The Springfield College Bulletin contains current information regarding programs, curricula, requirements, faculty, and admissions, and such information is not intended to be and should not be relied upon as a statement of the College’s contractual undertakings. For additional information, you are referred to the handbooks for specific programs and components of programs. Springfield College reserves the right in its sole judgment to promulgate and change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, cancelling of scheduled classes, and other academic activities and requiring or offering alternatives for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

In keeping with its Humanities Philosophy, Springfield College is committed to a policy of Equal Opportunity for all in every aspect of its operation. The College does not discriminate on the basis of race, color, sex, age, religion, national origin, or handicap. This extends to all educational programs and activities.

Any students who are unable, because of religious beliefs, to attend or to participate in any examination, study, or work requirements on a particular day shall be excused from any such examinations or study or work requirements, and shall be provided with an opportunity to make up such examination, study or work requirement which they have missed because of such absence on any particular day, provided, however, that such makeup examination or work shall not create an unreasonable burden upon Springfield College. No fees of any kind shall be charged by the College for making available to any student such opportunity. No adverse prejudicial effects shall result to any student because of their availing themselves of the provisions of this section.

If you have any questions about the school’s admissions policy, or simply require additional information, please call the School of Human Services at 413-788-2204, 1-800-727-0004 or write the Springfield College School of Human Services, 263 Alden Street, Springfield, MA 01109-3799.
THE
SPRINGFIELD COLLEGE
SCHOOL OF HUMAN SERVICES BULLETIN

1989-90

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Associate Director of the School of Human Services
A WORD OF INTRODUCTION

The School of Human Services was created both as an educational center and a resource center to focus on the urgent need for changes in the way we address human needs in our time. In considering the development of our programs, we in the School of Human Services start from our concerns about inequality and inequalities, about cruelty and injustice, about racism, sexism, ageism. These concerns dictate, we believe, that the programs have to focus on support to help people cope with pressures, problems and oppression, and on development of empowerment and social change towards a more humane society and a more humane world.

We have a vision of the human services as networks of people equipped with the analytical, technical, and interpersonal skills plus the knowledge of ways to mobilize community resources to enable people to help themselves. Our vision transcends the traditional distinction between active professional and passive clients. People must collaborate to identify needs, conceptualize solutions, and access as well as organize the community resources needed.

We designed our educational model for experienced adults who can teach and learn from each other. We offer intense, accelerated programs which usually combine day-long classes with independent and group study as well as with community-based projects. We offer most of our programs from three central sites and, where possible, we extend our work to the communities in which our students live and work.

David M. Otter
Director of the School of Human Services
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SPRINGFIELD COLLEGE:
Beginning and Growth

In 1885, the Rev. David Allen Reed, a young minister, founded A School for Christian Workers at Mason Square in Springfield, Massachusetts based upon his conviction that a great need existed to educate young persons for community service.

From this beginning, Springfield College grew steadily throughout the years, retaining and strengthening its original purpose of education for service. In 1890, the name was changed to The International YMCA Training School and in 1912, The International YMCA College. This remained the corporate name until 1953, when the institution became officially known as Springfield College.

Growth has been especially rapid since 1946. In the 1988-89 academic year, total enrollment was 2,695 undergraduate students and graduate students, studying on both a full and part-time basis.

The College now has programs for professional leadership in virtually every form of community and international service. Courses leading to the Bachelor's degree in a variety of professional areas are offered through over 30 academic programs.

The Division of Graduate Studies at Springfield College offers advanced degree programs in a variety of areas including Counseling and Psychological Services; Health Promotion/Wellness Management; Health Science; Movement Science; Occupational Therapy; Physical Education; Physical Therapy; Recreation and Leisure Services; Rehabilitation Services, and Teacher Education.

The School of Human Services is a recent addition joined Springfield College in 1988. A successful offshoot of a unique undergraduate program created at Framingham College in 1976, the School moved to New Hampshire College in 1978. After ten years of growth and development, the School of Human Services brought to Springfield College an innovative program committed to the adult learner. It extends the benefit of a college education to adult human service workers too busy with work and family responsibilities to enter a traditionally structured college degree program, or frustrated by degree programs which do not take advantage of the unique resources which adults possess: experience, motivation, and self-discipline. It takes seriously that these students come from backgrounds full of experience and knowledge. It arms them with not only skills and knowledge, but with the ability to think critically, to analyze, and to effect change in themselves and the community.

SPRINGFIELD COLLEGE:
The People Place

Springfield College offers the undergraduate and graduate student an opportunity to participate in a challenging and professional curriculum which concerns itself with today's world.

Nearly all students accept entrance to Springfield College are highly motivated to follow careers of human service upon graduation. More than 24,000 alumni, of which 2,000 are from the School of Human Services, are at work throughout the United States and in 62 nations of the world.

They hold professional positions as teachers, physical educators, community agency executives, health care professionals, counselors, rehabilitation specialists, YMCA executives, coaches, athletic trainers, and social workers.

Education in the human helping professions is now recognized as being of vital importance to our culture. The demand for trained persons to serve others in youth, community, and international agencies continues to grow. Many social and human problems must be solved if we are to continue the rapid scientific and technological progress made in recent years.

Skilled leaders are needed to deal with juvenile crime and delinquency. More social workers must be educated for service. Thousands of school children need highly trained and deeply dedicated teachers who are well informed not only in subject matter, but also in the dynamics of social change, community leadership, and community development.

Also institutions of commerce and finance and the human-helping agencies are turning increasingly to business managers who have a keen understanding of human behavior combined with sound managerial skills and techniques. And as we become a more health-minded society, there remains a greater need for highly-qualified individuals trained in a variety of areas from nutrition and exercise physiology to the practice of medicine and physical therapy.
Educators who are committed to the development of individuals through the medium of physical activity as well as recreational and youth leaders are needed to satisfy the increased demand for leisure time activities which has accompanied recent social change.

Springfield is deeply concerned with these segments of our culture. It is concerned — and has been since its founding — with the development of the complete person. The College educates to build character and competence in individuals who seek to serve others throughout the world.

LOCATION AND ENVIRONMENT

Other than the School of Human Services, most College programs are located in the geographical center of the City of Springfield, Massachusetts on the shore of Lake Massasoit. The setting provides students with an attractive New England atmosphere in which to study, but at the same time makes possible a healthy sampling of social and cultural events typically associated with the urban setting.

There are 31 major buildings on the main campus, located on the western end of Lake Massasoit, including the Art Linkletter Natatorium, considered one of the finest indoor-swimming facilities in the nation; Cheney Hall, an air-conditioned food service facility; and Babson Library.

Among some of the most recent additions to the physical plant are the $5.3-million Physical Education Complex which through the utilization of a "skywalk," combines four separate structures: the Art Linkletter Natatorium with its Olympic-size pool; the three-level Insurance Company of North America Center with seating for over 2,000 spectators; the Keith Locker and Training Facility; and the Winston Paul Academic Center which includes two teaching gymnasiums. The total combined space is 143,000 square feet. The College has also added the Loveland Chapel, an academic structure located on the 91-acre East Campus, and the multi-purpose Fuller Arts Center.

In addition, the Towne Student Health Center; the Dana Fine Arts Center; Blake Track and Field; Benedum Field; and Demis Hall, Springfield’s science complex, are among the facilities available on the main campus.

The College also maintains an additional 81 acres of woods and fields known as the East Campus. This area provides an ideal setting for retreats. It also includes a waterfront area for boating.

The City of Springfield has a population of 155,000 persons and is located approximately 90 miles from Boston and 150 miles from New York City. The College is easily reached by automobile via the Massachusetts Turnpike and Interstate Route 91. There are also bus and air facilities located in the area.

The School of Human Service programs are available at three sites: 1) Manchester, New Hampshire, 2) Littleton, New Hampshire, and 3) Springfield, Massachusetts.

BABSON LIBRARY

Babson Library is centrally located on the Springfield campus and boasts ample study space. Its subject strengths are Social Sciences, Education, and Health-related areas. It also features an in-depth collection in Physical Education. The collection contains over 500,000 microforms, 120,000 volumes, 900 periodicals, 25,000 bound periodical volumes plus other information items. Babson maintains complete files of Educational Resources Information Center, Human Relations Area Files, Physical Education and Recreation microforms, and PsychLit-CD ROM.

Babson Library, as a member of the Coordinating Libraries of Greater Springfield, offers the Springfield graduate student access to eight academic libraries, a major medical center, and a major public library. Babson Library is also a member of the Central/Western Massachusetts Automated Resource Sharing (C/W/MARS) network. This network primarily provides circulation and cataloging services, but is presently building a database which will facilitate the location of over four million information items in the Massachusetts area. This is especially useful to graduate students by easing the burden of locating information.

Babson Library offers a complete reference service with database searching and interlibrary loans. The Reference Department enjoys an international reputation of service and understanding.
THE SHAPIRO LIBRARY
OF NEW HAMPSHIRE COLLEGE

The Shapiro Library of New Hampshire College, which will provide library support to Springfield College students, has a collection of which as of January 1, 1988, included 75,798 volumes, 906 periodical titles, 120,127 microfiche, 1,367 audio tapes, 531 video tapes and 326 films. School of Human Services’ students have full borrowing privilege from the Shapiro Library.

THE INTERNATIONAL CENTER

From its founding until 1952, Springfield College carried “International” in its corporate title. Prior to World War II, the College was far ahead of most American colleges and universities in international affairs. Hundreds of alumni working effectively in their countries testify to the success of the College’s involvement in providing selected leaders and students of other nations with an education which enables them to work with and through their own people to bring about greater well-being for youth and community.

Following World War II, emphasis upon the importance of the international student in the United States took on new dimensions. Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries and to better understanding of other cultures and ways of life.

Because of the College’s growing international reputation, and its special fields of youth and community leadership, physical education, recreation, and sports, it has a steady stream of distinguished educational leaders from abroad flowing through the campus, financed by the State Department and various private and professional organizations and foundations.

In order to strengthen the orderly development of international concerns, and to coordinate, simplify, and focus administrative responsibility, the College established the International Center in 1965. The range of functions of the Center includes:

• Responsibility for the international student program (for example, recruitment, counseling, and career guidance).

• Orientation of students from abroad, and American students going abroad.

• Coordination, encouragement, and counseling of Springfield students to study and serve abroad.

• Development and coordination of contracts, information, and resources for faculty and students on fellowships, scholarships, and programs in international affairs.

• Coordination of international exchanges and special projects, e.g., exchange of faculties and cooperative research, including formal affiliations with several foreign institutions.

CAREER SERVICES

The Office of Career Services provides a centralized service that assists seniors, graduate students, and alumni in securing employment by providing a central repository for permanent employment records and by listing and publicizing available positions, on-campus interviews, and other types of post college related activities.

Counseling and informational services pertaining to career planning are also available to all students and alumni throughout their entire collegiate and career experience.
ACCREDITATION

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Colleget Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Colleges and Secondary Schools which accredits schools and colleges in the six New England states. Membership in this one of the six regional accrediting associations in the United States indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators. In addition, the College’s teacher preparation programs are accredited under the Interstate Certification Compact and qualify its graduates for recognition by many State Boards of Education.

In addition, the undergraduate Human Services program has the status of full program approval, the highest approval awarded, by the Council for Standards in Human Services Education. Accreditation review of the graduate Social Work program is in process by the Council on Social Work Education Commission on Accreditation. Springfield College is approved to offer classes in the states of Vermont and New Hampshire.

THE SCHOOL OF HUMAN SERVICES

The School of Human Services provides a learning environment which fosters creative approaches to human service and social development. Working with experienced adult practitioners from a wide array of service and development fields, the school provides an understanding of how the problems of individuals and groups develop and must be addressed within a social, community, and global context.

The School’s programs aim at producing innovative and knowledgeable professionals possessing analytical and technical skills as well as the knowledge of the methods and context within which resources can be mobilized to enable people to help themselves.

The School endeavors to transcend the customary distinction between professional service providers and planners and passive clients and recipients. In its classrooms, problems, contradictions, and prejudices are presented so that students and teachers can together transform knowledge about the real world into usable solutions to the problems of living and working in a complex and culturally diverse world.

The School offers an array of degree programs which provide access to the knowledge and skills necessary for professionals who wish to empower clients, develop communities, and create solutions which address underlying issues. These educational programs are designed for adults working in or desiring to work in the human services, as well as for people and agencies concerned with development in all its human aspects.

The School of Human Services offers the following degree programs with the following concentrations:

BACHELOR OF SCIENCE IN HUMAN SERVICES

* Administration
* Counseling
* Community-Based Development
* Criminal Justice
* International Human Resource Development
* Labor Studies

MASTER OF SCIENCE IN HUMAN SERVICES

* Human Services Administration
* Community Psychology
* Gerontology
* Community-Based Development
MASTER OF SCIENCE IN SOCIAL WORK

These diverse programs have many common elements.

Structure:
- Day-long and weekend-long classes and workshops;
- Study groups and independent study;
- Community-based projects and internships;
- An accelerated and intensified schedule.

Curriculum:
- Courses and programs premised on student life and work experience;
- Classrooms where knowledge and learning are shared between and among students and faculty;
- Faculty who maintain close contact with a variety of organizations in the field;
- An emphasis on critical analysis and going beyond technical mastery to understand the context and implications of technique;
- Courses that help develop and refine specific technical skills;
- A concern with multicultural and international issues.

Beyond the Classroom:
- Workshops, classes, and projects integrating theory and practice;
- A commitment to social awareness and social justice;
- A concern with developing support systems and networks which students and alumni can utilize to extend their efforts.

Diversity and mutual support make the School an exciting and vibrant place. Serious and experienced students, challenging programs, and a sense of mission and community — these define the School of Human Services. The School is not for everyone. Based on a commitment to academic integrity, professional credibility, and social responsibility, the School demands a high degree of honesty, self-awareness, and engagement from students, faculty, and staff.
ADMISSIONS

Springfield College attracts students motivated to serve others. Applicants need to be sensitive to this and in sympathy with the educational philosophy and focus of the College.

The School of Human Services is committed to the selection of a student body characterized by cultural, social, ethnic, and economic diversity. The Springfield student is selected on the basis of experience, leadership potential, character, and intellectual ability. The College seeks those who possess personal qualities required in the human-helping professions.

EQUAL OPPORTUNITY

In keeping with its Humanities Philosophy, Springfield College is committed to providing equal opportunity for all. It prohibits discrimination on the basis of race, sex, religion, color, creed, national origin, handicap, and against disabled and Vietnam-era veterans, in the recruitment, administration, or treatment of faculty and staff, and the administration of its activities and programs. Inquiries concerning our compliance with anti-discrimination laws should be addressed to the Affirmative Action Officer, Springfield College, Springfield, MA 01109.

TIME FOR APPLYING

Most School of Human Services programs are structured to permit full-time students entry at the beginning of most semesters. For information about entering a program at a particular site, contact the recruitment officer at the site where you desire to attend classes (Manchester, Springfield, Littleton).

ADMISSIONS POLICIES AND PROCEDURES

UNDERGRADUATE PROGRAM

The Undergraduate Program is designed primarily as an upper division (i.e., third and fourth year) baccalaureate program for experienced adult students.

The program accepts students who demonstrate an ability to do undergraduate level work as evidenced in past performance, both experiential and academic, and a commitment to community and social service. They must evidence concern with the purposes and values of human service and not espouse values contradictory to the ethical standards of the profession.

Specific Requirements For Admission:
1. A high school diploma or its equivalent.
2. A completed application form.
3. An individual interview with a faculty or staff member.
4. Demonstrated commitment to community service.

Since the undergraduate curriculum is designed primarily as an upper division program, we seek students with an combination of volunteer or paid employment, transferred college credits, workshop attendance, and certification which can be translated into sixty (60) college credits. Applicants with less experience or prior college work may be accepted as lower division students on a more limited basis.
UNDERGRADUATE INTERNATIONAL PROGRAM

Specific requirements for Admission:
1. A high school diploma or its equivalent.
2. A completed application form.
3. At least two years of documented work experience in some field associated with community development, social services, education, administration, or management.
4. Applicants must document English proficiency through a TOEFL score of 500 or better, or alternate documentation.
5. Demonstrated commitment to community service.

