may not be open to you, which could keep you from completing the MSW Program. We work diligently to place all students in field placements. Applicants with criminal records should contact the MSW Program Director prior to application for additional information.

English as a Second Language

If English is not the student's native or official language, they need to send their official results of English proficiency directly from a testing agency that administers the **TOEFL** or **IELTS** to the respective Graduate Admissions Office.

Transfer Students

With advance permission of the respective MSW Program Director, Department Chair, and the Faculty Advisor, and as part of a planned program, a student may transfer credits from other graduate programs.

Students may transfer a total of nine (9) graduate 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 MSW program 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. Condensed one-week graduate courses do not qualify for transfer. Students should review the graduate course catalogue at their home university for this policy and other policies that apply to graduate study.

Students seeking to transfer credit to Millersville University should complete the required form and submit it to the MSW Program Director.

Students seeking to transfer credit to Shippensburg University should contact the MSW Program Director. If the credits meet the requirements, they will complete an Exception Form which is found on D2L/Brightspace in the MSW Program Shell.

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

1. An applicant has completed social work generalist curriculum courses (maximum 30 credits) in a graduate program at another CSWE accredited social work program, and
2. A careful review of that generalist 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, textbooks 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 eligible to be accepted for transfer.

Home Campus

Applicants may choose to apply to either Millersville University or Shippensburg University. If all slots are full at one campus, successful applicants will be given the option to enroll through the other campus, if slots are available. Applicants desiring admission to a specific campus may also be placed on a waiting list if all slots are full. Should a student wish to change their home institution (i.e., a student applied and was accepted to Millersville (thus Millersville is the "home" university or vice versa), the student should contact their current MSW Director to discuss this process.

Financial Aid and Scholarships

The Offices of Financial Aid at each campus can assist all students, regardless of their economic resources, in obtaining financial assistance and the collection of student tuition and fees, while maintaining the fiscal and regulatory integrity of the University's financial programs. Students should contact the Office of Financial Aid at their home campus. More information on financial aid can be found on the [Millersville University website](#) and the [Shippensburg University website](#).

Graduate Assistantships (GAs)

MILLERSVILLE UNIVERSITY

Millersville offers graduate assistantships to prospective and currently enrolled graduate students who have been formally admitted into a master's degree program. Graduate assistants are assigned to an academic department or administrative office on-campus, usually relating to the student's area of study. Eligible students can benefit from an assistantship because the experience serves as a contribution to a graduate student's intellectual development. An assistantship also entitles a graduate assistant to a tuition waiver and a bi-weekly stipend during the academic year.

Most of our graduate assistantships are full-time whereby the graduate assistant would work twenty (20) hours per week in the position. A tuition waiver of 24 credits per year and a stipend of \$5,000 per year are awarded to full-time first year GAs. A limited number of part-time graduate assistantships are available whereby the graduate assistant would work ten (10) hours per week in the position and receive half of the tuition waiver and stipend. Students interested in applying for a graduate assistantship should submit a completed Graduate Assistantship Application and Information packet that will be subject to review on a competitive basis. Resources and application information for students interested in a graduate assistantship can be found [here](#).

Students also may apply for available student employment positions on campus.

SHIPPENSBURG UNIVERSITY

Shippensburg University provides financial assistance to graduate students through graduate assistantships (GAs), student life graduate assistantships (SLGAs), graduate residence director appointments, student loans and student payroll positions (SPPs).

Graduate assistant appointments can provide you with the opportunity to participate in professionally related activities with faculty and administrators. These assignments can extend your learning experience beyond the classroom and enhance your professional development.

GA and SLGA appointments are awarded on a competitive basis, without regard to financial need. They provide a tuition waiver as well as compensation for work performed. SPP appointments are also awarded on a competitive basis with priority given to graduate students. SPPs do NOT provide tuition waivers. Resources and application information for students interested in a graduate assistantship can be found [here](#).

Scholarships

Millersville University offers several scholarship opportunities to help defray costs. Please click on the appropriate link to learn about specific scholarship opportunities available to MU students.

[Richard Cecil Todd & Claudia Penncock Todd Graduate Fellowship Award](#)

Awarded as a fellowship within the graduate school. The Todd Fellowship(s) shall recognize and encourage excellence in scholarship, research and/or writing among graduate students.

