

**SCHOOL OF HUMAN SERVICES  
UNDERGRADUATE PROGRAM  
COURSE CATALOG**

**2001-2003**



# MISSION STATEMENT

In accord with the mission of Springfield College, the mission of the School of Human Services is to provide broadly accessible higher education in human services for adult learners that embodies the principles of humanics, community partnership, and academic excellence to achieve social and economic justice.

## OUR GOALS AND OBJECTIVES ARE:

### **To provide an educational experience that . . .**

- emphasizes social analysis, critical thinking, communication skills, and leadership for social and economic change;
- responds to student, workplace, and community needs;
- incorporates the knowledge adult learners bring to the classroom through collaborative learning and critical reflection.

### **To recruit, enroll and graduate highly motivated students who are committed to the distinctive philosophy of the college and the school, and who . . .**

- are economically and culturally diverse and have been historically denied access to higher education;
- reflect regional demographics;
- can and will engage in an education to help achieve economic and social justice.

### **To create and maintain mutually beneficial partnerships with communities and organizations that . . .**

- provide an environment where the human services community gathers to reflect and share knowledge and experience;
- offer resources and information to build and sustain organizations designed to serve community human service needs;
- provide meaningful field work opportunities for students and faculty.

### **To help society achieve social and economic justice by generating new knowledge about . . .**

- human services;
- adult teaching and learning;
- development and change in local, national and global communities.

### **To establish and maintain working and learning environments that . . .**

- attract, develop, support, and retain competent faculty, administrators and staff who are committed to the school's mission;
- provide clean, safe, accessible and attractive facilities as well as systems and equipment necessary to support the programs of the school;
- foster meeting the objectives of the school through teamwork;
- clearly define roles, responsibilities and authority;
- encourage open, clear, comprehensive, and timely communication;
- acknowledge talent and creativity among faculty, administrators, staff, and students.

### **To secure and provide sufficient human and financial resources to . . .**

- sustain and enhance continuing School of Human Services programs and campuses;
- open additional domestic educational campuses to serve the needs of the YMCA and other human service organizations which, in turn, provide an appropriate contribution to institutional overhead;
- establish several additional partnerships with other leading national and international human services organizations;
- endow scholarship programs that provide an affordable education;
- maintain an international presence

# **SPRINGFIELD COLLEGE**

263 Alden Street, Springfield, MA 01109-3797



## **SCHOOL OF HUMAN SERVICES UNDERGRADUATE PROGRAM COURSE CATALOG**

**2001-2003**

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# ACCREDITATION

Springfield College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01739-1433, Tel: (781) 271-0022, E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org).

The undergraduate School of Human Services program has full program approval, the highest approval awarded, from the Council for Standards in Human Service Education.

**In addition, Springfield College is licensed or approved to offer its SHS program by the following state agencies:**

**California**, State Department of Consumer Affairs, Bureau of Private Postsecondary and Vocational Education, 1027 Tenth Street, 4th Fl., Sacramento, CA 95814-3517. Tel: 916-445-3427

**Delaware**, Department of Education, The Townsend Building, P.O.Box 1402, Dover, DE 19903-1402. Tel: 302-739-4601

**Florida**, State Board of Independent Colleges and Universities, Department of Education, Tallahassee, FL 34399-0400. Tel: 850-488-8695

**Massachusetts** Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108-1696. Tel: 617-727-7785

**New Hampshire**, Postsecondary Education Commission, 1 Industrial Park Drive, Concord, NH 03301-8512. Tel: 603-271-2555

**Vermont**, The Vermont Higher Education Council, P.O.Box 47, Essex Junction, VT 05453-0047. Tel: 802-878-7466

**Wisconsin**, Educational Approval Board, P.O.Box 8696, Madison, WI 53708-8696. Tel: 608-266-1996.

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# Overview

Since 1885 the tradition of Springfield College has been to educate outstanding leaders to serve our communities. Beginning with YMCA professionals the mission expanded to include the fields of health and fitness, counseling, education, medicine, social work, and sports education in the College's five schools. The School of Human Services (SHS), as a premier adult education degree program for human service workers, enhances the tradition with more than twenty-five years of experience in assessing and evaluating the educational needs of adult learners, designing programs and services that integrate the academic and social aspects of returning to school as adults, and respecting the cultural and ethnic diversity of the communities we serve.

SHS programs and services are adult oriented. A convenient weekend schedule enables you to attend college full-time while continuing your workplace, family and community commitments. It enriches learning as you put into practice on Monday morning the skills and knowledge you acquired during the weekend classes. With three terms per year, we offer you an accelerated time frame to complete your degree sooner than you could have anticipated. Combinations of residency credits, transfer credits, standardized test scores and prior learning assessment provide the flexibility you need to construct the type of program that highlights your strengths and experiences while it broadens and enriches your knowledge and skill base.

Our curriculum focuses on leadership development and encourages you to discover and refine your sense of voice and personal empowerment as leaders to effect social change. You learn to think critically, write powerfully and effectively, and acquire action research skills that foster collective work and responsibility. Both curriculum and teaching practices are designed to help you to achieve your educational goals.

The SHS educational model actively involves students in collaborative learning: integrating your life and work experiences with classroom learning; creating opportunities to learn from each other; and learning from faculty who are valued for their connections to workplaces and communities as well as their academic credentials. Our prior learning program guides you through the process of earning undergraduate credit for college-level experientially acquired knowledge. Group projects provide you with the opportunity to apply classroom theory to practice in the workplace and community. The SHS student projects that you will design and implement often play an active role in the community long after the "student" work is completed.

Community and global partnerships are another exciting part of the SHS experience. Since 1994 Springfield College and the YMCA of the USA have collaborated to bring SHS programs to urban areas served by Y's, resulting in five new and thriving campuses across the country. Local community partnerships bring educational and development opportunities to health workers in the greater Boston area, Head Start staff in the greater Philadelphia area, and youth workers in southern California. Global partnerships have resulted in degree programs in Sweden and Africa and leadership training modules in Brazil for the Brazilian Federation of YMCA's.

# Campus Locations

Each SHS Campus provides a full academic program and the student services that meet your particular needs as adult learners. Once admitted, you may take classes at any of the campuses or transfer to any campus during the course of your program. All campuses offer programs leading to a Bachelor of Science in Human Services and a Master of Science in Human Services.

Each campus has its own special character and some offer specialized concentrations.

## SPRINGFIELD, MASSACHUSETTS

The Central campus is located on the main campus of Springfield College in this mid-sized city centrally located in Western Massachusetts. The campus offers a criminal justice concentration in the bachelor's program. The criminal justice curriculum is approved by the Massachusetts Board of Regents of Higher Education. Graduates qualify for Quinn Bill reimbursement under the Massachusetts Police Pay Incentive Act.

## MANCHESTER, NEW HAMPSHIRE

Located in New Hampshire's largest city, the Manchester campus overlooks the Merrimack River from its offices and classrooms in a renovated mill building. The criminal justice curriculum is approved by the Massachusetts Board of Higher Education. Graduates qualify for Quinn Bill reimbursement under the Massachusetts Police Pay Incentive Act. In its outreach to the community, it also offers a wide variety of courses and workshops to special groups such as community health education workers.

## ST. JOHNSBURY, VERMONT

The student profile at this northernmost of our campuses differs from the others in that students, almost without exception, live in small towns and rural settings. The curriculum focuses on issues that affect these social and geographical identities, and the campus offers innovative administrative and leadership programs to enhance the educational level of human service professionals in the area.

## WILMINGTON, DELAWARE

Chosen to be the first campus initiated as part of the educational collaboration between Springfield College and the YMCA, the Wilmington campus has thrived in its historic downtown location, drawing a diverse student body from New York, Philadelphia, New Jersey, Virginia, Washington, D.C., and Baltimore. The campus has a dynamic partnership with the City of Wilmington and the State of Delaware and pioneers the concept of a "community school" by providing educational services beyond the SHS weekend schedule.

## SAN DIEGO, CALIFORNIA

This growing campus has recently moved to the San Diego Community Service Center, a mid-city location on University Avenue. With focused areas of undergraduate study in youth development, administration and counseling and community partnerships with area YMCAs and other organizations and collaboratives, the campus actively serves the communities of southern California. It also serves students through its satellite campus in Los Angeles, with plans in the near future to establish there a full-service branch campus.

## BOSTON, MASSACHUSETTS

Sharing classroom space with the International Learning Center of the YMCA of Greater Boston on Huntington Avenue, this campus has a natural connection to the larger academic community in downtown Boston. The program has a strong community-based development focus, experienced community leaders as faculty, and a commitment to educational initiatives like the Community Forum that enrich the classroom experience. Boston also offers an undergraduate concentration in Criminal Justice. The criminal justice curriculum is approved by the Massachusetts Board of Regents of Higher Education. Graduates qualify for Quinn Bill reimbursement under the Massachusetts Police Pay Incentive Act.

## TAMPA, FLORIDA

This rapidly growing campus has a dynamic array of students pursuing bachelor's and master's degrees in leadership, nonprofit management, and human services positions. Students from as far away as Jacksonville, Miami and Ft. Lauderdale attend the weekend programs at Tampa. As the home base for the administration of the SHS Brazilian and Swedish programs, its international aspect lends a richness and diversity to the campus.

## MILWAUKEE, WISCONSIN

Springfield College's reputation in the Midwest is enhanced by the extension of the national network of SHS campuses to include Milwaukee. The weekend programs here drew such an enthusiastic response that evening and weekday programs have now been added to serve students who need those schedules. The undergraduate program offers a criminal justice concentration.

# ADMISSIONS INFORMATION

In accordance with our mission, Springfield College's School of Human Services seeks applicants who are motivated to achieve social and economic justice and who embody the principles of humanics, community partnership, and academic excellence.

## Admissions Requirements

Undergraduate applicants must demonstrate commitment to human services, have a high school degree (or its equivalent), and because our program is intended to be completed in 16 to 24 months of full-time enrollment, applicants must be able to either transfer in credits from

other accredited colleges or achieve credit through our prior learning process (see Prior Learning section). Our students are a diverse group; they come from all backgrounds, range in age from the mid-20's to the late 60's and bring a wealth of knowledge and experience to the classroom. Our curriculum relies on this breadth of diversity and experience. Applicants should be prepared to participate fully and contribute to the educational environment.

## Application Procedure

1. Fill out the application form and submit it with the \$10 application fee.
2. Submit official transcripts from all accredited colleges attended. Transcripts from unaccredited colleges may also be submitted and will be considered as possible sources for prior learning credit (see Prior Learning section).
3. Submit proof of high school graduation or attainment of GED. A copy of your high school diploma or a copy of your final high school transcript with graduation date may be submitted as proof of high school graduation. For students who have attended other colleges, many college transcripts will list high school graduation dates.
4. Schedule an interview and writing assessment session with your local admissions office. Interviews are designed to help the admissions committee plan the student's course of study. For the interview to be most helpful, please bring a copy of your resume, official transcripts, and all certificates of training.

## Writing Assessment

Because our program is writing-intensive, we require all applicants to take a writing assessment as part of the application process. This assessment is used for evaluation and placement purposes. Applicants may take the writing assessment at regularly scheduled information sessions. Contact your campus for a schedule of these sessions. Other types of assessments may also be offered to help you better plan your course of study.

## International Student Application Procedure

1. Fill out the application form and submit it with the \$10 application fee.
2. Submit proof of an education equivalent to a high school degree. These records must bear the institution's seal and should list all courses taken, grades received in each course, number of semester hours earned, and certificate, diploma, degree or other recognition received. These transcripts should be in English.
3. Contact the admissions coordinator at the campus you would like to attend to arrange an interview.
4. Submit evidence of proficiency to read, write, and speak the English language. To fulfill this requirement, the TOEFL test may be submitted.
5. Submit a financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for us to receive a guarantee of your financial support for the period of time you will be here for study.

An accepted international student must deposit \$1000, which will be credited toward tuition charges, before the College will issue the US Government's Immigration Form I-20.



## Admissions Deadlines

Listed below are each campus' priority deadlines for submission of applications. Applications may be accepted after the priority deadlines based on space. Contact the campus for space availability.

	<u>MAY</u>	<u>SEPTEMBER</u>	<u>JANUARY</u>
Springfield	February 1	June 1	October 1
Manchester	March 30	July 31	November 30
St. Johnsbury	April 14	August 5	December 9
Wilmington	April 1	August 1	December 1
San Diego	April 15	August 17	December 15
Boston	March 15	June 15	November 15
Tampa	April 1	August 1	December 1
Milwaukee	April 13	August 10	December 15

*Please note: applicants for financial aid should understand that applying after the priority deadline may mean reduced financial aid awards for that academic year.*

## Application Review

Once the applicant has completed the application process by submitting all required documents, the entire admissions file is reviewed by the campus' Admissions Committee. The Committee carefully reads all application materials to find evidence of the applicant's commitment to human services and ability to succeed in our program. Because the Committee reviews files as they are completed, it is advantageous for all candidates to complete their application files as soon as possible.

## Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they've applied may need to defer enrollment. Notification of intent to defer should be made in writing to the admissions office of the campus to which you are applying. If you are applying for financial aid, you should also notify the Financial Aid Coordinator at your campus as deferring may impact your financial aid. Applicants may defer their enrollment for up to a year after which point they may have to reapply.

## Readmittance

Students whose enrollment has lapsed for more than one year are required to seek readmittance through the Admissions Office at the local campus. Readmitted students are subject to the published academic standing standards. Students must settle all accounts prior to re-enrollment.

## New Hampshire College/Franconia College

In accordance with previous agreements, students who attended the School of Human Services when it was affiliated with New Hampshire College or Franconia College and who now want to return to the School of Human Services at Springfield College may do so according to the following policies:

1. Students who began the BSHS program at New Hampshire College may reapply for admissions to the School of Human Services at Springfield College. Students reapplying for admission must meet all of the admissions requirements as well as the academic requirements, includ-

ing completing courses that fulfill the all college requirements before they can graduate.

2. Courses that the student completed at New Hampshire College or Franconia College may be used towards the residency requirement at Springfield College/School of Human Services provided that the student received a C- or better (or P).
3. Courses taken at New Hampshire College or Franconia College that have an I (incomplete) grade will not be accepted. Students must register and pay for the course at Springfield College.
4. Theory and Practice I, II and III courses taken at New Hampshire College or Franconia College will be accepted as an elective. Theory and Practice IV taken at New Hampshire College or Franconia College must be retaken as a Springfield College/SHS requirement.

## Nonmatriculated Students

Students who have not been admitted to the College but who wish to take undergraduate courses may do so as nonmatriculated students. Nonmatriculated status is an appropriate option for individuals seeking personal enrichment, career advancement, or to strengthen academic skills.

Individuals interested in this option must submit a nonmatriculated application which may be obtained from the Admissions Office of the local campus. Applications should be submitted as early as possible to ensure enrollment and must be received no later than the Drop-Add deadline for the term. Only 12 credit hours taken as a nonmatriculated student may be applied to a student's bachelor's degree at Springfield College. Undergraduate nonmatriculated students may only take undergraduate courses. Nonmatriculated students are subject to all regulations of the College.

Because financial aid is only awarded to students who have been accepted into the degree program, nonmatriculated students are not eligible to receive financial aid.

## Changes in Admission

The College reserves the right to make whatever changes in admission requirements, fees, charges, tuition, instructors, regulations, and academic programs in its sole discretion prior to the start of any class or term. The College also reserves the right to divide, cancel, or reschedule classes or programs if enrollment or other factors so require.

# FINANCIAL AID

Because financing a college education is a challenging task, Springfield College offers financial aid services through the Financial Aid Office and at your instructional campus to help you make the best decisions on how to finance your education. The following guidelines determine financial aid policy at Springfield College.

Students must be accepted into a degree program to receive financial assistance. Springfield College makes admissions decisions without regard for the student's ability to pay educational expenses. College grant funds are awarded primarily on the basis of financial need. State and federal funds are awarded and disbursed subject to the program regulations from the awarding agency. Eligibility based on financial need is

determined by estimating cost of attendance and subtracting family contribution as calculated by federal, state, and/or college regulations. Students are advised that eligibility for funding is not the same as availability of funds. The College does not meet full need for all eligible students.

### **How to Apply for Financial Aid**

Financial Aid forms and information will be sent to all applicants for admission. Students are expected to take responsibility for the financial aid application process which must be completed for each year assistance is needed. The financial aid award year begins with the September term. Students may contact campus staff and the Office of Financial Aid for assistance. All data submitted in the application process is subject to verification.

All applicants for need-based financial aid must file the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available in paper format or can be completed electronically on the World Wide Web ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). Each applicant must also submit the Springfield College Financial Aid Application and the appropriate tax returns.

### **Academic Progress and Financial Aid Eligibility**

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degree. Satisfactory progress is defined by the College and is reviewed each term. The evaluation consists of a review of quantitative progress (credit hours earned per year) and qualitative achievement (cumulative index). Financial aid is not available for repeated coursework.

Undergraduate students are expected to maintain a 2.0 average for all Springfield College coursework attempted. All students are expected to complete 75 percent of coursework attempted. This completion standard applies to cumulative coursework and to each individual term.

The Office of Financial Aid will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses all eligibility for College, federal, and state assistance, including student/parent loans. The Office of Financial Aid may grant a semester of financial aid probation if there are documented circumstances affecting the student's ability to maintain good academic standing. Requests for financial aid probation must be made in writing to the Director of Financial Aid with the recommendation of the Campus Director. This request must detail the issues related to the failure to meet the required academic standard. The Director of Financial Aid may request other documentation in support of this request. If a term of financial aid probation is awarded, the student will be advised to the conditions of that probation. Failure to agree to or meet those conditions will result in a loss of financial aid eligibility.

### **Financial Aid Policy and Services**

All information in a student's file is considered confidential. Disclosure of family financial information is governed by the Family Educational Rights and Privacy Act. The financial aid staff cannot discuss details of the student's application with persons other than the student and/or responsible parent. If other individuals acting on behalf of the student

are to have access to this information, a confidential release form, available upon request, must be on file with the Office of Financial Aid.

Unless otherwise noted in the student's award letter, aid is awarded on the basis of full-time enrollment (12 credits per term for undergraduate students). Aid awards are subject to adjustment or cancellation if the student does not enroll full time. Financial aid will be disbursed by term.

The total financial assistance a student receives cannot exceed need as determined by the Office of Financial Aid. Students are required to advise the Office of Financial Aid of outside agency and/or scholarship aid. If there is a gap between calculated eligibility and the amount of aid in the student's financial aid package, outside aid will be allowed to fill that unmet need. If full eligibility has been funded, outside aid will first reduce the self help component (work study and loans) of the financial aid package. An award can be canceled during the academic year for failure to meet the academic requirements of the College, for conduct inconsistent with the standards of the College, for failure to enroll, or if incorrect information was provided in the application process.

An application for financial assistance must be completed for each academic year. Renewal of awards is contingent upon continued demonstration of financial need and availability of funds. Students who received College funds in the prior academic year will be given preference in the renewal process. The College does not guarantee the availability of funds to meet the need of all eligible students.

Failure to provide requested documentation may result in denial of assistance. Students are expected to take responsibility for completing the financial aid process. Changes in enrollment, financial, marital or residential status should be promptly reported to the Office of Financial Aid.

The financial aid award shall be void if and when incorrect or inconsistent information is revealed on forms or other documentation submitted in the application process. All awards are subject to verification. Cases of fraud will be reported to the appropriate authorities.

Students who are in default on prior educational loans are not eligible for assistance until the default is cleared or the loan is rehabilitated. Students receiving tuition remission/tuition waivers are not eligible for Springfield College grants.

The College advises donors of the names of students who are recipients of College grants funded by their gifts to the College.