MASTER OF SCIENCE IN SOCIAL WORK

Specific Requirements For Admission:
1. Successful completion of a bachelor’s degree from an accredited college or university.
2. Personal capacity to work effectively with people, demonstrated through professional references.
3. Personal statement describing current work and planned direction of effort in the human services, reasons for interest in the program, personal qualities of use in pursuing the degree, areas of future growth on which to focus during the course of study.

MASTER OF SCIENCE IN HUMAN SERVICES

Specific Requirements For Admission:
1. Bachelor’s degree from an accredited institution.
2. Five (5) years of documented experience in human service work, paid or volunteer. We define a broad spectrum of human service experience, from law enforcement to the ministry or community organization and development. Occasionally students may be admitted provisionally with less than five (5) years experience.
3. Demonstrated commitment to the human services.
4. Completed application, including personal statement and three letters of reference.

RESIDENCY REQUIREMENTS

The Undergraduate Program is a 120-credit program designed on the premise that the model student will, through transfer credits and prior learning, bring to the program the equivalent of 60 or more acceptable credits. The program also requires that 48 credits be completed in residency in the School of Human Services of Springfield College.

To earn a B.S. degree in the International Program, students must complete 120 credits of undergraduate work. At least 48 of these credits must be earned by successfully completing courses while in residence for a minimum of three (3) terms (1 year).

Graduate Program in Human Services: Students must complete 26 credits in residency.
Graduate Program in Social Work: Students must complete 31 credits in residency.

PRIOR LEARNING — UNDERGRADUATE PROGRAM

The School of Human Services provides a rigorous process to validate college-level learning acquired through people’s work and life experiences. The School’s Prior Learning Committee oversees this process and establishes policies and procedures consistent with CAEL’s Principles of Good Practice relative to the assessment of prior learning. While students should refer to the Portfolio Handbook for specific policies relevant to the documentation and assessment of prior learning, the following briefly describes the process:
PORTFOLIO PREPARATION AND ASSESSMENT

Students of the upper division program must complete a portfolio by the end of the second term of the upper division program. To help in this process, the College provides a class as well as individual consultation and workshops, if necessary. The completed portfolio must indicate a college level of knowledge and skills, and include solid documentation of expertise.

Preparing the portfolio is, therefore, an important opportunity for the students to organize and address the current state of their knowledge and skills. The faculty of the School of Human Services assess the portfolio and makes their recommendations to the Prior Learning Assessment Committee.

EACH STUDENT’S PORTFOLIO WILL INCLUDE THE FOLLOWING:
1. Table of Contents.
2. Resume.
3. Personal statement.
4. Documentation of the college-level knowledge and skills obtained through human services or community development-related work experience.
5. Letters of support from individuals in the workplace, including supervisors, co-workers, and clients.
7. Certificates and diplomas.
8. Transcripts of previous college-level academic work.
10. Publications (newspaper articles, etc.)
11. Projects, papers.
12. Training/staff development workshops, courses, etc.
13. Documentation of examinations taken in lieu of academic course work.
14. Evidence clearly documenting what the student knows and has learned.
15. Any other supportive material as appropriate.

TRANSFER CREDIT
AND CREDIT THROUGH EXAMINATION:

ADVANCED STANDING — UNDERGRADUATE PROGRAM

Advanced standing is assessed by the faculty on the basis of validated documentation offered by the student. The School does not discriminate between the different methods the students may have obtained their specific knowledge and skills.

Previous accredited college-level academic work (courses with grades of “C” or better) and appropriate work experience are equally valid methods. Students have several options about how to demonstrate their knowledge and skills: grades in courses, claims for credits, documentation of sources or standardized examinations, simulated demonstrations, written examination administered by the School’s faculty and, under special circumstances, oral examination.

ADVANCED STANDING — MASTER OF SCIENCE IN SOCIAL WORK

Advanced standing is awarded to those students who have completed successfully, with an average of B or higher, the BSW degree in a program accredited by the Council on Social Work Education’s Commission on Accreditation. The student receives credit for one semester of full-time study, enrolling in the second semester.

TRANSFER CREDIT — MASTER OF SCIENCE IN SOCIAL WORK

Students fully matriculated in other accredited graduate social work programs may transfer up to 30 credit hours of work, which will be done on a course-by-course basis with the approval of the advisor or the Program Director. Only courses taken within five years of entrance and in which a B or better is earned will be considered. Up to 20 hours can be granted for course work and up to 10 hours for field practicum.
TRANSFER CREDIT — MASTER OF SCIENCE IN HUMAN SERVICES

Normally, all work for a Master’s degree is done at Springfield College. No more than ten semester hours of graduate credit may be transferred from one or more institutions toward the degree. Courses accepted for transfer credit must be completed during the five years prior to matriculation, have a grade of "B" or better, and be applicable to the individual's program of studies pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Note: While the incidence of such is relatively small, exceptions to graduate regulations, upon petition, may be made. Such exceptions must be approved by the advisor, as well as the administrators of the Graduate Program.

TUITION & FEES

Bachelor of Science Program: $1,363 per term
Bachelor of Science International Program: $2,200 per term
Master of Science in Human Services Program: $1,500 per term
Master of Science in Social Work Program: $1,193 per credit hour

Application Fee: a fee of $10 must accompany each application for admission to the College, and is non-refundable.

Prior Learning Assessment Fee (Undergraduate Programs): A one-time fee charged for the purpose of covering the intensive labor costs of the advising, reviewing, feedback, and assessing tasks carried out by the faculty and staff for the undergraduate prior learning process. Persons who enter the program below the junior level will be charged the fee when they attain the junior level. The fee for this service is $200.

WITHDRAWAL AND REFUND POLICY

Once students register for classes, they are responsible for the tuition incurred. Absence from classes does not denote the desire to withdraw or drop a course. The proper form must be completed and returned to the Student Services Office. A drop form is used if the student has not attended the first and second class. Otherwise, a student should complete a withdrawal form.

If either form is received:
• prior to the second class, a 100% refund can be obtained.
• prior to the third class, a 50% refund can be obtained.
• after the third class, the student will be responsible for the full tuition.

All forms are available at Student Services Offices.

ADVANCE TUITION PAYMENT

A non-refundable payment of $100 is required with registration.

FINANCIAL AID

No academically qualified students should be denied the opportunity to further their education due to a lack of financial resources. Springfield College makes every attempt to assist qualified students who are in financial need. Any student who feels that personal and family resources are not sufficient to pay for educational ex-
penses is encouraged to apply for financial assistance. An application for aid has absolutely no bearing on the decision whether to accept the student.

All financial aid from the College is administered by the Springfield College Director of Financial Aid on behalf of the College Committee for Financial Aid. Applications for assistance must be processed through the College Financial Aid Office, regardless of which SHS site the student attends. New applications for assistance must be made for each academic year.

A student must be accepted into the College before a financial aid decision can be issued. However, students need not wait until they are accepted to apply for assistance. It is suggested that applicants pursue the completion of their financial aid file along with their admission application. Once enrolled in the College, returning students must make satisfactory academic progress toward their degree to continue to receive financial aid. Although students who have not received a letter of admission may be allowed to enroll as special students, they are not eligible for financial assistance. Students must be accepted as degree candidates to be eligible for financial aid.

The determination of the student and family ability to pay for college expenses is central to Springfield College’s financial aid program. Financial aid is a supplement to student and family resources. All aid is awarded on the basis of financial need, as calculated by the College Financial Aid Office. Need is the difference between the cost of attendance and the student and family contribution. The total financial aid a student receives cannot exceed the calculated need. Students are expected to notify the Financial Aid Office of scholarships, reimbursements, and tuition assistance offered them by other agencies, organizations, and employers. Failure to report outside assistance may result in a reduction of aid controlled by Springfield College.

Applicants are expected to take responsibility for filing properly completed forms by the published priority dates. Applicants must provide all documentation requested by the Financial Aid Office. Failure to comply with these expectations may result in a denial of financial assistance. Changes in applicants’ enrollment, financial, or marital status must be promptly reported to the Financial Aid Office.

All awards are subject to verification. Any award shall be void if and when incorrect information is revealed on the Financial Aid Form (FAF), the Student Aid Form (SAF), or other documentation submitted in the application process. Cases of fraud will be reported to the appropriate authorities. All students making application for admission will automatically be sent information and a financial aid application packet. Returning students will receive the upcoming years’ forms by mail, after the December break.

**REQUIRED FORMS**

- The Financial Aid Form of the College Scholarship Service

  The FAF must be processed through CSS in Princeton, New Jersey. This is the primary document used in determining financial need. Applicants can apply for Pell Grants, state scholarships, and Springfield College SHS Grants by completing the FAF.

- The Springfield College Financial Aid Application

  - A signed copy of your tax return, or statement of nonfiling which details your income. If you were claimed as an exemption by another person, that tax return must also be submitted.
  - Financial Aid Transcript

  If you have attended any other post-secondary school(s), a Financial Aid Transcript must be completed by the school(s) attended regardless of whether you received financial aid.

- The Financial Aid Office may request additional information to document the need for assistance.
PRIORITY FILING DATES

To receive full consideration, new applicants for admission should complete their Financial Aid application file by:

- August 1st for September admission
- December 1st for January admission
- April 1st for May admission

Returning students should complete the application process by August 1st for the academic year which begins in September. Aid applications are made once for each academic year. Some state scholarship programs have different deadline dates. All applicants should apply to their home state scholarship program.

DECISIONS

Full consideration will be given to applications that are completed by the appropriate priority date. Incomplete applications are subject to denial of assistance. Applicants will be notified in writing of the decision within thirty days of the deadline. All financial aid awards are tentative until verification is completed and enrollment status is determined. There is an appeal process for applicants who wish to challenge the decision. Appeals must be in writing and must provide information to support the request for reconsideration.

DEGREES

Under the College’s Charter, degree programs leading to a Bachelor of Arts and Bachelor of Science are available at the undergraduate level. The College offers graduate programs leading to a Master of Education, Master of Science, Master of Science in Human Services, Master of Science in Social Work, Master of Physical Education, Master of Physical Therapy Certificate of Advanced Study, and Doctor of Physical Education.

Honorary Degrees are granted by the Board of Trustees in limited number in recognition of pre-eminent achievement in the fields for which the College is noted.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

An application for a degree must be filed at the time specified by the Registrar. Degree candidates wishing to participate in Commencement Exercises must so indicate to the Registrar at this time even if they have completed requirements in some previous semester. Also, it is expected that all specified courses and requirements of the program in which the student is enrolled be completed with an average grade of "C".

Students must also settle all financial obligations incurred during their college career.

All students must finish four complete terms, forty-eight credits, in order to meet the program’s residency requirement.
REQUIREMENTS FOR GRADUATION (BS)

General Education ................................................................. 20 credits
School of Human Service Requirements:
  Concentration or Human Service ........................................... 33 credits
  Practice Courses .............................................................. 24 credits
  Electives ........................................................................... 33 credits
  Total ................................................................................ 120 credits

General Education courses are those in which the primary teaching and learned goals pertain to the knowledge, values, attitudes, and skills necessary to be an effective citizen of one's society and of the world.

GENERAL EDUCATION REQUIREMENT

Integrative Core Seminars ....................................................... 12 credits
Language and Communications ............................................... 6 credits
Science and Action Research .................................................... 6 credits
Humane, Aesthetic, and Spiritual Studies ................................. 6 credits
  Total ................................................................................ 30 credits

All students are required to take the following as the core curriculum at The School of Human Services, some of which meet the General Education requirements, some of which will meet the Social Science requirement:

Integrative Core Seminars ....................................................... 12 credits
Issues in Research .................................................................. 3 credits
Human Service and Personal Development ................................ 3 credits
Theory & Practice Sequence .................................................... 6 credits
Group Project in Community Development ............................... 12 credits
  Total ................................................................................ 36 credits

REQUIREMENTS FOR THE MASTER OF SCIENCE IN SOCIAL WORK

Human Behavior in the Social Environment ................................ 6 credits
Social Policy and Services: (3 courses) ...................................... 6 credits
Research: (3 courses) ........................................................... 6 credits
Social Work Practice (3 courses) ............................................... 6 credits
Field Practicum and Seminar .................................................. 21 credits
Elective courses ..................................................................... 10 credits
Field of Service courses ......................................................... 6 credits
  Total ................................................................................ 61 credits

Graduation requirements: satisfactory completion of the 61 credits of work with at least a “B” average over all courses and at least a “B-” in each course. Satisfactory demonstration of advanced professional abilities, attitudes, and values.
MASTER OF SCIENCE IN HUMAN SERVICES

Project in major area of study (4 terms) .......................... 12 credits
Required courses ...................................................... 24 credits
............................................................................. 36 credits

Graduation requirements: Satisfactory completion of the 36 credit work with at least a “B” average over all courses and satisfactory demonstration of advanced professional abilities, attitudes, and values.

AWARDING THE DEGREE

Upon the recommendation of the faculty of the program, the Division of Graduate Studies authorizes the awarding of the Master’s degree for an approved program of studies with a “B” average or better (3.00). At the start of the final term during which students expect to complete requirements for the degree, they are required to file an application for a degree in the Office of the Registrar.

BACCALAUREATE PROGRAMS IN HUMAN SERVICES

The Baccalaureate Degree Programs of the School of Human Services allow people working in human services, labor unions, or community-based development to earn a Bachelor of Science degree in Human Services without interrupting their current employment. Persons admitted to the school can complete their upper division education in two years or less.

The program takes seriously that our students are adults with knowledge obtained through life experience and that not all college-level learning occurs in a classroom. Consequently, classes are conducted much like those at a graduate level based on the exchange of knowledge between students, not on the presumption that those “who know” (teachers) will give the “word” to those “who don’t know” (students). By encouraging the students’ active participation, this unique learning environment directly teaches the student how to deliver services and to improve the quality of life in our communities. Thus, graduates of the baccalaureate program are expected to:

- Think critically.
- Communicate effectively.
- Articulate a philosophy of human services, community development, and social change.
- Develop practical skills in both direct service and social change.

This admittedly rigorous course of study is achieved within the context of a program which awards up to two years and eight months (72) credits through an innovative portfolio process which evaluates both prior learning and transfer credits.

The portfolio process by which prior learning credits may be earned is based on guidelines set up by the Council on Assessment of Experiential Learning (CAEL). Students are allowed to request credit for college level equivalent learning acquired prior to entering the School of Human Services through the development of a portfolio of claims. The School guides students through their claim process and each student’s portfolio reflects the student’s unique background and career goals. This is one of the ways the School of Human Services respects and values adult students.

The program operates on a four-month long semester system with students matriculating in September, January, or May. To provide for maximum flexibility, core and elective classes are offered on a day-long format. Generally, students need to plan on being on site only 2-3 days per month. In addition to the core and the electives, all students are required, under faculty supervision, to design, carry out, and evaluate a one-year group project. Furthermore, when applicable, students can participate in directed independent study. Classroom work, group projects, and directed independent study are supplemented by individual and group tutorials (conducted by faculty) and by geographically-based study groups (organized by students).
THE INTERNATIONAL PROGRAM IN HUMAN RESOURCE DEVELOPMENT of the School of Human Services is a baccalaureate specialization designed specifically for international students from developing countries. The program is for adults who have worked for some years in fields related to social services or community development. Students earn the Bachelor of Science in Human Services degree.

The goal of this program is to provide training in the theory and skills of human resource development to those who will return to work in developing countries. The curriculum is designed to provide:

- a critical analysis of human service and community development systems in the U.S.A.
- a cross-cultural analysis of these systems and of their relevance to developing countries.
- practical skill training in community development, management, and human services.
- an opportunity to strengthen English communication and research skills.

To achieve these goals, international students take a curriculum combining regular undergraduate courses and special international courses. International students carry a course load of 12 credits per term.

The curriculum assumes that students come with basic competencies in analytic writing and library research as well as a basic understanding of U.S. business and political concepts. Students with weaknesses in these areas will be required to take additional background courses.