[Distinguished Graduate Fellows Award](#)

Awarded to a Pennsylvania resident studying full-time in a master's degree program. Selection based on merit

as demonstrated by undergraduate GPA and other graduate application materials. Financial need may be considered. May be renewed for a second year providing the student remains a graduate student in good academic standing.

Student Research Support

Millersville University aims to support student research. While some opportunities are limited by program of study or reserved for undergraduate students, students should proactively seek all available support. More information can be found here: [Millersville University Student Research Support](#).

SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

Millersville University and Shippensburg University are member institutions of the Pennsylvania State System of Higher Education (PASSHE). As member institutions, the universities follow PASSHE policies. Each university may have additional specific policies that apply to its students. Below is information on some of the significant policies and procedures that pertain to the MSW program. Students should consult the graduate catalog of your home campus for more detailed information and other policies for a full list of applicable policies.

Please note that students in a graduate program in social work are simultaneously entering academic and professional practice. Therefore, students must meet both academic performance and professional performance criteria.

Academic Performance Criteria

MILLERSVILLE UNIVERSITY

Grade Point Average (GPA)

Per university policy, graduate degree students are required to maintain a 3.0 grade-point average. A student who fails to meet the scholarship standards may be dismissed from a graduate degree program. If a student falls below a 3.0 average, they will be placed on probation. Failure to raise the grade point average to a minimum of 3.0 during the next semester in which the student is enrolled will result in dismissal from graduate studies at Millersville University. The three summer sessions are considered one semester. Graduate students who earn two grades of C+, C or C-, or any combination thereof, will receive an academic warning, regardless of GPA. Earning a third grade of C+, C or C- will result in academic dismissal regardless of GPA. This includes any courses which have been repeated and replaced with a higher grade. A grade of C+, C or C- earned at Millersville University may not be made up at another institution of higher learning for the same course. A graduate student earning an F grade in any course will be dismissed from graduate study at Millersville University. Students who are academically dismissed will be notified in writing by the Registrar's Office. An F grade earned at Millersville University may not be made up at another institution of higher learning for the same course. Procedures for appealing a grade or program dismissal are described below.

Degree Candidacy

A formal admission to the degree candidacy process takes place after a minimum of 12 credits have been completed. Millersville University MSW program faculty members evaluate students to determine if they have the potential for completing the requirements of the MSW social work program. Qualifications are based on academic performance in line with university standards and if the student has demonstrated ethical behavior and values and commitment to social work as a career. The social work faculty has the right to dismiss from the program at any time students found not qualified for social work practice.

Time Limit

Work for the MSW degree may be pursued over several years, which need not be in succession but must be concluded within a five-year period. The five-year period begins the semester a student is accepted into the MSW program. A reevaluation of coursework taken prior to admission to a degree program and an extension of time, usually an additional year, beyond this five-year limit may be granted by the Dean of the College of Graduate Studies and Adult Learning at the request of the student and upon the recommendation of the advisor and MSW Program Director.

SHIPPENSBURG UNIVERSITY

Grade Point Average (GPA)

Students whose cumulative GPA drops below 3.0 will be placed on academic probation. Students on probation must raise their GPA to 3.0 by the end of the next semester (or full summer term) in which they register. Students who fail to meet the conditions of academic probation, you are subject to dismissal. A C grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course.

An F grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course. Students who are academically dismissed will be notified in writing by the Registrar's Office. A student may appeal dismissal by writing a letter to the College Dean (with a copy to your department chair) by the date indicated in the dismissal letter. All appeals will be considered by the Academic Review Committee. Procedures for appealing a grade or program dismissal are described below.

Minimum Academic Standards

As a graduate student at Shippensburg University, you are expected to maintain satisfactory academic standing, which requires a QPA of a 3.0 (B) or better each semester. If your QPA drops below 3.0, you will be placed on academic probation, and if your QPA drops below a 2.0, you will be dismissed from the degree or professional certification program. Students on academic probation must raise their QPA to 3.0 by the end of the next semester in which they register (Spring term semester = January-May; Full summer term = Summer term A and B; Fall term semester = August-January) or they will be dismissed from the degree or professional certification program. If a student must take undergraduate prerequisites while pursuing a graduate degree or professional certification, the specific department academic standards for minimum QPA applies. In all cases where graduate or certification programs answer to and must meet accreditation standards, the departments administering these programs impose and enforce the minimum academic requirements.