All financial aid, including disbursements from one of the federal Family Education Loan programs (Stafford/Plus), must be credited directly to the student's account in the College's Business Office. Credit balances (more aid than charges) will be refunded to the student according to the schedule published by the Business Office. These refunds must be used for education related expenses only.

The annual publication "Financing Your Springfield College Education" details the available programs and the policies governing the awarding and disbursement of those funds. This publication is sent to each student receiving a financial aid decision.

# TUITION

(May 2001 Semester through January 2002 Semester)

Bachelor of Science in Human Services	
Full-time Status-12 Semester Hours	\$3000
Per Credit Hour	\$250
Master of Science in Human Services	
Full-time Status-9 Semester Hours	\$3186
Per Credit Hour	\$354

## FEES

Application Fee BSHS Program	\$10
Application Fee MSHS Program	\$40
Commencement Fee	\$50
Health Insurance (MA campus only, per year)	\$410
Human Services Training Assessment Fee	\$100*
Late Payment Fee (see non-payment policy)	\$25
Late Registration Fee	\$25
Payment Plan Fee (per semester)	\$15
Portfolio Fee	\$250*
Returned Check Charge	\$30
Transcript Fee	\$4

\* Required only for students who receive credits through prior learning.

### Expenses Excluded from Tuition/Fee Schedule

Students must pay the cost of preparing their research reports, including such expenses as paper, typing, mailings, and other special expenses that might be involved in some required projects.

### Health Insurance (State of Massachusetts Campuses Only)

The Commonwealth of Massachusetts requires that health insurance coverage be provided to all students attending Massachusetts Colleges and Universities who are registered for 9 or more semester hours. If you are registered for 9 or more semester hours, you will be automatically enrolled in the Springfield College Health Insurance Plan for \$410 per year. If you already have health insurance coverage, you will be required to complete a Springfield College Health Insurance waiver card. The waiver card must be submitted to the Business Office no later than 30 days after registration for the \$410 charge to be credited.

### Payment Options

Springfield College offers two payment options for students to pay their tuition:

- Students may pay tuition charges, less any applicable financial aid, in full at the time of registration by personal check, money order, MasterCard, Visa, Discover or American Express.

- The College offers a Partial Payment Plan which extends tuition payments over a four month period. There is a \$15 fee per semester to utilize the plan. The plan is as follows:

Summer Term	Fall Term	Spring Term
25% at Registration	25% at Registration	25% at Registration
25% May 1	25% Sept .1	25% Jan. 1
25% June 1	25% Oct. 1	25% Feb. 1
25% July 1	25% Nov. 1	25% Mar. 1

Students within the following categories are required to sign up for the Partial Payment Plan:

- If a student does not expect to receive financial aid and cannot pay the tuition charges in full at the time of registration, but can make payments on the above applicable dates, they must sign up for the Partial Payment Plan.
- If a student has received a financial aid decision letter, the letter must be presented to the staff person handling registration. If the student's awarded financial aid does not cover the entire semester charges, they must either pay the tuition balance or sign up for the Partial Payment Plan.
- If a student has NOT met the published admissions and financial aid deadlines, and consequently has not received a financial aid decision letter by the time registration begins, the student must sign up for the Partial Payment Plan option for the full amount of the tuition charges, while pending notification of financial aid. The amount of the payments can be adjusted later, when the student receives their financial aid award letter. Please be aware that it is the student's responsibility to contact the campus they are attending to arrange adjustments.

### Non-Payment Policy

For currently enrolled students, non-enrolled students, students who have been separated, dismissed, suspended, expelled, disciplined, withdrawn and/or on a leave of absence, the College will withhold all official transcripts, access to registration for courses, and the awarding of diplomas to any student whose account is not paid in full when due. A late charge of \$25 will be assessed for each month that a payment is past due. The student and/or the party who is responsible for the payment of the student account shall be jointly liable to the College for all costs of collection and reasonable attorney's fees incurred. The student is required to make full payment of all accounts prior to the deadline for Commencement (date established by the Registrar's Office). Non-enrolled students, with a balance on their account, will be placed in collections. Once a student registers for classes, they are responsible for the tuition incurred. Failure to attend classes does not constitute withdrawing or dropping a class. Any changes to a student's course schedule require the approval of an academic advisor.

### Tuition Refund Policy

The refund policy for new students follows the mandatory United States Department of Education guidelines for students attending Springfield College for the FIRST time:

Course(s) dropped prior to the first class	100%
Course(s) dropped prior to the second class	75%
Course(s) dropped prior to the third class	50%
Course(s) dropped after the third class	0%

The refund policy for returning students provides that if a student's written request is received by the 15th of the second month of each semester, the student will receive a 100% tuition refund.

#### **The deadlines for 100% credit are:**

- October 15 for the Fall Semester
- February 15 for the Spring Semester
- June 15 for the Summer Semester

If a student's written request is received from the 16th of the second month until the last day of the second month in each semester, the student will receive a 50% tuition refund.

#### **The deadlines for 50% credit are:**

- October 16 - October 31 for the Fall Semester
- February 16 - February 28 for the Spring Semester
- June 16 - June 30 for the Summer Semester

If a student's written request is received after the last day of the second month, the student will be withdrawn from the class and held responsible for the total amount of tuition whether or not the student attended classes. The course(s) withdrawn will remain permanently on the academic transcript with the grade of "W".

### **Credit Balance Refund Policy**

If a student has a credit balance on their account, a refund check will be issued within 14 days, unless the student authorizes, in writing, the College to hold the credit balance for a future semester. On the Friday following the refund check being generated, the refund check will be available for pickup at the Business Office. If the refund check is not picked up by 2:00 p.m., it will be automatically mailed to the billing address on the student account. The refund check will be made payable to the student, unless the student requests in writing that the refund check be made payable to another party.

### **Credit Balance Refund—State of California Campuses Only**

The student has a right to a full refund of all charges less the amount of the Application Fee (see the Tuition and Fees Schedule) if they cancel this agreement prior to or on the first day of instruction. In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for the portion of the tuition and other refundable charges, if the student has completed 60% or less of instruction. (For example, if the student paid \$3,000 tuition for a 90-hour course and completed 30 hours, he or she would receive a refund of \$2,000 for the 60 hours not completed.)

If the College cancels or discontinues a course or educational program, the College will provide a full refund of all charges. Refunds will be credited to the student account within 30 days of the cancellation or withdrawal.

## **REGISTRATION**

### **Transfer Credit Policy**

Undergraduate students enrolled in, or enrolling into, the School of Human Services are required to complete a minimum of 48 credit hours at Springfield College in order to fulfill the residency requirement. The remaining number of credit hours required to complete their undergraduate degree may be completed at the College or transferred in from other institutions.

In order to be accepted as transfer credit, courses must be:

1. Completed at a regionally accredited institution of higher education. (Regional accrediting bodies are NEASC, MSACS, NCACS, NWASC, SACS, and WASC.)
2. Graded as a C- or better. Grades of P (pass) will only be accepted if there is documentation that the P is equivalent to a C- or better.
3. Completed within 10 years prior to the student's matriculation at Springfield College. Exceptions to this may be approved, on petition, by the registrar and/or the appropriate Campus Director.

In addition, a course accepted for transfer credit must satisfy one of the following conditions:

- A. It must be equivalent to a course needed to fulfill an All-College Requirement.
- B. It must be approved by the registrar for use as elective credit, and it must be needed to fulfill degree requirements, based on the student's major. Courses used for elective credit need not be equivalent to Springfield College courses.

A course catalog, course description, or course syllabus may be needed to appropriately assess the course.

Springfield College does not grant transfer credit for the following work completed at or assessed by other colleges: College based credit by exam, correspondence courses, portfolio assessment.

Credit for CLEP, DANTES and AP courses are assessed consistent with relevant College policy. Credit for armed services experience or employer training programs is assessed by the registrar based on American Council on Education (ACE) and Council for Adult and Experiential Learning (CAEL) guidelines. Original documentation related to such coursework must be presented.

Courses accepted for transfer credit will be listed on the student's transcript with a designation of "TR," the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course. Social Justice courses must be approved. If there is no direct equivalent, it will be designated as an elective with the most closely associated academic program prefix. Grades received for transfer courses are not indicated on the Springfield College transcript, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students' totals of cumulative earned and attempted hours.

For incoming transfer students in majors that do not specifically require physical education activity courses (other than to complete the All-College Requirements), .5 semester hours of required activity courses will be waived for every 15 semester hours of accepted transfer credit. The waiver does not carry credit and does not reduce the minimum semester hours required for graduation.

### For continuing students:

1. Currently enrolled students wishing to transfer credits to the College should submit the completed Transfer Credit Approval Form to the SHS Campus Director for approval, prior to taking courses at another institution. This form is available at each campus. Requests for approval may also be submitted via fax or e-mail, if necessary. A course catalog, official course description, or course syllabus may be needed to appropriately assess the course.
  - a. Courses intended to fulfill electives or All-College Requirements require approval of the registrar; in some cases the SHS Campus Director in consultation with the registrar.
2. Courses accepted for transfer credit will be listed on the student's transcript with a designation of "TR," the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course.
  - a. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students' totals of cumulative earned and attempted hours.
  - b. If the approved transfer course is a repeat of a previously taken course, and it has now been passed with a C- or better, credit will be awarded. The original grade for the course will remain on the record but it is removed from the calculation of the cumulative grade point average. The new grade is not recorded and will not otherwise impact the grade point average.

*Note: This policy will be effective at the beginning of the Fall 2001 semester. It will affect new transfer students applying for admission for Fall 2001. For returning students, it will apply to courses taken for transfer credit beginning Fall 2001. Transferability of credits is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not Springfield College credits will be accepted by another college.*

*Enrollment in the College or completion of the program does not guarantee employment.*

### Articulation Agreements

Springfield College School of Human Services has established Transfer Articulation Agreements with several two-year colleges to facilitate a smooth transfer and transition of qualified undergraduates into our Baccalaureate degree program. Copies of applicable articulation agreements are available at each campus.

### Credit for YMCA Modules

The partnership between Springfield College and YMCA dates back to the earliest days of the College's history. For over one hundred years, Springfield has provided the educational foundation for many of the Y movement's greatest leaders. Today, the partnership between the Y and

Springfield College continues to grow and flourish through expanding academic opportunities. Academic credit is available through Springfield College for many of the training courses, management modules and certification programs offered by the YMCA of the USA. Descriptions of these modules are included in this catalog.

Students who receive credit for their YMCA training will have those credits applied to the 48 credit residency requirement. To apply for academic credit, students must complete a separate SHS/YMCA Course Application Form, complete a post-course assignment and provide an additional fee for each course. Further information and Application Packets are available through the Springfield College Office of YMCA Relations, (413) 748-3914 or 800-727-0004 ext. 3914.

### Graduate Courses taken by Undergraduate Students

Students who wish to begin graduate work at Springfield College while still an undergraduate must file a written request and secure the approval of the Dean of the School of Graduate Studies at the main campus in Springfield before registering for such study. No request will be approved unless the student's cumulative grade point average is 3.00 or better at the start of the semester during which the course or courses are to be taken. Students interested in this option should contact their academic advisors. Students will be charged the undergraduate tuition rate for these courses.

Undergraduate students who take advantage of this opportunity to take graduate courses while still an undergraduate should understand that doing so does not connote acceptance into the graduate program. To be admitted into the graduate program, students must complete the graduate application process and satisfy all admissions requirements.

### Undergraduate Courses Taken by Graduate Students

Graduate students who wish to take undergraduate coursework may do so, but these courses will not apply toward the student's graduate degree. Students will be charged the graduate tuition rate for these courses.

### Cross-Registration Between the School of Human Services and Traditional Undergraduate School

Upon meeting the following conditions, School of Human Services students are eligible to register for a class offered by the traditional Undergraduate School through the course cross-registration process.

1. Prior approval of course cross-registration must be secured using the Springfield College Cross-Registration Form.
2. Students must fulfill course prerequisites, if any, prior to course cross-registration. Undergraduate All-College Requirements may not be met through course cross-registration.
3. Undergraduate students are eligible to cross-register for undergraduate courses only.
4. Course cross-registration is limited to one course per semester, with a maximum course limit of three.
5. Course cross-registration is allowed only in those courses where space is available.
6. Course cross-registration is not allowed during Intercession and Summer Sessions (May term for the School of Human Services.)
7. Tuition charge for a cross-registration course is based on the rate applicable to the individual's degree program.

## **Cross-Registration Between School of Human Services Campuses**

Students enrolled at one SHS campus may register for classes at another campus by completing the Temporary Student Assignment to Another Campus form in consultation with their advisor and the admissions person at their home campus.

## **Add/Drop Policy**

Students are only permitted to add courses prior to the first class of each semester. No class can be added after the first class has met. Students may not drop a course after the 15th of the second month (Oct. 15, Feb. 15, June 15) of the term.

If you add or drop a course(s), a Change of Schedule Form is used in consultation with your Academic Advisor. If you are dropping all classes for a particular semester, you must consult with your Advisor and complete a Leave of Absence Form. The Student Services Office at your campus is the place to go with questions and/or problems. Failure to attend classes does not constitute withdrawing or dropping a class.

You will be charged a \$25.00 Late Change of Schedule Fee for each class change after the term has begun.

## **Withdrawal from Courses**

Students who withdraw from a course after the Drop-Add Deadline (the 15th day of the second month of the term) receive a grade of "W". This grade appears on the students' transcripts for the course.

Once you register for classes, you are responsible for the tuition incurred. To voluntarily withdraw from the College, students must report to the campus to begin the withdrawal process. In circumstances where in-person withdrawal is not feasible, the student may initiate withdrawal action by writing or telephoning the campus. Absence from classes does not connote your desire to withdraw from a course; students must submit official withdrawal forms.

The withdrawal process involves completing a withdrawal form, having it signed by your academic advisor, and submitting the form to the Records Coordinator at your campus. If you have benefited from federal financial aid, you must meet with the Financial Aid Coordinator at your campus. You must also contact the Business Services Coordinator to clear any outstanding charges or holds that may prevent your return at a later date or prevent the release of your academic records.

## **Leave of Absence Policy**

Students wishing to drop all classes and take a leave of absence for a semester need the approval of their academic advisor and must complete a multi-part Leave of Absence form. If you neglect to complete this form, the financial aid office will notify all lenders that you are not currently enrolled and repayment of all outstanding financial loans will commence.

If after one year a student has not re-enrolled, the student will be withdrawn from the College as of the date s/he terminated academic study. During this period any outstanding balance on the student's account will be pursued until collected. Incomplete grades on a student record prior

to fall 1999 are now permanent. Students wishing to be readmitted must retake and pay for courses with incomplete grades.

## **School of Human Services Withdrawal Policy**

Students who do not plan to continue their academic studies with the School of Human Services must meet with the Campus Director or designee for an exit interview at which time the various steps of the withdrawal process will be reviewed. The purpose of the interview is for the student to have an opportunity to review options and bring closure to the experience at the School. At that time, an effective date will be determined. This date will be used in processing any possible refunds. Students who are withdrawing from the School must return the Student Identification Card that was issued to them. Withdrawals will not be processed unless the Student Identification Card is returned. Withdrawing students must complete a multi-part Complete Withdrawal form. Please be sure to mail it by Certified Mail, return receipt requested to your instructional campus, or obtain a receipt if the Complete Withdrawal form is hand-delivered.

## **Student Records**

Springfield College will maintain student confidentiality rights and protect access to information as provided by the Family Educational Rights and Privacy Act, also known as the Buckley Amendment. Except as provided by law, information from a student's records will not be released without the prior written consent of the student. This legislation also provides numerous exceptions whereby the College may release information without prior notice and/or consent of the student, including, but not limited to, the following:

1. Directory information may be provided unless a student has filed a written request to withhold this information. Students, whether they reside on or off campus, must advise the Office of Residence Life in writing no later than September 15 of each academic year if they wish to restrict the release of this information.

Springfield College considers the following information as "directory information": name; enrollment status; dates of attendance at the College; major; semester hours earned; degrees earned; honors received.

2. Information may be shared with and by Springfield College faculty and staff who have a legitimate educational interest in the student.

In addition, any requests that come from officials of other institutions in which the student might be applying for transfer; government agencies and officials who provide proper identification; officers of the court; financial aid personnel to support a student's application for aid; as well as appropriate parties in health or safety emergencies will have access to information in the student's records. Students may also be asked to sign a written waiver granting permission for the release of information from the school records.

Students retain the right to review the contents of their educational records. In order to do so, a formal written request must be made through the Office of the Registrar. In such cases, a meeting will be established within forty-five days of the request to permit the student to review materials. A photocopy charge may be assessed if the student

wishes to have copies made of materials in their file. Springfield College will comply with a written request initiated by the student to supply information in their behalf. Such requests must be signed and dated and include the specific records or information to be disclosed, the purpose for the disclosure, and the individual(s) to whom the information should be released. Details concerning the Buckley Amendment are available at the Office of the Registrar and at your instructional campus.

### Transcript of Academic Work

Students may obtain student-issued, unofficial copies of their academic transcripts for the duration of study at Springfield College. Applications for these transcripts are made in writing to the Office of the Registrar.

A \$4 fee is charged for transcripts requested to be officially sent to a third party. Official transcript requests must include name and address of the official to whom the information is to be mailed, along with a student's signature as permission to release a record.

Official transcripts, bearing the College seal, are sent by the registrar directly to the receiver and may not be transmitted by the applicant. Ordinarily, transcript requests will be processed and mailed within ten days of the written request.

Currently enrolled students; non-enrolled students; students who have been separated, dismissed, suspended, expelled, disciplined, withdrawn, or were on a leave of absence may not obtain an official transcript, access to registration for courses, selection of a residence hall room, and/or a diploma if their accounts are not paid in full, as and when due.

## PRIOR LEARNING

The School of Human Services offers a process to validate college level knowledge acquired through lifelong learning. The School's Prior Learning Committee oversees the process and monitors policies and procedures that are consistent with principles of good practice established by the Council on the Assessment of Experiential Learning (CAEL). The knowledge presented in the portfolio should have a theoretical as well as a practical application and be relevant outside of the context in which it was acquired. Credit is awarded for college-level knowledge/learning gained from experience and not for the experience itself. A Portfolio Handbook for students and an Assessor's Manual provide information about specific policies and procedures; however, a brief description of the process and required material is presented below.

A minimum of 48 credits of the 120 credits required for graduation must be earned in residency. A maximum of 72 credits can be awarded through transfer and experiential learning credits. However, state licensure requirements determine the actual number of credits that may be awarded through the prior learning process. Specific state regulations are listed below:

**NEW HAMPSHIRE**—No more than 50% of the credits required for the degree can be awarded for prior experiential learning.

**CALIFORNIA**—A student may only earn 30 credits for prior learning. No more than 15 credits can be lower division and no more than 15 can be upper division courses.

**FLORIDA**—No more than 30 degree credits shall be awarded for experiential learning.

Prior learning credits from other colleges are reviewed by the Prior Learning Coordinator for applicability to the SHS prior learning process.

### Portfolio Preparation and Assessment

The portfolio course (CJWB 207, Human Services and Portfolio Development) teaches a process that identifies each student's college-level learning and utilizes methodologies that enhance the student's ability to think conceptually and analytically. Students identify, categorize and organize their knowledge and present this knowledge through a course equivalent process. Once the knowledge has been identified, students must decide if and how this knowledge relates to learning that is typically credited at the college level. The Human Services and Portfolio Development course provides a framework to assist students in reflecting upon and articulating their college-level experiential learning. These policies and procedures are based upon guidelines articulated by CAEL.