Presently, the programs extend across New England serving students from three campuses: Manchester, New Hampshire; Littleton, New Hampshire; and Springfield, Massachusetts. Courses at the Littleton site have a rural focus to address the specialized needs of rural populations. Students are free to attend classes at any of these locations and are encouraged to take advantage of all sites if they wish to benefit from the program’s broad educational offerings and diversity. Through our international students, undergraduates have the opportunity to study with and learn from students from all over the world. Despite its various geographical locations, the bachelor’s programs of the School of Human Services constitute a single, unified pursuit dedicated to quality baccalaureate human services education.

A sample course of study for an upper-division student follows:

**Term I**

- Integrative Core Seminar I
- Issues in Research
- Human Service and Personal Development
- Theory & Practice I
- Total: 12 credits

**Term II**

- Integrative Core Seminar II
- Group Project
- Theory & Practice II
- Human Service/General Education Course
- Total: 12 credits

**Term III**

- Integrative Core Seminar III
- Group Project
- Theory & Practice III
- Human Service/General Education Course
- Total: 12 credits

**Term IV**

- Group Project
- Theory & Practice IV
- Human Service/General Education Course
- Human Service/General Education Course
- Total: 12 credits
COURSE DESCRIPTIONS: REQUIRED COURSES

CORE CURRICULUM: all students matriculated in the bachelor’s program must register for and successfully complete these courses. Core classes are the heart of the program and constitute, along with the project, the common academic experience which human services alumni gain in the program. These courses are the integrative Core Seminars (I-III), Issues in Research, Human Services and Personal Development, and Theory & Practice (I-IV).

SHSB 201 Integrative Core Seminar I (4 credits)
This seminar focuses on the nature and logic of education, oppression, and social intervention. Utilizing the participants’ own experiences as well as historical, sociological, political, scientific, and fictional texts, the seminar will examine the interaction between individual and society, the mediating roles played by a variety of institutions, and the variety of ways in which people conceptualize issues. The seminar will examine the tension between individual effort and competition on the one hand and group work and group support on the other; the role and function of race, sex, class, culture, and geography as controlling and dividing mechanisms, and the structure and function of education and human services in the shaping of the social order. This course is a prerequisite for taking courses 202 and 203.

SHSB 202 Integrative Core Seminar II (4 credits)
This seminar examines the nature and context of social development, empowerment, and change for workers, clients, and communities. The issues of empowerment, resource mobilization, and social development are examined in both a historical manner and with particular reference to families, social networks, the strains and stresses of professionalism and bureaucraticization, and cooperative economic development.

SHSB 203 Integrative Core Seminar III (4 credits)
This seminar examines the interaction between individual and social growth and change. Its primary focus is to integrate and advance participants’ understanding of the tools, methods, and values necessary for enhancing citizenship. By critically examining the concepts and terminology used in social science discourse and by exploring the interrelationship of values, culture, institutions, and structure, the seminar will develop abilities to think critically within a framework of empowerment and social change.

SHSB 205 Issues in Research (3 credits)
This class is normally registered for during the first semester of the upper division program. It introduces students to the theory and methodology of action research and acquaints them with descriptive statistics and the utilization of primary and secondary materials. The course develops students’ ability to critically examine research and statistical analysis in their baccalaureate work and to provide students with the baseline skills needed to carry out the initial research required for the group project.

CJWB 207 Human Services and Personal Development (3 credits)
This course has two distinct goals: to introduce students to adult development and individualization and to provide students with the information and skills necessary to effectively succeed in a demanding non-traditional program. The course provides a framework for the analysis of personal development within our culture and with particular reference to human service work. Using their own life histories as a case studies, students examine a variety of issues that pertain to their own development and acculturation as well as those of other people with whom they work. Since almost all re-entry students share the twin challenges of sharpening study skills and time management, the course focuses on these aspects as well as critical thinking skills and learning styles. Since the prior learn-
ing process requires particular skills, the course helps students develop the capacity to effectively document their experience and demonstrate their college-level knowledge.

**SHSB 213 Theory & Practice I (2 credits)**
**SHSB 214 Theory & Practice II (1 credit)**
**SHSB 215 Theory & Practice III (1 credit)**
**SHSB 216 Theory & Practice IV (2 credits)**
This four-term course integrates and articulates the connections between school, work, community-based learning and practice. The assignments for each term will be tied to the issues raised in the Integrative Core Seminars and Group Project during the same term. The series will culminate in a seminar where students critically analyze their four semesters of work and learning and assess its implications for their future. Students must be involved in human service or community work to participate in the series.

Project in Community Development and Change revolves on three critical assumptions: first, that students should have the opportunity to work on real problems related to human services; second, that students should have the opportunity to experience, in the most concrete manner possible, the struggles of group process and collaborative work; and third, that students should demonstrate their ability to carry out and evaluate programs of their own design. Union-based students will be expected to undertake projects meeting the needs of workers and organized labor. Criminal Justice students must work on real human services and law enforcement problems in their own communities or professions.

**SHSB 204 Project in Community Development and Change (12 credits).**
This course is taken over three consecutive terms. It is predicated on three critical assumptions: first, that students should have the opportunity to creatively work on real problems in relation to human services in their communities or areas of professional concern; second, that students should experience, in the most concrete and direct manner possible, the issues surrounding collective effort and collaborative work; and third, that as experienced practitioners students should have the challenge and opportunity to demonstrate their skills and knowledge. The project is a group effort of two to five members, with its goals defined by the students. The work involved includes needs assessment and analysis; group development, problem solving, and maintenance; formative and summative evaluation; and the substantive knowledge and practice skills required to implement the particular project. All groups are assigned a project advisor. All project members participate in a school-wide project day where they share the lessons of their group and project-related practice with other students and other projects. (Prerequisite: SHSB 203)

**ELECTIVE COURSES**
Courses taken above and beyond the core courses are called elective courses. Students have more choice in selecting these courses. Those students who will be taking more than a total of 20 credits of elective courses must determine with the Program Coordinator an "elective concentration," a set of electives that meet the students' training needs. International students have access to all undergraduate courses in the School of Human Services.
LOWER DIVISION COURSES

The Undergraduate Program is primarily designed as an upper division Program. However, the program of study for some students requires that they take lower division courses. The School will draw these courses from the following list:

**SHSB 11 Education, Work, and Social Welfare (3 credits)**
This course examines experiences in the educational, work, and social service systems of our society. The goal is to understand how the social context affects the way these systems operate.

**SHSB 12 Human Services and Health (3 credits)**
This course explores how various human conditions (e.g., poverty, economic depression, child abuse, spouse abuse, welfare status) affect the health of the individual. Students examine the mutual dependency of the health care delivery system and the general human services system.

**SHSB 13 Health, Professionalism, and Social Justice (3 credits)**
This course examines professionalism and bureaucracy, with particular reference to their conflicting meanings, messages, implications, and interactions. Concurrently, the class will examine how people gain, maintain, or lose skills; the mechanisms through which people are placed in passive positions or take active control; and the processes through which people learn the roles of "client," "para-professional," and "professional."

**SHSB 14 Structural Analysis of American Society (3 credits)**
This course examines theories of bureaucratic structures at the macro- and micro-levels of society. Students study political, social, educational, economic, and religious organizational structures in America. At the end of the course, students will be able to analyze, review, and understand the way in which American society is structured.

**SHSB 17 Volunteering and Human Services (3 credits)**
This course explores the impact of volunteering on the delivery of human services. Out of a study of its historical context, students will examine the current applications of volunteering as an economic human resource and critical support mechanisms for delivery of human services. Each student analyzes at least one human service agency and the ways in which volunteers contribute to the effective functioning of the agency.

**SHSB 18 Oral Communication (3 credits)**
This course will examine the principles and techniques of persuasive public speaking. It will emphasize student performance and refine students’ skills in pronunciation, speech, public speaking, and effective communication.

**SHSB 19 Communications Skills 1 (3 credits)**
This course prepares students to write essays, term papers, and other formal compositions. Writing in an organized and concise manner with appropriate spelling and grammar are major foci of the course. Conceptual analysis and synthesis skills are emphasized throughout the course.

**SHSB 20 Human Behavior in the Social Environment (3 credits)**
This course presents basic fundamental knowledge about human behavior and the social and cultural context of development in the human life cycle from birth to old age, using, but not limited to, theories of Erikson, Piaget, Levinson, Baker-Miller, and Gilligan.
SHSB 21 Interviewing Techniques (3 credits)
This course enables the student, through role-playing, to acquire interviewing skills, develop sensitivity to the frustrations experienced by persons seeking help through the counseling process, acquire self-knowledge and awareness, and understand the necessity of confidentiality in the counseling relationship.

SHSB 22 Introduction to Basic Counseling Techniques (3 credits)
With a particular emphasis on empathy techniques, the course explores issues of assessment; listening; responding; transference/counter-transference; the conceptualization and organization of intervention; and effective, cognitive, and behavioral strategies.

SHSB 24 Human Services Organizations (3 credits)
This course introduces students to the local and national service organizations in their respective communities, where they can study how these organizations deal with people and with one another. Also included are the examination of the legal and tax status, and responsibilities of non-profit organizations.

SHSB 25 Dynamics of Case Management (3 credits)
This course explores the principles and practices of case management. It provides the beginning human service worker with practical information about brokering, consumer advocacy, and mobilization of services, with special attention on the effective delivery of consumer services.

SHSB 26 Social Service Networks (3 credits)
This course looks at how people are referred to various agencies, how information about them is used, the obligations that the agencies have to follow-up on referrals, and whether or not the agencies work cooperatively to solve human service problems. The course provides a theoretical understanding of networking.

SHSB 27 Intake and Referral (3 credits)
This course provides students with practical skills for client intake, assessment, interviewing, case recording, case preparation, and referral. The course addresses issues of contractual relationships with other agencies, privacy and confidentiality, and sharing of information with referral sources.

SHSB 29 Elementary Supervision (3 credits)
This course examines through case studies of sexual harassment, racism, nepotism, and other forms of arbitrary decisions, the principles of employer supervision, including professionalism and interpersonal relations, evaluation and motivation of employees, personnel policies and practice, occupational psychology, and the decision making process.

SHSB 30 Introduction to Community Organizing (3 credits)
This course provides students with the ability to translate theory into such practical choices as: why organize; who is an organizer; when to organize; when to begin; how to execute one’s plans effectively; how to build coalitions and support groups; and how to develop the art of negotiating.

SHSB 31 Introduction to Community Development (3 credits)
This course explores how economic policies and decisions affect legitimate community development projects. Students are responsible for applying community development theories and practices in the area of cooperatives, land trusts, and other programs.

SHSB 32 Child Development (3 credits)
This course presents an introduction to the fundamental knowledge of child development. Emphasis is placed on stages of development in the human life cycle from birth to adolescence. Major theorists will be explored as physical and cognitive aspects of child development will be studied in a cross-cultural perspective.
SHSB 33 Communication Skills II (3 credits)
The focus of this course is on advanced expository and analytic written and oral skills.

SHSB 34 Health and Professionalism (3 credits)
Students examine health care in our society. The course explores issues surrounding the labeling, controlling, and treatment of those who are seen as deviant as well as issues of institutionalization and de-institutionalization.

SHSB 35 Introduction to Research Exposition (3 credits)
This course emphasizes the production of research papers relative to substantive human service issues. Preparation, research methods, organization, composition, and final presentation of research papers are the topics of the course.

SHSB 37 Confronted By Violence (3 credits)
This course consists of a series of workshops on issues prevalent in our society, including domestic violence, child abuse, substance abuse, and rape. These subjects are explored within the context of United States history, social welfare, and the law.

SHSB 38 Critical Thinking (3 credits)
This course focuses on relationships in order to develop critical thinking skills at both a micro and macro level of analysis. Politics and power in relationship to the present structure and possibilities for alternative structures are explored and discussed within the context of human rights, human values, and human needs.

SHSB 40 Introduction to Abnormal Psychology (3 credits)
This course is an introduction to the assumptions, theories, and concepts of abnormal psychology. Emphasis will be placed on the interaction of social, psychological, and biological factors in shaping personally development.

SHSB 42 Law and Legal Advocacy (3 credits)
This course familiarizes participants with the history and structure of the United States’ legal system on the federal, state, and local levels with particular reference to issues of case advocacy and class advocacy.

SHSB 43 Twentieth Century American Literature (3 credits)
This course examines literature dealing primarily with the social issues of their day. The content is diverse reflecting gender, race, class, and cultural issues.

SHSB 44 Internship (3-6 credits)
The internship is a course of practical study through placement in a work experience in a community service agency. Acceptable internship settings will provide the student with an opportunity to develop new skills or work with a new problem or population. Under close supervision, students acquire experience in providing direct service to consumers and learn how agencies function.

SHSB 45 Independent Reading and Research (3 credits)

SHSB 46 Introduction to Developmental Disabilities (3 credits)
This course examines developmental disabilities with particular reference to methods designed to enhance the quality of life of the developmentally disabled.

SHSB 47 Morality in the Late Twentieth Century (3 credits)
This course raises questions inherent in a technological computerized age regarding the quality of human life and relationships. Questions of dominance, power, and control are discussed within the context of cultural, social, economic, and political systems. Students examine changing patterns in contemporary culture and a redefinition of ethics.
SHSB 48 Internship Pro-Seminar I (1 credit)
A seminar synthesizing the information gained from the internship with the concepts studied.

SHSB 49 Internship Pro-Seminar II (1 credit)
Same as above for students taking a second term internship.

SHSB 50 Afro-American History (3 credits)
Within a historical context, this course examines the impact which the African-American experience has had on social change movements in the United States. Beginning with early slave revolts and ending with more recent political activism, particular emphasis will be placed on the interplay between African-American social change theory and the promise of “The American Dream.”

SHSB 51 Mathematical Thought (3 credits)
The course is designed to strengthen calculating and problem solving skills as well as the student’s understanding of and confidence in using math both outside the classroom and in more advanced courses. Starting with basic concepts, the course will examine the foundations of algebraic and geometric thinking. Problem solving will be emphasized and applications to practical problems will be considered.

SHSB 52 The Ethics of Contemporary Science (3 credits)
The intent of this course is to provide both a scientific foundation and ethical context for some of the issues which confront a modern scientific-oriented society. Critical current issues involving the life sciences and the use of science for political purposes will provide the framework for this course.

SHSB 53 Contemporary Issues in Human Biology (3 credits)
This course focuses on the balance of hereditary and environmental forces in human biology and the relationships of human beings in our natural and material environments. The course deals with those aspects of human anatomy and physiology that relate to the cause and spread of communicable disease and the mediating role played by the environment. Contemporary issues (e.g., AIDS and controversies (e.g., heredity) will be discussed.

CJWB 50 Criminal Law Concepts (3 credits)
This course covers the historical development and philosophy of criminal law. Criminal law will be examined within the historical, legal, and applied contexts.

CJWB 51 Criminal Justice: An Introduction (3 credits)
This course provides an overview of crime and the criminal justice system in the United States. Three themes are discussed: the history, philosophy, and function of the system; punishment and rehabilitation; education and training for professionals in the system.

CJWB 52 Police and the Modern Society (3 credits)
This course examines the historical, sociological, and political context of police work. It analyzes the differing role expectations facing the police as well as the conflicts caused by corruption and professionalization.

CJWB 54 Corrections (3 credits)
An overview of the elements of correctional institutions, the course examines such areas as processes, trends, and practices of the institutions, prisoner rights, parole, release centers, and government support of ex-offenders.

CJWB 55 The Criminal Court System (3 credits)
This examination of the procedures and values of the court system emphasizes state district and juvenile courts.

CJWB 56 Crisis Intervention (3 credits)
This course covers frequent and unique situations in which a person might find it necessary to intervene.
The class will cover theoretical areas such as crisis theory and the management of interpersonal conflict as well as look at specific situations as rape, child abuse, potential suicides, and hostage incidents.

UPPER DIVISION COURSES

SHSB 101 Administration I (3 credits)
This course examines the dynamics, strategies, and tactics of legal policies, personnel work, and the development of a healthy work climate.

