

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



SCHOOL OF HUMAN SERVICES GRADUATE PROGRAM

CATALOG 2003–2004

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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.

In addition, Springfield College is approved to offer its School of Human Services programs in the following states:

California, Department of Consumer Affairs, Bureau for Private Postsecondary and Vocational Education, 400 "R" Street, Suite 5000, Sacramento, CA 95814-6200. Tel: 916-445-3427

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

Florida, Department of Education, Commission for Independent Education, 2650 Apalachee Parkway, Suite A, Tallahassee, FL 32301. Tel: 850-488-9504

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

New Hampshire, Postsecondary Education Commission, 3 Barrell Court, Suite 300, Concord, NH 03301-8543. Tel: 603-271-2555

South Carolina, South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201. Tel: 803-737-2281.

Vermont, The Vermont State Board of Education, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501. Tel: 802-828-5139

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

Licensure indicates that minimum standards have been met; it is not an endorsement or guarantee of quality.

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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 25 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 students to attend college full time while continuing workplace, family and community commitments. Learning is enriched as students put into practice on Monday morning the skills and knowledge they acquired during the weekend classes. With three terms per year, we offer an accelerated time frame for completing a degree.

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

The SHS educational model actively involves students in collaborative learning: integrating 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.

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 Ys, 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 YMCAs.

Campus Locations

Each SHS campus provides a full academic program and the student services that meet the particular needs of adult learners. Once admitted, a student may take classes at any of the campuses or transfer to any campus during the course of the 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.

BOSTON, MASSACHUSETTS

Utilizing space in 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.

CHARLESTON, SOUTH CAROLINA

Centrally located along I-26 in North Charleston, the School of Human Services' newest campus opened its doors in 2003. As the only college or university in South Carolina to offer a bachelor's degree in human services, the undergraduate program meets the needs of human services professionals working in a wide array of positions in community-based agencies and organizations. In addition, the graduate program in Human Services with a concentration in Organizational Management and Leadership is offered at the campus.

LOS ANGELES/INGLEWOOD, CALIFORNIA

This campus serves students from the greater Los Angeles area. The facility of more than 6,000 square feet occupies a highly visible location on the ground floor of a seven-story building in downtown Inglewood, next to the Civic Center and across the street from the Urban League.

MANCHESTER, NEW HAMPSHIRE

Located in New Hampshire's largest city, this campus overlooks the Merrimack River from its offices and classrooms in a renovated mill building. The undergraduate program offerings include the Criminal Justice concentration. In its outreach to the community, the campus also offers a wide variety of courses and workshops to special groups such as community health education workers.

MILWAUKEE, WISCONSIN

The campus in Milwaukee provides a presence and a growing reputation in the midwest. Located in the center of the downtown business district, the campus offers both weekend and evening courses to meet the demands of student schedules. The undergraduate program offers the Criminal Justice concentration.

SAN DIEGO, CALIFORNIA

Located in City Heights on University Avenue, the campus serves as a cultural and educational center, working in partnership with many community-based organizations. Its undergraduate program offers focused areas in community youth development, child development, criminal justice, counseling, and non profit administration. The graduate program offers concentrations in Organizational Management and Leadership and Community Counseling Psychology. In addition, the campus has a Community Art Gallery that displays art and artifacts representing the highly diverse community that surrounds it.

SPRINGFIELD, MASSACHUSETTS

The central campus of the School of Human Services is located on the main campus of Springfield College in this mid-sized city centrally located in western Massachusetts. The campus offers two concentrations within its bachelor's program, Criminal Justice and Educational Studies, as well as the Organizational Management and Leadership concentration in its master's program. Students from central Massachusetts, Connecticut, Rhode Island and New York travel to attend the weekend program.

ST. JOHNSBURY, VERMONT

The student profile at this northernmost of the campuses differs from the others in that students 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 needs of human service professionals in the area.

TAMPA, FLORIDA

This campus located in the Tampa Bay area enrolls a diverse range of students pursuing bachelor's and master's degrees in leadership, nonprofit management, and human services. Students from as far away as Jacksonville, Miami, and Atlanta attend the weekend programs. In addition, this strategically located campus has and continues to provide access to students from the Caribbean and Latin America.

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, Baltimore, Washington, D.C., and northern Virginia. The campus has a dynamic partnership with the city of Wilmington and the state of Delaware and has pioneered the concept of a "community school" by providing educational services beyond the SHS weekend schedule.

ADMISSIONS INFORMATION

In accordance with our mission, Springfield College's School of Human Services accepts men and women for graduate study who are motivated to achieve social and economic justice and who embody the principles of Humanics, community partnership and academic excellence.

Our students are a diverse group; they come from all backgrounds, range in age from the mid-20s to the late 60s 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.

Admission Requirements

Successful applicants to the graduate program must have an undergraduate degree and five years employment in human services and show the ability to succeed academically.

Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit official transcripts from all accredited colleges attended, including a final transcript from the institution from which the bachelor's degree was awarded. (Student copies of transcripts will not be accepted.) Applicants who have completed courses at Springfield College are not required to submit official transcripts.
3. Submit an up-to-date copy of a personal résumé.
4. Submit a typed, two or three page personal statement in response to questions specified on the application form. Both the content of the essay and the quality of the writing will be evaluated.
5. Submit a reference from a person who can speak to the content of your personal statement and who can address the following qualities: interpersonal skills, ability to analyze and think critically, imagination and creativity, clarity and precision in oral expression, clarity and precision in written expression, effectiveness in chosen profession. References from family members will not be accepted.
6. Schedule an interview with faculty or staff member
7. Demonstrate commitment to human services as evidenced through significant experience in human service work, usually 5 years employment in the field.

International Student Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit proof of an education equivalent to a United States baccalaureate degree. To assist with the determination of educational equivalency, all foreign credentials must be evaluated by an international transcript evaluation service. The completed evaluation should be submitted with the application materials.
3. Submit an up-to-date copy of a personal résumé.
4. Submit a personal statement on one of the three topics listed above. Both the content of the essay and the quality of the writing will be evaluated. Graduate-level writing ability is required for acceptance.
5. Submit at least one letter of reference from a person who can speak to the content of your personal statement. Letters of reference from family members will not be accepted.
6. Schedule an interview with the local admissions office.
7. Submit evidence of proficiency in reading, writing and speaking the English language. The TOEFL test may be submitted to fulfill this requirement.
8. 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 the School to receive a guarantee of the applicant's financial support for the period of time he/she will be enrolled for study.

