More Than a Weekend College for Adult Learners.

SPRINGFIELD
COLLEGE

School of Human Services

1992-93 Bulletin

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 desireable, including, without limitation, changes in course content, the rescheduling of classes, cancelling of scheduled classes, and other academic activities and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

Springfield College prohibits discrimination on the basis of race, color, sex, sexual orientation, age, marital status, religion, national or ethnic origin, veteran status, or non-disqualifying disability. This applied to our educational, admissions and employment policies, treatment of students, and other College-administered programs and activities.

Affirmative action at Springfield College refers to objective, measurable steps taken to ensure equal opportunity. Any positive, aggressive measures taken to assure equal access to opportunity and aimed at eliminating discrimination or which is intended to remedy past effects of discrimination is affirmative action.

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 requirement, 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) 788-3204, 1-800-727-0004 or write the Springfield College School of Human Services, 263 Alden Street, Springfield, MA 01109-3797.

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SPRINGFIELD COLLEGE SCHOOL OF HUMAN SERVICES BULLETIN

1992-93

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MISSION STATEMENT
UNITED FOR CHANGE

Purpose and Principles Upon Which the School of Human Services is Based

We are a multi-community, multi-racial organization drawing our constituency from the New England region. We respect the pluralistic nature of that constituency and are responsible to the differences in needs and expectations. We must, however, go beyond the limits of our differences and work to build solidarity among all oppressed people in the struggle to build a better society.

For change to occur in our society, we must gain control over our local communities. We choose to focus a significant portion of our efforts using our projects in community development and change as a means to that end!

We seek to transform and/or create human services from an enterprise which fosters dependency on and rationalizes the inequities of our present system, to a communol effort which would meet the needs yet promote the development and independence of its members.

We seek to transform and/or create community institutions (social, political, and economic) based on more humane values; cooperation instead of competition; collectivity instead of individualism; participation and democracy instead of bureaucracy and authoritarianism or expertism.

For change to occur in our society, local efforts must expand towards regional efforts and in turn regional towards national and national toward international. As our constituency is regional, we seek to build coalitions and alliances among like minded individuals and organizations. Through our local communities, we seek to expand our efforts into a mutually supportive and democratically controlled federation. With other communities we seek to work toward the common goal of empowerment and social justice.

We must be a reliable agent and source of strength for our students and their communities, responsive to and directed by their needs.

We openly declare our opposition to all forms of oppression and our intention to struggle against racism, sexism, classism, ageism, heterosexism, anti-Semitism, and handicapism.

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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 os Springfield College.

Growth has been especially rapid since 1946. In the 1991-92 academic year, total enrollment was 3,300 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 39 academic programs.

The Division of Graduate Studies at Springfield College offers advanced degree program 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 joined Springfield College in 1988. A successful offshoot of a unique undergraduate program created at Franconia 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 ta 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 present: 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 accepted for entrance to Springfield College are highly motivated to follow careers of human service upon graduation. More than 26,000 alumni, of which 2,000 ore 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, counselars, 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 cantinues to grow. Many social and human problems must be solved if we are to continue the rapid scientific and technological pragress made in recent years.

Skilled leaders are needed ta 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 anly 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

The College is 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 an urban setting.

The main campus, which is located on the western end of Lake Massasoit, has 32 major buildings 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. Other physical resources are the Physical Education Complex with a "skywalk," which 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.

In addition, the Towne Student Health Center, Blake Track and Field, Benedum Field, the multi-purpose Fuller Arts Center, and Bemis Hall (Springfield's science complex) are among the facilities available on the main campus.

The College also maintains additional acres of woods and fields known as the East Campus on another part of Lake Massasoit. This area provides an ideal setting for Springfield's environmental studies program as well as for other laboratory work in conservation, camping, recreation, and the natural sciences. It includes a waterfront area for boating.

The City of Springfield has a population af approximately 155,000 people. It is located 91 miles from Boston and 147 miles from New York City. The College is easily reached by automobile via the Massachusetts Turnpike (I-90) and Interstate 91. There are also bus and air facilities located in the area.

The School of Human Services programs are available at three sites: Manchester, New Hampshire; St. Jahnsbury, Vermont; and an the main Springfield campus.

BABSON LIBRARY

The Babson Library is a modern building having a collection of 560,000 information items. The collection includes over 800 serials; 130,000 books; 430,000 microforms; audio and audio-visual tapes and cassettes. Subject strengths are in the fields of social science and education, notably the *Human Relations Area File*, the *Educational Resources Information Clearinghouse* (ERIC) and the *Health, Physical Education and Recreation Microform Publications*. The Gulick collection of rare sports books, many dating back to the 17th century, is a feature of the Library.

Babson Library features spacious reading areas, lounges, and individual study areas. The Library also hauses the Undergraduate Admissions Office complex and the Department of Audio-Visual Aids. The entire structure is air-conditioned.

In addition, Springfield College is one of the Cooperating Colleges of Greater Springfield. Babson Library participates in established pracedures whereby the facilities of nine college libraries and the Springfield City Library are available to students of the various institutions. This includes borrowing and interlibrary loan privileges.

Computer data base searching is available both in-house (through CD Rom searching) and in a wide variety of subject areas through online vendors. The library is a member of C/W Mars library system which expands library cooperation to over 40 libraries in Central and Western Massachusetts. Babson Library also maintains an automated circulation system.

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 files; 1,367 audio tapes; 531 video tapes; and 326 films. School of Human Services' students have full borrowing privilege from the Shapiro Library. This library is located on New Hampshire College's South Campus, 2500 North River Rd., Manchester, NH.

THE INTERNATIONAL CENTER

From its founding until 1953, Springfield College carried "International" in its corporate title. Prior to World War II, the College was far ahead of most United States colleges and universities in International Affairs. Hundreds of alumni working effectively in more than 70 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, selection, counseling, and career guidance). Orientation of students from abroad, and of students from the United States who participate in the study abroad program.

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

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

Coordination and development of plans for overseas affiliations and centers.

Maintenance and cultivation of additional State Department and USIS affiliations and contracts appropriate to the College, its capabilities, interests and future.