SHSB 102 Administration II (3 credits)
This course examines how power and politics influence organizational life, organizational change, and the implementation of innovation.

SHSB 103 Administration: Finances (3 credits)
This is an intermediate course focusing on long-range planning and the role of grant writing, fundraising, fiscal management, and actual agency relations.

SHSB 104 Basic Management Skills (3 credits)
This course on management skills emphasizes the improvement of skills in managing human service programs through a study of management functions, theories, and systems as well as situational leadership, decision-making, and planning.

SHSB 105 Financial Management of Human Services Agencies (3 credits)
This course in the dynamics and elements of financial management deals with the development and assessment of financial plans, and accountability. Special emphasis is placed on budget management and development.

SHSB 106 Public Relations for Community Organizations (3 credits)
This course introduces the concepts and skills of public relations to human service workers through readings, discussions with speakers from all branches of the media; the writing and submitting of press releases; design, layout, and printing of flyers, posters, and newsletters; and production techniques for radio and television.

SHSB 107 Decision Making (3 credits)
The course focuses on decision making theory, options, and implications. Case study methodology is utilized.

SHSB 108 Creation of Alternative Settings (3 credits)
This course is for those committed to creating viable alternatives to traditional institutions. Students will examine the personal costs and benefits of alternative settings; the relationship of alternatives to more traditional settings; the problem of scale; and formative evaluation.

SHSB 109 Group Techniques and Analysis (3 credits)
This course provides students with opportunities to learn about group and organizational life. The focus is on the nature of authority as well as on interpersonal, intergroup, and institutional dynamics. Much of the work is experiential.

SHSB 110 Counseling: Theories and Perspectives (3 credits)
This course examines theories and practices of counseling in the course of experiential work during class sessions. The course stresses contemporary theoretical innovations as well as a realistic social perspective necessary to teach clients creative problem solving.
SHSB 111 Effective Parent-Child Relationships (3 credits)
This course enables students to apply their understanding of effective parent-child relationships in a relevant and realistic manner to their work with clients and life. Contemporary theories about parent-child relationships are explored.

SHSB 112 Family Therapy (3 credits)
This course overviews the theoretical premises and many of the practical applications of Family Therapy. The course examines how interpersonal systems function and apply these insights to work settings.

SHSB 113 Counseling Within Institutional Settings (3 credits)
This course examines total institutional settings, their impact on the residents and staff, and the logic and dynamics of de-institutionalization.

SHSB 116 Psychology of Women: Theories and Practices (3 credits)
This course utilizes the contemporary and emerging literature on the new psychology of women. The works of Bellkeny, Schiel, Baker-Miller, Wolfman, and Gilligan will be explored.

CJWB 117 Substance Abuse Counseling (3 credits)
This course overviews and examines the particular theories and techniques utilized in work with addicted clients.

SHSB 119 Advocacy for Institutional Change: Case and Class Advocacy (3 credits)
This class has four objectives: 1) to teach students how to apply their knowledge of the advocacy process to different situations; 2) to enable students to learn the relationship between social change theories and advocacy; 3) to overview and review the essential tools of advocacy; and 4) to help students decide about their ability and willingness to bear the rules involved in advocacy.

CJWB 120 Survey of American Jurisprudence I (3 credits)
This course surveys the U.S. legal system with a particular focus on criminal law and procedure as well as individual rights and liberties. Specific components include: an overview of state judicial systems, the doctrines of judicial review and separation of powers, substantive criminal law, criminal procedure and juvenile justice, police and judicial court systems, and Juvenile Justice, police and judicial court systems, and individual rights and liberties.

SHSB 120 Urban Ecology (3 credits)
This course examines the concepts and assumptions of ecology with particular reference to urban environments. Students engage in in-depth studies on agreed-upon topics related to Urban Ecology.

SHSB 121 Survey of American Jurisprudence II (3 credits)
This course extends the survey and examines such issues of civil contract and tort law as consumer protection, family and parent/child relations, housing law, landlord/tenant relations, individual rights, and civil liberties.

SHSB 122 Women's Issues (3 credits)
This course examines how women's issues are affected by the political, social, and economic realities of different ethnic, class, and cultural groups within our society. The class analyzes both the common denominators of women's issues and the very real differences among all oppressed people.

SHSB 123 The Process of Practical Politics (3 credits)
This course provides students with an introduction to and an overview of state legislative political systems and the strategies utilized to affect political outcomes. The course covers the structure of the legislative and executive branches, their internal organization, the election process, and the legislative process.
SHSB 124 The Human Factor in Community Health (3 credits)
This course examines how the human factor in community health services affects cultural diversity in health and illness, the role and rights of consumers, and the broad spectrum of human behavior as it related to meeting human needs.

SHSB 125 Politics of Education (3 credits)
From a framework that is theoretical, practical, historical, and cross-cultural, students will examine the impact of politics on the education process and institutions. They will also assess how power, politics, and economics affect educational institutions.

SHSB 126 Urban Politics and Decision Making (3 credits)
This course analyzes how communities, along with those agencies involved in change, struggle to change the relationships between the “have nots” and the “have a lots”.

SHSB 127 Special Topics in Counseling (3 credits)
This is an advanced course focusing on a specific area of counseling: adult development, career, behavioral, and holistic health and child sexual abuse are amongst the possible foci.

SHSB 128 Community Organizing (3 credits)
This advanced course distinguishes the characteristics of organizers and the form of their social movements. Students will also analyze the development, structure transformation, and development of an organizer. Group dynamics will be a focus.

CJWB 129 The Administration of Community-Based Correctional Programs (3 credits)
This course examines a number of practice-related problems including: problems of work-release and school-release programs for institutional inmates; administration of halfway houses; non-residential programs for probationers, parolees, and drug abusers; community residences for juvenile offenders; supervision of foster care programs.

SHSB 130 Political Economy of the Human Services (3 credits)
This course in the political economy of the United States examines the connections between the factors driving the human services and the factors driving the economy. The course will assess proposed strategies for action.

CJWB 131 Women and Crime (3 credits)
This course explores in-depth three aspects of the relationship between women and crime: 1) women as offenders; 2) women as victims of crimes; 3) women as social control agents with special attention to women as police officers.

SHSB 132 Public Policy (3 credits)
This course introduces students to the dynamics of public policy. The course looks at the structure and function of state and city governance, the legislative process and methods for influencing it, the relationship between the executive and legislative branches of state government, and current issues facing state and national legislatures.

SHSB 133 Issues in Community Based Development (3 credits)
This course assesses how the economy operates at national and community levels. It examines financial, housing, and land issues with particular reference to community economic development.

CJWB 134 Police Administration and Organization (3 credits)
This class examines police problems at the administration level: inspection and internal control devices; managerial improvement techniques; staff work; records analysis; decision-making at various levels; and preparation of administrative procedural and policy guidelines.
CJWB 135 Racial Perspectives (3 credits)
This course explores what race means and how it intersects with sex and class. The course examines how race works in both the larger political context and the immediate context of particular individuals in a particular community.

SHSB 136 Puerto Rico: Analysis and Perspectives (3 credits)
This course deals with both the political, economic, and social history of Puerto Rico and of Puerto Ricans in the United States, as well as with the current socio-economic and political context.

CJWB 137 Human Sexuality (3 credits)
This course intends to help students develop a broader understanding of human sexual functioning by examining a wide range of behaviors from a physiological, psychosocial, cultural, and behavioral frame of reference.

SHSB 138 Introduction to Microcomputers (3 credits)
This course introduces microcomputer systems and their application to human services at the community level through word processing, spreadsheets, and data base management. Particular attention is paid to text manipulation as a strategy for developing generalized computer competence.

SHSB 139 Preventive Holistic Health (3 credits)
This course examines alternatives to the current health delivery system with particular reference to how people deal with their own health care as it relates to primary, secondary, and tertiary prevention.

SHSB 140 Theories of Counselling (3 credits)
This course examines the different theories of psychotherapy and how these theories affect counselors and their clients.

SHSB 141 Coping with Disease and Death (3 credits)
This course analyzes how the sociological and psychological implications of disease relate to coping mechanisms and interaction with others and how the conceptualization of disease connects with the specter of dying and the finality of death. The course examines the patient’s and the patient’s family’s needs, and how these needs influence the institutions involved.

SHSB 142 Public Health — Health Education (3 credits)
This course covers many topics: the nature of our health systems, the concept of multiple risks; various risk reduction strategies; the historical origins of public health; the possibility of formal and informal health education solving health problems; individual, social, and organizational approaches to health education. These issues are examined in order to assess the nature and role of health educators.

SHSB 143 Cooperatives (3 credits)
This course introduces the student to the history of cooperation, the nature of cooperative organizations, and their applicability to issues of community empowerment.

SHSB 144 The Law, the Agencies, and the Developmentally Disabled (3 credits)
This course examines current issues and recent laws outlining the rights of the developmentally disabled individuals for care and treatment. It examines these issues from the perspective of professional ethics, human rights, and changing social policies.

CJWB 145 Politics of Prisons (3 credits)
This course examines how the American prisons in the 19th and 20th Centuries reflected external social forces. The course examines conservative, liberal, and radical approaches to prison reform.
SHSB 147 Advanced College Level Academic Skills For International Students
Utilizing substantive Human Resource Development materials, this course develops the linguistic and academic skills useful for advanced academic study in the U.S. These skills may be classified as follows: 1) Receptive Skills: skimming, reading for comprehension; listening to lectures and discussions; 2) Productive Skills: participating in class discussions, vocabulary development, pronunciation, essay writing, revising and editing; 3) Study skills: note-taking, summarizing, paraphrasing, outlining, using the library as a resource and using dictionaries.

CJWB 149 Juvenile Justice (3 credits)
This course examines the operation of the juvenile justice system in the United States, including its social, political, economic context, its theoretical and ideological underpinnings, and current proposals for reform.

SHSB 150 Race, Religion, and Culture (3 credits)
This course examines the interplay between race, religion, and culture within societies and organizations attempting to move towards equality and democracy. The work of such thinkers as Tocqueville, Marx, Howard, Thurman, and Martin Luther King, Jr. will be examined.

SHSB 151 Grantwriting and Fundraising (3 credits)
This course overviews and refines skills in grant writing and the techniques utilized in applying for public and private funding sources. It reviews the elements of proposal development and proposal writing strategies as well as the grants management processes.

SHSB 152 Early Childhood Development (3 credits)
This course examines different areas of child behavior as well as important theories of child development. The course explores the misinterpretation of changes and the difficulties this causes for children in their personal and social adjustment.

SHSB 153 International Analysis (3 credits)
This course uses human development to understand the means and limitations of how sovereign states formulate and execute policy. This perspective provides a different understanding of such contemporary issues as refugees, hunger, and population growth. The impact of the United Nations and other cultural exchange programs is examined.

SHSB 154 Organizational Development (3 credits)
This course examines how human service organizations can deliver quality service without the negative aspects of bureaucratization. Utilizing social systems theory as the general framework, the course focuses on such issues as needs assessment, effective long-range and short-range planning, and staff and program evaluation.

SHSB 155 International Political Economy (3 credits)
This course will examine the international political economy, with a particular emphasis on the relationship between the West and the Third World. The historical roots of colonialism and neo-colonialism are examined as are the implications for development.

SHSB 156 Health and Society (3 credits)
This course defines and explores health care for people. It conceptualizes the health “‘forest” of which the professional personal treatment “‘tree” is a part. The course is organized around four themes: 1) caring for sickness versus health care; 2) professional care versus self-care; 3) public health care versus personal health care; and 4) public health defined by the state versus public health defined by and for the citizenry.

SHSB 157 Health Care and Aging I (3 credits)
This course reviews the physiological etiology of aging, the interrelationship between physiological change and mental health, self-assessment, needs assessment, status issues, and work in family and total institutional settings.
SHSB 158 Health Care and Aging II (3 credits)
This course reviews the techniques of working with the geriatric patient: the therapeutic community, sensory training, reality orientation, reminiscence, and group activities as therapy.

SHSB 160 Public Health I (3 credits)
This introductory course surveys all the issues in epidemiology and public health, health campaigns, immunizations, health care delivery systems, and the types of professional staffing providing public health services. A major part of the course is devoted to analyzing the roles of local, state, and federal government in regulating, financing, and monitoring health care delivery.

SHSB 161 Public Health II (3 credits)
This course examines legal issues in the delivery of health care and the role of economics and politics in public health. Contemporary case studies are analyzed.

SHSB 162 Health Care and Aging III (3 credits)
This course focuses on aging in an industrial society, especially on the class, racial, cultural, and sexual differences of growing old, as well as the right to work, social security, housing, and health care.

SHSB 163 Health and the Social Order (3 credits)
This course presents a picture of the relationship between health, disease, and the social order and illustrates how social and cultural factors mediate biophysical determinants and outcome.

CJWB 164 Substance Use and Abuse: From Prevention to Treatment (3 credits)
This course examines substance use and abuse. Its goals are to build a pharmacological knowledge of substances; to explore how society causes an increased use of substances; and to analyze systems designed to offer prevention through treatment. Special emphasis is placed on the disease concept of alcoholism and counseling techniques currently used in substance abuse treatment.

CJWB 165 Law and Social Change (3 credits)
This course analyzes formal institutions of social control and their impact on social justice and social change. The course examines the question of whether the legal process can initiate and sustain social change. (Prerequisite: SHSB 42 or equivalent)

SHSB 166 Culture and Political Thoughts of Third World People (3 credits)
This course surveys the social, cultural, and political aspects of several Third World leadership and cultural transformations in order to develop an understanding of the role of culture in the process of social change and liberation struggles. The course develops an understanding of culture and provides an assessment of the cross-cultural factors which influence people of color living in Africa, Latin America, and North America.

SHSB 167 Psycho-Politics of Male-Female Relationships (3 credits)
This course defines psycho-politics as it relates to male-female relationships; describes the major characteristics of present male-female power relationships; examines perspectives on male-female relationships through a variety of psychological and political constructs; and outlines differences and similarities of male-female relationships in black and white culture.

SHSB 168 Social Philosophy (3 credits)
This course compares and contrasts philosophers who have had a great impact on our social consciousness. This course aims to help the student master certain basic philosophical principles in relation to their social activities, and enable students to develop a social consciousness that adequately define their social responsibilities. (Prerequisites: SHSB 128, 130, or 203)
CIWB 169 Victimization (3 credits)
This course provides an introduction to victimology, including theory, social trends, intervention skills, and role of institutions and social attitudes in the dynamics of victimization. The importance of empowerment in overcoming victimization is stressed.

SHSB 170 Rural Development (3 credits)
This course examines the socio-economic-ecological consequences of ownership patterns and land use practices in the U.S. from colonial times to the present. It will examine the socio-economic structures, government policies, and industrial patterns underlying the present underdevelopment of rural areas.

SHSB 171 Socialization and Social Control (3 credits)
This course examines the social function of a variety of educational approaches and their development within a social and historical context. The development of the U.S. educational system in the first half of the 19th Century, 20th Century reforms, and the dynamics of the educational process are explored.

SHSB 172 Economics, Competition, and Cooperation (3 credits)
This course examines the predominant analysis of how economies work stresses their competitive nature, mediated through competitive markets, and how these create efficiencies, profits, and growth. The anarchistic critique of capitalism has always stressed the historical and evolutionary importance of cooperation and self-determination among people.

SHSB 173 Cooperative Models for Sustainable Communities (3 credits)
This course is an examination of the nature and structure of cooperative models, as well as the psychological and sociological underpinnings necessary to create and maintain these. Their actual and potential impact on community-based sustainable development is assessed. The ideological employment of the concepts of competition and cooperation are examined.

SHSB 175 Case Studies in Community-Based Development (3 credits)
Four major case studies in community-based development are examined: Mondragon in Spain, Antigonish in Nova Scotia, Hoedsads Cooperative, and the Federation of Southern Cooperatives.

SHSB 176 Labor Economics (3 credits)
This course explores the application of economic analysis to issues important to the labor movement in order to improve students’ ability to assess the impact of labor market conditions on unions and to critically assess government policies which affect union members and other workers.