Time Limit

All coursework and research for graduate degree programs must be completed within a **seven-year** period beginning the semester you matriculate in the degree program. Extensions must be requested through your department chair and approved by your college dean and the Dean of Graduate Studies. The request is to contain an analysis of the previous coursework and how it applies to the current program taking into account if the content of the course has changed significantly and needs to be made up, a list of the coursework yet to be completed, and a deadline for the completion of the degree. This policy does not apply to students who have been dismissed from their program and have been re-admitted after separation from the university. The policy regarding transfer credits applies in these circumstances.

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.

Each course syllabus outlines the specific assignments students are responsible for completing during the semester. The syllabi also provide point or percentage 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. 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 appeals process is different at each university. Students need to follow the process of their home campus where they are enrolled, regardless of the faculty member's home institution.

MILLERSVILLE UNIVERSITY

Grade Appeal

When a student disagrees with an academic determination by a faculty member the student and the faculty member must meet, within 30 days of the release of the academic determination, to discuss the disputed issue and attempt, in good faith, to resolve the matter. The student has the responsibility to contact the faculty

member so the meeting can be arranged. If the student and faculty member are unable to meet within the specified time period, the student must contact the faculty member's Department Chair within 10 calendar days of the above time period to move to the next phase of the appeal. If the student and the faculty member are unable to mutually resolve the dispute, the student must file a written appeal with the faculty member's Department Chair within 10 calendar days of the student/faculty member discussion. The student is advised to set forth in detail the basis for the appeal and provide written documentation in support of the appeal. The Department Chair will request a written statement from the faculty member and may meet with the faculty member as well. The Department Chair will review the appeal and any supporting documentation and then meet with the student. The Department Chair will notify the student and the faculty member of their decision within 10 calendar days of receipt of the appeal. If the Department Chair's decision does not resolve the dispute, the student may submit a written appeal with the appropriate College Dean within 10 calendar days from the date of the Department Chair's decision. The student should include any written documentation in support of the appeal. The College Dean will request a written statement from the faculty member and may meet with the faculty member as well. The College Dean will review the appeal and any supporting documentation and will meet with the student. The College Dean will notify the student, the Department Chair and the faculty member of their decision within 10 calendar days of receipt of the appeal. The decision of the College Dean is final and not subject to further review. Procedures for appealing a grade determination may be found [here](#).

Academic Dismissal and Appeal

Students may appeal dismissal to the Graduate Academic Appeals Committee (GAAC). Students who have been dismissed and believe specific, unusual circumstances affected their academic performance may request a review by writing a letter of appeal to the GAAC. For the appeal to be considered before the next semester, it must be received by the committee by the date specified in the notice of dismissal. Information and forms regarding graduate appeals may be found [here](#) or by calling 717-871-4723. After GAAC's decision, if an appellant believes the appeal process was not administered as prescribed herein, the appellant may pursue an appeal of the process, but not the academic decision, in writing, to the dean of the College of Graduate Studies and Adult Learning. Such an appeal must be made within 10 business days from the date of the decision letter from the chairperson of the GAAC. The appellant is advised to provide as much written documentation as possible, describing why the process was not administered as prescribed herein, and any supporting materials. The decision of the dean of the College of Graduate Studies and Adult Learning regarding the process appeal is final and not subject to further review. Any student who is dismissed from the University for poor academic performance may apply to be readmitted to their academic program one calendar year from the date of the dismissal, provided it is their first dismissal. A student may only appeal for reinstatement one time. Upon the second dismissal the student may not appeal and is no longer eligible for admission to any Millersville University graduate program.

SHIPPENSBURG UNIVERSITY

A graduate student contemplating filing a grade appeal understands that, consistent with the practice of academic freedom, faculty bear responsibility for assigning course grades in accordance with professionally acceptable standards that have previously been communicated to students verbally or in writing. At the same time, students have the right to ensure grades are calculated accurately and consistently, fairly and equitably, and without discrimination.