An accepted international student must deposit \$1,000, which will be credited toward tuition charges, before the College will issue the U.S. government's Immigration Form I-20.

Admissions Deadlines

Listed below are each campus's 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>
Boston	March 15	June 15	November 15
Charleston	April 15	August 15	December 15
Los Angeles/Inglewood	April 15	August 15	December 15
Manchester	March 30	July 31	November 30
Milwaukee	April 13	August 10	December 15
San Diego	April 15	August 17	December 15
Springfield	February 1	June 1	October 1
St. Johnsbury	April 14	August 5	December 9
Tampa	April 1	August 1	December 1
Wilmington	April 1	August 1	December 1

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's 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.

Admissions Decisions

Applicants will receive one of the following decisions: full acceptance, probationary acceptance, contingency acceptance, or denial. All decisions will be communicated via mail. Denied applicants may reapply for admissions and should contact the campus admissions office to discuss their reapplication file.

Probationary Acceptance

No student is admitted to full graduate standing with less than a 2.5 undergraduate index. Applicants with less than a 2.5 index, but not less than 2.0, will be considered for probationary admission if their application materials offer convincing evidence that, if given an opportunity, they will meet the academic standards at Springfield College.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.0 or better, they will be removed from probation. If the index is between 2.5 and 3.0, they will remain on probation through the semester in which they complete twenty semester hours of graduate credit. At that time, the index must be at least 3.0 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.5 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Contingency Acceptance

Admission to the graduate program requires possession of a bachelor's degree. Applicants who are within a semester of receipt of their bachelor's degree may be accepted provided they have met all degree requirements and submit a final undergraduate transcript by the Drop-Add Deadline of the term in which they wish to enroll.

Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they have 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 the applicant is accepted.

Nonmatriculated Students

Students who have not been admitted to a graduate program but who wish to take graduate courses are required to submit a nonmatriculated application (which may be obtained from the admissions office of the appropriate campus) and official transcripts demonstrating receipt of the bachelor's degree. Nonmatriculated students may only take up to 12 credits and are ineligible for financial aid.

No more than 12 semester hours taken as a nonmatriculated student prior to admission to graduate study may be applied toward the master's degree. Nonmatriculated students may be admitted to those courses for which they have the prerequisites, with the approval of the faculty members who teach the courses and with authorization of the School of Graduate Studies.

Audit

Students may register for one course for audit designation per semester. 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.

Time Limits and Period of Candidacy

The length of time needed to complete requirements for the master's degree depends on several factors: the nature of the undergraduate preparation, the quality of achievement in graduate courses, the professional purposes of the student and the amount of fieldwork or part-time employment carried.

Work for the degree must be completed within five years from the time of initial registration for graduate courses. In exceptional cases, the time limit may be extended by the School of Graduate Studies following a petition by the graduate student and with the recommendation of the campus director, prior to the end of the five-year period. In such instances, the student's original program is subject to reexamination, and additional requirements may be imposed.

Readmittance

Students whose enrollment has lapsed for more than one year are required to seek readmittance through the admissions office at the local campus. Students must settle all accounts prior to reenrollment.

Changes in Admission

The College reserves the right to make whatever changes in admission requirements, fees, charges, tuition, instructors, regulations and academic programs at 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 can be a challenging task, Springfield College offers financial aid services through the Office of Financial Aid and at each instructional campus to help students make the best decisions on how to finance their education.

Financial aid policy at Springfield College is based on the following guidelines: 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 of 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 online at 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.

Graduate students are expected to maintain a 3.0 average for all coursework attempted. All students are expected to complete 75 percent of coursework attempted. This completion standard applies to cumulative coursework.

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 term 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 instructional campus. Other documentation may be requested. If a term of financial aid probation is awarded, the student will be advised of the conditions of that probation. Failure to agree to or to 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 (nine credits per term for graduate 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, eligibility, 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 funds. This publication is sent to each student receiving a financial aid decision.

TUITION

(May 2003 term through January 2004 term)

Tuition charges are subject to change, effective every May term.

Master of Science in Human Services

Full-time Status (nine semester hours)	\$3,429
Per Credit Hour	\$381

FEES

Application Fee MSHS Program	\$40
Commencement Fee	\$50
Health Insurance (MA campuses only, per year)	\$600
Late Payment Fee (see non-payment policy)	\$50
Late Registration Fee	\$25
Payment Plan Fee (per semester)	\$15
Returned Check Charge	\$30
Transcript Fee	\$6
Late Change of Schedule Fee	\$25

Expenses Excluded from Tuition/Fee Schedule

Students must pay the cost of preparing their research reports, including such expenses as paper, typing and other special expenses that might be involved in some research projects. Students may apply for reimbursement of fundable expenses (e.g., mailing costs) via the Graduate Student Research Fund. Application deadlines are April 1 and December 1. Application forms are available in the Office of the School of Graduate Studies.

Health Insurance—*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 nine or more semester hours. If a student is registered for nine or more semester hours, he/she will be automatically enrolled in the Springfield College Health Insurance Plan for \$600 per year. If the student already has health insurance coverage,

he/she 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 \$600 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 term 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, he/she 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, he/she 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, pending notification of financial aid. The amount of the payments can be adjusted later, when the student receives the financial aid award letter. Please be aware that it is the student's responsibility to contact the instructional campus 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 have taken 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). Non-enrolled students with a balance on their account will be placed in collections. Once students register for classes, they are responsible for the tuition incurred. Not attending classes does not constitute withdrawing or dropping a class. Any changes to a students' course schedule require the approval of an academic advisor.

Tuition Refund Policy

The institution's tuition refund policy for students provides that if a student's written request for dropping a class(es) or total withdrawal from the institution is received by the 15th of the second month of each term, the student will receive a 100% tuition refund.

The deadlines for 100% credit are:

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

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 term, the student will receive a 50% tuition refund.

The deadlines for 50% credit are:

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

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

Changes in a student's enrollment may change his/her financial aid eligibility.

Federal Financial Aid Refund Policy

When a student withdraws during a term, the amount of federal student financial aid that he/she has earned up to that point is determined by a specific formula. If the student received (or Springfield College or a parent received on behalf of the student) less assistance than the amount that the student earned, the student may be able to receive those additional funds. If the student received more assistance than they earned, the excess funds must be returned by the school and/or the student.