Coordination of international exchanges and special projects including faculty exchange, cooperative research, and formal affiliations with several foreign institutions.

Expansion and diversification of the international visitors' program, with special attention for people sent to the College by agencies of the United States Government, YMCA, the Experiment in International Living, National Council for International Visitors, and other private agencies for varying periods of study and consultation.

CAREER SERVICES

Career Services provides a comprehensive program to aid all students and alumni/ae in planning their careers and securing professional and summer employment. Individual counseling, interactive career guidance computer programs, group workshops, and special programs encourage exploration of the career/life planning and job search processes. In addition to a professional staff and excellent programs, resource materials are available to research career options and target potential employers.

On-campus interviews, video taped practice interviews, employer career fairs, and job listings are available to assist in the job search process. To maximize the career assistance available through Career Services it is critical that individuals register and establish a credential file within their last two semesters at Springfield College if not sooner.

ACCREDITATION

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate 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 undergraduate Human Services program has full program approval, the highest approval awarded, by the Council for Standards in Human Service Education. The Master of Science in Social Work program is a candidate for accreditation by the Council for Standards in Social Work Education. Springfield College is approved to offer its Human Service programs 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. Problems, contradictions, and prejudices are presented so that students and teachers can together transform knowledge about the real world into useable 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

MASTER OF SCIENCE IN HUMAN SERVICES

- Human Services Administration
- Community Psychology
- Gerontology
- Community-Based Development

MASTER OF SCIENCE IN SOCIAL WORK

- Child and Family Services
- Alcohol and Drug Abuse Services
- Adult Mental Health/Developmental Disabilities/Services

The MSSW Program is only offered at the Springfield Site.

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 Humanics 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, disability, sexual orientation 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 Actian Officer, Springfield College, Springfield, MA 01109.

TIME FOR APPLYING

The Bachelor of Science and Master of Science in Human Services programs are structured to permit full-time students entry at the beginning of most semesters. The Master of Science in Social Work program permits full-time entry in September and is offered only at the Springfield site.

For infarmation about entering a program at a particular site, contact the recruitment officer at the site where you desire to take courses (Manchester, NH; Springfield, MA; St. Johnsbury, VT).

ADMISSIONS POLICIES AND PROCEDURES

UNDERGRADUATE PROGRAM

The Undergraduate Program is designed primarily as an upper division baccalaureate program for experienced adult students.

The pragram accepts students wha demonstrate an ability to do undergraduate level work as evidenced in past perfarmance, both experiential and academic, and a commitment to community and social service. They must evidence concern with the purposes and values of human service as set forth in the Mission Statement af the School of Human Services.

Specific Requirements for Admission:

1. A completed application farm.
2. High School diploma or its equivalent.
3. Transcripts from all colleges previously attended.
4. An individual interview with a faculty or staff member.
5. Demonstrated commitment ta community service.

Since the undergraduate curriculum is designed primarily as an upper division program, we seek students with a 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 priar college work may be accepted below the junior level.

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 wark 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, and areas of future growth on which to focus during the course of study.
4. Transcripts from all colleges previously attended.

MASTER OF SCIENCE IN HUMAN SERVICES

Specific Requirements For Admission:
1. Bachelor's degree from an accredited institution.
2. Five 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 years experience.
3. Demonstrated commitment to the human services.
4. Completed application including personal statement and three letters of reference.
5. Transcripts from all colleges previously attended.

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 terms (1 year).

Graduate Program in Human Services: Students must complete 36 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 is a brief description.

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.
6. Licenses.
7. Certificates and diplomas.
8. Transcripts of previous college-level academic work.
9. Letters of award/commendations.
10. Publications (newspaper articles, etc.)
11. Products, patents.
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:

The evaluation of transfer credits is made by the Registrar upon matriculation in consultation with a representative from the School of Human Services. A maximum of 72 semester hours of credits may be transferred in.

Credits from two-year institutions that have accreditation from the New England Association of Schools and Colleges or other regional associations are treated on the same basis as those from accredited four year colleges.

A maximum of 66 semester hours of credits may be transferred from a two-year institution.

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 his or her 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 studetn 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 semester hours can be granted for course work and up to 10 semester 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 6 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: $1,752 per term
Bachelor of Science International Program: $1,752 per term
Master of Science in Human Services Program: $1,917 per term
Master of Science in Social Work Program: $244 per credit hour

Application Fee: a fee of $10 for B.S.H.S. applicants or $30 for MS applicants must accompany each application for admission and is non-refundable.
There is a $10 computer fee each term for students enrolled at the Springfield site.

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. The fee for this service is $200 and is assessed when the student registers for the Human Services and Personal Development course.

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. Students may not drop a course after the 15th of the second month (Oct. 15, Feb. 15, June 15) of the term. They cannot add a course after the first class has met.

All forms are available ot the Student Services Office at each site.

ADVANCE TUITION PAYMENT

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

REFUND POLICY

Courses dropped on or before the following dates will allow the student to receive 100% tuition credit, less the $100.00 non-refundable deposit:

Fall term by October 15th
Spring term by February 15th
Summer term by June 15th

Courses dropped after the above dates will receive 50% tuition credit. If the student withdraws after the last day of the second month, no tuition credit will be received. The course(s) withdrawn will remain on the academic transcript with the grade of W.

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 expenses is encouraged to apply for financial assistance. An application for aid has absolutely no bearing on the decision whether to accept the student for admission.

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 mode 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 accepted to apply for assistance. It is suggested that applicants pursue the completion of their financial aid along with their admission application. Once enrolled in the College, returning students must make satisfactory ocademic progress toward their degrees 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 ossistance. Students must be accepted os 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 scholorships, 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 applicant's 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 applying 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 (FAF) of the College Scholarship Service from student's state of residency
  The FAF must be processed through CSS in Princeton, New Jersey. This is the primary dacument used in determining financial need. Applicants can apply for Pell Grants, state scholarships, and Springfield College SHS scholarships by completing the FAF.