Basis for Appealing Final Course Grade

Graduate students may appeal a final course grade assigned to them by an instructor based on one of three conditions:

- The course instructor miscalculated the final course grade.
- The course instructor committed an oversight in calculating the final course grade.
- The course instructor acted in an arbitrary and/or capricious manner in assigning grades to the student, including the final course grade to the student. For an instructor to act in an arbitrary, and/or capricious manner in assigning grades is defined as follows:
 1. The instructor assigned a course grade to a student on some basis other than performance in the

course.

2. The instructor assigned a course grade to a student by resorting to unreasonable standards different from those applied to other students in that course.
3. The instructor assigned a course grade to a student in a manner that represented a substantial, unreasonable, and unannounced departure from the instructor's previously articulated standards.

Timetable and Procedures for the Grade Appeal Process

Compliance with all timelines set forth in this policy is required. A student may initiate a grade appeal within thirty (30) calendar days following the first day of the next regular (fall or spring) academic semester. However, appeals from the winter term shall be filed within sixty (60) calendar days following the first day of spring semester; appeals from the summer terms shall be filed within thirty (30) calendar days from the first day of fall semester. Should the deadline for completing a step in the grade appeal process set forth below fall on a day the university is not open for business, that deadline shall be moved to the next date the university is open for business.

Step 1. Meeting with Department Chairperson or Program Director - Within seven (7) calendar days of receiving a completed grade appeal form, the program chairperson (or designee) will notify the faculty member that a formal appeal has been filed and shall meet individually and/or jointly, if useful, with the student and the faculty member to discuss the disputed grade in an effort to mediate an amicable resolution to disagreement over the final grade assigned. Such meeting(s) may occur in person or via conference call if necessary. The mediated result must be given in writing to both the student and faculty.

Step 2. Formal Program Grade Appeal Hearing - If the student finds the mediated effort fails to address their concerns or achieve the desired results, they must notify the department chairperson or program director in writing within fourteen (14) calendar days of the meeting with the program chairperson (or designee) of their desire to continue on to the formal grade appeal hearing before the Academic Appeals Committee of the program. Failure to meet this fourteen (14) day deadline for proceeding with the formal grade appeal shall result in the forfeiture of a student's appeal rights.

Step 3. Scheduling of the Academic Appeals Hearing - Upon notification by the student of their desire to continue with the appeal, the Academic Appeals Committee shall have fourteen (14) calendar days to conduct a hearing on the matter and to issue its findings and recommendations. An equal number of students and faculty, but in no case fewer than four members, shall be present at an Appeals Hearing.

Step 4. Conduct of the Academic Appeals Hearing - The chairpersons of the Academic Appeals Committee shall have sole responsibility for the conduct of the hearing. Prior to the hearing the student shall submit to the committee a written statement setting forth the issue(s) in the dispute and the desired resolution. Only the student and the faculty member in the dispute have the right to attend the hearing. Both the student and faculty member involved in the grade appeal shall have the right to be present during the grade appeal hearing itself. Both the student and the faculty member have the right to introduce materials into the hearing that are directly relevant to the assignment of the final grade in the course, including such items as: Course syllabi as given to the student; graded assignments such as, but not limited to, journals, research papers, group projects, examinations and other material relevant to the determination of the student's final course grade

Decision of the Academic Appeals Committee - Only members of the graduate Academic Appeals Committee shall be present during the discussion of and deliberations on the outcome of the student's grade appeal. The Academic Appeals Committee's deliberations shall be viewed as confidential, and no transcripts, notes, or records shall be made regarding their discussion other than a record of their final decision. The record of the final decision will be maintained in the department office for three years. The committee has the power to decide the outcome of the final grade dispute by simple majority vote taken by secret ballot. A tie vote upholds the faculty member's decision in the case. If the committee sustains the appeal (i.e., rules in favor of the student) a grade change form will be sent to the Registrar's Office after being signed by the program chair. With the

exception of the grade, no part of these proceedings will become part of the student's official academic record. In addition, no part of these proceedings will become part of the faculty member's record or file. The evidence, proceedings, and the final decision of the Academic Appeals Committee shall remain confidential.