The amount of assistance that the student has earned is determined on a pro-rata basis. For example, if a student completed 30 percent of the period of enrollment, he/she would earn 30 percent of the assistance he/she was originally scheduled to receive. Once a student has completed more than 60 percent of the period of enrollment, the student earns all the assistance that he/she was scheduled to receive.

There are some financial aid funds that the student cannot earn once he/she withdraws because the student does not meet other eligibility requirements, even if a student was scheduled to receive them. The student will be notified of any changes in their eligibility after review by the Financial Aid Office.

Credit Balance Refund Policy

If a student has a credit balance on his/her account, a refund check will be issued within 14 days of the date that the credit balance occurs, unless the student authorizes the College, in writing, to hold the credit balance for a future term. 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—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 he/she cancels 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 percent or less of instruction. (For example, if the student paid \$3,000 tuition for a 90-hour course and completed 30 hours, he/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

Normally, all work for a master's degree is done at Springfield College. No more than six semester hours of graduate credit may be transferred from one or more other institutions toward the master's degree in programs requiring less than forty-eight semester hours of graduate credit. However, students who are enrolled in a master's degree program requiring a minimum of forty-eight semester hours of graduate credit may transfer nine semester hours of graduate credit toward the master's degree. Courses accepted for transfer credit must be completed during the five-year period of candidacy, have a grade of "B" or better, and be applicable to the individual's program of study pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Cross-Registration with Other Springfield College Graduate Programs

Upon meeting the following conditions, School of Human Services students are eligible to register for a class offered by the School of Graduate Studies 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.
3. Graduate CORE requirements may not be met through course cross-registration.

4. Graduate students are eligible to cross-register for graduate courses or undergraduate prerequisites only.
5. Course cross-registration is limited to one course per semester, with a maximum course limit of three.
6. Course cross-registration is allowed only in those courses where space is available.
7. Course cross-registration is not allowed during traditional college Intersession and Summer Sessions (May term for the School of Human Services).
8. 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.

Graduate Courses Taken by Undergraduate Students

Students who wish to begin graduate work as 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. Students interested in this option should contact their academic advisor for appropriate procedures. 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 will be charged the undergraduate tuition rate for these courses.

Undergraduate Courses Taken by Graduate Students

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

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 last day of the second month (Oct. 31, Feb. 28, June 30) of the term.

To add or drop a course(s), a Change of Schedule Form is used in consultation with the student's academic advisor. If dropping all classes for a particular term, the student must consult with his/ her advisor and complete a Leave of Absence Form. Contact the campus Student Services Office with questions and/or problems. Failure to attend classes does not constitute withdrawing or dropping a class.

There is a \$25 Late Change of Schedule Fee for each class change after the term has begun.

No more than 12 semester hours taken as a nonmatriculated student prior to admission to graduate study may be applied toward the master's degree. Non-matriculated students may be admitted to those courses for which they have the prerequisites, with the approval of the faculty members who teach the courses, and with authorization of the School of Graduate Studies.

Course Withdrawal

Once registered for classes, students are responsible for the tuition incurred. Absence from classes does not constitute withdrawing or dropping a course. Students who drop a course after the last day of the second month of the term deadline receive a "W" on their transcript for the course.

Leave of Absence Policy

A leave of absence may be granted to a student who has completed graded courses for at least one term. Students wishing to drop all classes and take a leave of absence for a term need the approval of their academic advisor and must complete a multi-part Leave of Absence Form. The Office of Financial Aid will notify all lenders that the student is not currently enrolled and repayment of all outstanding financial loans may commence.

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

Program Withdrawal

Students who do not plan to continue their academic studies with the School of Human Services must meet with the campus director 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 the 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; campus mailbox; campus phone number; 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 to 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 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 the file. Springfield College will comply with a written request initiated by the student to supply information in his/her 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 Dean of Students and the Office of the Registrar and at each instructional campus.

Transcript of Academic Work

Students may obtain 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 \$6 fee is charged for transcripts requested to be officially sent to a third party. Official transcript requests must include the 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, and/or a diploma if their accounts are not paid in full, as and when due.

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 and 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 www.springfieldcollege.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 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 free 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.

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 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.

ACADEMIC POLICIES AND PROCEDURES

Introduction

Academic life at Springfield College is governed by a series of policies and regulations that 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. (See Appendix A in this catalog.)

Academic Advising

Academic advisors, who are required to post office hours, are assigned to every student who enrolls in the SHS program. Academic advisors and students work in partnership to achieve the student's educational requirements and goals. An academic advisor:

- assists the student in understanding and meeting all requirements for graduation.
- monitors incomplete grades and progress toward completing coursework.
- assists in clarifying learning objectives and career plans.
- addresses problems regarding work, instructors and expectations.
- counsels or refers student to appropriate source for assistance.
- serves as an advocate for the student.

The academic progress of a student enrolled in the SHS program is monitored by the student's academic advisor and the Academic Standards Committee.

Academic Credit

The unit of measure for student progress at Springfield College is the "semester hour." One semester hour is generally equated with 15 hours of classroom instruction and a reasonable period of time for preparation. The basic course structure is built around four weekend classes, with a pre-assignment, which includes both readings and a written assignment, that must be completed for the first class. 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 with 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 "50-minute hours" of instruction that are traditionally equated with three credits.

Academic Load

Full-time graduate student—enrolled for nine or more semester hours.
Half-time graduate student—enrolled for four-and-one-half to eight-and-one-half semester hours.
Less-than-half-time graduate student—enrolled for less than four-and-one-half semester hours.

Class Attendance Policy

Because of the accelerated schedule of all courses within the School of Human Services of Springfield College, missing any class session means missing a significant portion of an entire course. Absences are therefore detrimental to academic achievement. Regular attendance is expected of all students and is necessary for optimizing the School of Human Services' learning experience and the overall value of classroom instruction. Furthermore, it is essential for the School of Human Services to keep accurate attendance records in order to comply with federal and state financial assistance programs, Veterans Administration benefits, scholarships requirements, and accreditation standards.

Once a course begins, students are expected to attend all class sessions and workshops for courses in which they are enrolled. However, it is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that the following policy and procedures are established.

Definition

An absence is defined as cumulatively missing one-tenth of a class session (e.g. approximately 45 minutes of a seven hour class at any time during the class).