- The Springfield College Financial Aid Applicotion

- A signed copy of your tax return (form 1040)
  If the student did not file, a statement of non-filing which details any income must be sent. If you were claimed as an exemption by another person, that tax return must also be submitted.

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

The Financial Aid Office may request additional information to document the need for assistance.

It is highly recommended that students begin the process as soon as possible.

PRIORITY FILING DATES

To increase the chances of receiving an early determination concerning the status of financial aid awards (i.e. before students register for classes), students must be accepted into the program and the financial aid file must be complete by the following dates:

December 1 for January semester
April 1 for May semester
August 1 for September semester

We recommend that students check periodically with the Financial Aid Office to make sure that the office has received information that students have sent to them.

FINANCIAL AID QUESTIONS SHOULD BE DIRECTED TO SPRINGFIELD COLLEGE, FINANCIAL AID OFFICE - 263 ALDEN STREET, SPRINGFIELD, MA 01109-3797 - (413) 788-3108.

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 far applicants who wish to challenge the decision. Appeals must be in writing to the Director of Financial Aid and must provide information to support the request for reconsideration.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

An application for a degree must be filed at the beginning af a student's last term 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	30 credits
School of Human Service Requirements:	
Concentration or Human Service	33 credits
Practice Courses	24 credits
Electives	33 credits
	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
	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 and Practice Sequence	6 credits
Group Project in Community Development	12 credits
	36 credits

Note: Springfield College has implemented All College Requirements (ACR). These requirements will be effective in SHS Undergraduate Programs in September 1993. Students entering in September 1993 will need to comply to these requirements.

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
	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 credits of work with at least a "B" average over all courses and satisfactory demonstration of advanced professional abilities, attitudes, and values.

EXCEPTION TO REGULATIONS

While the relative incidence of such is small, exceptions to graduate regulations following petition are made where justified. Appropriate forms are available in the Office of the Academic Coordinator which are to be completed by the student, reviewed by the major advisor, and returned to the Academic Program Coordinator for action.

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, labar 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. (At Manchester, NO MORE THAN 50% OF THE CREDITS REQUIRED FOR A DEGREE CAN BE AWARDED FOR PRIOR EXPERIENTIAL LEARNING.) The program also requires that a minimum of 48 credits be completed in residency in the SHS.

To earn a BS 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 terms.

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).

Presently, the programs extend across New England serving students from three campuses: Manchester, New Hampshire; St. Johnsbury, Vermont; and Springfield, Massachusetts. Courses at the St. Johnsbury 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 a BS 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 in Community Development & Change
- Theory & Practice II
- Human Service/General Education Course
- Total 12 credits

Term III
- Integrative Core Seminar III
- Group Project in Community Development & Change
- Theory & Practice III
- Human Service/General Education Course
- Total 12 credits

Term IV
- Group Project in Community Development & Change
- Theory & Practice IV
- Human Service/General Education Course
- Human Service/General Education Course
- Total 12 credits

Term V
- Human Service/General Education Course
- Human Service/General Education Course
- 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 pragram 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, 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. Utilizing the participants' own experiences as well as historical, sociological, political, and fictional texts, the seminar will examine the interaction between individual and society. The course studies 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 SHSB 202 and SHSB 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 bureaucratization, 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 criticolly 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 & Personal Development (3 credits)
This course has two distinct goals: to introduce students to adult development and individuation 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 learning 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.

SHSB 204 Project in Community Development & 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 the issues surrounding collective effort and collaborative work in the most concrete and direct manner possible; 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 ossessment 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 experience with other students and other projects. *(Prerequisite: SHSB 205)*

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 an "elective concentration," a set of electives that meet the students training needs, in consultation with their program coordinators. 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 thot they take lower division courses. The School will draw these courses from the following list:

SHSB 11 Education, Work, & 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 & Health (3 credits)
This course explores how various human conditions (e.g., poor housing, 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, & Social Justice (3 credits)
This course examines professionalism and bureaucracy with particular reference to their conflicting meanings, messages, implications, ond interactions. The class also examines how people gain, maintain, or lose skills; 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, ecanomic, and religious organizational structures in America. At the end of the course

students are able to analyze, review, and understand the way in which American society is structured.

SHSB 17 Volunteerism & Human Services (3 credits)
This course explores the impact of volunteerism on the delivery of human services. Out of a study of its historical context, students examine the current applications of volunteerism as an economic human resource and critical support mechanism 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 examines the principles and techniques of persuasive public speaking. It emphasizes student performance and refines students' skills in pronunciation, speech, public speaking, and effective communication.

SHSB 19 Communications Skills I (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.

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, this 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 natianal service arganizations in their respective communities where they can study how these organizations deal with people and with one another. Also included is 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 abaut brokering, consumer advocacy, and mobilization of services with special attention on the effective delivery of cansumer 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 coaperatively to solve human service problems. It also provides a theoretical understanding of networking.

SHSB 27 Intake & Referral (3 credits)
This course provides students with practical skills for client intake, assessment, interviewing, case recording, case preparatian, 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 the principles of employer supervision including professionalism and interpersonal relations, evaluation motivation of employees, personnel policies and in practice, occupational psychology, and the decision making process through case studies of sexual harassment, racism, nepotism, and other forms of arbitrary decisions.

SHSB 30 Introduction to Community Organizing (3 credits)
This course provides students with the theory into such practical aspects as: why organize; who is an organizer; when to organize; how to execute one's plans effectively; how to build coalitions and support groups; and how to negotiate.

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 theories are explored as physical and cognitive aspects of child development are 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 & 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 Human Service Research (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 class.

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 is placed on the interaction of social, psychological, and biological factors in shaping personality development.

SHSB 42 Law & 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 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 & 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 ethnics.

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 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 examines the dynamics and elements of financial management. It 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 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 & 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 & 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 examines the theoretical premises and many of the practical applications of family therapy. The course examines how interpersonal systems function and applies 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 & Practices (3 credits)
This course utilizes the contemporary and emerging literature on the new psychology of women.

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

CJWB 118 Family Counseling & Understanding Diverse Cultures (3 credits)
This course indroduces major theoretical approaches to family therapy. Students learn to analyze the interactions of family structure, ethnicity, and the impact of sociol control agents in determining appropriate helper responses. Ways in which the service providers' ethnicity, culture, and race influence their perceptions are also explored.