The preparation of a portfolio requires a substantial commitment of time and effort. The portfolio is both a process and a product. The awareness of individual achievement and the potential of receiving college credit for college-level learning provides the student with savings of both time and money and allows students the opportunity to present diverse college-level learning in a coherent document. The successful completion of two college writing courses is a prerequisite for enrollment in the portfolio class.

The portfolio must be submitted within one year after completing the portfolio class and at least six months prior to graduation to allow for timely review and possible revision. Students cannot register for Theory & Practice (Senior Seminar) until the portfolio is submitted.

*Each portfolio includes the following:*

1. Table of Contents.
2. Resume.
3. Personal Statement/Autobiography of Critical Incidents.
4. Claims for Credit(s): Articulation of knowledge equivalent to a specific college-level course.
5. Review of professional trainings, licenses and certifications.
6. Verification and/or documentation of the above claim(s) for credits.
7. Other supportive materials as appropriate to each individualized and unique portfolio.

Completed portfolios are assessed by at least two faculty or faculty-level professionals. Partial credit is not awarded for the claims presented in the portfolio. If the knowledge presented is not adequate to receive full credit for the course claimed, students are given additional academic support and the opportunity to revise and resubmit their work.



## Portfolio Fees and Refunds

Upon registration for the Human Services and Portfolio Development course, students are charged a \$250 Portfolio Assessment fee. The portfolio fee is charged for the costs associated with portfolio materials and assessment. If a student does not request credits through the portfolio process, this fee can be refunded. The request for a portfolio fee refund must be made in writing to the Prior Learning Coordinator by the end of the term in which the Human Services and Portfolio Development course is taken. The refund will be credited to the student's account.

## Statute of Limitations

If the portfolio is not submitted within one year of taking the portfolio class (CJWB 207), the student must re-take the class at his or her expense.

## Evaluation of Professional Trainings, Licenses and Certificates

Additional credit may be awarded through the evaluation of professional trainings, licenses and certificates. This assessment is usually done within the context of the portfolio class. However, in some instances, a written portfolio will not be submitted and a student may request that only trainings, licenses and certificates be evaluated for credit. It is required that students will be accepted and enrolled in the School of Human Services for this review to occur. A supplemental handbook explains this process and the associated fee.

## Professional Trainings Fee

Students requesting only a review of professional trainings, licenses and certificates will be assessed a \$100 nonrefundable fee. This fee will be charged to the student's account at the time of review.

# STUDENT SERVICES

## Academic Advising

Academic advisors are assigned to every student who enrolls in the SHS program. The overall purpose of the formal advising is to provide students with a contact person who can help them to tailor and plan their academic program and to clarify the process, procedures and expectations involved with the SHS program. Academic advisors are assigned to students during the first term of both the undergraduate and graduate programs. Academic advisors and students work in partnership to achieve a student's educational requirements and goals. An academic advisor:

- makes sure the student is meeting all requirements for graduation: general education, ACR's and other program requirements, including transfer credits;
- monitors incomplete grades and progress toward completing course work;
- assists in clarifying learning objectives and career plans;
- addresses problems regarding work/instructors/expectations; progress of portfolio; and the use of Support Center;
- counsels or refers student to appropriate source for assistance;
- serves as an advocate for the student.

Academic advisors are required to post office hours. A student's academic progress is monitored by his or her academic advisor and the Academic Standards Committee.

Academic advising begins at the time of acceptance to the SHS program. The Admissions Committee reviews each applicant file and, in consultation with faculty and other academic advisors, makes recommendations for the academic program. Considered in this recommendation are the student's academic history, professional human services trainings, licenses and certificates, writing assessment and other types of assessment as appropriate.

## Academic Support

Each SHS campus has a student support structure that serves as a resource to provide students with support, advocacy, information and academic skills. The resources and support offered include assistance with writing assignments, time management, study skills, research projects and areas related to personal development and academic progress. Faculty and staff at various campuses also offer workshops periodically to help students with skills such as resume-writing and career planning. Students in need of professional counseling may be referred to a list of community resources that have been identified by the college.

## Policy Statement Regarding Students with Disabilities

Springfield College School of Human Services is committed to providing an equal educational opportunity and full participation in college programs for persons with disabilities in accordance with state and federal laws. The College fully supports the antidiscrimination policies expressed in state and federal legislation for persons with disabilities. It is the College's intent that no person be subject to discrimination with regard to any College program or activity.

Springfield College School of Human Services recognizes the unique needs of students with disabilities and encourages these students to use the support services offered by the College to assist them in attaining their educational goals. The policy of Springfield College School of Human Services regarding admission and access to programs and activities prohibits discrimination on the basis of disability. Disabled students should refer to the SHS Student Handbook for further details regarding disability services and are invited to contact the School of Human Services Office of Student Services at their instructional campus.

Reasonable accommodations are provided for students with disabilities on the basis of need if the disabilities are documented with appropriate evaluations administered by qualified professionals such as psychologists, medical doctors, or agencies specializing in the diagnosis of such disabilities.

## Guidelines for Disability Documentation

In order to verify eligibility for services, students are asked to submit documentation for the purpose of determining appropriate academic adjustments and auxiliary aids. Documentation should include:

1. Statement indicating specific diagnosis of disability.
2. Documentation must be current (within three years).



3. Statement regarding medications, treatments, auxiliary aids, or services currently prescribed or used to minimize the impact of disability.
4. Diagnostic report should include specific recommendations for accommodations and rationale of why accommodations are necessary.

*It is the student's responsibility to self-identify and request support services.*

### **Veterans' Administration Benefits**

If you plan to utilize your VA benefits to pay for your tuition, you must contact the VA Certifying Official at your campus as soon as you decide to matriculate. You must speak with the official at the beginning of each term to have your enrollment certified. Recertifications are not done automatically. If you decide to withdraw from a particular semester's classes or from the program, you must submit a written notice to that effect and indicate that you are receiving VA benefits.

### **Career Services**

The Career Center assists students and alumni in making career and life-planning decisions. A Career Development Specialist serves as a liaison for SHS campuses. The Specialist is responsible for coordinating services and programs focused on helping individuals become well-informed job applicants who are skilled and confident in presenting their credentials to employers. Resources and networking opportunities are available to assist students to identify and secure full-time professional employment. Job search skills can be sharpened by scheduling videotaped practice interviews, having resumes and cover letters critiqued via fax or e-mail and by using the Career Center library resources and the Internet. Students who register with the Career Center can establish a permanent reference file and will have easy access to the weekly job listing bulletin and Job Hotline. The Career Center is open some Saturdays and evenings to more easily accommodate calls from SHS students at remote campuses. The Center also accepts telephone appointments. Graduates are surveyed each year and the placement results are published. In addition, the YMCA National Vacancy List is available to all SHS campuses. The Career Center is located at the main campus in Springfield, Massachusetts. Students can contact the office at (413) 748-3222.

### **Library Services**

Babson Library is Springfield College's library, serving the students, faculty and staff of Springfield College and all of its campuses. The library collection mirrors the curriculum and is especially strong in the areas of social services, education, psychology, health, physical education, recreation, and sports. The library is staffed by professionals who assist in the use of library resources as well as provide library instruction, interlibrary loan, and electronic reserve services. The Library is a member of the Cooperating Libraries of Greater Springfield, the Western Massachusetts Regional Library System, NELINET, and the Massachusetts Library and Information Network, all of which provide greater access to resources for students.

The collection is housed in the Babson Library building on the main campus in Springfield, Massachusetts, which also includes spacious reading areas, lounges and individual and group study areas. Students can make use of various library services, such as the Reference Desk and the

Circulation/Reserves Desk. The building also houses an open computer lab and several electronic classrooms run by the Information and Technology Services Department. All campuses have terminals through which students can connect to the College network and the library network.

Babson Library's home page is at <http://www.spfldcol.edu/library>. From here students can access the Library's catalog and its many databases. The catalog and databases are available on all campuses and most are also available from off-campus. Other web pages provide information about Library services and policies and allow students to request help from the Reference Librarians or to submit Interlibrary Loan Requests. There is a special section, Distance Services, written specifically for students who take classes at campuses other than the main campus.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Introduction**

Academic life at Springfield College is governed by a series of policies and regulations which insure consistency and permit fairness to all students. These policies are under the auspices of the Office of Academic Affairs and can be found in the Springfield College School of Human Services undergraduate and graduate catalogs.

### **Academic Credit**

The unit of measure for student progress at Springfield College is the "semester hour." Springfield College adheres to the equation of 1 semester unit with fifteen hours of classroom instruction and a reasonable period of time for preparation. The basic course structure is a pre-assignment that includes both readings and a written assignment that must be completed for the first class, and four weekend classes. The faculty work plan requires faculty to be available for a nine hour, flexible instructional period each weekend class with no more than one hour for lunch and breaks.

For most classes, the eight hours of instruction are offered in a seven hour period of classroom instruction and one hour for tutorial and course-specific advising, but some faculty do choose to conduct a seven and a half to eight hour classroom session. Springfield College equates the flexible nine hour instructional period as seven and a half hours of classroom instruction. It also equates the pre-assignment with a seven and a half hour class, since students are required to complete a reading and written assignment in preparation for the first class, and usually must interact with the faculty in order to complete the assignment. The pre-assignment is designed to be the equivalent of preparing for and attending a full class session, with an emphasis on establishing a frame of reference for class discussion on the first day. These 37.5 hours of instruction equate with the actual instruction that occurs in the 45 "fifty minute hours" of instruction that are traditionally equated with three credits.

## Academic Honors

Undergraduate students whose final cumulative grade point average (GPA) is 3.500 or above and who have completed at least forty-five graded semester hours (exclusive of pass/fail grades) at Springfield College are awarded their degrees with honor according to the following criteria:

Summa Cum Laude—3.900 to 4.000

Magna Cum Laude—3.700 to 3.899

Cum Laude—3.500 to 3.699

The qualifying cumulative GPA shall be determined at the close of the spring semester for May commencement and shall only include students who have completed all degree requirements. Students eligible for academic honors will be announced prior to and recognized at the May commencement ceremony with honor cords. Academic honors shall be noted on diplomas and transcripts.

## Dean's List

The Dean's List is published two times a year; in January, following completion of the fall semester, and in June, following completion of the spring semester.

The criteria for selection to the Dean's List are as follows:

- 1 The student must have completed a minimum of twelve semester hours of graded coursework.
- 2 The student must have a minimum semester grade point average of 3.333.
- 3 The student with a minimum of twelve semester hours of completed, graded coursework must not have incompletes, grades not submitted by instructor, and P/F grades included in the calculation of the semester grade point average.
- 4 All grade changes must be completed within two weeks of the dates the grades are posted by the registrar for the student to be included on the applicable semester Dean's List.

Notwithstanding the foregoing, even if all academic requirements for the Dean's List have been met, a student may be sanctioned pursuant to the student disciplinary policy which may prevent the awarding of Dean's List credentials.

## Attendance Policy

Students are expected to attend all class sessions and workshops for the courses in which she or he is enrolled. If a student must miss all or part of a class session, the student must notify the instructor ahead of time and arrange with the instructor to make up the work. If a student misses more than one class session, she or he must withdraw from the course or subsequently will be given an "F" for the course. If a student arrives more than 1/2 hour late for a class session or leaves more than 1/2 hour early, the student is considered absent for that session, unless the student has already cleared this with the instructor.

If a student is unable to attend a class session for any reason, it is the student's responsibility to contact the instructor within a week to arrange for a make-up assignment. The instructor will determine a substantial course related make-up assignment and specify the deadline for completion.

## Course Cancellation

If registration for any course is under ten students, the course is canceled unless it serves as a required course and is then offered as a full course or provided as an independent study.

## Inclement Weather

Policies for cancellation of classes due to inclement weather vary from campus to campus. See your student handbook or contact your campus for specific information.

# Academic Progress Policy

A matriculated undergraduate student enrolled in the School of Human Services (SHS) must have a cumulative Grade Point Average (GPA) of at least 2.000 to be graduated from Springfield College. A student is matriculated if she or he received official acceptance into Springfield College through the admissions process as a degree-seeking student. The 2.000 cumulative GPA is the minimum standard for the College and SHS. Academic programs may have higher standards for entrance and/or continuation. Students must verify program standards with the program coordinator/campus director.

The SHS Academic Progress Policy applies to both full-time and part-time students. In order to be considered a full-time student in SHS, a student must earn at least 12 credit hours per term. Specific requirements exist for full-time status for Athletic and Financial Aid eligibility.

A student is expected to achieve the College's minimum cumulative GPA of 2.000 by the time 100 credits of course work have been completed. Prior to attempting to complete 100 credits, the cumulative GPA required is slightly below the standard of 2.000; however, the expected cumulative GPA is increased as a student progresses through the academic program. The minimum cumulative GPAs required for a student to remain in good academic standing in SHS are categorized according to the number of semester hours a student has attempted to complete. "Attempted to complete" is defined as achieving any of the following grades in a course: "A" through "F", "P" (pass), or "I" (incomplete). Credits for courses assigned these grades will be added to determine if satisfactory progress is being met.

- After attempting the completion of 0.5-36.5 credits: 1.750 GPA
- After attempting the completion of 37-69.5 credits: 1.850 GPA
- After attempting the completion of 70-99.5 credits: 1.950 GPA
- After attempting the completion of 100 credits: 2.000 GPA

Transfer credits and grades are included in the credits reviewed to determine satisfactory academic progress. All students are subject to academic progress review by the Academic Standards Committee of each campus after the close of each full term.

Letters: Sarah Herring Campus: Camille, Advisor Elliot  
Report: Campus

## Academic Progress Status Categories and Definitions

### Satisfactory Academic Progress

A student whose cumulative GPA is above the minimum standards (as noted above), or who has fallen below those standards for the first time and is on Academic Warning, is considered to be making Satisfactory Academic Progress in SHS. Program standards may be higher.

### Academic Alert *must be > 1.25*

A student will be placed on Academic Alert if she or he maintains a satisfactory cumulative GPA, but receives a term GPA less than 1.500. A student under Academic Alert is by definition achieving satisfactory academic progress. The student will maintain matriculation status and eligibility for intercollegiate athletic participation and financial aid, if otherwise qualified. This action will not be recorded on the student's academic transcript.

### Academic Warning *1. Grade submission (Faculty) 2. Student warning (AW)*

A student will be placed on Academic Warning the first time her or his cumulative GPA fails to meet the minimum required cumulative GPA and is above 1.000. A student affected by this action will maintain matriculation status and eligibility for intercollegiate athletic participation and financial aid, if otherwise qualified. This action will be recorded on the student's academic transcript.

### Academic Probation

A student will be placed on Academic Probation if either of the following conditions is met.

**Condition 1.** Received an Academic Warning in any previous term and the cumulative GPA fails to meet the minimum required cumulative GPA for any subsequent term. A student meeting this condition will be ineligible for financial aid, but may apply for financial aid probation. Appeals for financial aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status but is ineligible for intercollegiate athletic participation.

**Condition 2.** The student has not previously received an Academic Warning, but her or his cumulative GPA is below 1.000. A student meeting this condition will be ineligible for financial aid, but may apply for financial aid probation. Appeals for financial aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status but is ineligible for intercollegiate athletic participation.

A student placed on Academic Probation is not making satisfactory academic progress. This action will be recorded on the student's academic transcript. A student on probation may be required to take certain courses, limit the number of courses taken, meet with the campus director, or fulfill other requirements specified by the Academic Standards Committee of the campus.

*old \* report, review by campus directors, report to Bob Willey.*

### Continued Probation

Upon the Committee's review of end of term grades, a student who was on Academic Probation during the term of review may be granted an additional term of probation if the student's term GPA shows significant improvement, but her or his cumulative GPA remains below the required level. Significant improvement is generally defined as a term GPA of at least 2.000 and the conditions of her or his probation are met. The student will be considered to be on Academic Probation and is subject to the conditions specified above.

### Academic Dismissal

A student who is currently on Academic Probation and whose cumulative GPA fails to meet the required cumulative GPA will be dismissed unless the criteria for Continued Probation are met. This action will be recorded on the student's academic transcript. A student who is dismissed may not take courses at Springfield College for two (2) academic terms following dismissal, but may apply to be readmitted thereafter. If and when the student is readmitted to the College, the student will be placed on Academic Probation.

### Appeal

*Dismissed Appeal granted Re-admitted*  
*for readmission to VP or Dean SHS Acad. Standards Board*  
A student who has been dismissed may appeal in person or by letter within 20 days of date of dismissal to the Dean of the School of Human Services. The Dean will review the appeal and issue a determination in writing to all parties involved within 20 days of receipt of the appeal. Such an appeal should contain information about circumstances affecting the student's academic performance and the student's plans to remedy the situation. If the appeal is granted, the student will be placed on Continued Probation. The student may be required to take certain courses, limit the number of courses taken, meet with the campus director, or fulfill other conditions specified by the Dean.

A student who is not satisfied with the decision of the Dean may appeal the dismissal in person or by letter to the Dismissal Appeals Board. The timeline for the appeal will be specified in the letter from the Dean of the School of Human Services. Such an appeal should contain information about circumstances affecting the student's academic performance and the student's plans to remedy the situation. If the appeal is granted, the student will be placed on Continued Probation. The student may be required to take certain courses, limit the number of courses taken, meet with the campus director, or fulfill other conditions specified by the Dismissal Appeals Board or its designee.

If the student's appeal is not granted, and he or she has reasonable grounds to file a grievance, the student should notify the Vice President for Academic Affairs of her or his desire to grieve the Dismissal Appeals Board's decision. The notification must be in writing and be postmarked or received within seven (7) business days of notification of the Dismissal Appeals Board's action.

Reasonable grounds for a grievance include:

- new information regarding the student's academic progress, not made available to the Dismissal Appeals Board;
- procedural irregularities or improper application of the policy; or
- imposition of an improper or excessive sanction.

*Dismissed students will be reviewed for extenuating circumstances.*  
**POLICIES AND PROCEDURES 17**

If reasonable grounds exist, the Vice President for Academic Affairs will review the student's claim. The Vice President for Academic Affairs may refer the appeal back to the Dismissal Appeals Board or take appropriate action to rectify the situation.

## ACADEMIC HONESTY

School of Human Services students are expected to be academically honest. Misrepresentation of facts, omissions or falsifications in any connection with the academic process (including both course work and official documents) are violations of the SHS academic honesty and integrity policy.

Students are urged to consider that the public value of their education depends on the integrity of the grading system, and that academic dishonesty in any form dilutes the value of those grades. The policy is not intended to diminish collegiality at Springfield College. All of us learn from our colleagues, and education is a cooperative enterprise. Simple justice requires, however, that students receive the quantity and quality of academic credit they have earned. Justice of this sort is compatible with the community values and shared experiences on which a liberal education is based. If students know of fellow students who are cheating or are taking advantage of policies or procedures, they should bring that to the attention of the course instructor and/or campus director (anonymously, if they wish).

Misunderstanding the policy will not be accepted as an excuse for dishonest work. If a student is in doubt on some points as they affect work in a particular course or as they may be interpreted in practice, she or he should consult with the instructor of the course or the campus director, so as to avoid the serious charge of academic dishonesty.

Academic achievement is generally evaluated on the basis of completed "Exercises" (defined hereinafter) that a student produces independently. Obtaining credit for work, words, or ideas which are not the products of a student's own effort is dishonest. Such dishonesty undermines the integrity of the academic standards of the College. Consequences of violating the Academic and Integrity Policy entail penalties ranging from failing an exercise, failing a course, reprimand, suspension, dismissal, expulsion from the College, forfeiture of a diploma and/or legal action. This Policy also applies to alumni, insofar as it relates to Springfield College transcripts and other records of work at Springfield College.