SHSB 177 Labor Law (3 credits)
This course will provide an introduction to federal and state, private and public sector laws dealing with workers’ rights and benefits, occupational safety and health, union organizing collective bargaining, and union democracy.

SHSB 178 Historical Sociology of Community Development (3 credits)
This course deals with the struggle between autonomous communities and their domination by central economic and political forces in Western history, the transformation of those struggles by capitalist and political centralization, and the history of the conceptualization of community and development.

SHSB 179 Cultural Change in the African Diaspora (3 credits)
This course examines the role of culture and the development of social and political thoughts of Third World societies with emphasis on the peoples of African Diaspora.

SHSB 180 Database Management (3 credits)
The principles of computing, database management and applications generation are introduced. The course in-
vestigates the concepts and techniques underlying database management systems and assesses some of the features to look for in good software. Standardization and organization of information is explained in the context of developing a data dictionary based on fields, records, and files comprising a database. Students design and program a custom report through the use of an associated report-generator, known as FORMS.

**SHSB 181 Introduction to Community Video (3 credits)**
This course introduces video production techniques to promote access to community broadcast and cable television channels and development of the skills necessary to produce Public Service Announcements and mini-documentaries for community education.

**CJWB 182 Law and the Politics of Poverty (3 credits)**
This course examines the various means by which the Federal Government has dealt with the problem of poverty in America. The course cover the years from 1950-present and examines the impact on poverty of certain programs.

**SHSB 183 Politics of Psychotherapy: Implications for Social Change (3 credits)**
This course examines, both critically and from an analytical perspective, the history, conflicts, and contradictions that have surrounded the emergence of “psychotherapy” as the primary mode of treatment for people experiencing difficulties in their everyday life. Focus is placed on reviewing and comparing different and often competing influences on the definition and scope of psychotherapy, especially with respect to its implications for the fields of education and social change.

**SHSB 184 Current Events in an International Context (3 credits)**
The purpose of this course is to familiarize international students with the major political, economic, and social institutions and issues in the United States and to place them in an international context.

**SHSB 185 Issues of Adolescence (3 credits)**
Cross-cultural and historical perspectives on the phenomenon of adolescence as well as personal experiences and biases regarding youth are explored in order to examine the issues of adolescence in the context of an ever-changing world.

**SHSB 186 International Human Resource Development (3 credits)**
This course provides a basic introduction to the theory and practice of international human resource development. It focuses on approaches most relevant to community development goals, not merely corporate settings. Social development models which build self-reliance are contrasted with more traditional social welfare models. Example projects are studies in the areas of literacy, health, education, and community organizations.

**SHSB 187 Appropriate Technologies (3 credits)**
Much has been made lately about the role of appropriate technologies for development and the question has been raised, “What is the meaning of “appropriate”? Should different technologies be appropriate for developing countries than for developed? These questions and the whole issue of technological transfer are explored.

**SHSB 188 World Views Analysis (3 credits)**
This course investigates the nature of current global resources, development, and environment crises; analyzes the “world views,” or social values, structure, and systems underlying these crises as well as alternative world views for a peaceful and environmentally sustainable global society.

**SHSB 189 Rural Issues in Mental Health (3 credits)**
This course identifies rural issues for mental health practice. It studies rural conditions and examines how they affect mental health and related service delivery. Natural, human, political, organizational, and professional environments are explored.
SHSB 190 The Labor Movement and Contemporary Society (3 credits)
This course examines the philosophy, structure, and functions of trade unions in the U.S., the role of unions in the economy, labor’s position on important political issues, political activity of unions, labor history, and government’s role in labor-management relations.

SHSB 191 Organizing, Collective Bargaining, and Labor Law (3 credits)
Issues explored in this course are organizing strategy, collective bargaining theory, scope of bargaining (wages, hours, and the terms and conditions of employment), the balance of power in collective bargaining relationships, and the understanding of bargaining power and U.S. Labor Law under the Wagner and Taft-Hartley Acts.

SHSB 192 Contract Administration and Arbitration (3 credits)
This course presents the principles of contract interpretation and grievance handling, what matters can be arbitrated, the selection of arbitrators, and the law of arbitration.

SHSB 193 Public Sector Unionization (3 credits)
This course discusses the history of public sector unionization, special problems of public sector unions, right to strike, binding contract arbitration, best-last offer arbitration, advisory arbitration, fact finding, mediation, public relations, and political action.

SHSB 194 Trade Union Administration (3 credits)
Issues covered in this course are: managing a local union; handling finances, correspondence, and record keeping; requirement of the Landrum-Griffin Act; setting policies and making constructive decisions in the union; increasing membership participation and leadership competence; and identifying and solving problems in local situations.

SHSB 195 The Economics and Sociology of Work (3 credits)
This course discusses organization of work in the U.S., competing management philosophies, response of workers to management philosophies and practices, satisfaction of workers with their jobs, trends in worker productivity, alternative work arrangements, and worker participation in management.

SHSB 196 Introduction to Environmental & Occupational Health & Safety (3 credits)
This course examines the history, development, and current state of environmental and occupational health and safety protection in the U.S. It is intended as an introduction to the relevant laws and agencies as well as to the important environmental and occupational health problems and to the major dilemmas facing those who want to protect the environment and improve worker’s health and safety.

SHSB 198 Health Policies for Developing Countries (3 credits)
This course provides an introduction to the health needs and problems in developing countries. It introduces the primary health care model and its relation to both traditional health practices and standard Western medical practice. It examines principles of infections and communicable diseases, maternal child health, environmental health, nutrition, and health education as well as the role of the community in health care.

SHSB 199 Language, Culture, and Critical Thinking (3 credits)
This course will provide students with the tools, methods, and values necessary for pursuing the Core and other SHS curriculum. Through an examination of concepts and terminology, students will be introduced to the nature of Social Science discourse. This familiarity will facilitate an understanding of the role of concepts in the development of culture. The course will also serve as an introduction to the interrelationship of culture, values, and institutions, with an emphasis on the importance of the Human Services. Students learn to think critically about social problems and development, utilizing the science of inquiry and methods of analysis.
SHSB 206 Independent Study (3 credits)
This course is intended for students who have completed their group project requirements and want to conduct independent reading and/or research under the supervision of a faculty member. The specific learning objectives will be determined by contractual agreement with the faculty member.

SHSB 208 Independent Study II (Variable 1-3 credits)

SHSB 209 Independent Study Project (Variable 1-3 credits)

CJWB 210 Contemporary Issues in Constitutional Interpretation (3 credits)
This course explores, through the use of the case law approach, various constitutional issues facing public employees as well as state and local governments. Some of the constitutional issues that will be examined are: the role of Judicial Review in a democratic society; liability issues raised by the Fourteenth Amendment and the Civil Rights Laws; the rise and fall of economic due process and its effects on modern social policy; the protection of personal liberty; and the role of the Equal Protection clause of the Fourteenth Amendment.

CJWB 211 Violence and Social Control in U.S. History and Society (3 credits)
Violence, deviance, disorder, and the attempts to control their occurrence — is at the root, institutional heart, and social fabric of U.S. history and of contemporary U.S. society. This course will examine the nature and reaction of violence and deviance as well as the history and dynamics of institutions of social control. Students will also study a range of violence — ethnic, political, economic, interpersonal; a range of demands — moral reform, segregation; and a range of institutions — police, militia, and asylums. Its concerns will be historical (Why did particular institutions develop in a particular way at a particular point in time?); sociological (What are the social functions and institutional dynamics of institutions of social control?) and practical (What are the implications of these issues to current practice?).

SHSB 218 Cross-Cultural Perspectives in Social Services (3 credits)
The purpose of this course is to engage students from different countries in serious analytical discussions of cultural, ethnic, and national similarities and differences in systems for meeting human needs which include education, health care, food, human and community development. While the course provides an introduction to the history and issues of the human service system in America, examples are drawn from different countries and from different groups within the U.S. These issues are examined within their economic, political, religious, and cultural context in order to assess their relevance to Third World and developing countries.

SHSB 222 Basic Concepts in Business and Politics (3 credits)
This course provides international students with a critical understanding of the social, political, and economic context within which the human services and community development systems function in the U.S. The course includes a structural, historical, and functional examination of the business and political systems in the U.S. and their interrelationships. The course is designed to enhance international students understanding of other courses taken in the college.

SHSB 223 Rural Issues (3 credits)
This course offers students an opportunity to explore a variety of human services and community development issues with particular reference to rural areas in the United States from the Colonial period to the present. The issues to be reviewed will be developed by the instructor in collaboration with the class.

CJWB 238 Liability Issues for Public Officials (3 credits)
This course examines the responsibilities and duties imposed upon public officials and public employees in the performance of their jobs as agents involved in the implementation of public policy. The legal liability of police officials, welfare case workers, counselors, and others will be discussed in relation to the federal civil rights statutes.
CIWB 239 Ethics and Law (3 credits)
This course will include an inquiry into the relationship between morality and law and their organic interrelation-
ship in the natural law tradition. Other aspects of the course will be the contemporary debate illustrated by the
issues of human rights, development of the Civil Rights movement, civil disobedience, and civil disorder.

SHSB 242 Thesis (variable credit)

SHSB 245 Issues in Labor Studies (3 credits)
This course examines contemporary issues facing organized labor. The issues to be reviewed will be developed
by the instructor in collaboration with the class.

SHSB 247 Practicum in Human Services (3 credits)

SHSB 248 Internship (6 credits)

SHSB 249 Contemporary Issues in Human Services (3 credits)
This course allows students to examine current issues and emerging trends in the Human Services field. The issues
will be examined from a variety of perspectives: personal, cultural, economic, and political. The issues to be reviewed
will be developed by the instructor in collaboration with the class.

SHSB 250 Special Topics in Human Services (3 credits)
This course provides an opportunity for students to do an in-depth analysis on specific human services topics.
The analysis will include looking at the issues from a historical and cultural perspectives. The issues to be reviewed
will be developed by the instructor in collaboration with the class.

GRADUATE SOCIAL WORK PROGRAM

PROGRAM MISSION

This Social Work program uses the advanced generalist perspective to social work practice. Since most human
problems today are caused by multiple interacting factors, we believe it is not enough for a social worker to utilize
a narrow approach to problem analysis and intervention. The challenge for social work today is to analyze prob-
lems at more than one level (individual, family or group, community, etc.) and to work with and for clients at
more than one level. This means multi-level problem analysis and development of skills to intervene at multiple
levels. Students are provided an opportunity to study, learn, and develop advanced skills for addressing human
problems at multiple levels. Such education prepares socially conscious professional social workers intervening
in the most effective and empowering manner possible.

PROGRAM OBJECTIVES

The overall objective of the program is to prepare students to function as advanced practitioners in working
with people to achieve: (1) supports, helping people to cope with pressures, problems, and oppression; and (2)
empowerment and social change. The course will also prepare students to:

• Understand the theories, concepts, processes, and issues that structure social work interventions.
• Understand and share the values of the social work profession.
• Understand the significant factors in human development, in behavior of the family system, in community
organization and social policy.
• Be able to apply research skills to advanced social work intervention.
• Work with agencies, communities, and governmental bodies for empowerment and social change.
Related to these program objectives are the following specific objectives which focus more directly on curricular areas and the knowledge, skills, and values emphasized through both course offerings and field experience.

- To prepare students to function as advanced generalists with the knowledge, values, attitudes, analytical and practice skills necessary for self-critical, accountable, and relatively autonomous practice.
- To prepare students to understand the significant influences on human development, personality, behavior of the family system, socialization experiences, race, ethnicity, gender, sexual preference, social class, and culture.
- To prepare students to understand the professional values and skills of the social work profession in their historical development and to exemplify them in their practice.

**PROGRAM STRUCTURE**

This is a 61-credit hour program, with two options as to the class schedule. For working adults, classes meet on Saturdays and Sundays two times a month. The second option offers classes on three days during the week and field practicum on the remaining weekdays. Students complete two field practica. Each practicum normally extends over two terms, including 450 hours of educationally-focused social work practice. For the two practica together, in total 900 field hours are required for graduation. For the working adult, it is possible to develop one practicum within the employing agency.

**CURRICULUM DESIGN**

The basic curriculum design establishes the following requirements for all students:

1. Human Behavior in the Social Environment: 3 courses (6 credit hours)
2. Social Policy and Services: 3 courses (6 credit hours)
3. Research: 3 courses (6 credit hours)
4. Social Work Practice: 3 courses (6 credit hours)
5. Field Practicum and Seminar: (21 credit hours)
   - Practica are 225 clock hours per term for 4 terms, beginning in Term 1. Field Seminar is a one-credit, small group experience in each of five terms, the first seminar functioning as a socializing and planning experience.
6. Courses in a specific field of service: 4 courses (8 credit hours)
7. Human Oppression: 1 course (2 credit hours)
8. Elective courses: (6 credit hours)

The advanced generalist emphasis is delivered through a Field of Service cluster of 4 courses, which normally will deal with policy, skills, advocacy, and administration and are advanced courses relating to the field of service in which the student desires to concentrate. The clusters allow students to expand their knowledge and skill base in these areas and to apply social work concepts within them.

The field of service clusters in the M.S.W. Program stem from expressed community need, student interest, and program capability. They include the following:

1. Child and Family Services
2. Alcohol and Drug Abuse Services
3. Services to the Elderly
4. Adult Mental Health/Developmental Disabilities Services

The student may, with faculty approval, also take courses in other units in the College.
COURSE DESCRIPTIONS

MSSW 301 Human Behavior in the Social Environment 1:
Stages in the Life Process — Individuals, Families, and Groups (2 credits)
This course is a systematic study of the life stages that individuals and families go through and the problems of transition from one stage to the next that may cause difficulties for people. It emphasizes similarities and differences in the needs of people of different culture, gender, and lifestyle at each stage.

MSSW 302 Human Behavior in the Social Environment 2:
Social Structure and Social Change — Culture, Community, Organizations, and Individuals (2 credits)
This course is a systematic analysis of the community as the context of social work practice. It includes transactions with the environment, both physical/biological and social. In each case, emphasis is placed on current structures in the context of their changes.

MSSW 303 Human Behavior in the Social Environment 3:
Economics and Politics (2 credits)
This course is an analysis of the dynamics of economic and political systems as they relate to policy formation, the delivery of social welfare services, and the attempts of the poor, minorities, the excluded, and the oppressed to change their situation.

MSSW 304 Adult Psychological Development (2 credits)
Provides an introduction to the adult life cycle process and the types of emotional and mental illness that can occur. Explores basic vocabulary and expands professional knowledge base regarding developmental issues.

MSSW 311 Social Policy and Services 1:
Life Transitions and Social Interventions (2 credits)
Focuses on knowledge of appropriate intervention strategies and intervention programs in relation to transition points in the developmental cycles of individual and families, times of heightened vulnerability, and potentially greater need for special support. In each case, the focus is on policy formulation, program proposal and adoption, and program implementation stages.

MSSW 312 Social Policy and Services 2:
Social Services for Special Issues (2 credits)
Deals with programs focused on special issues and special groups (e.g., the developmentally disabled, the physically handicapped, minorities, and other oppressed groups) and with programs and policies focused on large-scale structural, cultural, or environmental interventions (e.g., urban renewal, deinstitutionalization).

MSSW 313 Social Policy & Services 3:
Advanced Seminar in Policy Analysis (2 credits)
Focuses on the implications of national level social welfare policy decisions and the administration of social services and implementation of social welfare policy at the local level. Provides an opportunity via field study and analysis of actual situations to examine problems in implementing policy and changes in implementation resulting from policy choices made at points external to the organization.

MSSW 321 Research 1 (2 credits)
Provides an introduction to concepts and skills in data analysis. Focuses on the development of hypotheses for testing with local, state, and national data.

MSSW 322 Research 2 (2 credits)
Provides an introduction to single-system research. The effectiveness of interventions is monitored and evaluated in particular at the level of individual intervention.