SHSB 119 Advocacy for Institutional Change: Case & Class Advocacy (3 credits)
This class has four objectives: to teach students how to apply their knowledge of the advocacy process to different situations; to enable students to learn the relationship between social change theories and advocacy; to examine and review the essential tools of advocacy; and 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 procedures 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, 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 review 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 relotions, 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 racial/cultural groups within our society. The class analyzes both the common denominators of women's issues and the very real differences.

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 some of the factors in community health services relate to cultural diversity in health and illness, the role and rights of consumers, and the broad spectrum of human behavior as it relates to meeting human needs.

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

SHSB 126 Urban Politics & 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, holistic health, and child sex abuse are amongst the possible foci.

CJWB 127 Special Topics in Counseling: Child Sexual Abuse (3 credits)
This course is designed for those working with sexually abusive situations whether from the standpoint of the victim, offender, or those significantly affected by abuse.

SHSB 128 Community Organizing (3 credits)
This advanced course distinguishes the characteristics of organizers and the form of their social movements. Students also analyze the development, structure transformation, and development of an organizer. Group dynamics is also 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 release programs for institutional inmates; administration of halfway houses; non-residential programs for probationers,

parolees, and drug abusers; community residences for juvenile offenders; and supervision of foster care programs.

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

CJWB 131 Women & Crime (3 credits)
This course explores in-depth three aspects of the relationship between women and crime: women as offenders; women as victims of crimes; and 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 & Organization (3 credits)
This class examines police problems at the administration level such as inspection and internal contral 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. It 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 & 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 helps 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 database 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 Counseling (3 credits)
This course examines the different theories of psychotherapy and how these theories affect counselors and their clients.

CJWB 141 Coping with Disease & 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. It 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 tapics: the nature of our health systems; the concept af multiple risks; various risks reduction strategies; the historical origins of public health; the possibility af formal and informal health education solving health problems; and individual, social, and organizational approaches to health educatian. 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, & the Developmentally Disabled (3 credits)
This caurse examines court decisions and recent laws outlining the rights of the developmentally disabled individuals far care and treatment. It examines these issues from the perspectives of prafessional 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. It examines conservative, liberal, and radical approaches to prison reform.

SHSB 146 Writing Skills I (3 credits)
This course focuses on the development of basic writing skills with attention to the specific needs of individuals in the class. Topics covered include developing ideas in writing, basic rhetorical principles, a review of the conventions of writing, and the research paper. Other tapics are generated to meet the needs of the group.

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: receptive skills (skimming, reading for camprehensian, and listening to lectures and discussions) productive skills (participating in class discussions, vocabulary development, pronunciation, essay writing, and revising and editing) and study skills (notetaking, summarizing, paraphrasing, outlining, using the library as a resource, and using dictionaries).

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

SHSB 150 Race, Religion, & Culture (3 credits)
This course examines the interplay between race, religion, and culture within societies and organizations attempting to move towards equality and democracy. A range of thinkers is examined.

SHSB 151 Grant Writing & Fundraising (3 credits)
This course overviews and refines skills in grant writing and the techniques utilized in applying for public and private funding saurces. 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. It 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 class facuses 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 examines 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 & 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. It is organized around four themes: caring for sickness versus health care; professional care givers self-care; public health care versus personal health care; and public health defined by the state versus public health defined by and for the citizenry.

SHSB 157 Health Care & 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 & Aging II (3 credits)
This course reviews the techniques of working with the geriatric patient. The therapeutic community, sensory training, reality orientation, remotivation, and group activities as therapy are examined.

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 & 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 & the Social Order (3 credits)
This course presents a picture of the relationship between health, disease, and the social order and illustrates

how sociol and cultural factors mediate biological determinants and outcome.

CJWB 164 Substance Use & 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 & Social Change (3 credits)
This course analyzes formal institutions of social control and their impact on social justice and social change. It examines the question of whether the legal process can initiate and sustain social change. *(Prerequisite: SHSB 42 or equivalent)*

SHSB 166 Culture & Political Thoughts of Third World People (3 credits)
This course surveys the social, cultural, and political aspects of several Third World countries and their cultural transformations in order to develop an understanding of the role of culture in the process of social change and liberation struggles. It 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 two 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 diverse cultures.

SHSB 168 Social Philosophy (3 credits)
This course compares and contrasts a range of philosophers who have had a great impact on our social consciousness. It aims to help students master certain basic philosophical principles in relation to their social activities and enable them to develop a social consciousness that adequately defines their social responsibilities. *(Prerequisites: SHSB 128, 130, or 203)*

SHSB 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 examines the socio-economic structures, government policies, and industrial patterns underlying the present underdevelopment of rural areas. Case studies of proactive rural development strategies are also discussed.

SHSB 171 Socialization & 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, & Cooperation (3 credits)
This course examines the mainstream interpretation of how economies work. A range of economic systems are examined with particular emphasis on how competition and cooperation are used in each system. 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 them. Their actuol and potentiol 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)
Case studies in community-based development are examined from various cultural settings.

SHSB 176 Labor Economics (3 credits)
This course explores the application of economic analysis to issues important to the labar 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 provides an introduction to Federal, 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 examines the history of community development from a sociological perspective.

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 investigates 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 & 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 covers 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 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 students with the major social forces as they relate to the American Empire.

SHSB 185 Issues of Adolescence (3 credits)
Cross-cultural and historical perspectives on the phenomenon 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. Projects in the areas of literacy, health, education, and community organizations are studied.

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 countries? 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 & 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 positions on important political issues, political activity of unions, labor history, and government's role in labor/management relations.

SHSB 191 Organizing, Collective Bargaining, & 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 & 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 & 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 os 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, & Critical Thinking (3 credits)
This course provides 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 class also serves 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 I (3 credits)
This course is intended for students who want to conduct independent reading and/or research under the supervision of a faculty member. The specific learning objectives are 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 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 & Social Control in U.S. History & 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 examines the nature and reaction of violence and deviance as well as the history and dynamics of institutions of social control. Students 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 are 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, and human and community development. While the course provides an introduction to the history and issues of the human service system in America, examples ore 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 & 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. It includes a structural, historical, and functional examination of the business and political systems in the U.S. and their interrelationships. The class 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 are 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 is discussed in relation to Federal civil rights statutes.