### Basic Policy

A student's name on any "Exercise(s)," which term shall include, but not be limited to, a theme, oral report, notebook, report, computer program, course paper, project, portfolio, quiz, examination, or any other assignment related to a course or internship thereto, is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in her or his own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help. In some instances an instructor, program, or campus may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Students are not allowed to present

the same "Exercise" previously or concurrently completed for another course, without the permission of the instructor(s) of the course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses.

## Offenses Against the Policy

### Use of Sources

In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography/reference section.

For citations, references in text are required for all specific facts which are not common knowledge and which do not obtain general agreement. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or web page even when the student relates the matter in her or his own words. Word-for-word, including any part, even if only a phrase or sentence, from the written or oral statement of someone else (including the internet) requires citation in quotation marks and use of the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor.

### Laboratory Work and Assignments

Notebooks, homework, and reports of investigations or experiments must meet the same standards as all other written work. If any of the work is done jointly or if any part of the experiment or analysis is made by anyone other than the writer, acknowledgment of this fact must be made in the report submitted. It is dishonest for a student to falsify or invent data.

### Creative Work

A piece of work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from another person. A student may not knowingly employ artwork, story material, wording, or dialogue taken from published work, motion pictures, lectures, World Wide Web or similar media, without full acknowledgment.

### Examinations, Quizzes, and Tests

In writing examinations and quizzes, the student is required to respond entirely on the basis of her or his own memory and capacity, without any assistance whatsoever except as specifically authorized by the instructor.

Cheating on examinations and quizzes can take many forms including, but not limited to, using another individual to take an examination in one's place, bringing into the exam room unauthorized materials from which one gains assistance, appropriating an exam or exam materials without authorization, purposely missing an exam in order to gain an advantage, copying during an examination, improper collaboration or unauthorized assistance on take-home examinations, or other actions that undermine equity and reduce the objectivity of evaluation of student work.

## Internships

Students involved in community projects, practica, independent studies, or fieldwork experiences related to their academic program should be aware that their behavior is a reflection of themselves and the College. Their behavior related to such experiences should be appropriate and professional and is subject to this Policy. Violations of this Policy in such circumstances include, but are not limited to, misrepresenting oneself, misrepresenting the College, misusing a position of authority, or failure to honestly report the results of their experience or research.

## College Documents

Any misuse of official College documents connected with the academic process constitutes a violation of the Policy. Such documents include, but are not limited to, registration cards, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, and transcripts. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, or misrepresentation of personal or academic information requested.

## Other Offenses Against the Policy

In addition to fraudulent uses of sources as described above, dishonesty includes a number of offenses that circumvent procedures set up to produce a fair grade. The use of services of commercial “research” companies is cheating and is a punishable offense. Any falsification of records or routines for grading is dishonest, whether before or after graduation. Gaining access to a recommendation (without permission) once rights have been waived is a violation of the Policy. Withholding, removing, or destroying materials needed by other students for class exercises is as much an offense against the Policy as is plagiarism. Lying in the course of an investigation or a hearing pursuant to the Policy shall be deemed a violation of this Policy.

Students should be scrupulous in learning the principles that govern each new area of computer operations to which they are introduced. Unauthorized collaboration, unauthorized borrowing of someone else’s data or programs, and use of the Springfield College computer for unethical purposes and/or other purposes, which violate any of the terms of this Policy, are a violation of this Policy and are subject to disciplinary and/or legal action.

## Procedures

All cases of suspected academic dishonesty shall be referred to the instructor of the course in which the offense occurred. The person alleging a violation of the Policy shall provide or have copies of the work in question and indicate clearly the nature of the alleged violation in an accompanying narrative. In cases of plagiarism, the person making the charge shall provide or have copies of original sources, if available, marking plagiarized phrases, sentences, and/or paragraphs, and shall indicate borrowings in the accused’s text and in original sources. In the case of an examination, the person making the charge shall provide or have copies of the examination in question, indicate specifically the grounds for the charge, and explain her or his process of discovery. Other alleged offenses of the Policy should be documented with equal thoroughness and in equal detail.

The instructor is expected to meet with the student and, if applicable, sanction the student with respect to the course work for which the instructor is responsible, as provided in I, II, or III below. If assistance with the investigation is needed, the instructor may consult with or refer the matter to the campus director or her/his designee. If the instructor determines that the student has violated the Policy, the sanction (I, II, or III) shall be assessed to the offender and that decision will be conveyed to the student in a letter by the instructor. The student will be informed in the letter that she or he has the right to appeal any decisions to the Academic Standards Committee of the campus wherein the Policy violation occurred. The appeal must be in writing and include all materials the accused considers relevant, including a narrative clearly outlining the grounds of the appeal. The student will be informed in writing of the decision of the ASC. The student will be informed in the letter that she or he has the right to appeal the decision to the Dean of the School of Human Services. The appeal must be in writing and include all materials the accused considers relevant, including a narrative clearly outlining the grounds of the appeal. The student will be informed in writing of the decision of the Dean. The decision of the Dean in response to this appeal will prevail.

In addition to sanctions I, II, or III, the ASC of the campus has the option of referring the matter to the Dean of the School of Human Services or her/his designee to investigate whether further disciplinary action is warranted. If the Dean believes that a violation exists, she/he shall have the right to sanction a student, which may include, but not be limited to, suspension, dismissal, expulsion, revocation of degree, or legal action.

## Course Related Sanctions

No student may withdraw from a course following an accusation of a violation of this Policy, unless it is determined that no such violation occurred. An instructor is authorized to enact any sanction under I, II, or III, which she/he judges to be appropriate with respect to the course in which the violation occurred.

### I. Reprimand

In some cases in which a first offense has been judged to merit a minor penalty, the student will be allowed to repeat the exercise or complete an alternative assignment, as determined by the instructor of the course. Responsibility for evaluation of the student’s work in the course continues to belong to the instructor of the course. The instructor should keep documentation of the offense and the reprimand.

### II. Loss of Credit in the Exercise

For most offenses the least severe penalty will be loss of credit in the exercise. The student may be required to repeat the exercise or complete an alternative assignment, although credit will not be given. The student will be allowed to continue in the course. The instructor should keep documentation of the offense and the resulting sanction.

### III. A Grade of “F” in the Course

When the offense is sufficiently serious to merit failure in the course, the student will be removed from the course immediately and the instructor will give a grade of “F.” The instructor must write a letter notifying the student of her or his status. A copy of the letter should be sent to the campus director for inclusion in the student’s permanent file.

# ACADEMIC PROGRAM

## Description

As an accelerated degree-completion program, most students enrolled at the School of Human Services (SHS) complete their degrees in 16-24 months. The curriculum for the Bachelor of Science in Human Services program is interdisciplinary in nature and is recognized for its strengths in social analysis, critical thinking, communications skills, and leadership for social and economic change. Through a transformational learning process, students have opportunities to reflect on and learn from their own experiences while also studying the theories and practices related to various disciplines that inform practices within the field of human services. Faculty, who are leaders in human services, utilize transformative, student-centered approaches to teaching and learning with an emphasis on the need for self-directed activities, leadership initiatives and life long learning skills for all SHS students.

Students who matriculate at SHS generally have a number of transfer credits and/or college-level learning experiences that can be documented through the prior learning process. In this way, each student's course of study is specifically tailored to incorporate the student's existing knowledge, skills and competencies while also meeting the requirements for the SHS major in Human Services. Overall, students must earn a total of 120 credits to graduate with at least 48 credits taken in residency at Springfield College. The actual length of time needed to complete the entire bachelor's degree program varies depending on the number of transfer credits and credit awards that students can earn through the prior learning process.

## Degree Offered

Under the College's charter, the School of Human Services degree program leads to a bachelor of science (B.S.). The School of Human Services also offers a graduate program leading to a master of science (M.S.). Honorary degrees are granted in limited number by the Board of Trustees to recognize preeminent achievement in the fields for which the College is noted.

## Degree Requirements

In order to complete a baccalaureate degree at the School of Human Services an undergraduate student must complete the following requirements:

1. A minimum cumulative GPA of 2.000
2. Successful completion of 120 semester hours
3. Successful completion of the All-College Requirements
4. Successful completion of all requirements for the major with a minimum C (2.000) average
5. Successful completion of a minimum of forty-eight semester hours in residency at Springfield College

Notwithstanding the foregoing, even if all requirements for a Baccalaureate Degree have been maintained, a student may be sanctioned pursuant to the Student Disciplinary Policy which may prevent the awarding of such a degree.

## Graduation Petition

Graduation petitions are due at the beginning of your last term; specific dates will be announced or posted at your campus.

Petitions are due in the Student Services office by the announced dates together with the appropriate graduation fee. The current fee for Springfield College graduates is \$50. Forms not accompanied by the fee will be returned to the student.

If students fail to complete their requirements during the term for which they applied due to incomplete grades or other circumstances, they must resubmit the graduation petition when appropriate. There is no fee for resubmission.

Springfield College holds an annual commencement ceremony in May at the main campus in Springfield, Massachusetts. School of Human Services campuses may hold additional commencement ceremonies at their respective locations.

## Instruction

SHS employs full-time faculty who are responsible for teaching, service, and scholarship. The SHS practice-oriented curriculum also includes contributions from part-time faculty who are directly involved in agency and community work. The result is that SHS has a faculty with the flexibility, resources and expertise required to address academics as well as new developments in human services practice and delivery.

## Coursework

The School of Human Services is a tri-semester program. Classes generally meet for four months each semester with classes held on weekends and/or evenings. Each course meets once each month for a full day. Students are required to complete pre-assignments before a course begins so that they will be ready to engage in the course content and process when the first class is held. Students also receive a syllabus for each course so they can plan ahead and stay abreast of classroom activities and course expectations.

At SHS, writing is an important assessment and learning tool across the curriculum because we value highly both the process and product involved with written communications. Our writing intensive program is designed to enhance students' ability to write clearly, concisely and creatively so they can compose reports, correspondence, client notes, grants and other such materials required in the workplace. Classroom instruction involves lectures, discussions, small group projects, visual presentations, field work, research, reflections and case studies. Across the curriculum, students have ample opportunities to learn about theory, to practice their skills and to demonstrate learning outcomes in a variety of ways. Course assignments and learning assessments generally include written papers, research projects, portfolios and oral presentations. Students receive regular feedback on their classroom assignments to help them improve their performance.

## Grades and Grading

In order to gauge progress and to continue development, students need detailed feedback on the quality of their performance. To meet this need, faculty members in most cases provide each student with a written comment on each paper. We believe these comments are a most useful index of the student's work, both in a given course and in the program as a whole.

We understand, however, that most students also need an externally-accepted representation of the quality of their work for purposes of reimbursement, transfer of credits, or other graduate school admissions. Given the orientation of most outside groups, this second need can best be met by traditional grades and grade-point averages. Thus, while we record and provide students with written comments, we also provide them with letter grades, which are listed on their transcript. In providing grades, we look only at students' work and their development. We do not use an arbitrary or prescribed distribution of grades. Students will receive the grade which is earned.

SHS takes responsibility for appropriately recognizing its students' work, which demonstrates their commitment to the SHS mission and the journey each student takes while at the School.

Written work, performance in class, attendance—any one or all of these constitutes the basis of grading. Courses are graded on a letter basis on the following scale:

A <i>exceptional</i>	4.0 quality points	D+	1.33 quality points
A-	3.7	D	1.00
B+	3.3	F	0.00 <i>failure</i>
B <i>good</i>	3.0	P	Pass
B-	2.7	U	Unsatisfactory (No pass)
C+	2.3	W	Withdrew
C	2.0	*	Grade not submitted by instructor
C-	1.7	I	Incomplete
		X	Audit

Grades are submitted within two weeks after the end of each term. Students must negotiate with the instructor for an extension if they have an overdue assignment.

## Pass/Fail Grading

Human Services and Portfolio Development, Independent Study, Internship, Practicum, Issues in Research, Theory & Practice Seminar, Fitness/Wellness Alternatives, and the one- and two-credit workshops are all graded on a Pass/Fail (P/F) basis. These courses must be completed satisfactorily as part of the progress within the program. They are not included in the grade point average, but count toward the graduation credits.

## Calculation of GPA

The GPA (Grade Point Average) is determined by dividing the sum of the quality points by the sum of the credits. An example is shown below:

Course:	Earned Credits:	Grade:	Earned QP's:
Core	4	X A (4.0)	16.0
Elective	<u>3</u>	X C (2.0)	<u>6.0</u>
	7		22.0

22.0 divided by 7 credits is equal to a GPA of 3.15. Your cumulative GPA is shown on your grade reports from the Registrar's Office.

## Audit

Undergraduate students may audit one undergraduate course per semester on a space-available basis. Audited courses are billed at prevailing tuition rates. Students are required to attend classes but are **not** required to complete course assignments or take exams. At the time of registration, students must designate audit status on their registration form for the audited course.

An audit carries no credit, has no grade point equivalent, and is recorded as an X on the transcript. Although the course is entered onto a transcript, it does not affect a student's full- or part-time status. Audited courses are not eligible for credit earned through proficiency examinations, nor can the audited course be repeated for credit in subsequent semesters.

## Incomplete (I) Grade

An instructor may give a grade of incomplete ("I") following a student's request in situations when incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined in the sole discretion of the instructor. A student will have a specified period of time, not to exceed two terms except prior to graduation, to complete incomplete work.

A contract for incomplete grades must be completed. A copy of this contract will remain with the student, the instructor, the registrar, and the SHS campus offering the course.

If the student does not meet the conditions of the contract for the completion of the incomplete by the time specified or prior to graduation, the registrar will automatically change the "I" grade to an "F" grade or an alternate grade designated by the instructor that is based on work completed.

*Note: "I" grades given prior to fall 1999 may only be removed by re-taking the course at the student's expense.*

## Repeating a Course

Students may repeat a course in which they have received an unsatisfactory grade. To do so, they must register again for the course at their own expense. Both grade entries will appear on the record card, but only the credit hours and grade resulting from the repeated courses 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. Students may not receive financial aid for repeated courses.

## Grade Appeal Policy

If a student believes that she or he has not been graded according to the criteria in the course syllabus, or has been graded unfairly or inaccurately, the student should first consult with the course instructor about the



course requirements and grading procedures. Such an appeal must be made before 30 days into the term following the one in which the grade was received. The student, of course, may consult with the academic advisor or any other faculty or staff member for advice at any step of this process.

See the School of Human Services Student Guide for details regarding procedures for appeal.

## CORE REQUIREMENTS

### Major Course Requirements

In the undergraduate program, students complete a basic sequence of three required core courses that provide participants with a common frame of reference and opportunities to critically analyze and creatively construct ideas about the nature and function of society including aspects of history, education, politics, economics, philosophy, justice, community and leadership for social change. Students must also successfully complete a required year-long community research project that allows them to work together in study groups for the purpose of designing, implementing and evaluating a community change project. Through a culminating senior seminar requirement, students are expected to demonstrate that they can integrate and apply the theories, skills and concepts learned in the classroom to their practice in work, family and community settings.

### All-College Requirements (ACRs)

Springfield College emphasizes a Humanities philosophy which involves education of the whole person—the spirit, mind, and body—for leadership in service to humanity. Students are expected to be leaders in a dynamic world that requires an advanced level of interpersonal and communications skills. This includes an ability to appreciate the diversity of cultures, races, and religions and to practice a healthy and physically active lifestyle. Students can choose from a variety of elective courses to meet All-College Requirements and to advance their own interests and knowledge in a particular aspect of human services. The All-College Requirements that are met through elective course offerings can also be met through transfer credits or the prior learning process. Existing SHS elective courses that meet the All-College Requirements are as follows:

### I. Humanities and Scientific Endeavor (9-10 credits)

The educated person will know, understand, and nurture the scientific and logical dimensions of people and the environment in which they live.

- a. A laboratory course from biology, chemistry, physics, physical science 3 credits
  - SHSB 54: Contemporary Issues in Human Biology 3 credits
  - SHSB 120: Ecology 3 credits
- b. Computer Science 3 credits
  - SHSB 41: Computer Literacy 3 credits
  - SHSB 138: Data Systems for Human Services 3 credits
- c. Mathematics 3 credits
  - SHSB 51: Mathematical Inquiry 3 credits
  - SHSB 205: Issues in Research (1 of 3 credits)

### II. Humanities, Health and Movement (7 credits)

The educated person will know, understand, and nurture the role of health and physical activity in human life.

- a. Health 3 credits
  - SHSB 12: Human Services & Health 3 credits
  - SHSB 124: The Human Factor in Community Health 3 credits
  - CJWB 137: Human Sexuality 3 credits
  - SHSB 139: Preventive Holistic Health 3 credits
  - SHSB 142: Public Health & Health Education 3 credits
  - SHSB 156: Health & Society 3 credits
  - SHSB 157: Health Care & the Aging 3 credits
  - SHSB 196: Intro to Environ. & Occupation Health & Safety 3 credits
  - SHSB 198: Health Policies for Developing Countries 3 credits
- b. Physical Education 4 credits
  - SHSB 260, 261, 262 Fitness/Wellness Alternatives (4 cr. cum.)
  - SHSB 260 Fitness/Wellness Alternatives I (2 credits)
  - SHSB 261 Fitness/Wellness Alternatives II (1 credit)
  - SHSB 262 Fitness/Wellness Alternatives III (1 credit)

### III. Humanities, Expressive and Communicative Life

The educated person will know, understand, and nurture people and their cultures through languages, literature, and other symbolic forms of expression.

- a. English: Written and Oral (6 credits)
  - SHSB 18: Oral Skills 3 credits
  - SHSB 19: Communications Skills I 3 credits
  - SHSB 21: Interviewing Techniques 3 credits
  - SHSB 33: Communications Skills II 3 credits
  - SHSB 35: Intro. to Research Exposition 3 credits
  - SHSB 106: Public Relations for Community Orgs. 3 credits
  - SHSB 146: Writing Skills I 3 credits
  - SHSB 147: Advanced Academic Skills 3 credits
  - SHSB 151: Grant Writing & Fundraising 3 credits
- b. Literature 3 credits
  - SHSB 38: Critical Thinking through Literature 3 credits
  - SHSB 43: Twentieth Century American Literature 3 credits
  - SHSB 122: Exploring Women's Issues through Literature 3 credits
  - CJWB 135: Exploring Racial Perspectives through Literature 3 credits
- c. Second Language/Culture 3 credits
  - SHSB 201: Integrative CORE Seminar I (2 of the 4 credits)
  - SHSB 230: Project in Community Development & Change (1 credit)
- d. Visual and Performing Arts 3 credits
  - SHSB 201: Integrative CORE Seminar I (2 of 4 credits)
  - SHSB 203: Integrative CORE Seminar III (1 of 4 credits)

### IV. Humanities, Culture and Society (9 credits)

The educated person will know, understand, and nurture the relationship of oneself to the community and to diverse individuals and cultures.

- SHSB 202: Integrative CORE Seminar II 4 credits
- SHSB 230-232: Project in Community Development & Change 4 credits



## V. Humanics and the Search for Meaning

(6 credits: a & b are integrated)

The educated person will know, understand, and nurture a personal, spiritual, and ethical value system about the ultimate questions of life and living.

- |               |                                      |                  |
|---------------|--------------------------------------|------------------|
| a. Philosophy | 3 credits                            |                  |
| SHSB 203:     | Integrative CORE Seminar III         | (3 of 4 credits) |
| SHSB 38       | Critical Thinking through Literature | 3 credits        |
| SHSB 47:      | Morality in the Late 20th Century    | 3 credits        |
| SHSB 52:      | The Ethics of Contemporary Science   |                  |
| SHSB 239:     | Ethics and the Law                   | 3 credits        |
| b. Religion   |                                      | 3 credits        |
| SHSB 66:      | Music and Empowerment                | 3 credits        |
| SHSB 141:     | Coping with Disease & Death          | 3 credits        |
| SHSB 150:     | Race, Religion, & Culture            | 3 credits        |
| SHSB 188:     | World Views Analysis                 | 3 credits        |

## Concentrations

Several SHS campuses offer a concentration in criminal justice. This concentration consists of SHS required courses in addition to a specific set of elective courses as defined by the profession and the SHS campus offering the requisite electives. In some cases, courses required for a concentration may extend the time required to complete the course of study. Students must consult with the campus where they are enrolled to determine the availability and requirements of particular program concentrations.