Policy

Students cannot be absent for more than 25% of the number of class sessions within a course (e.g. one absence in a course that meets four times). All absences must involve legitimate reasons, such as health problems, family emergencies, or unexpected employment-related duties. Exceeding the number of absences during a course results in an "F" for the course if the student has not submitted a written request for a course withdrawal or a leave of absence for the term. Eligibility for a course withdrawal or a leave of absence is possible only within the time limitations established by the School's Leave of Absence Policy and Withdrawal Policy. Requests for withdrawals or leaves of absence beyond the time limitations must be submitted in writing to the Dean of the School.

The student should inform the instructor in advance of an anticipated absence. In the event that this is not possible, it is the student's responsibility to communicate with the course instructor no later than three days after the absence has occurred.

In order to make-up for the absence, the instructor is to assign the student a substantial course related make-up assignment, normally a research paper. The make-up assignment for the missed class and other assignments for the class must be fulfilled within the time frame determined by the instructor. If the student does not contact the instructor within the time designated and/or neglects to complete the additional assignment, the final grade for the course will be lowered as defined in the course syllabus.

Class Lateness

Because of the accelerated schedule of all courses within the School of Human Services of Springfield College, it is important that classes begin and end on time making full use of all available class time. Therefore, students are required to arrive prior to the time class begins and remain in the classroom until class time is over. Failure to fulfill any of these attendance requirements will affect the student's grade for the course.

Academic Progress Policy

The academic progress policy applies to full time and part time matriculated graduate students enrolled in the School of Human Services at Springfield College. A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a graduate degree-seeking student.

Matriculated candidates for the master's degree are required to maintain at least a 3.00 cumulative grade point average (CGPA) in graduate level courses and must have a CGPA of at least 3.00 in all graduate work to earn a master's degree from Springfield College. While the 3.00 CGPA is the minimum standard for graduation and continuation in graduate programs at the College, academic departments may have higher standards for entrance into or continuation in their graduate programs. Students must verify program standards with their Campus Director or School Dean.

All students are subject to academic progress review by the Office of Graduate Studies, following the semester in which they complete 9 semester hours of graduate credit at Springfield College. A graduate student whose CGPA meets the minimum standard of 3.00 is considered to be in Good Academic Standing at the College. A student may need to meet a higher standard to be making satisfactory progress in a particular graduate program or concentration. A graduate student whose CGPA is below 3.00 following the completion of 9 semester hours of graduate credit at Springfield College is subject to placement on academic probation.

A graduate student's CGPA is calculated using the quality points for grades A through C and F, received in a Springfield College graduate level course, divided by the number of graduate credits a student has attempted toward completion of the program. Grades obtained in coursework transferred from another institution or grades for undergraduate courses taken at Springfield College, whether as prerequisites or as supplements to a student's total program are not included in the calculation of the student's GPA.

A graduate student will be placed on or continued on academic probation if the following condition is met:

Any student whose CGPA falls below a 3.00 following the completion of 9 semester hours of graduate credit at Springfield College.

A graduate student meeting this condition will be ineligible for financial aid, including Graduate Associateships. A student placed on probation or continued on probation may be required or advised to take certain courses, limit the number of courses taken, or fulfill other conditions specified by the advisor, Department Chair/Campus Director, and/or Dean. A student is removed from academic probation when his or her CGPA officially meets or exceeds 3.00.

A graduate student will be dismissed from candidacy for the graduate degree if the following conditions are met:

1. Any student whose CGPA is below 2.80 at the end of the semester in which he or she has completed at least 18 semester hours of graduate work.
2. Any student whose CGPA is below 3.0 after the completion of the required minimum number of semester hours in his or her program plus six.

A student who has been dismissed may appeal the dismissal in person or by letter to the Graduate Academic Appeal and Review Board. The time line for the letter will be specified in the letter of notification of dismissal. Such an appeal should contain information about circumstances affecting the student's academic performance and the student's plan to remedy the situation. If the appeal is granted the student will be readmitted, continued on academic probation and may be required to take certain courses, limit the number of courses taken, or fulfill other conditions specified by the department or campus site. The appeal will be noted on the student's academic transcript.

If the student's appeal is not granted and the student has reasonable grounds to file a grievance, the student should notify the Vice President for Academic Affairs (VPAA) of his or her desire to grieve the dismissal. The notification must be in writing and be postmarked or received within 7 business days of notification of the action to dismiss. Reasonable grounds for a grievance include:

1. Newly acquired information regarding the student's academic standing, not made available during the appeal process;
2. Procedural irregularities or improper application of the policy; or
3. Imposition of an improper or excessive sanction.

If reasonable grounds exist, the Office of the VPAA will review the student's appeal and take appropriate action or refer the appeal to the Academic Appeal and Review Board.

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 the student handbook or contact the campus for specific information.

Commencement

Degrees are conferred once each year at the annual commencement ceremony following spring term. Students who complete degree requirements during the spring term or by the previous August or December are eligible to participate in the commencement ceremony. All students must complete a degree application with the registrar in order to be eligible to participate in the May commencement ceremony. Degree applications for the May ceremony are generally due to the registrar by the end of February.

Notwithstanding anything to the contrary contained herein and despite completing all academic requirements for any degree, all students are

advised that the College reserves the right to withhold the granting of the degree in the event that any disciplinary proceedings have been or are being commenced against the student.

Course Overload Policy

Graduate full-time enrollment is defined as nine credit hours. Students wishing to take an overload must have completed one full term, be in good academic standing with a “B” average and have permission of their academic advisor.

Exception to Policies

Exceptions to graduate policies may only be made at the sole discretion of the School of Graduate Studies, following petition. Appropriate forms, available in the School of Graduate Studies, must be completed by the student, reviewed by his/her advisor, approved by the department chair and dean, and returned to the School of Graduate Studies for action.

Grievance Procedure

Any graduate student who wishes to appeal an academic decision made at the departmental (program) level or at the School of Graduate Studies level is encouraged to do so by first appealing to the individual or committee making the decision. The sequence of appeals is as follows:

1. Faculty member
2. Program director/departmental chair
3. Departmental committee
4. Dean of the School of Human Services
5. The School of Graduate Studies

If graduate students have a grievance, they are encouraged to consult with the program director or the Dean of the School of Graduate Studies for information on proper appeal procedures.