MSSW 323 Research 3 (2 credits)
Studies applications in program evaluation. Comparisons are based on pre- and post-testing; the politics of problem definition; the strengths and weaknesses of different ways of collecting data; constraints imposed by limited resources; making inferences from data; moving from analysis to action.
MSSW 329 Generic Counseling 1 (2 credits)
Generic Counseling Skills 2 (2 credits)
This course deals with practicing skills and knowledge of counseling including core functions of orientation, assessment, treatment planning, counseling, crisis intervention, reports and record keeping as they relate to work with individuals, families and groups.

MSSW 332 Case Management (2 credits)
Presents case management as a process of intervention which has its roots in the disciplines of social work, psychology, sociology, economics, and politics. These are discussed in the context of helping skills such as good communication skills, problem solving approaches, and especially the use of self when acting on behalf of others.

MSSW 333 Child and Family Services 1:
History and Concepts of the Field (2 credits)
Focuses on historical, psychological, political, and practical inquiries into children and families. This course provides an introduction to human behavior and development as they influence and are influenced by factors in the social environment: race, gender, age, socioeconomic status, ethnicity, geographic location.

MSSW 334 Child and Family Services 2:
Families & Public Policy, Systems in Crisis (2 credits)
Focuses on social needs and public policies which impact on planning and advocacy for children and families. Processes which facilitate client healing and encourage development of community crisis programs are examined, as well as issues of professionalism.

MSSW 335 Child and Family Services 3:
Assessment and Intervention (2 credits)
Studies children and families in crisis by concentrating on issues of power distribution, communication systems, and external institutional influences. Students learn and practice assessment techniques of problem identification and assessment. Using intervention strategies that focus on families as systems, they learn about interventions and intervention strategies to help families deal with maturational and development crises.

MSSW 336 Child and Family Services 4: Children and Families — Outreach, Planning, & Administration (2 credits)
Focuses on knowledge and skills for work with organizations, institutions, and communities. Studies prevention, program planning, implementation and evaluation, and policy development and analysis relating to families and children. Legislative advocacy and the social worker’s role as a professional.

MSSW 337 Alcohol and Drug Abuse Services 1: History and Concepts of the Field (2 credits)
Introduces students to a conceptual framework for understanding abuse, addiction, and high risk populations. Examines concepts of prevention as well as therapeutic strategies and treatment modalities. Examines impact of addiction on families, friends, and community and considers issues of coordination among agencies. As well as modes of community work and effective prevention program design.

MSSW 338 Alcohol and Drug Abuse Services 2:
Social Aspects of Dependency (2 credits)
Develops awareness of resources available to apply to foster recovery and considers the range for individual treatment planning. Provides critical integration of materials previously covered. Utilizes case presentation methods to assist students in exploring their values and attitudes and emphasizes skill development in use of self and exploiting natural resources.

MSSW 339 Alcohol and Drug Abuse Services 3:
Assessment & Intervention Strategies (2 credits)
Studies substance abuse practice concepts and skills such as assessment, intervention treatment planning, and implementation strategies with individuals affected by substance abuse. Provides an overview of family aspects of chemical dependency, with special emphasis on recognized treatment issues and modalities with families. Particular attention to self-help groups in the recovery process. Examines critical differences in strategies with different types of substances such as heroin, cocaine, alcohol, and Valium.
MSSW 340 Alcohol and Drug Abuse Services 4:
Outreach, Planning, & Administration (2 credits)
Explores further symptoms and treatment issues with children of alcoholics and working with organizations, institutions, and communities in planning and implementing prevention and intervention programs. Education, consultation, referral, and program development are discussed from the perspective of the field. Ethics and values of the profession in the context of the alcohol and drug field are examined.

MSSW 341 Social Work Practice 1: Assessment, Goal Setting, and Practice Techniques in the Small System (2 credits)
Based on a problem-solving model, this course deals with assessment, goal setting, intervention techniques, termination, and follow-up in working with individuals, families, and small groups. Particular attention is given to problems of stress and of conflicts of interest between clients and workers and the relationship between alleviation and empowerment in small-scale interventions.

MSSW 342 Social Work Practice 2: Assessment, Goal Setting, and Practice Techniques in the Large System (2 credits)
Based on a problem-solving model, this course deals with assessment, goal setting, and intervention techniques in large systems. It includes both community organization and planning models. It pays attention to problems of stress and conflict of interest between clients and workers and focuses on the relationship between alleviation and empowerment in large-scale intervention.

Studies advanced generalist social work both as a perspective and as a model for practice. The assumptions, values, and concepts underlying such practice are examined as well as the range of social work functions and roles called for. Provides additional information and skills needed by multi-level practitioners. The tools of creative thinking are introduced and practiced.

MSSW 344 Advanced Generalist Practice (2 credits)
Studies the assumptions, values, and concepts underlying advanced generalist social work practice. Tools for creative thinking are introduced and practiced. Students study the range of interventive roles and strategies that comprise generalist practice. Case studies and student field experiences are used as points of reference for various classroom activities.

MSSW 346 Human Oppression (2 credits)
Human and social service workers must be sensitive to all of the issues regarding oppressed groups and oppressors in general terms and in terms of our own involvement. Consideration is given to issues of racism, sexism, ageism. Detailed examination is made of the issues of living in a state of continued marginality.

MSSW 347 Policy and Planning at the Community Level (2 credits)
Examines policies in the human services and their impact at the community level. Reviews current models of planning for community human services, considering alternate planning approaches, feasible human service delivery systems, and steps in social change.

MSSW 348 The Use of Empowerment as a Counseling Tool in the Intervention Process (2 credits)
Examines empowerment along with other approaches in making interventions with individuals, groups, families, organizations, and communities. Considers extra-individual sources of problems and pressures and how to negotiate and deal with them. Emphasis is on use of this tool with groups oppressed on the basis of race, age, gender, ethnicity, and handicap.

MSSW 349 Theories of Counseling and Psychotherapy (2 credits)
Provides the student with a basic understanding of selected current theoretical approaches. Included is an introduction of a range of theories of counseling and psychotherapy. Students begin to develop a personal theoretical orientation.
MSSW 351 Review of Professional Foundations of Social Work (2 credits)
Provides a systematic review and comparison of Bachelor's and Master's level foundation courses in Human Behavior in the Social Environment, Social Work Practice, Social Work Policy, and Social Work Research. The specific mission and focus of this MSW program are emphasized. This course is available for BSW graduates only.

MSSW 352 Social Work in Industrial Settings (2 credits)
Examines the roles of support and assistance the social service worker can play in mental health support and assistance in the business organization. The history and utilization of actual programs in industry are analyzed along with the economic payoff for business organizations. Examines existing models and develops innovative strategies geared to the resources and requirements of the workplace.

MSSW 355 Contradictions of Human Services Administration (2 credits)
Reviews the development of administrative specialization in the context of the history of human services agencies and the changing nature of the human services environment. Also examines the different perspectives of management, leadership, and authority, the contradictions between agency goals and personal careers, and the development of an ethic of humane, effective human services administration.

MSSW 357 Environmental Assessment and Strategic Planning (2 credits)
Deals with the skills and knowledge necessary to assess environmental opportunities and constraints, to develop a strategic plan for an agency around these environmental “givens,” and to effect such a plan flexibly, yet effectively.

MSSW 358 Planning and Implementation (2 credits)
Examines technical planning procedures, the actualities of planning and implementation, and the problems of creating new programs and agencies.

MSSW 359 Fiscal Management (2 credits)
Technical study of budgeting and accounting in human services agencies, both for outside accountability and for internal control.

MSSW 360 Computers in the Human Services (2 credits)
Examines how to operate information systems which effectively monitor and control both fiscal and program information. Involves introduction to computers including electronic spreadsheets. Concern is with increasing program effectiveness.

MSSW 361 Organizational Development (2 credits)
Examines how the interpersonal dynamics of agencies relate to organizational development and explores strategies for deliberate organizational change.

MSSW 362 Staffing and Supervising (2 credits)
Examines how to deal with staff, including recruitment, training, supervision, motivation, evaluation, promotion, payment, and termination.

MSSW 365 Advocacy Techniques (2 credits)
In addition to providing direct services, agencies need to know how to be effective advocates for individuals and groups (race and class advocacy) and to be able to teach these skills to others.

MSSW 366 Power and Accountability (2 credits)
Examines relationships with boards, funders, politicians, businesses, other agencies, and communities. Includes how to develop power as a resource, how to use power to develop other resources, the accumulation of power through coalition building, and the accountability of power.
MSSW 367 Program Evaluation (2 credits)
Examines how service agencies can evaluate continuously whether the right services are being provided and how well they are being provided. Review of range of appropriate evaluation methods and techniques with opportunities for application.

MSSW 368 Legal Issues in Human Services Administration (2 credits)
Examines legal issues of concern to the human services administrator both as indicating responsibilities to be handled and as suggesting ways to pursue objectives or to insulate client rights and benefits.

MSSW 369 Current Topics in Human Services Administration (2 credits)
Devoted to new approaches proposed in human services administration, special issues of major importance or the implications of findings from current research are examined.

MSSW 371 Economics of Aging (2 credits)
Provides an historical perspective of aging; aging and the industrial society; lifetime allocation of income; retirement decisions; the role of pension, medical insurance and the aged; pension systems in operation; pension reform; third and fourth career training; Social Security and Medicare.

MSSW 372 Government and Agency Policies for the Aging (2 credits)
Examines federal, state, and local policies for elders in the U.S. and in the students' own geographical areas. Mechanics and priorities of these policies considered.

MSSW 373 Adult Mental Health/Developmental Disabilities 1:
History and Concept of Mental Health & Developmental Disabilities (2 credits)
Analyzes the concepts, ideologies, and values involved in the mental health and developmental disabilities areas with particular emphasis on their historical development. Particular attention is given to the tensions of prevention vs. amelioration, of fusion or separation of childhood and adult issues, and to the separation or integration of mental health and developmental disabilities as well as confusion of these with issues of gender, social class, race, and ethnicity.

MSSW 374 Adult Mental Health/Developmental Disabilities 2:
The Social Context of Policy Development (2 credits)
Examines the social context at policy development in mental health and developmental disabilities and of policy implementation, at national, state, and local levels. Includes changing cultural attitudes towards mental health and developmental disabilities, the political context of national policy determination, and the interests, perceptions, and actions of significant policy actors. Assessment of the accessibility and effectiveness of current mental health and developmental disabilities services is also studied as well as the analysis of the effectiveness of major strategies for changing mental health and developmental disabilities services.

MSSW 375 Adult Mental Health/Developmental Disabilities (3 credits)
This course is an in-depth examination of the assessment process including the mental status examination, diagnostic categories and criteria, and moving from assessment to intervention through treatment planning. Attention is given to cultural issues, particularly through analysis of the consequences of diagnostic criteria having been developed by the dominant culture and then applied to people from different subcultures; the DSM III and the ICD 9 are discussed with regard to their applications to special populations, behavior modification, and family therapy techniques.

MSSW 376 Adult Mental Health/Developmental Disabilities (4 credits)
Focus is on the community level of policy and program planning, participation, prevention, and evaluation. This includes planning and executing crisis services, dealing with issues of housing and employment, developing community participation and encouraging self-help and support groups, and advocacy work.

MSSW 380 Understanding the Process of Aging (2 credits)
Explores the phenomenon of growing old in America, the myths and realities of aging, the strengths of the elderly, self-help by elders and advocacy by and for elders. Includes examination of such problems as mental and physical health, loneliness, isolation, inadequate housing, employment, forced retirement, and nutrition. Reviews the role of race, sex, and culture in regard to these issues.
MSSW 381 Social Work Practice: Field Seminars (1 credit)
This is an integrative seminar using student practicum experience and learning as the primary focus. The advanced practitioner perspective is carried throughout the practicum experience. Students are required to apply theoretical knowledge to ongoing practicum experiences which are further assessed and evaluated within the seminar component. The seminar allows for student integration of knowledge and further refinement of skills in the following areas: organizational and policy analysis; assessment of community and service delivery systems; problem identification and assessment; appropriate intervention strategies and skills; and resolving ethical dilemmas.

MSSW 386 Senior Power (2 credits)
Explores the political orientation, political interest, participation, and political leadership of the elderly in our society. Includes looking at the Grey Panthers, AARP, Silver-Haired Legislature, and self-help organizing.

MSSW 388 Women’s Issues in Aging (2 credits)
Examines the worldwide impact of the expanding population of older women. The economic, health, and marital status of older women are examined and compared between the U. S., European, and Third World countries. Attitudes toward and treatment of older women by different societies throughout the world are also compared and analyzed.

MSSW 389 Law and the Elderly (2 credits)
The importance of the legal system and its influence and impact on the elderly is reviewed. Specific issues of law are analyzed and discussed, such as victimization of the elderly, consumer fraud, protective services, ombudsman programs, and guardianship. Issues for Blacks, Hispanics, and Native Americans are emphasized.

MSSW 390 Making an Impact on the System for Social Change (2 credits)
Reviews the levels and agencies of government — federal, state, and local (county, municipal, special purpose) — with an eye to determining preferred entry points and methods of approach for initiating, fostering, and otherwise promoting social change. Emphasis is on functions and agencies of practical interest to students enrolled in the course.

MSSW 391 Biomedical Aspects of Aging (2 credits)
This is an overview of the current status of biogerontology, including the basic principles of the field. Students examine the delineation of normal and pathological change in aging; current theories and research advances in the field. Included for consideration are theories of aging, cell aging, genetics of aging, normative body changes, diseases of aging, mental health, Alzheimer’s Disease, and the relevance of nutrition in aging.

THE MASTER OF SCIENCE IN HUMAN SERVICES

The Master of Science is a 16-month program based on the assumption that a human services worker must not only improve the conditions of clients, but help clients to acquire the knowledge, skills, power, and resources to improve conditions themselves. People with extensive experience in human services, community development, and organizing who have committed themselves to helping people help themselves will find this program both congenial and challenging.

PROGRAM STRUCTURE
AND APPLICATION REQUIREMENTS

The program runs four semesters, each semester lasting four months. Three courses are offered each semester, and each course has four classes. The classes meet once a month, with a full day for each class. In addition, students are required to do projects in their home communities.

The concentrated schedule, with long gaps between class meetings, permits students to prepare carefully for classes and digest a large amount of material. This learning process works best when students form study groups...
with friends, coworkers, or neighbors. Students are required to meet with other students one evening a month to report on the progress of their projects.

At present, the student may choose one of three tracks within the program:

- Human Services Administration
- Community Psychology
- Gerontology

Students will be taking one common foundation course for each of the four semesters in the MSHS program. They are:

MCCP
MHSA 325 External and Internalized Oppression (2 credits)
MGER

Consideration is given to objective external oppression and dominant ideologies that encourage and force people to internalize that oppression. The course is devoted to the recognition of these phenomena and to development of methods to work against them. On one side, the course points to the use of dominant ideologies which blame the victim. On the other side, the course explores Paulo Freire’s work as a pattern of working against internalized oppression. Emphasis is on self-examination as well as distanced analysis.

MCCP
MHSA 326 The Political History of the Struggle for Humane Human Services (2 credits)
MGER

Understanding of how the human services emerge and are formed through the dialectic of struggle and social control is emphasized. The history of human services are studied in the context of the history of social movements and responses to those movements with particular attention to the role of ideological argument in the creation of human services and the formulation of policies. In this way, we link the analysis of dominant ideologies to current political rhetoric encouraging student critical thinking.

MCCP
MHSA 327 Human Nature, Human Development, Human Assessment (2 credits)
MGER

Considers technical approaches to working with human beings in a way that includes or implies philosophical and political considerations as well. This course seeks to raise these issues to the surface so they can be approached critically. It looks at individual and family life-cycle approaches (biological, psychological, social); the DSM-III and the politics of disease-based biological models; the resurgence of genetic and social Darwinist arguments; harmony and conflict models of human nature.