### Criminal Justice Concentration

This concentration enables members of the local police departments, sheriff's departments, correctional officers and other law enforcement practitioners to gain an undergraduate degree while maintaining their full-time employment. Adults already working in the human service field can also utilize this concentration to focus their learning on ways that enable them to enter the criminal justice system.

Graduation requirements for the Criminal Justice concentration include a minimum of 50 semester hours taken through the School of Human Services, with 24 semester hours focused on criminal justice coursework. Contact the admissions staff at your campus for availability of this concentration and further information on required coursework. This curriculum is designed to comply with the provisions of the Quinn Bill as it applies to Massachusetts residents.



# Course Descriptions

**CORE CURRICULUM** The School's CORE curriculum provides a common frame of reference, information, experience, and analysis. It is the heart of a learner's program of study. The diversity of courses reflects a respect for learning that both fosters the integration of theory and practice, and promotes the responsibilities of global citizenship. The courses that make up the CORE curriculum are listed and described below:

## **SHSB 201: Integrative CORE Seminar One: Education, Oppression, & Social Intervention 4 credits**

The nature and logic of education is the focus of this course. Learners' personal experiences in addition to historical, sociological and political texts, and works of literature and music are used to explore the themes raised in the course. Among these themes are: The role of social service and educational institutions in the ideological development of a society; deeper appreciation of cultural values and their impact on learners' development; and an appreciation for how the creative arts can serve as a vehicle for empowerment. This course is a prerequisite for SHSB 202 and SHSB 203.

## **SHSB 202: Integrative CORE Seminar Two: Political Economy & Human Services 4 credits**

This course examines the bedrock of a social system—economics. The American economic system is looked at from a personal and theoretical level. In addition to understanding key economic concepts, students look at the role of the global economy from both an American and international perspective, the impact of the economy on human service workers and delivery systems, and envisioning alternative approaches to the economy in its relationship to society. This course is a prerequisite for SHSB 203.

## **SHSB 203: Integrative CORE Seminar Three: Social Movements, Change, & Alternative Visions 4 credits**

This course explores three key social movements in American history. The struggles for workers' rights, racial justice and women's liberation are explored through fiction, autobiographies, speeches, film, poetry, music, diaries, historical accounts, and political analyses. In addition, learners develop the analytical tools needed to critically evaluate a range of political philosophies and create an alternative political/spiritual vision.

## **CJWB 205: Issues in Research 3 credits**

This class introduces the theory and methodology of action research, descriptive statistics, and the utilization of primary and secondary source materials. Students develop the ability to critically examine research and statistical analyses and gain the baseline skills needed to carry out the initial research required for the group project. This course is the prerequisite for the year long (12) credit Group Project in Community Development & Change.

## **CJWB 207: Human Services & Portfolio Development 3 credits**

This course introduces students to adult learning and development theories and the information and skills necessary to effectively succeed in a demanding non-traditional program. Using their own life histories as case studies, students examine a variety of issues that pertain to their own development and acculturation. The prior learning process requires reflective skills that relate to these goals. The course helps students develop the capacity to effectively document their experience and articulate their

college-level knowledge. Thus it provides a foundation for Portfolio preparation. This course can be waived for those students who will not submit a portfolio.

## **SHSB 216: Theory & Practice Seminar 2 credits**

Students participate in this seminar during their final term. It serves as the culminating vehicle for their reflection, analysis and articulation of lessons learned at the School in relationship to their practice in the communities of work and home. These lessons are assessed to measure how and what one has learned and explore the implications for one's future development.

## **SHSB 230, 231, 232: Group Project in Community Development & Change 12 credits**

The Group Project constitutes three terms, each of which is worth four semester hour credits. Working together in groups of two to five members, learners identify a problem in a given community and design an action research plan to address it. The Group Project provides the opportunity to be directly involved in grassroots work to impact a community's social dynamics, and to practice the methodological skills acquired in CJWB 205. Learners' responsibilities include: needs assessment and analysis, history of the issue and of the community, group development, problem framing and solving, formative and summative evaluation, and the practice skills needed to implement the project. Prerequisite: CJWB 205: Issues in Research

# Elective Courses

Electives include both general areas of interest that round out a learner's academic education and course work that permits learners to develop focused skills and knowledge that may impact directly on their chosen career paths.

## **SHSB 11: Education, Work, & Social Welfare 3 credits**

This course is an introduction to the field of human services, its history and evolution in the US, and the values and ideologies that shape and influence its practices. Through sharing and comparing personal experiences in education, work settings, and social services, students develop a critical analysis of human services, with particular attention to the role of culture.

## **SHSB 12: Human Service & 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, and 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 process through which people learn the roles of "client," "paraprofessional," and "professional."

**SHSB 14: Structural Analysis of American Society** 3 credits

This course examines theories of bureaucratic structures at the macro- and micro-levels of society. Students study political, social, educational, economic, and religious organizational structures in America. At the end of the course students 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. Through 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 skills in pronunciation, speech, public speaking, and effective communication.

**SHSB 19: Communications Skills 1** 3 credits

This course prepares students to write essays, term papers, and other formal compositions. Organized and concise writing with appropriate spelling and grammar are major objectives 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.

**SHSB 21: Interviewing Techniques** 3 credits

This course enables students 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 national service organizations in their respective communities and how these organizations deal with people and one another. Also included is the examination of legal and tax status and responsibilities of nonprofit organizations.

**SHSB 25: Dynamics of Case Management** 3 credits

This course explores the principles and practices of case management. It provides the beginning human service worker with practical information about brokering, consumer advocacy, and mobilization of services with special attention on the consumer.

**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 agencies have to follow-up on referrals, and whether or not the agencies work cooperatively 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 preparation, and referral processes. 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 and motivation of employees, personnel policies and practice, occupational psychology, and the decision-making process through case studies of sexual harassment, racism, nepotism, and other forms of arbitrary decision-making.

**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 empowerment in the human life cycle from birth to adolescence. Major theories are explored as well as physical and cognitive aspects of child development and are studied in a cross-cultural perspective.

**SHSB 33: Communication Skills II** 3 credits

The focus of this course is on developing advanced expository and analytic written and oral skills.

**SHSB 34: Health & Professionalism** 3 credits

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 in health care settings.

**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 36: Human Growth and Development 3 credits**

This course focuses on how to successfully deal with life changes/transitions as well as the associated stress and anxiety by understanding the stages of transition and the implications; analyzing established patterns of coping with change; developing personal strategies for dealing with future transitions. Students will be provided with a learning experience which enables them to enhance their personal growth and development as well as begin the process of making positive life changes.

**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 Through Literature 3 credits**

This course uses current literature to illustrate alternative ways of thinking about the human condition and making sense of social issues. Discussion will compare and contrast students' present experiences with personal, institutional, and cultural structures, assumptions, and norms, with those introduced in the literature. Students explore views that are grounded in body, mind, emotion, and spirit with the goal of clarifying and enhancing their own critical processes. The course involves structured experience, imagery, discussion, reading, writing, and creative expression.

**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 41: Computer Literacy 3 credits**

This course will familiarize the student with basic concepts needed to purchase and make effective use of microcomputers. Differences in computer architecture will be explored from a user rather than a technical perspective, and students will explore a wide range of applications in order to understand how a computer can contribute to the effectiveness of an organization or group.

**SHSB 42: Law & Legal Advocacy 3 credits**

This course familiarizes students 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 the author's 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 developmentally disabled individuals.

**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 develop a definition of ethics that is inclusive.

**CJWB 50: Criminal Law Concepts 3 credits**

This course covers the historical development and philosophy of criminal law. Criminal law will be examined within the historical, legal, and applied contexts.

**CJWB: 51 Criminal Justice: An Introduction 3 credits**

This course provides an overview of crime and the criminal justice system in the United States. Three themes are discussed: the history, philosophy, and function of the system; punishment and rehabilitation; education and training for professionals in the system.

**SHSB 51: Math Inquiry 3 credits**

This course provides an opportunity to build a constructive relationship to mathematics through exploration. Such an approach is especially valuable for people who have developed habitual anxiety around mathematical activity. Students will explore the foundations of mathematics through activities which lead to an understanding of the patterns that give it structure.

**CJWB 52: Police and the Modern Society 3 credits**

This course examines the historical, sociological, and political context of police work. It analyzes the differing role expectations facing the police as well as the conflicts caused by corruption and professionalization.

**SHSB 54: Contemporary Issues in Human Biology 3 credits**

This course focuses on the balance of hereditary and environmental forces in human biology and the relationship of human beings in our natural/material environments.

**CJWB 54: Corrections 3 credits**

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

**CJWB 55: The Criminal Court System 3 credits**

This examination of the procedures and values of the court system emphasizes state, district and juvenile courts.

**CJWB 56: Crisis Intervention 3 credits**

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

**SHSB 66: Music and Empowerment 3 credits**

This course examines the role of music, especially singing, in community-building and empowerment. Through readings, films, listening to music, and group singing, the course explores music as a tool for social change, community development, healing, and education. Special focus is given to the cultural and religious roots of music. Students learn tools for using music in their own human service and community work.

**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, fund raising, fiscal management, and 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. The development and assessment of financial plans, ensuring accountability, and budget management and development are its learning objectives.

**SHSB 106: Public Relations for Community Organizations 3 credits**

This course introduces the concepts and skills of public relations for community organizations through readings; discussions with speakers from all branches of the media; 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 social service 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 the dynamics of group and organizational life. The focus is the nature of authority as well as interpersonal, intergroup, and institutional dynamics. Much of the work is experiential within a theoretical context.

**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 framing and 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. It covers 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 114: Counseling from a Racial Perspective 3 credits**

This course provides information and methods for racially-sensitive counseling and the differing world views which may be found among different groups.

**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 clients struggling with addiction.

**CJWB 118: Family Counseling & Understanding Diverse Cultures 3 credits**

This course introduces major theoretical approaches to family therapy. Students learn to analyze the interactions of family structure, ethnicity, and the impact of social 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 work within advocacy principles.

**CJWB 120: Survey of American Jurisprudence I 3 credits**

This course surveys the US 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, and individual rights and liberties.

**SHSB 120: Ecology 3 credits**

This course examines the basic principles of ecology that help explain the relationship between social action and environmental conditions. Causes and effects of environmental change will be analyzed as well as how change can affect community health. Scientific methods of investigating and documenting environmental health threats to one's community will be represented. This course includes a lab component involving field trips relevant to case studies.

**SHSB 121: Survey of American Jurisprudence II 3 credits**

This course extends the survey and examines such issues of civil contract and tort law as consumer protection, family and parent/child relations, housing law, landlord/tenant relations, individual rights, and civil liberties.

**SHSB 122: Exploring Women's Issues Through Literature 3 credits**

This course examines how women's power and self-concept are affected by the political, social, and economic realities of one's ethnic, class, and racial/cultural background. The class explores these dynamics via literature raising these themes from authors of diverse life histories.

**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 lawmaking 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 theoretical, historical, and cross-cultural framework, students examine the impact of power dynamics on the education process and institutions. They also assess how culture, 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 sexual abuse are among the possible foci.

**SHSB 128: Community Organizing 3 credits**

This advanced course distinguishes the characteristics of organizers and the form of their social movements. Students also analyze the structural transformation of a community, and the 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 other release programs for institutional inmates; administration of halfway houses; nonresidential 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 criminal justice agents with special attention to women as police officers.

**SHSB 132: Public Policy 3 credits**

This course introduces 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 administrative level such as inspection and internal control devices; managerial improvement techniques; staff work; records analysis; decision-making at various levels; and preparation of administrative procedural and policy guidelines.

**CJWB 135: Exploring Racial Perspectives through Literature 3 credits**

This course examines the dynamics of racism and internalized oppression from historical, sociological, cross-cultural, and international perspectives. Literature from authors with diverse life-histories is the primary catalyst for this exploration. Historical and sociological texts supplement the themes raised in the literature.

**SHSB 136: Puerto Rico: Analysis & Perspectives 3 credits**

This course deals with the political, economic, and social history of Puerto Rico and of Puerto Ricans in the United States.

**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, psycho social, cultural, and behavioral frame of reference.

**SHSB 138: Data Systems for Human Services 3 credits**

This course explores techniques to increase the usefulness of word processing, spreadsheet, and database applications through simple programming and integration. Topics include macro coding, database procedural programming, conditional spreadsheet formulas, report generation, and application linking through simple system procedures.

**SHSB 139: Preventive Holistic Health 3 credits**

This course examines alternatives to the current health delivery system. It gives 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 topics: the nature of our health systems; the concept of multiple risks; various risk reduction strategies; the historical origins of public health; the possibility of formal and informal health education solving health problems; and individual, social, and organizational approaches to health education. These issues are examined in order to assess the nature and role of health educators.

**SHSB 143: Cooperatives 3 credits**

This course introduces the student to the history of cooperation, the nature of cooperative organizations, and their applicability to issues of community empowerment.

**SHSB 144: The Law, the Agencies, & the Developmentally Disabled 3 credits**

This course examines court decisions and recent laws outlining the rights of developmentally disabled individuals for care and treatment. It examines these issues from the perspectives of professional ethics, human rights, and changing social policies.

**CJWB 145: Politics of Prisons 3 credits**

This course examines how American prisons in the 19th and 20th centuries reflected external social forces. It examines conservative, liberal, and radical approaches to prison reform from a critical perspective.

**SHSB 146: Writing Skills I 3 credits**

This course helps students improve their writing skills as they engage in various forms of writing for social change. Through formal research, oral presentation and text-based analysis, students learn the fundamentals of journalistic documentation, journalistic advocacy, theory and proposal writing, and speech writing.

**SHSB 147: Advanced College Level Academic Skills for International Students 3 credits**

Utilizing substantive human resource development materials, this course develops the linguistic and academic skills useful for advanced academic study in the US. These skills may be classified as follows: receptive skills, productive skills, and study skills.

**SHSB 148: Creative Writing For Social Change 3 credits**

This course develops creative thinking and writing skills when dealing with the issues of social change. After identifying a human services issue, students develop a piece of creative writing which carries a premise that promotes social change. Students learn fundamentals of writing lyrics, poems, short stories, plays and teleplays developed through improvisation.

**CJWB 149: Juvenile Justice 3 credits**

This course examines the operation of the juvenile justice system in the United States including its social, political and economic context, its theoretical and ideological underpinnings, and current proposals for reform.

**SHSB 150: Race, Religion, & Culture 3 credits**

This course investigates 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 provides an overview of necessary skills in grant writing and the techniques utilized in applying for public and private funding sources. It reviews the elements of proposal development and proposal writing strategies as well as grants management processes.

**SHSB 152: Early Childhood Development 3 credits**

This course studies different areas of child behavior as well as important theories of child development. It explores the misinterpretation of change 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 analyzes how human service organizations can deliver quality service without the negative aspects of bureaucratization. Utilizing social systems theory as the general framework, the class focuses on such issues as needs assessment, effective long-range and short-range planning, and staff and program evaluation.

**SHSB 155: International Political Economy 3 credits**

This course explores the international political economy with a particular emphasis on the relationship between the Northern and Southern hemispheres. The historical roots of colonialism and neocolonialism 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 versus 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 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 159: The Language of Sickness and Healing 3 credits**

This course deals with the effects of language on the definition of sickness and of healing and the effects of different languages on how people deal with each other. It looks at gender, class, race and cross-cultural differences in language.

**SHSB 160: Public Health I 3 credits**

This introductory course surveys 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. It also covers 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 social 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 and 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 Law & Legal Advocacy or equivalent

**SHSB 166: Culture & Political Thought 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 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 major characteristics of present male-female power dynamics, examines perspectives on relationships through a variety of psychological and political constructs, and outlines differences and similarities of relationships in diverse cultural and class settings.

**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 defines their social responsibilities.

**SHSB 169: Victimization 3 credits**

This course provides an introduction to victimization 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 US from colonial times to the present. It examines the socioeconomic structures, government policies, and industrial patterns underlying the present underdevelopment of rural areas. Case studies of 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 US 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 is examined with particular emphasis on how competition and cooperation are used in each system. This critique stresses the historical and evolutionary importance of cooperation and self-determination among people.

**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 US. It includes a structural, historical, and functional examination of the business and political systems in the US and their interrelationships. The class is designed to enhance international students' understanding of other courses taken at 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 239: Ethics & 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 241: Library Research Methods 3 credits**

This course introduces the student to research methods in human services which are based upon library resources, and with various search methods for library resources. Students become familiar with the variety of qualitative and quantitative materials which are available through a good library.

**SHSB 242: Thesis variable credit**

See your academic advisor.

**SHSB 244: Social Change Movements 3 credits**

This course examines several specific social movements as examples and test cases for theories of social movements. Particular attention is given to issues of social movement effectiveness; backlash; internal democracy; leadership; gender, race and class dynamics, and coalition politics.

**SHSB 245: Issues in Labor Studies 3 credits**

This course examines contemporary issues facing organized labor. The issues reviewed are developed by the instructor in collaboration with the class.

**SHSB 247: Practicum in Human Services 3 credits**

See your academic advisor.

**SHSB 248: Internship 6 credits**

See your academic advisor.

**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 provides an opportunity for students to do an in-depth analysis on specific human services topics. The analysis will include looking at the issues from historical and cultural perspectives. The issues reviewed are developed by the instructor in collaboration with the class.

**SHSB 260 - 261 - 262: Fitness/Wellness Alternatives 4 credits cumulative****SHSB 260: Fitness/Wellness Alternatives I 2 credits****SHSB 261: Fitness/Wellness Alternatives II 1 credit****SHSB 262: Fitness/Wellness Alternatives III 1 credit**

The three-part course teaches a student the value of physical activity as it relates to wellness in his/her life. The student learns to assess his/her own fitness level and develop a personalized program, a Fitness/Wellness Plan, to enhance his/her life. Topics covered include environmental issues, stress reduction, components of fitness, cardiopulmonary endurance, developments of muscular strengths and endurance, development of flexibility, weight control and body composition, basic nutrition as it relates to fitness, common fitness injuries, drug and alcohol abuse issues, sexually transmitted diseases, and life time fitness activities.

## ACE Program Course Descriptions

**PROFESSIONAL DEVELOPMENT COURSES**

All courses listed below are required by Springfield College to meet certification requirements for elementary and early childhood teaching. Unless noted, the course is required for both licenses. See the notes for exceptions. Please note that all graduates of the ACE Program are required to meet Massachusetts certification requirements first, regardless of where they will be living and teaching.

**SHSB 32: Child Development 3 credits**

This course presents an introduction to the fundamental knowledge of child development. Emphasis is placed on stages of empowerment in the human life cycle from birth to adolescence. Major theories are explored as physical and cognitive aspects of child development and are studied in a cross-cultural perspective. *This course is a prerequisite for Advanced Standing.*

**SHSE 116: Math for Elementary Educators 3 credits**

This course explores problem solving techniques and mathematical concepts that participants are likely to encounter when teaching mathematics to children. Some of the concepts include sets, properties and operations of the number system, different number bases, elementary logic, geometry, and measurement. *This course is required for both elementary and early childhood certification. This course is a prerequisite for Advanced Standing.*

**SHSE 121: College Algebra 3 credits**

This course includes ordered pairs and linear functions; linear equations; inequalities and applications; operations with polynomials; factoring; radicals and exponents; quadratic equations; and graphing. (ACE participants can use College Algebra to meet the Math ACR, but if an ACE participant is not placed in College Algebra by the math placement test, s/he can start with SHSB 51, Math Inquiry. The student still needs to take College Algebra.)