Request for Reconsideration - A student whose grade appeal has been denied may file a written request for reconsideration within seven (7) calendar days with the appropriate academic dean of the college in which the academic program is housed upon the following grounds: (a) the student can demonstrate substantial procedural irregularities or inequities in the conduct of the hearing; (b) the student provides substantial new evidence that was not available at the time of the hearing that would have had a bearing on the outcome of the appeal and (c) the student is able to demonstrate that the Academic Appeals Committee's decision was erroneous or unfair.

In the absence of a written request for reconsideration of the committee's decision filed with the appropriate academic dean in the college wherein the appeal arose within the specified seven (7) day period, the committee's initial findings and action on the appeal filed shall be final.

Reconsideration of the Academic Appeals Committee Determination - Within seven (7) calendar days of the **request for reconsideration**, the academic dean of the college in which the grade appeal arose shall determine whether a compelling reason has been presented for setting aside the initial decision of the Academic Appeals Committee. If the dean finds a compelling reason exists to take such action, they may direct the committee to reconsider their findings and determination or take other appropriate action consistent with the guidelines. If the dean does not find a compelling reason to ask the Academic Appeals Committee to reconsider, the dean communicates with the student and this record will be maintained by the dean's office for three years. Upon direction from the dean, the Academic Appeals Committee shall have ten (10) calendar days to reconvene and reconsider their initial decision on the grade appeal. The committee in undertaking such review and reconsideration shall examine and take into account the concerns raised by the dean. **The decision of the Grade Appeals Committee, following review and reconsideration shall be final.**

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 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.

MILLERSVILLE UNIVERSITY

Students of the university are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced. The Academic Honesty Policy for Students may be found [here](#).

Plagiarism, Fabrication, Cheating, and Academic Misconduct

When a faculty member suspects that a violation of the academic honesty policy has occurred, they will meet with the student to: a) discuss the alleged act; b) hear any defense the student may have; c) discuss any proposed

academic sanctions; d) inform the student of his/her right to appeal faculty-imposed sanctions to the department chair and/or dean of the college. Academic sanctions that may be imposed by the faculty member include: a) a verbal reprimand; b) a written reprimand; c) requiring the student to redo/resubmit the assignment, test, or project; d) lowering the grade for the assignment, test, or project.

The above list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various sanctions that may be imposed by instructors for violations of the academic honesty policy. Academic sanctions that require a formal charge will be filed with the Associate Provost for Academic Administration include: a) any sanction in excess of lowering the grade for an assignment, test, or project; b) failing the student for the course; c) recommending temporary or permanent suspension from the academic major or University.

SHIPPENSBURG UNIVERSITY

When an instance of academic dishonesty is alleged, the issue should be resolved on an informal basis between the student and faculty member. If an informal resolution cannot be achieved, a formal process of deciding culpability and assessing sanctions will be followed. If the student has committed a previous violation, the formal process must be followed.

A faculty member who obtains information that a student has been dishonest should act promptly to resolve the issue. The faculty member should first contact the dean of students to determine if this is the first violation for the student. If the suspected incident is not the first violation, the offense must be handled through the formal resolution process. For a first violation, the faculty member may attempt to resolve the issue informally with the maximum penalty to be a grade of F in the course. If the faculty member feels the offense warrants a more severe penalty, the matter must be resolved through the formal process. For the matter to be resolved informally, the faculty member must meet with the student and present any evidence of a violation. The student will be given an opportunity to provide an explanation after hearing the evidence. If the faculty member determines a violation has occurred, they will complete the Settlement of a Charge of Academic Dishonesty form. This form will include the penalty the faculty member will apply. The form is then given to the student, who has 72 hours to seek advice and decide whether to sign. If the student agrees to accept the penalty, they must sign in the presence of the faculty member. The faculty member will then implement the accepted penalty and forward the settlement form to the dean of students. The form will be kept on record for five years and may be used if the student is accused of another academic dishonesty offense or any other violation of the Student Code of Conduct. The information will only be used for internal purposes and will not be disclosed outside the university. If the student refuses to sign, the faculty member may pursue the matter through the formal resolution process.