CJWB 23 Economics & Law (3 credits)
This course includes an inquiry into the relationship between morality and the law and their organic interrelationship in the natural law tradition. Other aspects studied are the contemporary debate illustrated by the issues of human and civil 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 lobor. The issues reviewed are 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 examined are from a variety of perspectives: personal, cultural, economic, and political. The issues reviewed are developed by the instructor in collaboration with the class.

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

THE INTERNATIONAL PROGRAM IN HUMAN RESOURCE DEVELOPMENT of the School of Human Services is a Baccalaureate specialization designed specifically for internationol students from developing countries. The program is for adults who hove worked for some years in fields related to social services or community development. Students earn the Bochelor of Science in Humon Services degree.

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

- o 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 competence 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.

Non-Degree (Special) Graduate Students

Students who have not been admitted to a graduate program who wish to take graduate courses are required to file a special student application along with transcripts demonstrating receipt of the bachelor's degree. Special students may be admitted to those courses for which they have the prerequisites with the approval of the faculty members who teach the courses and Graduate Division authorization. Since no more than ten semester hours of credit taken as a special student (at Springfield College or elsewhere) prior to admission to graduate study may be applied toward the master's degree or to the Certificate of Advanced Study, students interested in working toward a degree should apply for graduate standing as soon as possible. The major departments evaluate the work taken previously concerning its applicability within the degree program and specify how much, if any, will be accepted toward degree requirements.

Degree Graduate Students

These are students who have completed a bachelor's degree program and who have been accepted for admission to a particular program of graduate study leading to an appropriate degree, or certificate, at Springfield College.

GRADUATE SOCIAL WORK PROGRAM

PROGRAM MISSION

This Social Work program uses the advanced generalist perspective for social work practice. Since most human problems 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 problems 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 to intervene in the most effective and empowering manner possible. This program is presently offered on the Springfield campus only.

PROGRAM OBJECTIVES

The overall objective of the program is to prepare students to function as advanced practitioners in working with people to support and help people cope with pressures, problems, and the consequence of social injustice; and empower and facilitate social change. The program also prepares 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 the context of the family system, community organization, and social policy development.
- 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 an curricular areas and the knowledge, skills, and values emphasized thraugh 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 orientation, social class, age, physical ability, 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

The curriculum is offered in two formats: a full-time (weekday) option and a part-time (weekend) option. The content and quality of the program is the same under both options. The scheduling of classes differs in order to provide the flexibility required of employed persons.

Under the full-time option, the 61-credit program is completed in four semesters (two academic years). The core classes meet one day per week from 11:00 a.m. to 8:00 p.m. Elective courses meet one weekend day per month for four months — a total of 28 hours of contact time for a two-credit course. In addition to classroom work, a field practicum of 15 hours per week in each of the four semesters and a concurrent practicum seminar as arranged at the convenience of the students and faculty are required.

The part-time option is offered specifically for working people. Classes meet Saturdays and Sundays two times a month. Each course meets one weekend day per month for seven hours four times per semester. The program is structured to be completed in six semesters (two calendar years).

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 2 for the part-time program. Field Seminar is a one-credit, smoll group experience in each term, 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)

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 focus. 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.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. 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 I:
Stages in the Life Process — Individuals, Families, & Groups (2 credits)
This course examines individual and family development in the context of groups, organizations, and communities with particular emphasis on ethnicity, social class, and gender differences. Includes a project on development in an ethnic group.

MSSW 302 Human Behavior in the Social Environment II:
Social Structure & Social Change — Culture, Community, Organizations, & Individuals (2 credits)
This course studies community, community organizing, and social movements among ethnic and racial groups with the civil rights movement as a paradigm, but backlash organizing as a reality also. It includes a project on community development in an ethnic group.

MSSW 303 Human Behavior in the Social Environment III:
Economics & Politics (2 credits)
This course examines community, community organizing, and social movements among working people and women. The dynamics of economic, political, and cultural forces are also studied. It includes a project on a social movement.

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

MSSW 311 Social Policy & Services I (2 credits)
This course uses the histories of social welfare policy and of social work as springboards for exploring social policy dimensions, formation, and issues. It introduces human service organizations.

MSSW 312 Social Policy & Services II (2 credits)
This course looks at policy in the context of human service organizations and at ways in which clients, line workers, managers, and directors influence organizational policy.

MSSW 313 Social Policy & Services III (2 credits)
This course focuses upan the analysis of social policy and upon a variety of uses of policy analysis such as lobbying, advising, demonstration projects, and community education.

MSSW 329 Generic Counseling I (2 credits)
Generic Counseling Skills II (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.

MSSW 332 Case Management (2 credits)
This course 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 & Family Services I:
History & Concepts of the Field (2 credits)
This course focuses on historical, psychological, political, and practical inquiries into children and families. It 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, and sexual orientation.

MSSW 334 Child & Family Services II:
Families & Public Policy, Systems in Crisis (2 credits)
This course 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 are also studied.

MSSW 335 Child & Family Services III:
Assessment & Intervention (2 credits)
This course 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 & Family Services IV:
Children & Families — Outreach, Planning, & Administration (2 credits)
This course focuses on knowledge and skills for work with organizations, institutions, and communities. Students examine 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 are also studied.

MSSW 337 Alcohol & Drug Abuse Services I:
History & Concepts of the Field (2 credits)
This course 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 & Drug Abuse Services II:
Social Aspects of Dependency (2 credits)
This course 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. It 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 & Drug Abuse Services III:
Assessment & Intervention Strategies (2 credits)
This course studies substance abuse practice concepts and skills such as assessment, intervention treatment planning, and implementation strategies with individuals affected by substance abuse. It 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. Students examine critical differences in strategies with different types of substances such as heroin, cocaine, alcohol, and Valium.