**SHSE 126: Curriculum Experiences for Young Children**  
*This course is required for early childhood certification, and is a prerequisite for Advanced Standing.***SHSE 161: Introduction to Special Education 3 credits**

This course is offered for teachers of students with special needs. The characteristics and problems of all types of exceptional children (disabled and gifted), and the differences in their learning styles are examined. The course provides an overview of federal and state requirements in regard to IDEA, ADA, and Chapter 766. (3 credits)

**SHSE 178: Curriculum Methods and Organization (CMO) for Elementary Science and Social Studies 3 credits**

This course presents participants with an integrated approach to the teaching of science and social studies for the elementary classroom. It emphasizes current cognitive learning theory and instructional strategies for curriculum planning, implementation, and assessment in these two content areas. It introduces participants to the curriculum frameworks that inform their instructional decisions. Developmentally appropriate curriculum and teaching methods/materials are stressed. Participants are encouraged to apply and practice the ideas and teaching strategies in their prepractica sites. *This course is required for elementary certification, and is a prerequisite for Advanced Standing.*

**SHSE 236: Microcomputers for the Elementary Classroom 3 credits**

This hands-on laboratory format course concentrates on the integration of technology in the classroom. Using computers, participants will develop projects to integrate word processing, databases, spreadsheets, multimedia, and telecommunications into their classes. They will evaluate educational software, and develop an awareness of technology issues in education.

**SHSE 138: Multicultural Curriculum Development 3 credits**

In this course, participants learn to develop curricula for elementary (K-6) students emphasizing content and pedagogy. Multicultural education theory will provide a framework for designing curricula which focus on the culture, strengths, and needs of a diverse student population. Participants will be introduced to a constructivist and thematic approach to curriculum development, effective teaching strategies, evaluation and teaching resources. The significance of culture and its influence on teaching and learning will be presented as a major premise. Participants will engage in personal reflection to further their understanding of the implications of multicultural education on their own teaching styles.

**SHSE 130: Methods of Teaching Reading and Language Arts through Children's Literature 3 credits**

This course includes an analysis of reading and writing processes and different approaches to reading and writing instruction. Reading, writing, listening, and speaking are integrated. Topics include emergent literacy, creating literate environments and literature-based teaching. Participants are prepared to teach language arts to early childhood and elementary school children.

**SHSE 177: Methods of Teaching Math 3 credits**

This course teaches the development of objectives, methods, and material for teaching arithmetic from first through sixth grade, and the measurement of achievement. Prerequisite: Math for Elementary Educators. *This course is required for elementary certification. The early childhood certificate requires Math Concepts for Young Children.*

**SHSE 135: Math Concepts for Young Children**  
*This course is required for early childhood certification. The elementary certificate requires Methods of Teaching Math.***SHSE 250: Workshops in Education 1 credit each**  
Integrating Arts in the Classroom  
Geography for Elementary and Early Childhood Teachers  
Classroom Management Techniques.**SHSE 252: Prepracticum I—Research and Classroom Experience 3 credits**

This experience gives preservice teachers the opportunity to analyze and apply research skills to, and gain practice experience in an elementary classroom. Participants work with and observe individuals, small groups of children, and the whole class in a variety of classroom activities. Participants are placed for 75 hours in a classroom, and are observed by a college supervisor.

**SHSE 254: Prepracticum II—Community Project and Classroom Experience 3 credits**

The second prepracticum experience gives preservice teachers the opportunity to observe and assess children's problem solving skills, oral and written communication skills, and to broaden cultural and community awareness. Participants plan, design, and implement lessons that promote creativity, problem solving, and analytical thinking. Participants develop and critique a community action project using the school or classroom as community. Participants are placed for 75 hours in a classroom, and are observed by a college supervisor. (3 credits) Prerequisite: Prepracticum I.

**SHSE 256: Practicum—Project in Student Teaching 11 credits**

This culminating practice experience gives preservice teachers the opportunity to take full responsibility for planning, organizing, and managing a classroom for 5 days a week for 15 weeks (300 hours). Participants are placed in a fieldwork classroom (two different classrooms for early childhood) and are required to demonstrate mastery of all the Principles of Effective Teaching of the professionally licensed classroom teacher. This course must be taken full time for one semester. The student teacher must take on clear instructional responsibilities of the teaching role for at least half of this time, and full responsibilities for a substantial period. Student teachers implement their community action project. Prerequisites: Prepracticum I, Prepracticum II. Co-requisite: Professional Seminar.

**SHSE 261: Professional Seminar: Project in Reflection and Praxis** 3 credits

This seminar provides participants an opportunity to reflect on their student teaching and their community action projects. At the end of the term, they make presentations on their community action projects and submit a written report. Co-requisite: Practicum.

## YMCA Training Module Courses

**SHSY 10: Principles and Practices** (2 s.h.)

This orientation course prepares YMCA staff members to understand the nature and character of the YMCA; the YMCA's roles in the community; the importance of volunteer/staff partnerships; strengthens learners' communication skills; and stresses the skills needed to work cooperatively with others. This seven day residential training includes full group sessions and a variety of skill building workshops. Prerequisite: YMCA affiliation.

**SHSY 20: YMCA Problem-Solving and Decision-Making** (1 s.h.)

This course explores several of the more effective methods for identifying, describing, working through, and solving problems requiring decisions as the final outcome. The methods include those working best for groups, individuals, and organizations. The structure of organizational decision-making, the forces affecting decisions, and the evaluation of outcomes are part of this exploration. The development of action plans and options for choosing problem-solving methods receive as much attention as the decisions to be made, once the problems have been identified and their causes clearly defined. Prerequisite: YMCA affiliation.

**SHSY 21: Financial Development** (1 s.h.)

Participants will learn about resource development and the role of staff members and volunteers. They will discuss the relationship between financial development and planning, program services and board selection. They will receive grounding in the vehicles associated with contributed support, with special emphasis on good current support efforts and results. Prerequisite: YMCA affiliation

**SHSY 22: Fiscal Management and Budgeting** (1.5 s.h.)

The critical concepts and skills that ensure sound financial management in the YMCA are the foundation of this module. Participants will develop a basic understanding of the interconnectedness of the mission, planning, programming and finance. They will also gain an appreciation for the importance of developing and committing to a management philosophy that promotes fiscal responsibility. The concepts of cost allocation and cost analysis in decision making are also covered. Participants will build skills in effective budgeting, control, reporting and forecasting; learn to identify and distinguish between direct and indirect costs; and find out how to use the break-even concept for making program decisions that meet mission and financial parameters. This redesigned module features a case study approach, with the examination of realistic situations encouraging participant involvement. Prerequisite: YMCA affiliation.

**SHSY 23: Not-for-Profit Strategic Marketing** (2 s.h.)

This course covers marketing concepts and terminology. This module will define basic marketing principles such as the marketing mix, positioning, competition and the four Ps of marketing. It will focus on the process of not-for-profit strategic marketing in order to increase capacity to lead the organization and to accelerate growth in membership and program. Prerequisite: YMCA affiliation.

**SHSY 24: Strategic Planning** (1 s.h.)

This updated module provides an introduction to the strategic planning process and the fundamentals of good planning. The techniques learned are applicable to organizations, units, or teams of any size. Through this course participants will learn how strategic planning is different from other types of planning. They will gain insight into and appreciation of this discipline by applying the steps of the strategic planning process to their personal lives; a YMCA case study; and a back-home group, team, or unit of which they are a member. Prerequisite: YMCA affiliation.

**SHSY 26: Program Management** (1.5 s.h.)

This course covers the development and management of YMCA programs. It is concerned with the connections between a YMCA's mission and goals and the way these goals are demonstrated through programs. Participants will learn the basics of data gathering, analyzing, program design, monitoring and management. They will learn the steps necessary to develop new programs that reflect community needs. Prerequisite: YMCA affiliation.

**SHSY 27: Facilities Management** (2 s.h.)

This course assists managers in the supervision of stationary engineers and facilities/property managers by giving an overview of the technologies, processes, and issues related to the ongoing maintenance, repair, and care of physical properties. Included are issues of facility safety and accident prevention, building emergency and crisis management, equipment maintenance and replacement schedules, and repair and maintenance of furnishings. Checklists, facilities surveys, depreciation budgeting and a host of maintenance tips are provided. Prerequisite: YMCA affiliation.

**SHSY 28: Supervision** (1 s.h.)

This module enables participants to explore the role of the supervisor as leader, motivator, and team builder. Opportunities are provided to practice supervisory skills, study employment law, and build a positive work environment. Personal credibility and character development are interwoven throughout this interactive module. Prerequisite: YMCA affiliation.

**SHSY 29: YMCA Fitness Specialist** (3 s.h.)

This course prepares YMCA staff members to work with members in physical fitness assessments and individualized exercise plans. Participants will be certified to conduct the YMCA Physical Fitness assessment battery. This course is recommended for those who are working as personal trainers. Prerequisite: current CPR.

**SHSY 30: Training of Trainers: Design and Delivery Skills** (2 s.h.)

This course combines two YMCA Training of Trainers modules: Design Skills and Delivery Skills. The design module explores adult learning theory and principles, psychology of motivation, and how to assess learning needs. The delivery module facilitates their understanding and enhances their practice of various teaching methods. Participants must complete both in order to receive credit. Prerequisite: YMCA affiliation.

**SHSY 35: YMCA Group Work (1 s.h.)**

This module is designed to help participants understand the importance of group work, its principles and how it relates to YMCA goals. It concentrates on the application of group process theory in helping participants to define and recognize what makes groups effective and to understand the concepts of shared leadership, leadership styles and member-leader functions. Participants will learn about daily opportunities for group work and will discover ways to increase the group interactive skills of their colleagues. Prerequisite: YMCA affiliation.

**SHSY 37: Volunteerism and the YMCA (1 s.h.)**

This module helps participants understand the historical perspective of volunteerism in the YMCA movement; demonstrates the role of volunteers in carrying out the YMCA mission and focusing on character development; and considers principles and practices for involving volunteers in program delivery, policy making and fundraising. Obstacles to full involvement by volunteers will be considered, as well as practical steps to take in starting or strengthening a volunteer program. Prerequisite: YMCA affiliation.

**SHSY 49: YMCA Group Exercise Instructor (.5 s.h.)**

This course is designed to train staff members in the basics of conducting group exercise classes. Course content includes the components of an exercise class, basic exercise selection, the practical application of exercise science, qualities of an exercise instructor, nutrition information and practical sessions. Other topics include choreography, cueing, music selection, safety and liability. Prerequisites: current CPR, Principles of Health and Fitness certification, and 25 hours of practical experience.

**SHSY 50: YMCA Day Camp Director (1 s.h.)**

This course is designed for staff who direct YMCA day camp programs. Topics include rationale and philosophy for why Ys do day camping, character development, setting goals and objectives, importance of adhering to American Camping Association standards and YMCA Day Camping guidelines, developmental needs of children, program planning and activity ideas, budgeting, marketing, staffing, site development and use plan, promotion/membership, safety and risk management, quality emphasis, and evaluation. A training design for use with local day camp staff is provided, as well as many practical, "use at home" handouts. Emphasis is on both day camping for children and for teens, with expanding Counselor-in-Training (CIT) coverage. Ideal for first-time day camp directors or those with one to two years experience. Prerequisite: Working with 5-to-9 Year Olds certification or Working with 10-to-14 Year Olds certification.

**SHSY 51: Youth Super Sports Director (.5 s.h.)**

This course covers how to implement the new YMCA Youth Super Sports program based upon the YMCA philosophy and principles. Participants will be introduced to the YMCA Rookies, Winners and Champions components of the new program as well as the innovative "games approach" to teaching and coaching sports. Topics include program planning and organization, budgeting, leadership recruitment, development for coaches and officials training, family involvement and promotional activities. The course is designed for people responsible for administering YMCA Youth Super Sports programs and other staff members who are interested in integrating YMCA Youth Super Sports into their program areas. Prerequisite: Program Trainer Orientation.

**SHSY 52: Youth Fitness Instructor (.5 s.h.)**

This course helps prepare YMCA staff members to work with youths in health and fitness activities as a stand-alone program or integrated into child care, youth sports, day camp or other youth programs. Content will cover children's growth and development, the effects of exercise on children, psychosocial factors and exercise, youth fitness assessment, safety, program evaluation and teaching techniques. Practical sessions will include lesson plan demonstrations, class sessions and fitness evaluations. Prerequisites: current CPR, Principles of YMCA Health and Fitness certification.

**SHSY 55: Aquatic Facility Manager (.2 s.h.)**

This course provides aquatics directors or supervisors with the skills they need to help manage their facilities. The modules of the course cover fiscal management, communications, problem solving, staffing, program development, and the administration of aquatic safety. Prerequisite: YMCA affiliation, minimum age 18.

**SHSY 56: Walk Reebok Instructor**

This course is developed in collaboration with Reebok University. Participants will learn options for developing walking programs, clubs, clinics and the exclusive "Walk Reebok" techniques for three different levels of walkers. Course content also includes the benefits of fitness walking, the YMCA Walk Reebok Walking Test and safety and injury prevention information. Free membership in the Reebok Instructor Alliance is included for all participants. Prerequisites: current CPR, Principles of YMCA Health and Fitness certification.

**SHSY 57: Arthritis Foundation/YMCA Aquatic Program Instructor (1 s.h.)**

This course trains and certifies participants to organize, teach and conduct a water exercise program for people with arthritis according to the guidelines and procedures set forth by the YMCA and the National Arthritis Foundation. Prerequisites: current YMCA Lifeguard or YMCA Aquatic Safety Assistant, current CPR, Principles of YMCA Aquatic Leadership or BALC certification, 20 hours leading YMCA aquatic program or Fundamentals of Teaching YMCA Swim Lessons, and written notification to local Arthritis Foundation of registration in the course.

**SHSY 58: Active Older Adult Exercise Instructor (Land) (1 s.h.)**

This course is designed for people who lead or assist in teaching land exercise classes for active older adults. It focuses on adaptations for older adult participants and includes sample exercise classes. Related health and fitness programs for active older adults are introduced, including strength training and fitness walking. Prerequisites: current CPR, Principles of YMCA Health and Fitness certification and YMCA Group Exercise Instructor certification or one of the following—current YMCA Exercise Instructor, YMCA Advanced Exercise Instructor, Fitness Leader or Fitness Instructor certification.

**SHSY 60: Aquatics for Special Populations Instructor (1 s.h.)**

The purpose of this course is to train and certify participants to instruct, organize and conduct a program in aquatics with special populations. Prerequisite: current CPR, current YMCA Lifeguard or YMCA Aquatic Safety Assistant, Principles of YMCA Aquatic Leadership or BALC certification or Fundamentals of Teaching YMCA Swim Lessons certification, 10 hours experience in dealing with special populations.

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**HAMMOND, MALWAN**

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**HEATON, JEANNE**

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**HERRING, SARA**

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**JACKSON, VICKIE**

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**MAGIN, MARGARET**

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*B.S., Mount Senario College*

**RAMAZANI, MONIQUE**

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**RUSSELL, ELIZABETH**

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*M.S., Antioch University*

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**WALLER, SANDRA**

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**WATT, KIMBERLY**

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**YOUNG, ROBERTA**

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# DISCLOSURE STATEMENT

The Springfield College School of Human Services Catalog 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 can refer to the handbooks for specific programs and components of programs.

In accordance with the Student-Right-to-Know Act (Title I of Public Law 101-542), the graduation rates of degree-seeking, full-time students are available to all current or prospective students from the Office of the Registrar and will be provided upon request.

Springfield College reserves the right in its sole judgment to change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, canceling of scheduled classes, and other academic activities 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 applies 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 are 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 examination, 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 the campus nearest you..

# APPENDIX A

## Springfield College Policies

Each institution establishes rules and regulations to ensure that students' individual rights are respected within the community. Such policies also serve to inform students of their responsibilities. Please read the following policy statements carefully. Details of some policies, when they appear to relate exclusively to students on the main campus, will be implemented to appropriately serve School of Human Service students at remote sites. Questions concerning campus policies should be raised to your Campus Director or to the Associate Dean of SHS.

### Financial Obligations

Tuition, fees, and other charges are payable when due. Deadlines for payment of tuition, fees and other charges are identified on student account summaries which are mailed to the individual responsible for payment of the bill. Checks or money orders should be made payable to Springfield College. There is a penalty charge of \$25 per check for checks returned by the drawer's bank.

The College withholds all issuance of grades, the awarding of diplomas, the issuance of transcripts and the granting of honorable dismissal to any student whose account is in arrears. In addition, the College reserves the right to prevent any individual who fails to pay all bills from registering or selecting college housing. Any collection costs, including reasonable attorney's fees, incurred by the College will be passed on to the individual and the student responsible for the bill, jointly and severally.

### Life Threatening Behavior

Springfield college recognizes that certain life threatening behavior (e.g. suicide threats, gestures or attempts; eating disorders; substance abuse; threats, gestures or attempts to harm others) are signs of distress. The College is committed to helping students alleviate whatever stress factors are precipitating life threatening behavior by providing support and/or referral to students through use of appropriate resources. However, since it is critically important to maintain civility and respect for all members of the College community, it is recognized that action must be taken when such behavior is considered by the College disruptive to and unacceptable in the academic and social learning environment.

Any student who demonstrates such behavior while enrolled at Springfield College will be required to meet with a member of the Dean of Students staff or a designee of the Dean of the College, and may be required to immediately undergo a psychological or medical assessment and evaluation, either with a member of the Counseling Center staff and/or outside medical personnel. The diagnosis and results of the evaluation(s) will be considered by the Dean of Students or his/her designee in determining if or under what conditions, the student may continue at Springfield College. If it is determined that the student poses a threat to him/herself or other members of the College community, she/he may be suspended from the College.

The basis for this decision will be out of concern for the safety and welfare of the individual student and members of the community, as determined in the sole discretion of the Dean of Students or his/her designee. As a result, the College may require that the student actively engage in coun-

seling and/or other treatment programs as a condition of enrollment. In such cases, College personnel would request to have access to the treatment providers to understand the student's condition and if progress is being made.

### Medical Clearance

During the course of the academic year, students may be inflicted with illness. The Student Health Center, which is open 24 hours a day, 7 days a week, is the Springfield campus clearing house for all medical information and referrals. Students who are treated in the clinic or as an in-patient at the Health Center are released with permission to return to the classroom, laboratories, gymnasias or residence halls.

It is the policy of Springfield College that students who have been ill and treated at an off campus medical facility, whether or not hospitalized or placed on medical leave, provide written information relative to the diagnosis, treatment, discharge directions and follow up necessary to the Director of the Student Health Center in the case of medical matters, or the Director of Counseling Center, in the case of Psychological emergencies, in order to return to the College community, attend classes, internships or practica, and perform academic-related activities. Following a review of the documentation provided and a discussion with the health professional deemed appropriate by the Director, a recommendation is made to the Dean of Students or his/her designee concerning the student's return to normal routine activities at the College. At that point, a decision will be made in the sole discretion of the Dean or his/her designee regarding permission to re-enter the College community. The student will be asked to meet with the Dean or the Dean's designee and will be informed of the outcome. The decision will be available in written form outlining any conditions which have been established. If necessary, written documentation will be prepared for the student's faculty members substantiating the reason for class absences and requesting accommodations.