Grades and Grading

Students’ work will be evaluated by faculty members, and course grades will be assigned. Written papers, oral assignments and/or fieldwork may constitute the basis for the grade awarded in class. Faculty members generally outline the details for determining grades on the course syllabus. Often, any weighted factors for assignments will be outlined in the syllabus. Grade points are assigned to each grade and used in the calculation of the student’s grade point average for the term’s work or cumulative average. The grades and point values are:

General Numeric

Grade	Grade Points	Grade Equivalencies
A	4.0	100-93
A-	3.7	92-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
C-(lowest passing grade)	1.7	72-70
F (failure)	0.0	less than 70
P (pass C- or better)	Not included in computation	
I (incomplete)	Not included in computation	
X (audit)	Not included in computation	
W (withdrawal)	Not included in computation	
*	Grade not reported by faculty	
IP	Course in progress	

Faculty have sole responsibility for awarding all grades except IP, W and X.

Calculation of GPA

The GPA (Grade Point Average) is determined by dividing the sum of the grade points by the sum of the semester hours. For example:

Grades	Semester Hours	Grade Points	Total Grade Points (for each course)
A	2	x 4.0	= 8.00
B	2	x 3.0	= 6.00
C	2	x 2.0	= 4.00
F	2	x 0.0	= 0.00
Totals	8		18 (total for all courses)

Calculation:

Total grade points divided by total semester hours equals GPA
 18 divided by 8 equals 2.25 GPA

Incomplete (I) Grade

An instructor may give a grade of incomplete (I) following a student request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements. A student will have a specified period of time, not to exceed one year, to complete incomplete work. All work must be completed prior to graduation.

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.

This policy applies to all students enrolled at Springfield College, effective fall 1999. It does not affect “I” grades given prior to this date.

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 he/she 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.

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.

ACADEMIC HONESTY AND INTEGRITY

The School of Human Services strongly believes in the importance of teaching students to honestly represent their work. The faculty will hold students accountable to do so. The possible situations when a student could violate these expectations range from not providing credit by appropriately footnoting resource material to cheating on an examination or assignment by unauthorized communications or collaboration with other students. Other examples include purchasing papers or projects; using crib sheets, aides or unauthorized materials during an examination; or presenting the same written work as the requirement for more than one course without the permission of the instructors involved.

Academic dishonesty can also occur by misrepresenting or misusing College affiliation in assignments, projects, internships, pre-practica, practical or other field placements or in projects and work outside of College assignments. Other examples include misrepresenting course requirements to other students; submission of fictitious materials in assignments; or misusing a position of authority in pre-practica, practical internships or other field placements. Such acts are violations of the College's Academic Honesty and Integrity Policy, hereafter referred to as the Policy.

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 his/her 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.

Plagiarism

Plagiarism is defined as the appropriation, and use as one's own, of the writings and ideas of another. Intent to deceive does not have to be present for plagiarism to occur. Students should be cautious when "borrowing" material from other sources. Rewording (paraphrasing) of an author's ideas does not absolve the student from giving credit and making the appropriate citation. Students who plagiarize are subject to dismissal from the graduate program.

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 his/her 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, Internet 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 his/her 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 on 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 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 a Springfield College computer for unethical purposes and/or other purposes that 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 or made by 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 student'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 his/her 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 coursework 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 his/her 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 written by the instructor. The student will be informed in the letter that he/she has the right to appeal any decisions to

the Academic Standards Committee (ASC) 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 he/she 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 his/her designee to investigate whether further disciplinary action is warranted. If the dean believes that a violation exists, he/she 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 that he/she 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 his/her status. A copy of the letter should be sent to the campus director for inclusion in the student's permanent file.

ACADEMIC PROGRAM

General Description

The master of science degree in human services prepares adults to creatively and incisively lead their communities forward; to be human service practitioners with clear vision, caring hearts and the competency to act; to acknowledge the problems of the past, work in the present and maintain faith in the future. Our interdisciplinary curriculum is designed to promote social analysis, critical and creative thinking, communications and leadership development. Building on what students already know, we link classroom learning to workplace and community issues, offering a powerful educational experience of integrating theory and practice. While teaching about the importance of respect for others and valuing the diversity within and among us all, we reflect these values by acknowledging the wisdom adults bring to education and building a community of leaders.

These principles find voice and form in the foundation curriculum, the concentrations and the graduate action research project.

Foundation Courses

Three foundation courses are required of all MSHS students. These courses explore theories related to how people, organizations and communities behave, grow, develop, and change.

Leadership: A Life-Long Journey offers participants opportunities to explore models of management and leadership in the context of personal development and ongoing struggles for social justice. Participants are expected to reflect upon their own social background, culture, identity and experiences to better understand their own and others' strengths and approaches to leadership and change.

Economics of Change examines the history of and current thinking about the causes and consequences of economic inequities in the United States and across the globe, including an analysis of the ideologies and moral justifications for support of existing economic systems. Particular attention is paid to the increasing importance of globalization. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like and to offer informed opinions about the changes that would be needed to achieve such a system.

Building Multicultural Organizations and Communities explores the many issues faced by organizations and communities as a result of the global nature of work activities and the increasing cultural diversity of people in today's environments. Students examine the many examples, models, and visions of multiculturalism in the context of personal, organizational and community development.

Concentrations

Organizational Management and Leadership—The goal of this concentration is to develop the leadership and management skills of people who have caring hearts and the competency to act. OML courses provide students the opportunity to focus their studies on specific leadership skills needed to facilitate organizational change within the context of progressive management skills.

Community Counseling Psychology—The community psychology perspective serves as the framework for this concentration. Born in the wake of the community mental health and war on poverty movements of the 1960s, community psychology stresses the influence of external social forces on the individual. Course content develops an understanding of social and community systems within which people live and work and builds the skills necessary to intervene at various levels.

Action Research Project

The action research project is a central component of the graduate curriculum. Over the course of four terms, graduate students engage in an action research project that applies classroom knowledge to workplace and community issues. The project results in a tangible outcome, reflecting the knowledge, skills and values expressed throughout the MSHS Program. The project curriculum focuses on the application of research and technology skills to community development, organizational development, and personal development. For students with a particular content focus, the action research project and elective coursework provide opportunities for in-depth study in their area of interest.

Electives and Content Focus

Within the two concentrations (Organizational Management and Leadership and Community Counseling Psychology), students may also choose a content focus. Students with a special interest area may use the action research project to explore that interest.

Degree Offered

Under the College's charter, the School of Human Services degree program leads to a Master of Science (M.S.) degree in Human Services. 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

All students must complete 36 credit hours to graduate, no more than 6 of which may be transferred from another institution. Transfer credits may not be used to meet project or foundation course requirements.

Upon the recommendation of the dean of the School of Human Services and the School of Graduate Studies, the College authorizes the awarding of the master's degree for an approved program of study with a "B" average or better (3.00).