MSSW 340 Alcohol & Drug Abuse Services IV:
Outreach, Planning, & Administration (2 credits)
This course 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 also examined.

MSSW 341 Social Work Practice I:
Assessment, Goal Setting, & 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 II:
Assessment, Goal Setting, & 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.

MSSW 343 Social Work Practice III:
Problems of Development — Individual, Family, Organization, & Community (2 credits)
This course 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. It 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)
This course studies the assumptions, values, and concepts underlying advanced generalist social work practice. Tools for creative thinking are introduced and practiced. Students examine the range of interventive roles and strategies that comprise generalist practice. Cose 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, heterosexism, ableism, and anti-Semitism. Detailed examinotion is made of the issues of living in a state of continued marginality.

MSSW 347 Policy & Planning at the Community Level (2 credits)
This course examines policies in the human services and their impact at the community level. It 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)
This course examines empowerment along with other approaches in making interventions with individuals, groups, families, organizations, and communities. Students consider extra-individual sources of problems and pressures and how to negotiate and deal with them. Emphasis is placed on the use of this tool with groups oppressed on the basis of race, age, gender, ethnicity, physical and mental ability, social class, religion, and sexual orientation.

MSSW 349 Theories of Counseling & Psychotherapy (2 credits)
This course provides students with a basic understanding of selected current theoreticol 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)
This course 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 foci of this MSW program are emphasized. This course is available for BSW graduates only.

MSSW 352 Social Work in Industrial Settings (2 credits)
This course 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. It 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)
This course 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. It 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 & Strategic Planning (2 credits)
This course deals with the skills and knowledge necessaary 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 & Implementation (2 credits)
This course 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)
This course is a 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)
This course examines how to operate information systems which effectively monitor and control both fiscal and program information. It involves an introduction to computers including electronic spreadsheets. Concern is with increasing program effectiveness.

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

MSSW 362 Staffing & Supervising (2 credits)
This course 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 (case and class advocacy) and to be able to teach these skills to others.

MSSW 366 Power & Accountability (2 credits)
This course examines relationships with boards, funders, politicians, businesses, other agencies, and communities. It includes developing 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)
This course examines how service agencies can evaluate continuously whether the right services are being provided and how well they are being provided. A review of the range of appropriate evaluation methods and techniques with opportunities for application is also studied.

MSSW 368 Legal Issues in Human Services Administration (2 credits)
This course 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 insure client rights and benefits.

MSSW 369 Current Topics in Human Services Administration (2 credits)
This course is devoted to new approaches proposed in human services administration, special issues of major importance, and the implications of findings from current research.

MSSW 371 Economics of Aging (2 credits)
This course 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 & Agency Policies for the Aging (2 credits)
This course 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 are considered.

MSSW 373 Adult Mental Health/Developmental Disabilities I:
History & Concept of Mental Health & Developmental Disabilities (2 credits)
This course 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 II:
The Social Context of Policy Development (2 credits)
This course examines the social context of policy development in mental health and developmental disabilities and of policy implementation at national, state, and local levels. It studies 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 III (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 given to cultural issues particularly through analysis of the consequences of diagnostic criteria developed by the dominant culture and then applied to people from different subcultures; the DSM 111 and the ICD 9 are discussed with regard to their applications to special papulations, behavior modification, and family therapy techniques.

MSSW 376 Adult Mental Health/Developmental Disabilities IV (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, encouraging self-help and support groups, and advocacy work.

MSSW 380 Understanding the Process of Aging (2 credits)
This course 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. It includes examination of such problems as mental and physical ill-health, loneliness, isolation, inadequate housing, employment, forced retirement, and nutrition. It also reviews the role of race, sex, and culture in regard to these issues.

MSSW 385 Practicum (4 credits)
This is an application of social work knowledge and skills in an agency setting. Four semesters of practicum is required.

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 sourses 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 far 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, students may choose one of four tracks within the program:

- Human Services Administration
- Community Psychology
- Gerontology
- Community Based Development

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

MCCP]
MHSA] 325 External & Internalized Oppression (2 credits)
MGER]

In this course, consideration is given to objective external oppression and dominant ideologies that encourage and force people to internalize that oppression. It is devoted to the recognition of these phenomena and to development of methods to wark against them. On one side, the course paints to the use of dominant ideologies which blame the victim. On the other side, it explores Paolo Freire's work as a pattern of working against internalized appression. Emphasis is on self-examination as well as distanced analysis.

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

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]

This course considers technical approaches to working with human beings in a way that includes or implies philosophical and political considerations as well. It 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-111 and the politics of disease-based biological models; the resurgence of genetic and social Darwinist arguments; and harmony and conflict models of human nature.

MCCP]
MSHA] **328 Systems, Communities, Organizations, & Groups (2 credits)**
MGER]

This course 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 environments 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 ensure 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, meshes with the clients and community it serves. This 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:

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

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)
This is a review of 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, it 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 & Strategic Planning (2 credits)
This course 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 & Implementation (2 credits)
This course examines technical planning procedures, the actualities of planning and implementation, and the problems of creating new programs and agencies.

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

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

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

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

MHSA 363 Clinical Concepts & Clinical Languages (2 credits)
This course 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)
This course examines legal issues of concern to the human services administrator in terms of responsibilities to be handled, 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 athers.

MHSA 366 Power & Accountability (2 credits)
This class examines relationships with boards, funders, politicians, businesses, other agencies, and communities. It 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)
This course examines how service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It reviews the range of appropriate evaluation methods and techniques with opportunities for application.

MHSA 370 Human Services Administration: Policies & Alternatives (2 credits)
This class 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). It 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, and 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 projects satisfactorily as well as their required courses.