MCCP
MHSA 328 Systems, Communities, Organizations, and Groups (2 credits)
MGER

Focuses on how groups and organizations work; on how systems, networks, and communities are built up; and on how we may seek to intervene with them. How human groupings affect and are affected by the living and physical environment with which we constantly interact is also examined.
HUMAN SERVICES ADMINISTRATION TRACK (HSA)

The philosophy of the Human Services Administration track is based upon the following ideas:

1. Administrative work is not divorced from service work or program goals. Rather, the administrator must coordinate and facilitate programs and make sure that service is effectively monitored and periodically changed to make it more responsive to real needs.
2. It follows that administrative work is not an end in itself, but a means to the better realization of the service goals of the agencies themselves.
3. Effective administration requires enough power to insure that the organization has the long-term stability to do its work effectively.
4. The exercise of power is not an end in itself.

The administrator has a moral responsibility for what that power accomplishes and is accountable to clients, the communities from which they come, the communities which grant resources to the agency, and the communities to which the agency's staff and board belong.

To translate these ideas into educational actions requires that we look at how the agency, with its own internal dynamics and requirements, mesh with the clients and community it serves. This dissection demands our constant awareness that what an agency is affects what it does, and that we must continually make sure that we create agencies that do not violate their humanitarian mandate to help those in need.

Courses in the Human Services Administration Track are:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MHSA 325 Administration 1: External and Internalized Oppression</td>
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<tr>
<td>MHSA 326 Administration 2: The Political History of the Struggle for</td>
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<td>Humane Human Services</td>
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<tr>
<td>MHSA 327 Administration 3: Human Nature, Human Development, and Human</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>MHSA 328 Administration 4: Systems, Communities, Organizations, and Groups</td>
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<tr>
<td>MHSA 355 Contradictions of Human Service Administration</td>
<td>2</td>
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<tr>
<td>MHSA 357 Environmental Assessment and Strategic Planning</td>
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<tr>
<td>MHSA 358 Planning and Implementation</td>
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<td>MHSA 359 Fiscal Management</td>
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<td>MHSA 360 Management Information Systems</td>
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<td>MHSA 361 Organizational Development</td>
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<tr>
<td>MHSA 362 Staffing and Supervision</td>
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<tr>
<td>MHSA 363 Clinical Concepts and Clinical Language</td>
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<td>MHSA 365 Advocacy Techniques</td>
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<td>MHSA 366 Power and Accountability</td>
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<td>MHSA 367 Program Evaluation</td>
<td>2</td>
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<tr>
<td>MHSA 368 Legal Aspects of Human Services Administration</td>
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<tr>
<td>MHSA 369 Current Topics in Human Services Administration</td>
<td>2</td>
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<tr>
<td>MHSA 370 Human Services Administration: Policies and Alternatives</td>
<td>2</td>
</tr>
<tr>
<td>MHSA 373 Project in Human Services Administration (four terms)</td>
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</tr>
</tbody>
</table>

Students consult with their advisers regarding which are required and which are elective courses.
COURSE DESCRIPTIONS

MHSA 355 Contradictions of Human Services Administration (2 credits)
Reviews the development of administrative specialization in the context of the history of human services agencies and the changing nature of the human services environment. Also examines the different perspectives of management, leadership, and authority, the contradictions between agency goals and personal careers, and the development of an ethic of humane, effective human services administration.

MHSA 357 Environmental Assessment and Strategic Planning (2 credits)
Deals with the skills and knowledge necessary to assess environmental opportunities and constraints, to develop a strategic plan for an agency around these environmental givens, and to effect such a plan flexibly yet effectively.

MHSA 358 Planning and Implementation (2 credits)
Examines technical planning procedures, the practicalities of planning and implementation, and the problems of creating new programs and agencies.

MHSA 359 Fiscal Management (2 credits)
Technical study of budgeting and accounting in human services agencies both for outside accountability and for internal control is studied.

MHSA 360 Management Information Systems in Human Services (2 credits)
Examines how to operate information systems which effectively monitor and control both fiscal and program information. Involved is an introduction to computers including electronic spreadsheets. Concern is on increasing program effectiveness.

MHSA 361 Organizational Development (2 credits)
Examines how the interpersonal dynamics of agencies relate to organizational development and explores strategies for deliberate organizational change.

MHSA 362 Staffing and Supervision (2 credits)
How to deal with staff including recruiting, training, supervising, motivating, evaluating, promoting, payment, and terminating.

MHSA 363 Clinical Concepts and Clinical Languages (2 credits)
Deals with the concepts and languages used by direct service providers, psychiatrists, psychologists, social workers, and others.

MHSA 364 Legal Aspects of Human Services Administration (2 credits)
Examines legal issues of concern to the human services administrator in terms of responsibilities to be handled and ways to attain goals, and ensure client rights and benefits.

MHSA 365 Advocacy Techniques (2 credits)
In addition to providing direct services, agencies need to know how to be effective advocates for individuals and groups (case and class advocacy) and be able to teach these skills to others.

MHSA 366 Power and Accountability (2 credits)
Examines relationships with boards, funders, politicians, businesses, other agencies, and communities. Includes how to develop power as a resource, how to use power to develop other resources, the accumulation of power through coalition building, and the accountability of power.
MHSA 367 Program Evaluation (2 credits)
Examines how service agencies can evaluate continuously whether the right services are being provided and how well they are being provided. Reviews the range of appropriate evaluation methods and techniques with opportunities for application.

MHSA 370 Human Services Administration: Policies and Alternatives (2 credits)
Reviews policies and policy alternatives in current human services programs and explores alternative policies at the levels of organization and community (local, state, and federal). Reviews administrative and planning processes in their relationship to policy.

MHSA 371 Current Topics in Human Services Administration (2 credits)
This course is devoted to new approaches being tried or proposed in human services administration, special issues of major importance, or the implications of findings from current research.

MHSA 373 Project in Administration (3 credits)
Students are required to complete a major project in human services administration. The project is either an intensive work experience in an appropriate position, completed by documenting and analyzing the outcome of an agreed-upon experience, or a project in attempting to make real some of the changes one would like to see in human services. Students receive certification for graduation only when they have completed the project satisfactorily as well as their required courses.

COMMUNITY PSYCHOLOGY TRACK (CP)

1. The delivery of effective human service begins with the discovery of our own desires, beliefs and actions. 
2. This requires the critical examination of how the traditions which have created defective institutions in our society have shaped and directed our own lives. 
3. Only when we have achieved this understanding can we begin our study of the social and economic context of human services. 
4. With this blending of inner and outer, of self-knowledge with academic knowledge, we can then learn strategies for social change that do not violate the needs or dignity of our clients. 
5. In this way, self-change precedes all effective social change and, in turn, social change requires constant and consistent self-change.

The mission of the Community Psychology program is to educate and train students to work as human service professionals able to empower people and work on social change. This program stresses the skills and knowledge involved in creating a more humane service delivery system for clients. The program offers three specializations (depending upon enrollment):

1. Child and Family Services 
2. Alcohol and Drug Abuse Services 
3. Adult Psychological Services: Mental Health and Developmental Disabilities 

Required courses in the Community Psychology track are:

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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>MCPP 325 Community Psychology 1: External and Internalized Oppression</td>
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<tr>
<td>MCPP 326 Community Psychology 2: The Political History of the Struggle for Human / Human Services</td>
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<td>MCPP 327 Community Psychology 3: Human Nature, Human Development, and Human Assessment</td>
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<td>MCPP 328 Community Psychology 4: Systems, Communities, Organizations, and Groups</td>
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<tr>
<td>MCPP 329 Generic Counseling Skills 1</td>
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<td>MCPP 330 Generic Counseling Skills 2</td>
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<td>MCPP 333 Child and Family Services 1</td>
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<td>MCCP 334</td>
<td>Child and Family Services 2</td>
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<td>MCCP 335</td>
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<td>MCCP 336</td>
<td>Child and Family Services 4</td>
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<td>MCCP 337</td>
<td>Alcohol &amp; Drug Abuse Services 1</td>
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<td>MCCP 338</td>
<td>Alcohol &amp; Drug Abuse Services 2</td>
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<td>MCCP 339</td>
<td>Alcohol &amp; Drug Abuse Services 3</td>
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<tr>
<td>MCCP 340</td>
<td>Alcohol &amp; Drug Abuse Services 4</td>
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<tr>
<td>MCCP 341</td>
<td>Adult Psychological Services 1</td>
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<td>MCCP 342</td>
<td>Adult Psychological Services 2</td>
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<td>MCCP 343</td>
<td>Adult Psychological Services 3</td>
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<tr>
<td>MCCP 344</td>
<td>Adult Psychological Services 4</td>
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<tr>
<td>MCCP 347</td>
<td>Theories of Counseling and Psychotherapy</td>
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<td>MCCP 348</td>
<td>Empowerment as a Counseling Tool in the Intervention Process</td>
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<tr>
<td>MCCP 351</td>
<td>Community Project (four terms)</td>
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</table>

**COMMUNITY PSYCHOLOGY COURSE DESCRIPTIONS**

**MCCP 313 Advanced General Psychology I (2 credits)**
This is an integrative and systematic consideration of the major concepts of general psychology including behavioral development, sensory and perceptual processes, motivation, emotion, learning, and neurological and physiological mechanisms and their relationship to behavior.

**MCCP 314 Advanced General Psychology II (2 credits)**
This course is a continuation of Advanced General Psychology I. This course focuses upon forgetting, transfer, the higher mental processes of thinking and problem solving, together with the historical sources and methodological techniques for the experimental analysis of these topics.

**MCCP 315 Theories of Personality I (2 credits)**
This course provides a detailed overview of the nature of personality theory as well as comprehensive summaries of the theories of personality. Theories considered have been selected because of their influence upon clinical practice, psychological research, and upon formulation of psychological issues. The works of Freud, Adler, Jung, Horney, Sullivan, and Fromm are considered.

**MCCP 316 Theories of Personality II (2 credits)**
This is a continuation of Theories of Personality I. The focus of this course is upon the theories of Murray, Allport, Rogers, Ellis, and Maslow. In addition, some existentialists and some social behavioral or learning approaches are included.

**MCCP 317 Advanced Abnormal Psychology I (2 credits)**
Students consider the etiology, treatment, and prevention of psychopathology. Utilizing the DSM-III and Neuropsychiatric Mental Status Examination, an exploration of the most frequently appearing abnormal behavior in our culture will be emphasized. Among the maladaptive behaviors to be examined are neuroses, psychosomatic disorders, alcoholism, drug addiction, character disorders, and epilepsy.

**MCCP 318 Advanced Abnormal Psychology II (2 credits)**
A continuation of Advanced Abnormal Psychology I. In this course, manic depressive psychosis and schizophrenia will be the central focus. Recent research in this area and its practical applications will be emphasized.

**MCCP 319 Psychopharmacology I (2 credits)**
This is a systematic investigation of the effects of drugs on behavior. Drug classification, historical aspects, and methodological considerations are also included.
MCCP 320 Psychopharmacology II (2 credits)
This is a continuation of Psychopharmacology I. Uses in treatment, drug abuse, and related topics are considered.

MCCP 329 Generic Counseling Skills 2 (2 credits)
This course deals with practicing skills and knowledge of counseling including core functions of orientation, assessment, treatment planning, counseling, crisis information, reports, and record keeping as they relate to work with individuals, families, and groups.

MCCP 330 Generic Counseling Skills 2 (2 credits)
This course deals with practicing skills and knowledge of counseling including core functions of orientation, assessment, treatment planning, counseling, crisis information, reports, and record keeping as they relate to work with individuals, families, and groups.

MCCP 331 Community Organization/Advocacy (2 credits)
This course focuses on the role of community organizations in social change efforts and the process of community organization. It also applies organizing methods to human service agency problems such as funding, coalition-building, and maintaining or increasing government funding, and examines issues and methods of case and class advocacy.

MCCP 332 Case Management (2 credits)
Presents case management as a process of intervention which has its roots in the disciplines of psychology, sociology, social work, economics, and politics. These are discussed in the context of helping skills such as good communication skills, problem solving approaches, and especially the use of self when acting on behalf of others.

MCCP 333 Child & Family Services 1: Understanding Systems — Children and Families in Crisis (2 credits)
Focuses on historical, psychological, political, and practical inquiries into children and families. Intervention strategies examine the dynamics of family interaction and exchange from a crisis perspective. Strategies and techniques appropriate for dealing with victims, protection, nurturance, and empowerment are considered.

MCCP 334 Child & Family Services 2: The Larger Context (2 credits)
Focuses on social needs and public policies which impact on planning and advocacy for children and families. Processes which facilitate client healing and encourage development of community crisis programs are examined as well as issues of professionalism.

MCCP 335 Child and Family Services 3: Assessment and Intervention (2 credits)
Continues the study of children and families in crisis by concentrating on issues of power distribution, communication systems, and external institutional influences. Students learn and practice assessment techniques of problem identification and assessment. Using intervention strategies that focus on families as systems, they learn about interventions and intervention strategies to help families deal with maturational and developmental crises.

MCCP 336 Child and Family Services 4: Children and Families — Outreach, Planning, and Administration (2 credits)
Focuses on knowledge and skills for work with organizations, institutions, and communities. Studies prevention, program planning, implementation, evaluation, and policy development and analysis relating to families and children. Legislative advocacy and the social worker's role as a professional are also examined.

MCCP 337 Alcohol & Drug Abuse Services 1: History and Concepts of the Field (2 credits)
Introduces students to a conceptual framework for understanding substance abuse and addiction. Examines the history of alcohol and drug problems in the United States, various etiological theories and models of addiction, the role of culture in substance use and abuse, high risk groups, the physiology and pharmacology of different types of substances, and the effects of substance abuse on families.

MCCP 338 Alcohol and Drug Abuse Services 2: Social Aspects of Dependency (2 credits)
Examines national, regional, and local policy relating to the field; studies how economic, political, and legal forces affect planning and service provision; reviews the funding process. Focuses on the existing continuum of care and how that is accessed; identifies local and state resources for providing services. The service delivery system is studied critically.
MCCP 339 Alcohol and Drug Abuse Services 3: Assessment and Intervention Strategies (2 credits)
Studies substance abuse practice concepts and skills such as assessment, intervention, treatment planning, and implementation strategies with individuals affected by substance abuse. Provides an overview of family aspects of chemical dependency with special emphasis on recognized treatment issues and modalities with families. Particular attention is paid to self-help groups in the recovery process. Examines critical differences in strategies with different types of substances such as heroin, cocaine, alcohol, and Valium.

MCCP 340 Alcohol and Drug Abuse Services 4: Outreach, Planning, and Administration (2 credits)
Explores further symptoms and treatment issues with children of alcoholics, and working with organizations, institutions, and communities in planning and implementing prevention and intervention programs; education, consultation, referral, and program development are discussed from the perspective of the field. Ethics and values of the profession in the context of the alcohol and drug field.

MCCP 341 Adult Psychological Services 1: History and Concept of Mental Health and Developmental Disabilities (2 credits)
Analyzes the concepts, ideologies, and values involved in the mental health and developmental disabilities areas with particular emphasis on their historical development. Particular attention is paid to the tensions of prevention vs. amelioration, of fusion or separation of childhood and adult issues, and to the separation or integration of mental health and developmental disabilities. The confusion of these with issues of gender, social class, race, and ethnicity is also examined.

MCCP 342 Adult Psychological Services 2: The Social Context of Policy Development (2 credits)
Current treatment alternatives, counseling techniques, case management, and crisis intervention along with clinical issues to better understand clients and the community are considered. Students examine their own values and attitudes in relation to issues of professional effectiveness and responsive human services.

MCCP 343 Adult Psychological Services 3: Assessment and Intervention Strategies (2 credits)
This course is an in-depth examination of the assessment process, including the mental status examination, diagnostic categories and criteria, and moving from assessment to intervention through treatment planning. Attention is paid to cultural issues, particularly through analysis of the consequences of diagnostic criteria having been developed by the dominant culture and then applied to people from different subcultures; the DSM III and the ICD 9 are discussed with regard to their application to special populations. Behavior modification and family therapy techniques are also considered.

MCCP 344 Adult Psychological Services 4: Community Strategies, Planning, and Administration (2 credits)
The focus of this course is on the community level of policy and program planning, participation, prevention, and evaluation. This includes planning and executing crisis services, dealing with issues of housing and employment, developing community participation, and encouraging self-help and support groups, and advocacy work.