While it is our concern that the recovering student have the appropriate medical or psychological support, it is our obligation to insure that this student does not pose any threat of spreading illness or inflicting harm to anyone else. Given the closeness of the campus community, threats might be apparent in the classroom, laboratory, or lounge.

### Release of Personally Identifiable Information and Student Records

Springfield College will maintain student confidentiality rights and protect access to information as provided by the Family Education Rights and Privacy act, also known as the Buckley Amendment. Except as provided by law, information from a student's records will not be released without the prior written consent of the student. This legislation also provides for the College to release the following information without consent:

- a) Directory information may be provided unless a student has filed a written request to withhold this information. Students must advise the Office of Residence Life in writing not later than September 15 of each academic year if they wish to restrict the release of this information whether the student resides on or off campus. Springfield College considers the following information as "directory information": name; local and home address and phone number; name and address of parents or spouse; dates of attendance at the College and field of Study; credit hour earned; degrees

earned; honors received; weight, height, and age of members of athletic teams; and participation in organizations and activities recognized by the College.

b) Information may be shared with and by Springfield College faculty and staff who have a legitimate educational interest in the student.

c) Information may be shared with parents of students who are dependent upon them as defined in the IRS code.

In addition, any requests which come from officials of other institutions in which the student might be applying for transfer, government agencies and any officials who provide proper identification, officers of the court, financial aid personnel to support a student's application for aid, as well as appropriate parties in health or safety emergencies will have access to information in the student's records. Students may also be asked to sign a written waiver granting permission for release of information from school records.

Students retain the right to review the contents of their educational records. In order to do so, a formal written request must be made through the Office of the Dean of Students and his/her designee. In such cases, a meeting will be established within 45 days of the request to permit the student to review materials. A photocopy charge may be assessed if the student wishes to have copies made of materials in their file. Springfield College will comply with a written request initiated by the student to supply information in their behalf. Such requests must be signed and dated and include the specific records or information to be disclosed, the purpose for the disclosure and the individual(s) to whom the information should be released. Details concerning the Buckley Amendment are available at the Dean of Students Office.

### General Regulatory Statement

Students are expected to behave in a manner which is consistent with the Humanics Philosophy of Springfield College. Since students are considered majority-aged citizens, they should act in a mature and responsible manner and conduct themselves with honor and integrity at all times throughout all aspects of the College experience including but not limited to academic matters, athletic participation, student teaching, student life and disciplinary hearings. While this expected code of conduct is generally not an issue for most students, it is important to clearly understand that disciplinary procedures may result from student misconduct occurring on or off campus. This misconduct may be violations of College policies, College regulations and/or violations of municipal, state or Federal laws. Further, whenever student behavior becomes disturbing to other members of the College community to the extent that such behavior is believed to hinder the College in its basic educational functions, then College officials may initiate disciplinary procedures against the student or students in question.

The College should not be viewed as a haven from prosecution; College authorities will cooperate with civil and/or criminal authorities. Where action is pending before civil or criminal authorities, determination of disposition of such cases within the internal framework of the College may not await decisions of the courts. College disciplinary proceedings may be separate from that of civil and or criminal authorities.

The College reserves the right to take disciplinary action against Springfield College students who are involved in any off-campus incidents of criminal activity or otherwise inappropriate noncriminal behavior, particularly when such incidents have implications for campus safety and/or an effect on the reputation or operation of the College.

In consideration of its responsibilities, Springfield College believes that the following practices are unacceptable conduct. This list is intended to be exemplary not exhaustive.

1. Directing threatening language at another person.
2. Physical altercations.
3. Harassment of any type, including but not limited to, repeated unwanted phone calls or visits, obscene phone calls, remarks or gestures.
4. Community disturbance and/or involvement in any situation which violates the rights of others.
5. Gambling
6. Theft of College property or the property of another person.
7. Shoplifting including that occurring at any College auxiliary service (Bookstore, Food Services Facility) or any other theft of goods and/or services.
8. Selling books that are not one's own back to the bookstore.
9. Vandalism of another person's property, including graffiti.
10. Damage to others' property and/or to College property or College-affiliated or rented property.
11. Unauthorized possession, use removal or defacing of property.
12. Failure to comply with directions of College officials.
13. Refusal to appear before officials or properly constituted governing boards or committees of the College.
14. False reports of fire or other dangerous conditions. Failure to report a fire properly or interference with the response of College or city officials to such emergency calls.
15. Creating a fire hazard and/or endangering the safety of persons or property through tampering with fire safety equipment. Improper use and/or possession of inflammable or hazardous substances.
16. Failure to evacuate in a timely manner or premature re-entry into any College building after a fire alarm has been sounded or other notice has been given.
17. Possession of firearms, illegal weapons or explosives on campus.
18. Use of the College mail system for purposes which are inconsistent with the mission, policies, regulation or practices of Springfield College.

### Solicitation

The primary goal of Springfield College is fostering education and study. To achieve this, the College places restrictions on activities which might disrupt the operations of the College. For this reason, commercial groups not associated or affiliated with the College are not permitted on College-owned/rented property for the purpose of solicitation without the advance written permission of the Dean of Students or his/her designee. Such solicitation includes the distribution of flyers, announcements, and posters as well as door-to-door sales in College and College-affiliated buildings. The Campus Director may arrange opportunities for outside vendors to sell their goods in College and College-affiliated buildings and property during the school year. Arrangements for such sales must be made through and approved by the Campus Director in advance and in writing.

Campus-recognized and affiliated groups are permitted to place announcements, flyers, and posters on bulletin boards only for the purpose of their group's events, and students may post signs soliciting for ride shares and the sale or rental of personal property. These bulletin boards are placed in numerous areas around campus. Flyers, posters, and announcements placed on walls by college-recognized groups will be removed and discarded. Disciplinary action will be taken against the group or individuals who violate this policy.

### Student Demonstrations

Students who choose to express their opinions and differences through demonstrations must keep the following in mind:

- The demonstration must be orderly at all times and should in no way jeopardize the public safety or interfere with the college program(s).
- Picketing or demonstrating must not interfere with the entrances to buildings or the normal flow of pedestrian or vehicular traffic.
- Students involved in a demonstration may not interfere by mingling with organized meetings or other assemblies for the purpose of harassment since this invades the rights of others to assemble and the rights of speakers to free expression. The demonstrating group may not obstruct or physically interfere with the integrity of the classroom, the operation of the administrative process, or the function of the physical plant.
- Acts of violence or intimidation on the part of any group of students or other conduct which the College deems in violation of its policies, whether it be those who are demonstrating, those who are dissenting or those who are interfering with the process of dissent, will result in immediate disciplinary action.

### Massachusetts Legislation Prohibits Hazing

*Please note: All SHS Campuses Will Follow This Ruling*

As required by Chapter 536 of the Acts of 1985 as may be amended from time to time, "An Act Prohibiting the Practice of Hazing," the Board of Regents has promulgated hazing reporting regulations for all colleges in Massachusetts. Each college is required to issue a copy of the Massachusetts General Laws, Chapter 269, Sections 17, 18, 19 to every club, group, team or organization under its authority and to every member, plebe, pledge or applicant for membership.

Every college must also obtain an acknowledgment of receipt from an officer of every group under its authority stating that all members have received a copy of the statute. Each organization, team or group will be responsible for insuring compliance of their group and assumes responsibility for the group's actions. The specific enactment is as follows:

**Section 17.** Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term 'hazing' as used in the section and in Sections 18 and 19, shall mean any conduct or method of initiation into a student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forcing calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or

any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

**Section 18.** Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

**Section 19.** Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this and sections 17 and 18; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections 17 and 18 to unaffiliated student groups, team, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, team, or organizations.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibilities to inform student group, team or organizations and to notify each full time student enrolled by it of the provision of this section and sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the students handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

### Substance Abuse

The College hopes that the years spent as a member of the Springfield College community will be a time of great personal growth and development. Clearly the primary goal is to gain knowledge and expertise in a particular field. However, there are other important goals, such as learning to take responsibility for one's life, gaining awareness of one's basic values, and making changes that are consistent with those values, as well as learning to live, work and play in a thoughtful community with others. The Alcoholic Beverage and Drug Policies are adopted to promote attitudes towards alcohol use that are consistent with an atmos-

phere of civility, and to discourage alcohol-related behavior on campus or campus-related sites which is illegal and/or abusive to oneself or others. The Drug Policy clearly outlines the position of the College relating to use of illegal substances. Both policies have been developed to be consistent with our belief in the total development of the person — in Spirit, Mind, and Body.

Springfield College is in compliance with the Drug Free Campus Regulations and has adopted the following policies to address the presence of alcohol and the use of drugs and/or other illegal substances.

### **Alcohol Policy General Guidelines**

*Please note: All SHS Campuses Will Follow This Ruling*

Springfield College will not permit any student who is intoxicated to attend class. The acquisition, possession, transportation and consumption of alcoholic beverages are governed by various statutes of the state in which the campus is located and by the regulations of the applicable alcohol beverages authority. In general, some of the more pertinent statutes and regulations state that:

A. No person, group or organization may sell alcoholic beverages except pursuant to a license granted by the state regulatory authority of the campus in question.

B. No person who is intoxicated shall be served an alcoholic beverage. Violators are subject to a fine and possible disciplinary action from the state licensing authority.

C. No person shall operate a motor vehicle under the influence of alcoholic beverages. Violators are subject to arrest, fine, mandatory, court education programs, immediate loss of license and/or imprisonment.

D. No person or group shall purchase or otherwise procure alcoholic beverages for consumption by persons under 21 years of age. Violators are subject to criminal charges and fine.

E. No person shall use the liquor identification card or driver's license of another, or supply such cards to another, furnish false information in obtaining such cards, or alter or deface such cards. Violators are subject to possible arrest, criminal charges and fines.

G. In addition to the criminal penalties for wrongful handling and use of alcoholic beverages, individuals who furnish or sell alcoholic beverage to minors or to persons who are intoxicated may be liable to such persons and to anyone else who suffers personal injury as a result of such furnishing or sale. This could result in a civil law suit.

### **Alcohol Beverage Policy**

1. Possession and consumption of alcoholic beverages on or off the Springfield College affiliated campus must be in compliance with state laws of the campus in question.

2. The possession, consumption or use of alcoholic beverages by those persons under the age of twenty-one is a violation of College Policy.

3. Alcohol consumption and/or carrying open containers of alcoholic beverages is not permitted in public areas of College affiliated buildings, at athletic events, student activities, and outdoors on campus unless specific written authorization is granted prior to the event by the Dean of Students or the Dean's designee. The College defines an open container as (i) any container that is used to hold alcoholic beverages and from which the container's original seal is broken, (ii) cups, including but not limited to, those with open tops into which a straw may be inserted.

4. Large quantities of alcohol are not permitted in college-affiliated facilities or on the grounds of the campus. Cases of beer and kegs or beer balls, whether empty or full, tapped or untapped, are strictly prohibited and will be confiscated (taps included) by the College. Recognizing the serious health risks posed by excessive drinking, the College also prohibits drinking paraphernalia, including drinking funnels, all manners of drinking games, and preparation of spiked punch.

5. Falsifying identification cards and/or borrowing another student's I.D. to obtain alcohol or gain entrance to functions where alcoholic beverages are being served will result in disciplinary action. Production and/or alteration of identification cards for sale and/or mass-production of such cards could result in College sanctions, as well as criminal prosecution.

6. Disciplinary proceedings will be commenced against those students who are hosting a gathering in a College or College-affiliated building where alcohol is served to minors and /or the consumption of alcohol by guests is not monitored.

7. Abuse of alcoholic beverages is interpreted by the College as a lack of responsibility on the part of the student as determined in the discretion of the College and/or a violation of state law and will not be tolerated. Alcohol abuse will lead to disciplinary action and/or required intervention.

8. Students who operate a motor vehicle while under the influence of alcohol either on or off campus will face disciplinary action and could face criminal prosecution.

### **Sanctions for Violations of Alcohol Beverage Policy**

A range of sanctions may be applied as a result of the severity of the action and the frequency of the violation, as determined by the College in its sole and inclusive discretion. Minimal sanctions may include fines and being placed on disciplinary warning with the required participation in alcohol education seminars, intervention and assessment. Further violation could include loss of privileges, community service/education, conditional enrollment, expulsion or dismissal from the institution.

### **General Drug Policy**

The college prohibits the possession, use or distribution of any illegal and/or controlled drug or substance as defined by the statutes of the state of the campus in question. Considered to be evidence of drug related violation and sufficient grounds for full disciplinary actions include: being in the presence of a controlled substance/illegal drug; being in the presence or possession of any drug paraphernalia; and/or being in the presences of smoke or odors, as in the case of marijuana. The College prohibits the possession, use or distribution of all types of drug para-

paraphernalia, including but not limited to pipes, rolling papers, chips, and syringes. Possession of such paraphernalia, will be considered sufficient evidence that a violation of the College drug policy has occurred. If found, any item will be confiscated. In addition, all students present at the time of the violation will be held responsible for the infraction.

### Sanctions for Violating Drug Policy

A student who violates this policy in whole or part by being found in the presence of, possession, using and/or distributing illegal substances will face severe disciplinary action as determined by the College in its sole and exclusive discretion. Minimal sanctions may include fines as well as being placed on disciplinary probation. Required intervention and assessment with specific conditions outlined could also result. Depending on the circumstances, students may face suspension, expulsion and/or dismissal from the College. Such action may be immediate if, in the opinion of the Dean of Students or his/her designee, the student poses a threat to him/herself and /or the welfare and safety of other members of the community.

### Firearms/Weapons

It is a violation of many state laws and College policy to possess a firearm or other dangerous weapon on campus. Violators will be subject to disciplinary action including immediate dismissal from the College and/or face legal action.

Examples of weapons considered dangerous are: explosives, knives, pellet guns, sling shots, blades, wrist rockets, ammunition, fireworks, dangerous chemicals and martial arts weapons. "Numchaks, klackers, kung fu sticks, or any other similar weapon consisting of two sticks of wood, plastic, or metal connected at one end by a length of rope, chain, wire, or leather" are illegal in the Commonwealth of Massachusetts (Massachusetts law, section 129C of chapter 140). The law also includes "shreiken or any other similar pointed starlike objects intended to injure a person when thrown," as well as "billy clubs or other dangerous weapons."

Students may not bring any weapons on campus or campus-affiliated property or into campus or campus-affiliated buildings. Any firearms or weapons found on campus or at College-affiliated site will be immediately confiscated and held by the local Police Department. The student will face severe disciplinary action with the College and, consistent with the law of the local city or state law enforcement agencies, may face imprisonment for not less than six months nor more than two and one half years in a jail or house of correction.

### Harassment/Discrimination

Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, education, or living environment. Springfield College PROHIBITS harassment and discrimination of any kind including but not limited to that based on race, color, religion, age, or non-disqualifying disability.

Harassment includes slurs and verbal or physical conduct related to a person's race, color, age, gender, sexual orientation, disability, religion, or national origin.

Sexual harassment is defined as sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature when:

- (1) submission to such conduct is made either explicitly or implicitly a condition of the individual's employment or academic performance,
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals, or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working, academic, or living environment.

Any type of harassment that hinders access to either employment or educational services, opportunities, or programs is covered by this policy. Positive steps will be taken to eliminate harassment when such practices or acts are discovered. Persons found in violation of this policy will be subject to disciplinary action up to and including dismissal.

Details of the Harassment/Discrimination Policy or information about filing a grievance can be obtained from the Affirmative Action Officer in Human Resources (2nd floor, Administrative Building, Springfield Campus) or the Dean of Students Office or the Campus Director. Examples of harassment may include comments which are made with the intent or which have a result of inflicting emotional distress upon another person. Statements or actions about race, gender, religion, disability, or sexual preference which are directed specifically toward another person with the purpose of creating or resulting in a hostile environment will be dealt with under the policy.

### Myths About Sexual Harassment

Fundamental to an understanding of sexual harassment, is recognition of the myths associated with it. We must all work together to dispel these myths.

**MYTH:** Sexual harassment is no big deal. It is the natural way males and females express affection and friendship with each other.

**FACT:** Unwanted sexual innuendo, grabbing, and lewd comments are not expressions of affection or friendship but rather expressions of power, a need for control and in some instances, Hostility toward the person being harassed. Truly friendly behavior is not hurtful.

**MYTH:** Nice people could not possibly be harassers.

**FACT:** Harassers typically are not "perverts" and generally do not fit any particular mold. They come in all forms, including well-liked, talented, respected professional, as well as popular, active students.

### Sexual Assault Policy

Springfield college does not tolerate sexual assault in any form. Rape and other sexual assaults are violations of local and state laws as well as College policy prohibiting sexual harassment (see above). If there is a reason to believe that the College's regulations prohibiting sexual assault have been violated, either on or off campus, disciplinary charges may be pursued through the College's judicial system.

Any student who feels their rights have been violated in relation to the sexual assault policy should discuss the incident with representatives from the Campus Director's Office, local Police Department or the Dean of Students Office.



## Students with Disabilities

Springfield College is committed to providing equal educational opportunity and full participation in college programs for persons with disabilities in accordance with State and Federal laws. The College supports the anti-discrimination policies expressed in State and Federal legislation for persons with disabilities. It is the College's intent that no person be subject to discrimination with regard to any College program or activity.

Springfield College recognizes the unique needs of students with disabilities and encourages these students to use the support services offered to assist them in attaining their educational goals. The policy of the College regarding admission and access to programs and activities prohibits discrimination on the basis of disability.

Reasonable accommodations are provided for students with disabilities on the basis of need if the disabilities are documented with appropriate evaluations administered by qualified professionals such as psychologists, medical doctors or agencies specializing in the diagnosis of such disabilities.

## Guidelines for Learning Disability Documentation

In order to verify eligibility for services, students are asked to submit documentation for the purpose of determining appropriate academic adjustments and auxiliary aids. The following guidelines are provided to ensure that the evaluation reports are appropriate to document eligibility and determine reasonable accommodations.

1. Testing must be comprehensive and address aptitude, achievement, and information processing.
2. Testing must be current (within three years).
3. Testing must show clear and specific evidence and identification of a learning disability.

**It is the student's responsibility to self-identify and request support services.**

## Acceptable Use of Technology

### ITS Client Responsibilities

I understand that for the purpose(s) of performing my work, pursuing my education, or in my role as a guest to this institution, I am provided access to computers, computer networks, data, and other College technological and information resources. I agree to use these resources in an ethical manner, and to adhere to high moral, legal, and professional standards.

I will not attempt to access password-protected systems for which I do not have an assigned password.

I will not share my password(s) or PIN with anyone. I understand that I am responsible for all actions performed on my account and I will take the precautions necessary to prevent its unauthorized use.

I will not attempt to access personal or confidential information unless authorized to do so. I will respect the privacy rights of others, I will not disclose confidential information without permission of

the owner, and I will use data for legitimate academic and administrative purposes only.

I will not impersonate other individuals or misrepresent myself in any way when using College technological resources.

I will not use computers, computer networks, data, and other College technological and information resources to harass, threaten, defame, or otherwise cause harm or damage to another person, institution, or company within or outside the College community.

I will comply with the copyright laws and the provisions of the licensing agreements that apply to software, printed and electronic materials, graphics, multimedia, and all other technological resources licensed and/or purchased by the College or accessible over network resources provided by the College.

I will not create, install, or disseminate software (e.g., viruses, Trojan horses) or communications (e.g., chain letters, broadcast messages) that may disrupt, overcrowd, or otherwise harm or degrade College technological and information resources.

Clients may not use ITS services to support inappropriate activities on any network, even if the activities don't interfere directly with ITS services. ITS will pursue allegations of inappropriate network activities with the utmost diligence.

I will not use ITS technology, services, network, or supplies for personal gain, to promote personal interests or disseminate information that is contrary to the mission of the college.