COMMUNITY PSYCHOLOGY TRACK (CP)

The delivery of effective human service begin with the discovery of our own desires, beliefs, and actions. This requires the critical examination of how the traditions which have created defective institutions in our society have shaped and directed our own lives. Only when we have achieved this understanding can we begin our study of the social and economic context of human services. 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. 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:

	Course Title	Credits
MCCP 325	Community Psychology I: External & Internalized Oppression	2
MCCP 326	Community Psychology II: The Political History of the Struggle for Humane Human Services	2
MCCP 327	Community Psychology III: Human Nature, Human Development, & Human Assessment	2
MCCP 328	Community Psychology IV: Systems, Communities, Organizations, & Groups	2
MCCP 329	Generic Counseling Skills I	2
MCCP 330	Generic Counseling Skills II	2
MCCP 333	Child & Family Services I	2
MCCP 334	Child & Family Services II	2
MCCP 335	Child & Family Services III	2
MCCP 336	Child & Family Services IV	2

MCCP 337 Alcohol & Drug Abuse Services I 2
MCCP 338 Alcohol & Drug Abuse Services II 2
MCCP 339 Alcohol & Drug Abuse Services III 2
MCCP 340 Alcohol & Drug Abuse Services IV 2
MCCP 341 Adult Psychological Services I 2
MCCP 342 Adult Psychological Services II 2
MCCP 343 Adult Psychological Services III 2
MCCP 344 Adult Psychological Services IV 2
MCCP 347 Theories of Counseling and Psychotherapy 2
MCCP 348 Empowerment as a Counseling Tool in the Intervention Process 2
MCCP 351 Community Project (four terms) 3

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, 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. It focuses upon forgetting, transfer, and 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-IIIR and Neuropsychiatric Mental Status Examination, an exploration of the most frequently appearing abnormal behavior in our culture is emphasized. Among the maladaptive behaviors examined are neuroses, psychosomatic disorders, alcoholism, drug addiction, character disorders, and epilepsy.

MCCP 318 Advanced Abnormal Psychology II (2 credits)
This is a continuation of Advanced Abnormal Psychology I. In this course, manic depressive psychosis and schizophrenia are the central focus. Recent research in this area and its practical applications are 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. Its uses in treatment, drug abuse, and related topics are considered.

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

MCCP 330 Generic Counseling Skills II (2 credits)
This course examines basic issues and key concepts of group process and human behavior in groups. Both theoretical and applied sources are considered, and some techniques ond behaviors used with groups in a voriety of settings are examined. Focus is on ethical and professional issues that most affect the practice of counseling and related helping professions.

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, 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 I: Understanding Systems — Children & Families in Crisis (2 credits)
This course 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 II: The Larger Context (2 credits)
This class 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 & Family Services III: Assessment & Intervention (2 credits)
This course 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 developmental crisis.

MCCP 336 Child & Family Services IV: Children & Families — Outreach, Planning, & Administration (2 credits)
This course focuses on knowledge and skills for work with organizations, institutions, and communities. Students examine 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 I: History & Concepts of the Field (2 credits)
This course introduces students to a conceptual framework for understanding substance abuse and addiction. It 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 & Drug Abuse Services II: Social Aspects of Dependency (2 credits)
This course examines national, regional, and local policies relating to the field; studies how economic, political, and legal forces affect planning and service provision; and reviews the funding process. It focuses on the existing continuum of care and how that is accessed, and identifies local and state resources for providing services. The service delivery system is studied critically.

MCCP 339 Alcohol & Drug Abuse Services III: Assessment & Intervention Strategies (2 credits)
This course studies substance abuse practice concepts and skills such as assessment, intervention treatment planning, and implementation strategies with individuals affected by substance abuse. It 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. It examines critical differences in strategies with different types of substances such as heroin, cocaine, alcohol, and Valium.

MCCP 340 Alcohol & Drug Abuse Services IV: Outreach, Planning, and Administration (2 credits)
This class 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 also studied.

MCCP 341 Adult Psychological Services I: History & Concept of Mental Health & Developmental Disabilities (2 credits)
This course 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 II: The Social Context of Policy Development (2 credits)
Current treatment alternatives, counseling techniques, case management, and crisis intervention joined 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 III: Assessment & Intervention Strategies (2 credits)
This course is an in-depth examination of the assessment process status examination, diagnostic categories and criteria, and moving from assessment to intervient planning. Attention is paid to cultural issues particularly through analysis of the consequences developed by the dominant culture and then applied to people from different subcultures; the DSM 111 and the ICD 9 are discussed with regard to their application to special populations. Behavior modification and family therapy techniques discussed with regard to their application techniques are also considered.

MCCP 344 Adult Psychological Services IV: Community Strategies, Planning, & 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, 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 cantinued marginal.

MCCP 347 Theories of Counseling & Psychotherapy (2 credits)
This course 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.

MCCP 348 The Use of Empowerment as a Counseling Tool in the Intervention Process (2 credits)
This class 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 toal with groups oppressed on the basis of race, age, gender, ethnicity, and handicap.

MCCP 349 Current Topics in Community Psychology (2 credits)
This course 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 af 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 thoy 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 practicum consists of 128 hours of applied experience in either Adult Psychological Services, Child and Family Services, or Alcohal and Drug Abuse Services. The first planned, supervised practicum will be spent in a hospital or community mental health clinic. During this time students are exposed ta the workings of a clinically oriented treatment facility and begin practice in screening, intakes, diagnastic evaluations, treatment planning, and clinical counselling. A seminar accampanies each practicum experience under faculty direction and supervision. In subsequent practica, students continue to acquire experience in their chasen tracks, but are also 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.

Students will consult with their advisers regarding electives which can be selected from listings in gerontology, human service administration, or community psychology depending an individual program and availability.

Graduates 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:

	Course Title	Credits
MGER 325	Gerontology I: Externalize & Internalized Oppression	2
MGER 326	Gerontology II: The Political History of the Struggle for Humane Human Services	2
MGER 327	Gerontology III: Human Nature, Human Development, & Human Assessment	2
MGER 328	Gerontology IV: Systems, Communities, Organizatians, & Groups	2
MGER 380	Understanding the Process of Aging	2
MGER 382	Government & Agency Policies for the Aging	2
MGER 385	Case Management	2
MGER 388	Women's Issues in Aging	2
MGER 392	Current Topics in Gerantology	2
MGER 396	Community Project in Gerontology	2

Students will consult with their advisers regarding electives which can be selected from listings in gerontology, human service administration, or community psychology depending an individual program and availability.