An allegation of academic dishonesty must be resolved through a formal process if the student disputes the charges or does not accept the penalty proposed by the faculty member. The formal process must also be followed if the incident is not the student's first violation. In the formal process, an allegation of academic dishonesty will be treated as a violation of the Student Code of Conduct. The charges will be resolved through the judicial process administered by the Dean of Students. The faculty member initiates a written complaint by providing details of the incident to the Dean of Students. The Dean of Students and an academic administrator designated by the Provost will consult to determine if sufficient information is present to warrant further action. If there is sufficient information to proceed with the complaint, the steps outlined in the Student Code of Conduct and Judicial Process section of the student handbook, *Swatanev*, will be followed. Academic dishonesty cases must be heard by the university judicial hearing board; the judicial officer option is not available for these cases. Appeals of academic dishonesty decisions will be handled by the Vice President for Student Affairs and the Provost.

Penalties

The Student Code of Conduct contains a list of sanctions that may be imposed for violations. In addition to those in the Code of Conduct, the following two sanctions may be imposed against students found to have

committed acts of academic dishonesty: (a) grade Reduction, i.e., the grade for a particular unit of work or for the entire course may be reduced; and (b) imposition of a Failing (F) grade, i.e., the student may receive an F grade for the course.

These two penalties may be imposed through the informal settlement process or the formal hearing process. More severe penalties, including suspension or expulsion, may only be imposed through the formal process. Additional stipulations may also be attached to any sanctions. In the event a student has withdrawn from a course prior to a final settlement, the withdrawal will be reversed, and the penalty will be imposed.

Professional Performance Criteria

Professional Performance

Social workers and social work students at every level are guided by high standards of professionalism and the NASW Code of Ethics. The Code of Ethics can be found on the [NASW website](#) in both [English](#) and [Spanish](#). Furthermore, students are expected to diligently work towards adequate or above achievement of all the competencies outlined by CSWE EPAS (2015). Achievement of the competencies is the foundation for the evaluation of students' academic progress and professional development. The behaviors that students manifest in their course of studies as part of their academic outcomes consist of the four following dimensions: *Knowledge, Values, Skills, and Cognitive and Affective Processes*. When students' behaviors are counter to the NASW Code of Ethics and are not in line with the expected core competencies and behaviors, faculty will implement informal, proactive strategies to resolve problems. When proactive strategies are ineffective, formal processes (described below) may be used.

Professional Values and Behaviors

Behaviors that violate professional values and behaviors addressed by the NASW Code of Ethics and the core competencies and which have been fully documented by the professor(s) may be addressed through recommendations for professional development plans or a recommendation for termination from the program. Examples of behaviors that interfere with performance expectations and that may be grounds for dismissal from the program include, but are not limited to:

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

Professional Performance Policies

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

- *Probation.* A student may be placed on probation until such time as the concern about professional behavior has been eliminated or the student is dismissed.
- *Dismissal.* The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed, without a Professional Development Plan process.

If a faculty member or school partner identifies a concern, they should first address the concern with the student. If informal strategies are not effective, faculty should discuss those concerns with the Program Director on their campus and/or the Department Chair (the Chair of the student's home campus is consulted) to determine if a meeting with the student is warranted.

If a meeting is warranted, the Program Director will call a meeting to include relevant faculty (e.g., teaching faculty, advisor, field supervisor, field director).

- Prior to the meeting, students must be notified of the purpose of the meeting and the nature of the concerns as well as possible outcomes.
- The purpose of the meeting is for the student's professional improvement; however, failure to be successful with any decisions implemented may have consequences for how the student will continue in the social work program.
- Students have the right to have advocates present at this meeting and bring forth any evidence. Further, students have the right to appeal the outcome. See below for appeal process.

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

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

Evaluation of Professional Development Plan

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

Appeals Process

Since professional development is part of academic progress, the University specific policy on students' grade appeals process will be utilized. For more information, please refer to the section on the *Grade Appeals Process*.

Readmission

Readmission following dismissal for not meeting professional performance standards is rarely granted. It *may* be granted if the student presents compelling evidence of some fundamental change which would demonstrate the ability and willingness to maintain professional standards. To apply for readmission, you must also submit the appropriate application form with the regular application fee.