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 trimester program. Full-time study is nine credits per term. Students may complete the program in four terms (16 months); however, decisions to enroll part time lengthen the time needed for completion. Day-long classes generally meet one weekend per month on Fridays, Saturdays and Sundays.

Course structures include a pre-assignment, which helps the student establish a frame of reference for class discussion on the first day. Reading and writing assignments between classes help students reflect on the relation between their own experience, their work and the issues raised in the course. Assignments often include "field" work, such as interviewing people of different generations about their experiences or researching the nature of the economy in the student's community.

Classroom sessions are considered to be a major integrative piece in the learning experience that happens when a student takes a course. Classes are small, with a maximum of 25 students for any class. This seminar type of structure allows for significant participation and, when combined with the length of the class day, creates an opportunity for considerable in-depth learning. Class sessions include guided discussion, film, music, simulations, lectures, research and other activities designed to help students deepen their active understanding of issues and their ability to apply what they have learned outside the classroom.

Graduate students are expected to complete the action research seminar during their first term to help them conceptualize their project and to develop the foundation for their action research skills. After completing their first term, graduate students are assigned a faculty member to mentor them in their learning process.

Participants who complete the MSHS program will be able to think critically and creatively by analyzing social, economic, political, educational, organizational, community and cultural contexts; solve problems and capitalize on strengths to achieve change for social justice; communicate effectively, both orally and in writing; conduct research and apply learning as leaders for social change efforts; and develop their own mind, body and spirit for personal growth and lifelong learning.

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT AND LEADERSHIP CONCENTRATION

PROGRAM OUTLINE

COURSE NAME	CREDITS
Project Phases I through IV (MOML 601-604)	12
Leadership: A Lifelong Journey (MOML 625)	2
Economics of Change (MOML 626)	2
Building Multicultural Organizations and Communities (MOML 628)	2
Strategic Planning (MOML 657)	2
Fiscal Management (MOML 659)	2
Organizational Transformation (MOML 661)	2
Staffing & Supervision (MOML 662)	2
Program Evaluation (MOML 667)	2
Policies & Alternatives (MOML 678)	2
Electives (three at 2 credits each)	6
Total Credits	36

REQUIRED COURSES

MOML 601, 602, 603, 604 Project Phase I, II, III and IV
Project Phases I through IV make up a four-term graduate course sequence. Through these four courses, students move from background research to community assessment to action planning. The ultimate outcome of the four-course sequence is the completion of a comprehensive, complete, professional, research-based written proposal, generally intended for publication, grant submission, professional conference presentation, or program development.

MOML 601 Project Phase I 3 credits
The goal of Project Phase I is the development of a written review of academic literature about a topic in human services of interest to the student and appropriate for the anticipated proposal.

MOML 602 Project Phase II 3 credits
This is the second course of the four-term graduate course sequence. The goal of this course is the assessment of status, assets and deficits of a particular community in regard to a specific issue in human services.

MOML 603 Project Phase III 3 credits
The goal of this third course of the sequence is to develop a plan of action for a community action research project.

MOML 604 Project Phase IV 3 credits
In this final course of the sequence, the goal is to develop professional presentation skills and to demonstrate these skills through a presentation of the project in a public forum.

MOML 625 Leadership: A Lifelong Journey 2 credits
In this course, participants explore models of management and leadership and relate them to personal development and ongoing struggles for social justice. Participants are expected to reflect upon their own social background, culture and identity to better understand both their own and others' strengths and approaches to leadership and change.

MOML 626 Economics of Change 2 credits
This course examines the history of and current thinking about the causes and consequences of economic inequities in the United States and around the globe, including an analysis of the ideologies and moral justifications for support of the existing economic system. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like and to offer informed opinions about the changes that would be needed to create it and whether development of such a system is actually possible.

MOML 628 Building Multicultural Organizations and Communities 2 credits
This course explores the many issues faced by organizations and communities as a result of the global nature of work activities and the increasing cultural diversity of people in today's environments. Students examine the many examples, models and visions of multiculturalism in the context of personal, organizational, and community development.

MOML 657 Strategic Planning 2 credits
This course helps students gain the skills and knowledge necessary to assess opportunities and constraints in an organization's environment, develop a strategic plan for an agency around these environmental "givens" and implement such a plan flexibly, yet effectively.

MOML 659 Fiscal Management 2 credits
This course focuses on the skills needed to operate an agency with multiple funding sources. Included are budget reviews, cash flow, financial projections, annual reports and audits. Students analyze the influences of state and federal government policies and regulations and learn the importance of sound fiscal policies and grants management.

MOML 661 Organizational Transformation 2 credits
This class examines how the dynamics of interpersonal relationships within and agency are related to the agency's organizational development and explores strategies for deliberate organizational change.

MOML 662 Staffing & Supervision 2 credits
This class prepares students to deal with various issues related to staff, including recruitment, training, supervision, motivation, evaluation, promotion, compensation and termination.

MOML 667 Program Evaluation 2 credits
This class examines how human service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It emphasizes the concepts, skills, and importance of the practical application of program evaluation. It also explores the relationship between good evaluation and good program management.

MOML 678 Human Services Administration: Policies & Alternatives 2 credits
This class reviews policies and policy alternatives in current human services programs and explores alternative policies at various levels of organization and community, including local, state and federal levels of government. It also reviews administrative and planning processes in their relationship to policy.

ELECTIVE COURSES

MOML 627 Human Nature, Development and Assessment 2 credits
This course is a critical exploration of various views of human nature and how these contribute to an understanding of human development and assessment. Biological, psychological and social arguments will be discussed, along with various philosophical ideas and views of the world. The course should give ample room for discussion and speculation on these topics.

MOML 650 Special Project 3 credits
This course is designed for students who are involved in a research project that focuses on an area of particular interest or concern to them. It will provide an opportunity for students to develop their critical thinking skills as they explore a specific area of human services administration through a creative and flexible program. Supervision of this course will be through the student's advisor. The student may also have an expert related to the selected area of study act in the capacity of project advisor. This, however, will be overseen by the student's advisor. Students must write up a contract outlining maximum and minimum goals and outcomes to be realized at the end of this course and have it approved by their advisor.

MOML 655 Contradictions of Human Services Administration 2 credits
This is a review of the development of administrative specialization in the context of the history of human services agencies and the changing nature of the human services environment. Also, it examines different perspectives of management, leadership and authority; the contradictions between agency goals and personal careers; and the development of an ethic of humane, effective human services administration.