### ITS Responsibilities

ITS operates a variety of services for its clients, and assures its clients that these services will be reliable. By reliable we mean that the services will operate according to schedule, efficiently, correctly, and securely. ITS will take any action necessary, including unannounced inspection of a client's files, jobs, and terminal sessions, denial of access privileges, and instigation of formal College disciplinary procedures, in order to protect the reliability of the services and the security of information.

**Distributed Access:** ITS maintains connections to various networks and has a responsibility to help maintain the reliability of computers and networks at other sites. ITS will treat any attempt to compromise the reliability of remote computing systems through ITS network connections as if the attempt were directed at resident ITS computers.

**Moderate Security:** ITS makes every effort to ensure that the information in its systems is secure. By secure we mean that the information stored in the computer will be safe from unauthorized access, and that ITS will attempt to maintain critical information. It is important to realize that ITS cannot make these guarantees absolute. Clients have a variety of levels of security available, and must choose the level appropriate for their own information.

**Privacy:** ITS will only inspect the contents of non-public files to protect the reliability of its services. ITS makes no attempt to censor any information held on its systems unless to enforce the acceptable use guidelines as described above.

Backup: ITS runs backup procedures on its computers every evening. Theoretically, in the event of a computer failure, it is possible to recover all information stored in a computer at the time of the last backup. There are, however, occasional problems with these restorations which can result in other lost information. ITS does NOT back up electronic or voice mail messages. ITS cannot guarantee that information will not be lost when servicing personal computers. It is the responsibility of Clients to back up personal workstations that have been assigned to them. Clients are responsible for maintaining their own multiple, current back-up copies of valuable or critical information to insure against inadvertent loss by ITS.

Pay attention to ITS Information: ITS frequently uses its systems to provide its clients with important information. We ask that clients pay attention to ITS announcements in order to protect themselves from unnecessary difficulties.

## STUDENT JUDICIAL SYSTEM

### PREAMBLE

As mature and responsible members of the College community, all students at Springfield College are expected to act in a manner consistent with the Humanics philosophy. The Student Judicial System of Springfield College exists as a mechanism for the resolution of alleged infractions of College policy, rules, regulations, and/or local, state or federal law. It shall function in the manner delineated below, with the Dean of Students Office and the Judicial Appeals Board serving the exclusive avenues for hearing and redress of violations of the College's rules and regulations and appeals therefrom. A copy of this document shall be given to all students.

A student, when charged with an offense, will be notified of the offense by the Office of the Dean of Students. The student will be required to initially meet with the Dean of Students or his/her designee. If the charge is uncontested, the Dean of Students or his/her designee will sanction the student. If the student contests the charges, then a hearing before a member of the Office of the Dean of Students shall occur, as provided for hereinafter. Following such a hearing, the student may request an appeal before the Judicial Appeals Board.

### ARTICLE I

#### Hearings

##### 1. *Statement of Purpose*

1.1 The purpose of a hearing before a "Hearing Officer" (defined hereinafter) appointed by the Office of the Dean of Students is to provide a student, where charges are contested, with an impartial hearing in all disciplinary matters. The decision of the Hearing Officer shall be final, subject only to a limited right to appeal to the Judicial Appeals Board, as more fully described in Article II.

##### 2. *Guidelines and Procedural Safeguards*

2.1 Either the Dean, Associate or Assistant Dean of Students or an Impartial Alternate Hearing Officer designated by the Office of the Dean

of Students (hereinafter referred to as the "Hearing Officer"), shall conduct all hearings where charges against the student are contested.

2.2 If a student contests the charges brought against him/her, and requests a hearing, then he/she shall notify the Office of the Dean of Students by completing a "Request for Hearing" form which may be obtained from the Office of the Dean of Students. The Request for Hearing form must be filed by the student with the Office of the Dean of Students within three (3) school days of being notified of the charges.

2.3 If the designated Hearing Officer is the accuser or is a witness for or against the student, he/she may not hear the matter; rather, the matter shall be heard by an impartial designee appointed by the Dean of Students (the "Impartial Alternate Hearing Officer").

2.4 The Office of the Dean of Students shall notify the student of the date and time of the hearing. There shall be no continuances except for good cause shown in advance. No hearing shall be held earlier than seven (7) days following written notice to the student of the date and time of the hearing ("Notification of Hearing").

2.5 The hearing before the Hearing officer shall open with the individual or group who filed the charge and who shall serve as prosecutor (the "Complainant"), making a statement to the Hearing Officer as to why the charge has been filed. The Complainant shall then present its witnesses and evidence to the Hearing Officer. The student shall have the right to cross-examine all witnesses for the Complainant. Thereafter, the student shall present his/her case defense and may testify, introduce evidence and/or present witnesses on his/her behalf. Following the direct examination of the student's witnesses, the Complainant shall have the right to cross-examine the witnesses. The Hearing Officer shall have the right to examine all witnesses including the student.

2.6 There shall be designated Complainants for certain departments of the College. Resident Directors shall be the Complainant for all complaints which have been filed by Resident Assistants. There shall be one police officer who shall be designated as the Complainant for all complaints which are filed by all Campus Police Officers. The faculty may elect to have one member serve as Complainant for complaints filed by Faculty Members. In each case, however, the Resident Director, Resident Assistant, Police Officer or Faculty Member (as the case may be) who actually made the complaint may serve as a witness at the hearing.

### 3. *Advisors*

3.1 The student has the right to an advisor from the "Advisor Pool" discussed in Article IV, where the potential disciplinary action is separation, suspension, dismissal and/or expulsion. If this is the case, the Notification of Hearing will notify the student about his/her rights to use the Advisor Pool and will contain a list of potential advisors with their office addresses and telephone extensions.

### 4. *Burden of Proof*

4.1 The burden of proof shall rest upon the individual or group alleging the charges by a preponderance of the evidence.

### 5. *Witnesses and Evidence*

5.1 Each party shall be given an opportunity to testify and present evidence and witnesses at the hearing before the Hearing Officer. Each party shall have an opportunity to hear and question adverse witnesses. In no case shall the Hearing Officer (the Dean, Associate or Assistant Dean of Students or the Impartial Alternate Hearing Officer) consider statements against a student unless they have been introduced into evidence. The decision of the Hearing Officer may only be made based upon evidence which has been introduced at the hearing. All written evidence to be introduced into evidence shall be submitted to the Office of the Dean of Students at least two (2) days prior to the date of the hearing.

#### *6. Deliberation and Decision*

6.1 If a student is found responsible for the infraction, the Hearing Officer may consider anything he/she deems relevant in determining a sanction, including, but not limited to, a student's record and/or past history of disciplinary proceedings.

6.2 The Hearing Officer may render a decision at the hearing; however, he/she shall have at least seven (7) school days thereafter to decide a matter. Written notification of the decision will be provided to the student.

#### *7. Jurisdiction*

7.1 The Office of the Dean of Students shall have original and exclusive jurisdiction in all matters except for a Recusal Petition as described in Sections 2.3 and 10.1.

#### *8. Initiation of Proceedings*

8.1 Any administrative personnel (including, without limitation, staff from the Office of the Dean of Students, faculty member, resident director or student of the College) may file a charge against any student at the College for misconduct and/or violations of the rules, policy statements and/or regulations of the college (the "Charge"). The person filing the Charge shall be the person responsible for prosecuting the case, except where a designated complainant has been appointed, pursuant to Section 2.6. The charge shall be filed with the Office of the Dean of Students. Pending action on the charge, the status of a student will not be altered and his/her rights to be present on campus and attend classes suspended, except where it is determined by the Office of the Dean of Students, in its sole and exclusive discretion, that for reasons relating to physical, mental and/or emotional safety and/or well being of the student and/or any other member of the College community and/or College property may be in jeopardy.

8.2 The Office of the Dean of Students may cause a preliminary investigation to be made by any College official, including, without limitation, Campus Police for the purposes of ascertaining whether a Charge should be filed.

### **ARTICLE II**

#### **Judicial Appeals Board**

#### *9. Jurisdiction, Composition and Quorum*

9.1 The Judicial Appeals Board has exclusive jurisdiction for all appeals of decisions of the Hearing Officer. It has no original jurisdiction except as to a "Disciplinary Interpretive Ruling" defined hereinafter.

9.2 The Judicial Appeals Board shall be composed of four (4) students, four (4) faculty members and two (2) administrative members. Three (3) of the students shall be appointed by the three (3) upper class presidents and the fourth shall be appointed by the Graduate Student Organization. The faculty members shall be appointed by the Faculty Senate. The administrative members shall be appointed by the Administrative Personnel Policy Committee. The hearing shall be heard, however, by three (3) students, three (3) faculty members, and one (1) administrative member. Each group shall designate among themselves who shall hear the case. If a question of impartiality exists for any member of the group to actually hear the matter, than an alternate designee shall be appointed by the committee which appoints members to the affected group (upperclass presidents, Graduate Student Organization, Faculty Senate and/or the Administrative Personnel Policy Committee, as the case may be) to hear the matter.

#### *10. Statement of Purpose*

10.1 The Judicial Appeals Board is established for the purpose of appeal. It is not authorized to conduct hearing of first impression except as to a request for a Disciplinary Interpretive Ruling as provided in Section 10.3.

10.2 The Judicial Appeals Board may grant an appeal upon receipt of "Petition of Appeal" if it determines by majority the vote that the Petition of Appeal is based upon:

- a. A reasonable claim of substantive miscarriage of justice
- b. New evidence
- c. Procedural hearing irregularities ( including, a claim as to the impartiality of the Hearing Officer)
- d. Imposition of improper or excessive penalty (whether or not resulting from contested or uncontested charges)
- e. Improper assessment of evidence

10.3 The Judicial Appeals Board shall grant a hearing upon receipt of a "Petition for Interpretation" whenever the Judicial Appeals Board, by majority vote, shall determine that there exists a substantive material issue pertaining to the interpretation of the College's disciplinary rules and regulations, including this document ("Disciplinary Interpretive Ruling").

10.4 Petitions to the Judicial Appeals Board must be received and date stamped by the Office of the Dean of Students within seven (7) school days after the student has been notified of a decision by the Hearing Officer. It is the student's responsibility to be sure that his/her petition for appeal is timely and date stamped. The Office of the Dean of Students shall forward the petition of appeal to the Chair of the Judicial Appeals Board.

#### *11. Contents of Petitions*

11.1 Petitions of Appeal shall be in writing and contain a statement of the grounds for appeal sufficiently detailed to allow the Judicial Appeals Board to make a reasonable judgement as to whether to grant the appeal. The Petition of Appeal shall contain a description of the Charge against the student, the decision from the Hearing Officer and a statement as to appellant's position supporting the grounds for the appeal. If new evidence is to be introduced, the reasons for failing to provide it earlier shall also be provided.

11.2 The Judicial Appeals Board shall notify the appellant in writing, within seven (7) school days after receipt of a Petition of Appeal, with a copy of the notice to the Hearing Officer whether it will grant or deny the Petition for Appeal. If the notice grants an appeal, a hearing date and time will be specified which will not be continued except for good cause shown, in advance.

#### *12. Conduct of Reviews*

12.1 The Judicial Appeals Board may address questions to any party or to any witnesses during the proceedings. Other than new witnesses introducing new evidence as a basis for grounds for appeal, witnesses may not present testimony which was previously provided at the original hearing. The Chair may, in his/her discretion, limit the number of witnesses to be heard. The Judicial Appeals Board may also require the production of documents, oral testimony of witnesses and/or other exhibits.

12.2 The Judicial Appeals Board may commence the hearing by listening (in total or in part as determined by the Judicial Appeals Board) to an audio transcript of the hearing before the Hearing Officer. The appellant will then present an opening argument to the Judicial Appeals Board as to why the decision and/or sanction(s) ordered by the Hearing Officer are erroneous. This shall be followed by the appellant's introduction of new evidence (if any) to the Judicial Appeals Board. The Hearing Officer shall provide the Judicial Appeals Board with its argument as to the conduct of the original hearing and grounds supporting the conclusions reached and/or sanction(s) provided. If the Judicial Appeals Board desires, the Hearing Officer may also present witnesses; however, this is not required since evidence which was previously introduced at the original hearing must be recognized by the Judicial Appeals Board.

12.3 The Chair of the Judicial Appeals Board may order a summation of one or more aspects of the case.

12.4 The Judicial Appeals Board shall decide by a majority vote and make a written report of its decision within seven (7) school days of the Hearing with a copy to the student and the Office of the Dean of Students. The report shall consist of:

- a. A summary of the review, including a statement of the original charge and evidence presented; and
- b. Decision of the Judicial Appeals Board and reasons therefore.

12.5 The Judicial Appeals Board has discretion to either support or reject (in total or in part), the decision of the Hearing Officer and/or increase or decrease the sanction(s) imposed by the Hearing Officer.

12.6 The Chair of the Judicial Appeals Board shall be designated by the Judicial Appeals Board and shall be responsible for the drafting of the report.

12.7 In connection with deciding the merits of an appeal, the Judicial Appeals Board may review a student's file, including, without limitation, prior disciplinary proceedings.

### **ARTICLE III**

Provisions Applicable to Hearings Before the Office of the Dean of Students and the Judicial Appeals Board

#### *13. Public Hearings*

13.1 All hearings (whether before the Office of the Dean of Students and/or the Judicial Appeals Board, collectively referred to in this Article III as "Hearings") shall be open unless it is determined by the Hearing Officer (which term shall hereafter mean the Dean, Associate or Assistant Dean of Students, the Impartial Alternate Hearing Officer and/or the Chair of the Judicial Appeals Board) that there are substantial reasons why they should be closed (e.g., upon the request of the student, or if the subject matter is of a "sensitive nature") as determined by the Hearing Officer. It shall be within the discretion of the Hearing Officer to limit public attendance to Hearings. To be considered an "open hearing" does not mean meeting in the largest room possible on the College campus. It merely means to allow at least three (3) neutral witnesses to be present. If more persons are interested in the matter than the designated hearing room will hold, the Hearing need not be moved into a larger room. This decision rests within the discretion of the Hearing Officer.

#### *14. Recording*

14.1 All Hearings shall be recorded by either audio and/or video as determined by the discretion of the Hearing Officer; provided, however, in a closed Hearing, the Hearing Officer may use discretion and decide not to record the details of confidential aspects of a matter.

#### *15. Failure to Appear*

15.1 If the student fails to appear for a Hearing, and has not demonstrated good cause therefore, the Hearing Officer may dispose in the matter as he/she chooses. Even if the student, after electing to hold a Hearing at the Office of the Dean of Students, agrees to waive same, the Dean of Students may determine that a Hearing should occur and may order same.

#### *16. Continuation of Hearings*

16.1 Hearings may be continued by order of the Hearing Officer for reasons he/she deems relevant, including, but not limited to, a request that additional witnesses be called to testify and/or that documents or other evidence be produced.

### **ARTICLE IV**

The Advisor Pool

#### *17. Advisors*

17.1 In all cases where there is a possibility of separation, suspension, dismissal, and/or expulsion (individually and/or collectively referred to as the "Severe Sanctions") the student shall be notified of same, together with the list of potential Advisors in the Notification of Hearing. If the student disputes the charge and requests a hearing before the Office of the Dean of Students in a case where severe sanctions are a possibility, he/she shall notify the Office of the Dean of Students of the Advisor whom he/she selects from the list of potential Advisors at such time as notifying the Office of the Dean of Students that a hearing has been requested. This notification will be included on the "Request for Hearing" form.

17.2 An Advisor may not present evidence on behalf of the student; he/she only may serve the function of coach and counselor. An Advisor may not examine or cross-examine witnesses, but may only assist the student in doing same. The Advisor must be from the list of "Pool Advisors" and no other Advisor may serve on the student's behalf at the hearings.

17.3 If an Advisor, upon being notified that he/she has been selected to advise the student and he/she believes that a question of impartiality exists or is otherwise unwilling to serve as such, the potential advisor shall notify the Office of the Dean of Students and the student within two (2) days. The student may either select another Advisor from the list of Advisors previously furnished him/her or request that the Office of the Dean of Students appoint same. If the student fails to notify the Office of the Dean of Students with the name of an Advisor within three (3) school days after receiving Notification of Hearing where severe sanctions are a possibility or within three (3) school days after receiving notice of the potential Advisor's question of impartiality or unwillingness to serve as such, an Advisor will be appointed to the student by the Office of the Dean of Students.

17.4 A Pool of Advisors will be established (the "Pool"), for each school year by the Office of the Dean of Students.

#### 18. Time Periods

18.1 Any date on which an act must be done on or by, which falls on a Saturday, Sunday, legal holiday or College holiday, shall be deemed to be the next day when the College is in session.

### ARTICLE V

#### Monitoring of Probation

##### 19. Probation

19.1 Each school year, the Office of the Dean of Students will establish a group of probation monitors who will agree to monitor a sanctioned student's accountability if probation has been assigned.

19.2 If a Hearing results in the student being placed on probation, the student will report to a probation monitor as ordered by the Office of Dean of Students.

19.3 The probation monitor will report to the Office of the Dean of Students as requested by the Hearing Officer with respect to the monitoring of the probation assigned.

### ARTICLE VI

#### Types of Accountability

##### 20. Sanctions

20.1 The following are examples of the types of accountability which can be agreed upon and/or sanctioned. This list is intended to be exemplary; it is not exhaustive.

##### 21. Mutually Agreed Upon Accountability

21.1 An appropriate education experience which provides for the individual(s) participating in an opportunity (I) to have a better understanding of his/her attitudes and behavior and the attitudes and behavior of others, relevant to the issues involved in the disciplinary action, (ii) to acknowledge his/her part in contributing to whatever situation occurred, (iii) to make amends without experiencing loss of respect for himself/herself, or (iv) insofar as possible, to make up for any physical and/or psychological damages caused to others as a result of his/her previous behavior. Examples of this time of accountability includes dialogues, workshops, tutorial programs, classroom instruction, counseling, etc. .

##### 22. Warning

22.1 Notice to student, in writing, that continuation or repetition of the conduct found wrongful, within any stated period of time may be cause for further disciplinary action.

##### 23. Censure

23.1 Written reprimand for violation of specific regulations.

##### 24. Restitution and Reimbursement for Damage or Reimbursement of Property

24.1 Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

##### 25. Loss of Privileges

25.1 Loss of such privileges as may be consistent with the offense committed and the rehabilitation of the student.

##### 26. Probation

26.1 A definite period of time during which a student will be required to report on a regularly established basis to a College official so designated from the probation pool as selected by the Office of the Dean of Students. Failure to meet the requirements of probation will result in further disciplinary proceedings.

##### 27. Separation

27.1 Exclusion from classes or other privileges or activities as set forth in the notice of separation for a definite period of time. During the separation period, faculty are not required to make accommodations for missed classes and/or assignments.

##### 28. Suspension

28.1 Termination of the student status for a definite period of time selected by the Office of the Dean of Students. During the suspension period, faculty are not required to make accommodations for missed classes and/or assignments.

##### 29. Dismissal

29.1 Termination of student status for a definite period of time, with readmission contingent upon acceptance of application for admittance by the Admissions Office.

### 30. *Expulsion*

30.1 Termination of student status with no possibility of readmittance.

## ARTICLE VII

### Amendments to the Judicial Code

### 31. *Amendments*

31.1 Amendments to the Student Judicial System may be proposed by either the Dean of Students, the Judicial Appeals Board, a petition of fifty (50) matriculated students and/or a committee comprised of an equal number of students and faculty which has been designated by the Dean of Students ("Designated Committee") to evaluate the Student Judicial system in Springfield College. Any amendment to the Student Judicial System shall only be enacted, however, by a majority vote of the members constituting the Designated Committee.

## Contact Information

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### SHS LOS ANGELES

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