Student Rights and Responsibilities

Students' rights and responsibilities are outlined in the official catalogs of the MU and SU graduate schools and in the Student Code of Conduct. Students enrolled at MU are guided by MU policies, and students enrolled at SU are guided by SU policies. **Students will find their relevant information in the following links:**

MILLERSVILLE UNIVERSITY

- [Millersville University College of Graduate Studies and Adult Learning](#)
- [Millersville University Student Code of Conduct](#)

SHIPPENSBURG UNIVERSITY

- [Shippensburg University Graduate Catalogue](#)

- [Shippensburg University Student Code and Conduct Process](#)

Students with Disabilities and Learning Accommodations

Our program is committed to providing equal opportunity for participation in all programs, services and activities. We welcome all students with disabilities into all of our educational programs and strive to make all learning experiences as accessible as possible. Millersville University students may contact the Office of Learning Services which is located at 352 Lyle Hall and can be reached by phone at 717-871-5554 or via email at LearningServices@millersville.edu. Any Shippensburg University student who feels they may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss specific needs. OAR is located in Mowery Hall 252 and can be reached by phone at (717) 477-1364 or via email at_oar@ship.edu.

Policy on Reporting Sexual Violence (Title IX of the Education Amendments of 1972)

Millersville University and Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available for here for [MU students](#) and [SU students](#).

Sharing of Information

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:

- MU-SU MSW faculty serves jointly on the admissions committee and have access to the records of students applying to the program.
- MU-SU MSW faculty jointly review, as needed, the academic progress of students.
- 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.
- When the professor submits grades for students, the professor gives the name of the students and the grades to the Registrar at the professor's home university. The Registrar sends the names and grades to the Registrar at the student's home campus, and that Registrar posts the grades to the students' official transcripts.

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 Program Governance

Students participate in program governance through representation at department meetings and in MU-SU

MSW committees. At Millersville University, graduate student representatives are invited to attend the School of Social Work committees through invitations posted in the department and via e-mails. At Shippensburg University, students are invited through invitations via emails. Students may also participate in the governance of their universities through opportunities described in the graduate catalogs.

Additionally, students are encouraged to participate in the formation and modification of policies affecting academic and student affairs both at their universities and in the MU-SU MSW program. Two of the primary vehicles to do this are the university – wide graduate faculty and student organizations on their respective campuses and department-level student organizations.

MILLERSVILLE UNIVERSITY

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.

MSW students at Millersville are encouraged to join the [Graduate Student Organization](#).

“The mission of the graduate student organization at Millersville University is to promote an exchange of ideas among graduate students and with faculty and administration. The primary responsibilities of the GSO are to provide guidance and assistance for graduate students, to promote opportunities for student-faculty interaction, and to provide a forum for the expression of graduate students' needs and concerns.”

At Millersville University, MSW students are encouraged to join the Alliance for Social Change (ASC), the student led organization. The ASC is open to all social work students and is assisted by a faculty advisor.

SHIPPENSBURG UNIVERSITY

The Shippensburg University students have created the MSW Student Organization, which is led by a team of students who volunteer for the leadership of the organization and supported by assigned faculty from the department. The MSW Student Organization creates and facilitates support groups for students, organizes networking activities with alumni and helps with the organization of the graduation reception.

At Shippensburg University, policy requires that each department have a graduate grade appeal committee. This committee is made up of students and faculty who review grade appeals and make recommendations to administration. Three students and three faculty constitute the committee.

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.

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. Officers and members of the GSAB sit on a variety of the University shared governance committees.

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 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 may 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.

Academic and Professional Advisement

When students are accepted into the program, the Program Director, in consultation with Department Chair 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 advisors meet with students about their academic concerns and their professional career goals on an as needed basis. Students may request a meeting with their advisor at any time.

Upon admission to the program, students may meet with their advisors to develop an academic plan. Students receive this information through a Degree Audit Review and the course progression charts included earlier in this manual. Advisors may 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 advisor at least once per semester and more if necessary.

Students experiencing academic difficulties are strongly encouraged to reach out for support. If students are experiencing academic difficulties, the advisor 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

Licensure is a state regulated activity. In Pennsylvania, social work licensure is awarded by the Pennsylvania [state licensing board of social workers, marriage and family therapists and professional counselors](#). Board [announcement](#), [laws & regulations](#), general information, and [online licensing services](#) are all found online.