MCCP 346 Human Oppression (2 credits)
Human and social service workers must be sensitive to all of the issues regarding oppressed groups and oppressors in general terms and in terms of our own involvement. Consideration is given to issues of racism, sexism, ageism. Detailed examination is made of the issues of living in a state of continued marginality.

MCCP 347 Theories of Counseling and Psychotherapy (2 credits)
Provides the student with a basic understanding of selected current theoretical approaches. Includes an introduction of a range of theories of counseling and psychotherapy. Students begin to develop a personal theoretical orientation.
MCCP 348 The Use of Empowerment as a Counseling Tool in the Intervention Process (2 credits)
Examines empowerment along with other approaches in making interventions with individuals, groups, families, organizations, and communities. Considers extra-individual sources of problems and pressures and how to negotiate and deal with them. Emphasis is on use of this tool with groups oppressed on the basis of race, age, gender, ethnicity, and handicap.

MCCP 349 Current Topics in Community Psychology (2 credits)
Explores emerging and significant issues in the field in terms of the political and economic contexts and implications for individuals, organizations, and communities.

MCCP 351 Community Project (3 credits)
In addition to courses, students are required to do a four-semester community project. The project is either an intensive work experience in an appropriate position, completed by documenting the outcome of an agreed-upon experience, or a project attempting to make real some of the changes one would like to see in the community setting or in human services. Students receive certification for graduation only when they have completed the project satisfactorily as well as the required courses. Meetings take place between regular class weekends. Once during each month, a project group seminar is held.

MCCP 381-384 Practicum in Community Psychology I-IV (3 credits each)
Each practicum consists of 128 hours of applied experience in either Adult Psychological Services, Child and Family Services, or Alcohol and Drug Abuse Services. The first planned, supervised practicum will be spent in a hospital or community mental health clinic. During this time students will be exposed to the workings of a clinically oriented treatment facility and will begin practice in screening, intakes, diagnostic evaluations, treatment planning, and clinical counseling. A seminar accompanies each practicum experience under faculty direction and supervision. In subsequent practica, students will continue to acquire experience in their chosen tracks, but will also be required to maintain an assigned caseload and participate in case conferences under the direct supervision of qualified clinical staff within their assigned agencies.

THE GERONTOLOGY TRACK

The goal of the gerontology track is to produce graduates with skills and knowledge regarding existing and future programs for the aged. The track emphasizes the development of a special and balanced concern for the elderly, as well as a knowledge of policy issues and program options in the U.S. and abroad.

Graduates will gain the skills to work with elders individually as well as in an agency or institutional setting.

The thrust of the gerontology track is for balance and commitment: a balance of social and medical approaches; a balance of theory and practice; a balance of science, advocacy, and practical organizing; a balance of direct service and administrative skills.

The program is dedicated to accomplishing these goals by encouraging the student to become an effective, knowledgeable advocate for the elderly. The term “elderly” is used in an encompassing fashion to include each of us as we ourselves age.

Courses in the Gerontology track are:

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<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGER 325</td>
<td>Gerontology: Externalized and Internalized Oppression</td>
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<tr>
<td>MGER 326</td>
<td>Gerontology: The Political History of the Struggle for Humane Human Services</td>
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<td>MGER 327</td>
<td>Gerontology: Human Nature, Human Development, and Human Assessment</td>
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<td>MGER 328</td>
<td>Gerontology: Systems, Communities, Organizations, and Groups</td>
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<tr>
<td>MGER 380</td>
<td>Understanding the Process of Aging</td>
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<td>MGER 382</td>
<td>Government and Agency Policies for the Aging</td>
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<td>MGER 385</td>
<td>Case Management</td>
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<td>MGER 388</td>
<td>Women’s Issues in Aging</td>
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<tr>
<td>MGER 392</td>
<td>Current Topics in Gerontology</td>
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<tr>
<td>MGER 396</td>
<td>Community Project in Gerontology</td>
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Students will consult with their advisers regarding electives which can be selected from listings in gerontology, human service administration, or community psychology depending on individual program and availability.

GERONTOLOGY COURSE DESCRIPTIONS

MGER 380 Understanding the Process of Aging (2 credits)
Explores the phenomenon of growing old in America, the myths and realities of aging, the strengths of the elderly, self-help by elders, and advocacy by and for elders. Includes examination of such problems as mental and physical ill-health, loneliness, isolation, inadequate housing, employment, forced retirement, and nutrition. Reviews the role of race, sex, and culture in regard to these issues.

MGER 381 Economics of Aging (2 credits)
Provides an historical perspective of aging: aging and the industrial society; lifetime allocation of income; retirement decisions; the role of pension, medical insurance, and the aged; pension systems in operation; pension reform; 3rd and 4th career training; Social Security and Medicare.

MGER 382 Government and Agency Policies for the Aging (2 credits)
Examines federal, state, and local policies for elders in the U.S. and in the student's own geographical area. Mechanics and priorities of these policies are considered.

MGER 383 Fiscal Management (2 credits)
Examines the skills needed to operate an agency with multiple funding sources. Included are budget reviews, cash flow, financial projections, annual reports, and audits. Students analyze the influences of state and federal government policies and regulations, and learn the importance of sound fiscal policies and grants management.

MGER 384 Agency Management (2 credits)
Provides practical applications of the basic skills necessary to the operation and management of a human services organization, including program development, proposal writing, marketing, personnel techniques, development of a non-profit corporation, development of bylaws, board of directors development for the organization, and corporate funding and public relations.

MGER 385 Case Management (2 credits)
Shows workers involved with direct services how to use a comprehensive needs assessment plan, how to be an objective case worker, how to deal with confidentiality, how to deal with death and dying. Also includes specific counseling skills with the elderly and their families.

MGER 386 Senior Power (2 credits)
Explores the political orientation, political interest and participation, and political leadership of the elderly in our society. Includes looking at the Grey Panthers, AARP, Silver Haired Legislature, and self-help organizing.

MGER 387 Program Evaluation (2 credits)
Examines how human service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. Emphasizes the concepts, skills, and importance of the practical application of program evaluation. Provides experience in examining the relationship between good evaluation and good program management.
MGER 388 Women's Issues in Aging (2 credits)
In addition to understanding issues of aging for women in the U.S., this course emphasizes the world-wide impact of expanding population of older women. The economic, health, and marital status of older women are examined and compared in the U.S., European, and Third World countries. Attitudes toward the treatment of older women by different societies throughout the world are compared and analyzed.

MGER 389 Law and the Elderly (2 credits)
Importance of the legal system and its influence and impact on the elderly is reviewed. Specific issues of law are analyzed and discussed, such as victimization of the elderly, consumer fraud, protective services, ombudsman programs, and guardianship. Issues for Blacks, Hispanics, and Native Americans are emphasized.

MGER 390 Making an Impact on the System for Social Change (2 credits)
Reviews levels and agencies of government, federal, state, and local (county, municipal, special purpose) with an eye to determining preferred entry points and methods of approach for initiating, fostering, and otherwise promoting social change. Emphasizes functions and agencies of practical interest to students enrolled in the course.

MGER 391 Biomedical Aspects of Aging (2 credits)
This is an overview of the current status of biogerontology including the basic principles of the field. Examines the delineation of normal and pathological change in aging and current theories and research advances in the field. Included in consideration are theories of aging, cell aging, genetics of aging, normative body changes, diseases of aging, mental health, Alzheimer's Disease, and the relevance of nutrition in aging.

MGER 392 Current Topics in Gerontology (2 credits)
Explores emerging and significant issues in the field in terms of the political and economic contexts and implications for individuals, organizations, and communities.

MGER 396 Community Project in Gerontology (3 credits)
In addition to course work, students are involved in gerontology projects in their communities to gain practical skills in direct service, administration, organizing, and community change. Staff assist in project design and implementation. Students receive certification for graduation only when they have completed four terms of the project.
MASTER OF SCIENCE IN HUMAN SERVICE IN COMMUNITY-BASED DEVELOPMENT

The following are the program elements which each student shall have completed in order to be eligible for the Master of Science Degree.

MGER 325 Perspectives in Human Service I: Externalized and Internalized Oppression.

MGER 326 Perspectives in Human Service II: The Political History of the Struggle for Humane Human Services.


MGER 328 Perspectives in Human Service IV: Systems Communities, Organizations, and Groups.

MCBD 355 Historical Sociology and Economics of Community and Development.

MCBD 356 Case Studies of Cooperative Models for Sustainable Community-Based Development.

MCBD 357 The Ethics of Development and the Development of Ethics

MCBD 358 Assessment, Marketing, and Financing for Community-Based Development.

MCBD 359 Accounting and Fiscal Management.

MCBD 360 Decision Making, Management, Cooperation, and Politics in Community-Based Groups.

MCBD 361 Community-Based Education for Liberation and Sustainable Community Development.

MCBD 362 Design of Community-Based Ventures.

In addition to completing the above seminars, all students will be expected to complete a two-phased project in Community-Based Development. The first phase of the project can be an effort that has demonstrated a viable model of Community-Based Development and was completed before enrolling in the CBD master’s program. The second phase of the project requires developing a research and analysis study which makes use of the first phase of the project. In each of the four terms of the CBD program the student is expected to design, research, implement, and write this study which will be presented in the fourth term.

Those students who have not completed the first phase of the project must do so during the time of full-time enrollment in the CBD program. Those students should expect to spend additional time completing the second phase project requirement of the program.
COMMUNITY-BASED DEVELOPMENT COURSES

MCBD 355 Historical Sociology and Economics of Community and Development (2 credits)
The dynamics of the autonomous community versus political and economic centralization, and the dialectic of competition and cooperation in the nature of economies.

MCBD 356 Case Studies of Cooperative Models for Sustainable Community-Based Development (2 credits)
Examines major case studies in community-based development such as Antigonish in Nova Scotia, Hoedads Cooperative, and the Federation of Southern Cooperatives.

MCBD 357 The Ethics of Development and Development Without Ethics (2 credits)
Development is not value-neutral. Development decisions and governmental development policies have fundamental short and long-term implications for communities and their environments, natural and human. Thus, developmental decisions are ethical decisions whether they say so or not. These ethical decisions are examined in historical and contemporary contexts. Private vs. community ethical positions are contrasted.

MCBD 358 Assessment, Marketing, and Financing for Community-Based Development (2 credits)
This is a skill-building course in the assessment of ownership and use of land, labor and capital in communities and the marketing and financing of community-based developmental ventures.

MCBD 359 Accounting and Fiscal Management (2 credits)
This course is a technical study of budgeting and accounting both for outside accountability and for internal control.

MCBD 360 Decision-Making, Management, Cooperation, and Politics in Community-Based Groups (2 credits)
Effective democratic participatory management structures, processes, and styles are examined in the context of the actualities of politics within and without community-based groups. This requires unlearning concepts of management and decision-making rooted in private ownership ideologies.

MCBD 361 Community-Based Education for Liberation and Sustainable Community Development (2 credits)
Self-education of communities is a necessary precondition for sustainable community-based development efforts. In addition, continuous self-education is necessary to maintain and carry these efforts forward. This course examines models of community self-education and case studies of such efforts.

MCBD 362 Design of Community-Based Ventures (2 credits)
This is the final pre-dicum in designing effective community-based ventures which will reflect community needs while taking into account the harsh realities of economic and political environments. Each student will produce one complete venture proposal consisting of assessment of community need, an educational program for helping the community develop itself to work on that need, a business plan, a governance model, and a process model for community development and implementation of the venture.
GRADING

Written work, performance in class or in the field, attendance — any one or all of these constitute the basis of grading.

A - Exceptional
A -  D + Passing
A -  D -
B + Good
B -  I  Incomplete
B -  F  Failure
C + Fair
C -  S  Satisfactory
C -  U  Unsatisfactory
X  Audit

Incomplete (I) — Upon request, the instructor may give a mark of incomplete (I) in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent taking a final examination or completing a major assignment. If course requirements are not completed by the end of the following semester, either the "I" or alternate grade, where designated by the instructor, becomes part of the student's permanent record. An "I" may not be replaced by a grade after one semester has passed.

In extraordinary circumstances such as extended illness and at the discretion of the instructor, a student may request and be granted a specified extension of time to complete course requirements. The appropriate forms must be completed by instructor and student and appended with the Registrar before the "I" or alternate grade becomes part of the student's permanent record. In such cases the mark will be converted to "I-E" (Incomplete-Extended). The student is responsible for completing course requirements by the date negotiated with the instructor, at which time the change of grade is submitted to the Registrar. If course requirements are not completed, the "I-E" converts to a permanent "I" or alternate grade where designated by the instructor.

In all cases involving a mark of "I" or "I-E" it is the responsibility of the student to negotiate with the instructor the conditions for removal of the incomplete.

Failure (F) may be removed only by repetition of the course at Springfield College.

Students may repeat a course in which they have received an unsatisfactory grade. To do so, they register again for the course. Both grade entries will appear on the record card, but only the credit hours and grade resulting from the repeat course will be used in computing hours and honor credits for graduation. This will be true whether the grade for the repeat is higher or lower than the original grade.

GRADING — GRADUATE PROGRAMS

The grades assigned for graduate courses are A, A-, B+, B, B-, C+, C-, and F. A maximum of six semester hours of Pass/Fail graduate course credit is permitted within a Master's degree program and an additional six semester hours of such credit may be taken within a program leading to the Certificate of Advanced Study. Where programs include Supervised Student Teaching or Field Work, Internship or Practicum, if these are graded on a Pass/Fail basis, they will be in addition to the above-mentioned six semester hour total.

Candidates for the Master's degrees are required to maintain a "B" average in the graduate program.

Students whose average is below "B" in graduate courses are placed on probation. Any student whose cumulative average is below 2.75 (e.g.: A = 4.00; B = 3.00; C = 2.00; and F = 0.00) at the end of the semester in which 20 semester hours of graduate work have been completed will be dropped as a candidate for a Master's degree.

No student with a cumulative academic index of less than 3.00 will be continued as a Master's degree candidate after the completion of thirty-six hours of graduate work.

Grades obtained in course work transferred from another institution are not included in the calculation of the academic index, nor are grades for undergraduate courses which are taken at Springfield College whether as prerequisites or as supplements to a student's total program. A graduate course with a grade of "F" must be repeated if it is a required course. Other courses may be repeated by a student if so desired. To do so, the student must re-register for the course. Both grade entries will appear on the record card, but only the credit hours and the grade resulting from the repeat will be used in computing hours and honor credit for graduation.
This will be true whether the grade for the repeat is higher or lower than the original grade. A course taken for graduate credit may not be repeated more than once.

ATTENDANCE — UNDERGRADUATE PROGRAM

The Bachelor’s program offers four day-long class periods per course per term. This is done to meet the needs of working, mature students to give ample time to digest a large amount of reading material; and to create a classroom dynamic which permits the extensive and intensive exploration of a major issue during each class session. For this design to work, one must attend class.

All course attendance and academic requirements must be fulfilled in order for the student to earn a course grade.

Students are expected to come to class prepared and to stay the full seven (7) hours, from 10 a.m. to 5 p.m. A student who is more than one half hour late is considered absent for that class day unless cleared in advance with the instructor.

ATTENDANCE — GRADUATE PROGRAMS

Attendance is required at all classes and workshops each class weekend. If all or part of a class weekend must be missed, each instructor must be notified ahead of time to arrange for work to be made up. Any course in which a student misses more than one class session must be repeated if credit is to be granted. A student who is more than one half hour late is considered absent for that class day unless cleared in advance with the instructor.

ACADEMIC AND SOCIAL STANDARDS COMMITTEE

The Academic and Social Standards Committee (ASSC) is responsible for handling and resolving all matters concerning academic and social standards and the often related personal issues. The Committee’s work is twofold. First, the Committee reviews and establishes policies and procedures for a fair and smooth functioning of the School of Human Services in matters relating to academic and social standards. Second, it resolves conflicts for faculty, students, and staff arising when these policies are not being adhered to or interpreted clearly or when they are violated. Specific policies and procedures are outlined in the programs’ student handbooks and in the Committee’s published statements.
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(*): Denotes adjunct faculty or community
(**): Denotes on leave

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