MOML 658 Planning & Implementation 2 credits
This course examines technical planning procedures, the actualities of planning and implementation and the problems of creating new programs and agencies.

MOML 660 Management Information Systems in Human Services 2 credits
This course examines how to operate information systems that effectively monitor and control both fiscal and program information. It involves an introduction to computers, including electronic spreadsheets. The course's central concern is the use of information systems to increase program effectiveness.

MOML 663 Clinical Concepts & Clinical Languages 2 credits
This course deals with the concepts and languages used by direct service providers, psychiatrists, psychologists, social workers and others.

MOML 664 Legal and Ethical Aspects of Nonprofit Management 2 credits
This course examines legal and ethical issues of concern to the human services administrator in terms of responsibilities to be handled and ways to attain goals and ensure client rights and benefits.

MOML 665 Advocacy Techniques 2 credits
In addition to providing direct services, agencies need to know how to be effective advocates for individuals and groups (case and class advocacy) and be able to teach these skills to others. This course focuses on developing, implementing and communicating advocacy strategies.

MOML 666 Power and Accountability 2 credits
This class examines relationships with boards, founders, politicians, businesses, other agencies and communities. It looks at how to develop power as a resource, how to use power to develop other resources, the accumulation of power through coalition building and the accountability of power.

MOML 670 Issues in Law Enforcement Practice and Policy 2 credits
This course examines police practice in a democratic society from an operational, legal and sociological perspective. Students research a range of issues to compare and contrast relevant theories and possible solutions to problems related to law enforcement within organizational and community settings.

MOML 671 Correctional Administration and Programming 2 credits
This course provides the student with an overview of different correctional administration programming issues. It focuses on legal issues and specific laws relevant to correctional systems, as well as general operational aspects, including probation, parole and community-based corrections. The relationship between corrections administration and other components of the judicial system is also examined.

MOML 672 Clinical Issues in Criminal Justice 2 credits
This course investigates major clinical issues confronting current criminal justice administrators. Problems examined include mental illness and criminal behavior, post-traumatic stress disorder and crime, managing the legally insane, commitment processes, rights of the incarcerated and humane treatment of juvenile and adult offenders.

MOML 673 Administration of Criminal Justice 2 credits

This course examines various administrative problems and factors that confront the criminal justice system. Police, court and correctional systems are examined in detail. Particular emphasis is placed on the management of advanced technological innovation and on the constitutional rights and responsibilities of employees and the citizens the administrator serves.

MOML 674 Police And The Multicultural Society 2 credits

This course examines the critical issues facing police officers and administrators in relation to policing a diverse society. Leadership education for officers, including minorities and women officers, is stressed, along with building positive police-community relations.

MOML 675 Grantwriting 2 credits

This course helps participants understand the processes of grantwriting and fundraising, including how to conduct research on funding sources and program development.

MOML 679 Current Topics in Human Services Administration 2 credits

This course is devoted to new approaches that have been implemented or proposed in human services administration, special issues of major importance, and the implications of findings from current research.

COMMUNITY COUNSELING PSYCHOLOGY CONCENTRATION

PROGRAM OUTLINE

COURSE NAME	CREDITS
Project Phases I through IV (MCCP 601-604)	12
Leadership: A Lifelong Journey (MCCP 625)	2
Economics of Change (MCCP 626)	2
Human Nature, Human Development and Human Assessment (MCCP 627)	2
Building Multicultural Organizations and Communities (MCCP 628)	2
Child & Family Services II: The Larger Context (MCCP 634)	2
Child & Family Services III: Assessment & Intervention (MCCP 635)	2
Human Service Delivery Systems: Overview & Critique (MCCP 652)	2
Electives (five at 2 credits each)	10
Total Credits	36

REQUIRED COURSES

MCCP 601, 602, 603, 604 Project Phase I, II, III and IV

Project Phases I through IV make up a four-term graduate course sequence. Through these four courses, students move from background research to community assessment to action planning. The ultimate outcome of the four-course sequence is the completion of a comprehensive, complete, professional, research-based written proposal, generally intended for publication, grant submission, professional conference presentation, or program development.

MCCP 601 Project Phase I 3 credits

The goal of Project Phase I is the development of a written review of academic literature about a topic in human services of interest to the students and appropriate for the anticipated proposal.

MCCP 602 Project Phase II 3 credits

This is the second course of the four-term graduate course sequence. The goal of this course is the assessment of status, assets and deficits of a particular community in regard to a specific issue in human services.

MCCP 603 Project Phase III 3 credits

The goal of this third course of the four-term sequence is to develop a plan of action for a community action research project.

MCCP 604 Project Phase IV 3 credits

In this final course of the sequence, the goal is to develop professional presentation skills and to demonstrate these skills through a presentation of the project in a public forum.

MCCP 625 Leadership: A Lifelong Journey 2 credits

In this course, participants explore models of management and leadership and relate them to personal development and ongoing struggles for social justice. Participants are expected to reflect upon their own social background, culture and identity to better understand both their own and others' strengths and approaches to leadership and change.

MCCP 626 Economics of Change 2 credits

This course examines the history of and current thinking about the causes and consequences of economic inequities in the United States and around the globe, including an analysis of the ideologies and moral justifications for support of the existing economic system. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like, to offer informed opinions about the changes that would be needed to create it and whether development of such a system is actually possible.

MCCP 627 Human Nature, Development, and Assessment 2 credits

This course is a critical exploration of various views of human nature and how these contribute to an understanding of human development and assessment. Biological, psychological and social arguments will be discussed, along with various philosophical ideas and views of the world. The course should give ample room for discussion and speculation on these topics.

MCCP 628 Building Multicultural Organizations and Communities 2 credits

This course explores the many issues faced by organizations and communities as a result of the global nature of work activities and the increasing cultural diversity of people in today's environments. Students examine the many examples, models and visions of multiculturalism in the context of personal, organizational and community development.

MCCP 634 Child & Family Services II: The Larger Context 2 credits

This class focuses on social needs and public policies that impact on planning and advocacy for children and families. Processes that facilitate client healing and encourage development of community crisis-response programs are examined, as well as issues of professionalism.

MCCP 635 Child & Family Services III: Assessment & Intervention 2 credits

This course studies children and families in crisis by concentrating on issues of power distribution, communication systems and external institutional influences. Students learn and practice techniques of problem identification and assessment. Using intervention strategies that focus on families as systems, they learn to help families deal with maturational and developmental crisis.