Students may apply for a license through the electronic PALS system or submit a paper application. Students may take the licensure examination through Association of Social Work Boards (ASWB) during the semester of graduation or any time after graduation. If students wish to take the exam during their last semester, they must provide the program director on their home campus with the social work license application titled: “Verification of Social Work Education for Applicants Enrolled in Their Final Semester” by the date specified by the coordinator. This form is the last page in the paper application which can be found on the board website. The top part of the form is to be completed by the applicants. The rest of the form is completed by the University and sent directly to the Licensing Board. Failure to submit forms in a timely manner will result in significant delay in students’ ability to sit for the exam.

Students who seek licensure from another state may find the requirements for their state [here](#). States vary not only in terms of licensure procedures and license exam content but may require specific courses and field experiences as part of the licensing process, as well. It is students’ responsibility to become familiar with the policies that guide the social work profession in the state where they hope to be licensed.

Please note: Once a student has graduated, the student completes this process without involvement from the universities.

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](#) and [Millersville University](#). Shippensburg University students will find updated information on various services in the MSW Program Shell on D2L Brightspace.

REFERENCES

- Council on Social Work Education. (2021). *Educational Policy and Accreditation Standards*.
[https://cswe.org/getattachment/Accreditation/Information/2022-EPAS/EPAS-2022-Draft-1-April-2021-\(2\).pdf.aspx](https://cswe.org/getattachment/Accreditation/Information/2022-EPAS/EPAS-2022-Draft-1-April-2021-(2).pdf.aspx)
- Dran, D.S. (2014). Teaching note-beyond bricoleur: A guiding portrait of the advanced generalist. *Journal of Social Work Education*, 50, p. 568-578.
DOI:10.1080/10437797.2014.916933
- Lavitt, M. R. (2009). What is advanced generalist practice? A conceptual discussion. *Journal of Teaching in Social Work*, (29), p. 461-473. DOI:10.1080/08841230903253267
- Morales, A. & Sheafor, B. (2004) *Social work: A profession of many faces*. Allyn and Bacon.
- Schatz, M., Jenkins, L., & Sheafor, B. (1990). Milford redefined: A model of initial and advanced generalist social work. *Journal of Social Work Education*, 26(3), p. 217-231.
- Sheafor, B. W., & Horejsi, C. R. (2009). *Techniques and guidelines for social work practice* (8th ed.). Allyn & Bacon.

FACULTY AND STAFF
MILLERSVILLE UNIVERSITY

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

Gwen Burkholder
MSW, LCSW, CAADC Program Coordinator,
Opioid Workforce Expansion Program
717-871-7352
gwenda.burkholder@millersville.edu

Beth Colvin
MSW Secretary
717-871-7170
beth.colvin@millersville.edu

Dr. Bertha Saldana De Jesus
717-871-7350
bertha.dejesus@millersville.edu

Dr. Marc Felizzi
717-871-7161
Marc.Felizzi@millersville.edu

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

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

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

Dr. Laura Brierton Granruth
MSW Program Director
717-871-5956
Laura.Granruth@millersville.edu

Dr. David Johnson
717-871-5893
David.Johnson@millersville.edu

Dr. Wanja Ogongi
717-871-4044
Wanja.Ogongi@millersville.edu

Dr. Curtis Proctor
717-871-5746
curtis.proctor@millersville.edu

Dr. Alex Redcay
717-871-4373
Alexandra.Redcay@millersville.edu

Dr. Karen Rice
717-871-5297
Karen.Rice@millersville.edu

Ms. Heather Strohman,
MSW, LCSW
Field Coordinator
717-871-7351
heather.strohman@millersville.edu

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

FACULTY AND STAFF
SHIPPENSBURG UNIVERSITY

Dr. Andrea Barrick
717-477-1717
Asbarrick@ship.edu

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

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

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

Dr. Liz Fisher,
Department Chair
BSW Director
717-477-1365
eafish@ship.edu

Dr. Jayleen Galarza
Field Coordinator
717-477-1655
jgalarza@ship.edu

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

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

Dr. Marita Flagler
MSW Program Director
717- 477-1266
mnflagler@ship.edu

DottySue Ott
Staff
717-477-1717
dott@ship.edu