GERONTOLOGY COURSE DESCRIPTIONS

MGER 380 Understanding the Process of Aging (2 credits)
This course focuses on the overall process of aging. It considers the normal physical and psychological changes that accompany growing older. Students examine the relationship between normal physical changes and the impact of environmental, social, and economic forces on the aging person. Special attention is paid to the efforts of older people to re-define their role in contemporary life.

MGER 381 Economics of Aging (2 credits)
This course 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.

MGER 382 Government & Agency Policies for the Aging (2 credits)
This course 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 are considered.

MGER 383 Fiscal Management (2 credits)
This course 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)
This class 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 nonprofit corporation, development of bylaws, board of directors development for the organization, and corporate funding and public relations.

MGER 385 Case Management (2 credits)
This class 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, and how to deal with death and dying. It also includes specific counseling skills with the elderly and their families.

MGER 386 Senior Power (2 credits)
This course explores the political orientation, political interest and participation, and political leadership of the elderly in our society. It includes looking at the Grey Panthers, AARP, Silver Haired Legislature, and self-help orgonizing.

MGER 387 Program Evaluation (2 credits)
This class examines how human service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It emphasizes the concepts, skills, and importance of the practical application of program evaluation. It also provides experience in exomining 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 & 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)
This course reviews levels and agencies of government — Federal, state, and local (county, municipal, and special purpose) — with an eye to determining preferred entry points and methods of approach for initiating fostering, and otherwise promoting, social change. It 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. It examines the delineation of normal and pathological change in aging and 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.

MGER 392 Current Topics in Gerontology (2 credits)
This class 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

In appreciation of the differences existing between rural and urban systems regarding Human Services, the MSHS program ot the St. Johnsbury Site has been organized to meet the needs of many rural practitioners who are called upon to provide direct service as well as the administrative oversight to operate the agencies. Therefore we have designed the MSHS program ot the St. Johnsbury site to cross normal program areas and provide all graduates with a broad general background in aspects of human services including administration of such programs.

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

MCBD 325 Perspectives in Human Service I: Externalized & Internalized Oppression.

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

MCBD 327 Perspectives in Human Service III: Human Nature, Human Development, & Human Assessment.

MCBD 328 Perspectives in Human Service IV: Systems Communities, Organizations, & Groups.

MCBD 355 Historical Sociology & Economics of Community & Development.

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

MCBD 357 The Ethics of Development & the Development of Ethics.

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

MCBD 359 Accounting & Fiscal Management.

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

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

MCBD 362 Design of Community-Based Ventures.

In addition to completing the above seminars, all students are 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 reseorch 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 is 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 & Economics of Community & 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 are examined.

MCBD 356 Case Studies of Cooperative Models for Sustainable Community-Based Development (2 credits)
This course 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 & 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, & 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 & 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, & Politics in Community-Based Groups (2 credits)
Effective democratic participotory management structures, processes, and styles are examined in the context of the actualities af politics within and without community-based groups. This requires unleorning concepts of management and decision-making rooted in private ownership ideologies.

MCBD 361 Community-Based Education for Liberation & 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 practicum in designing effective community-based ventures which reflects community needs while taking into account the harsh realities of economic and political environments. Each student produces one complete venture proposal consisting of assessment of community need, an educational program for helping the community develop itself to wark on that need, a business plan, a governance model, and a process model for community develapment and implementation of the venture.

The above courses are offered in a rotating sequence. Other selections from the MSHS range of course offerings may be substitutes for any one of the above upon approval of the Academic Program Coordinator.

The Community Based Development program is offered to students who have engaged or are about to be engaged in Community Based Development efforts. Therefore in addition to the student wishing to gain additional skills in the field of Community Based Develapment, the students selected for this program shall be ready to share their experience and skills with the other students of the CBD program.

Thus, we have designed into the delivery of the course work a graduate seminar setting to be done over several consecutive days for each term. The project requirement of the pragram is focused on off-course time and it is expected that periodic status reports will be made by students to all other students as well as the required monthly update reports to the faculty advisers. The duration of these seminar days will vary between seven and nine days depending on the nature of the material to be covered and the needs of the students in any given cycle. The typical day will range in duration from 9-12 hours with appropriate breaks for rest and food.

The thinking that leads to this configuring is that once a group has engaged in effective interactions of a problem solving nature or working out simulation for a development effort, that the artificial boundaries tend to get in the way of effective learning when dealing with practitioners in this field.

SCHOOL OF HUMAN SERVICES
MASTER'S IN HUMAN SERVICE

SEQUENCE OF COURSES IN NORTHERN TIER

External & Internal Oppressions
Contradictions of Human Service Administration
Staffing & Supervision
Project focuses on development of idea, contacts, and contract

Systems, Communities, Organizations & Groups
Social Program Planning & Implementation
Alcohol & Drug Abuse Services I
Project includes advocacy and legal issues

The Political History of the Struggle for Humane Human Services
Fiscal Management
Counseling & Psychotherapy
Project

Human Nature, Human Development, & Human Assessment
Women's Issues In Aging
Program Evaluation/Advocacy Techniques
Project

GRADING

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

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

Incomplete (I) — Upon student request, the instructor may give a mark of Incomplete 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 a copy filed with the Registrar before the "I" or alternote grode 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 ot 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 remaved only by repetition of the course at Springfield College.

Students may repeat a course in which they have received an unsatisfoctary grade. To do so, they register again for the course. Both grade entries will oppear 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 is 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, 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 progrom leading to the Certificate of Advanced Study. If Supervised Student Teaching, Field work, Internship, or Practicum 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 groduate 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 accumulative 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 acodemic index, nor are grades for undergraduate courses which ore token 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 appeor 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 is true whether the grade for the repeat is higher or lower than the original grade. A course taken for graduote credit may not be repeated more than once.

ATTENDANCE — UNDERGRADUATE PROGRAM

The bachelor's program offers four day-long closs 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 o major issue during eoch 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 course credit.

Students are expected to come to class prepared and to stoy the full seven (7) hours, from 10:00 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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