MCCP 652 Human Service Delivery Systems: Overview and Critique 2 credits

Using the framework of Community Psychology, this introductory course provides students with an overview and critique of human service delivery systems. Throughout the term, students will examine the history of Community Psychology, the cultural foundations of our service delivery systems, and the structural constraints on our service work. In addition, one class session is devoted to a topical issue of immediate concern to practitioners.

ELECTIVE COURSES

MCCP 613 Advanced General Psychology I 2 credits

This course offers an integrative and systematic consideration of the major concepts of general psychology, including behavioral development, sensory and perceptual processes, motivation, emotion, learning, neurological and physiological mechanisms, and their relationships to behavior.

MCCP 614 Advanced General Psychology II 2 credits

This course is a continuation of Advanced General Psychology I. It focuses on forgetting, transfer and the higher mental processes of thinking and problem solving and reviews the historical sources and methodological techniques for the experimental analysis of these topics.

MCCP 615 Theories of Personality I 2 credits

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

MCCP 616 Theories of Personality II 2 credits

This continuation of Theories of Personality I focuses on the theories of Murray, Allport, Rogers, Ellis and Maslow. In addition, some existentialists and some social behavioral or learning approaches are considered.

MCCP 617 Advanced Abnormal Psychology I 2 credits

Students consider the etiology, treatment and prevention of psychopathology. Utilizing the DSM-IV and Neuropsychiatric Mental Status Examination, an exploration of the most frequently occurring patterns of abnormal behavior in our culture is emphasized. Among the maladaptive behaviors examined are neuroses, psychosomatic disorders, alcoholism, drug addiction, character disorders and epilepsy.

MCCP 618 Advanced Abnormal Psychology II 2 credits

This continuation of Advanced Abnormal Psychology I focuses primarily on manic-depressive psychosis and schizophrenia. Recent research in these areas and its practical applications are emphasized.

MCCP 619 Psychopharmacology I 2 credits

This course offers a systematic investigation of the effects of drugs on behavior. Drug classification, historical aspects and methodological considerations are also included.

MCCP 620 Psychopharmacology II 2 credits

This continuation of Psychopharmacology I investigates drug usage in treatment, drug abuse, and related topics.

MCCP 629 Generic Counseling Skills I 2 credits

This course deals with fundamental skills and knowledge of counseling, including core functions of orientation, assessment, treatment planning, counseling, crisis intervention, reports, and record keeping as they relate to work with individuals, families and groups.

MCCP 630 Generic Counseling Skills II 2 credits

This course examines basic issues and key concepts of group process and human behavior in groups. Both theoretical and applied sources are considered, and some techniques and behaviors used with groups in a variety of settings are examined. The focus is on ethical and professional issues that most affect the practice of counseling and related helping professions.

MCCP 631 Community Organization/Advocacy 2 credits

This course focuses on the role of community organizations in social change efforts and the process of community organization. It also applies organizing methods to human service agency problems such as funding, coalition building, and maintaining or increasing government funding, and examines issues and methods of case and class advocacy.

MCCP 632 Case Management 2 credits

This course presents case management as a process of intervention that has roots in the disciplines of psychology, sociology, social work, economics and politics. These elements are discussed in the context of helping skills such as communication skills, problem solving approaches, and especially the use of self when acting on behalf of others.

MCCP 633 Child & Family Services I: Understanding Systems & Children & Families in Crisis 2 credits

This course focuses on historical, psychological, political and practical approaches to the study of children and families. It covers intervention strategies and examines the dynamics of family interaction and exchange from a crisis perspective. Also considered are strategies and techniques for dealing with victims and for meeting their needs for protection, nurturance and empowerment.

MCCP 636 Child & Family Services IV: Children & Families-Outreach, Planning, & Administration 2 credits

This course focuses on knowledge and skills for work with organizations, institutions and communities. Students examine prevention, program planning, implementation, evaluation, and policy development and analysis relating to families and children. Legislative advocacy and the social worker's role as a professional are also examined.

MCCP 637 Alcohol & Drug Abuse Services I: History & Concepts of the Field 2 credits

This course introduces students to a conceptual framework for understanding substance abuse and addiction. It examines the history of alcohol and drug problems in the United States, various etiological theories and models of addiction, the role of culture in substance use and abuse, high-risk groups, the physiology and pharmacology of different types of substances and the effects of substance abuse on families.

MCCP 638 Alcohol & Drug Abuse Services II: Social Aspects of Dependency 2 credits

This course examines national, regional and local policies relating to the field; studies how economic, political and legal forces affect planning and service provision; and reviews the funding process. It focuses on the existing continuum of care and how that is accessed, and identifies local and state resources for providing services. The service delivery system is studied critically.

MCCP 639 Alcohol & Drug Abuse Services III: Assessment & Intervention Strategies 2 credits

This course studies concepts and skills of substance abuse practice, including assessment, intervention, treatment planning and implementation strategies with individuals affected by substance abuse. It provides an overview of family aspects of chemical dependency, with special emphasis on recognized treatment issues and modalities with families. Particular attention is paid to self-help groups in the recovery process. Critical differences in strategies with different types of substances, such as heroin, cocaine, alcohol and valium, are also considered.

MCCP 640 Alcohol & Drug Abuse Services IV: Outreach, Planning, and Administration 2 credits

This course explores further symptoms and treatment issues with children of alcoholics and considers ways to work effectively with organizations, institutions and communities in planning and implementing prevention and intervention programs. Education, consultation, referral and program development are discussed from the perspective of the field. Ethics and values of the profession in the context of the alcohol and drug field are also studied.

MCCP 641 Adult Psychological Services I: History & Concept of Mental Health & Developmental Disabilities 2 credits

This course analyzes the concepts, ideologies and values involved in the mental health and developmental disabilities areas, with emphasis on their historical development. Particular attention is paid to the tensions of prevention vs. amelioration, of fusion or separation of childhood and adult issues, and to the separation or integration of mental health and developmental disabilities. The confusion of these issues with issues of gender, social class, race, and ethnicity is also examined.

MCCP 642 Adult Psychological Services II: The Social Context of Policy Development 2 credits

Current treatment alternatives, counseling techniques, case management and crisis intervention are considered in the context of various clinical issues that highlight the importance of understanding clients and their community. Students examine their own values and attitudes in relation to issues of professional effectiveness and responsive human services.

MCCP 643 Adult Psychological Services III: Assessment & Intervention Strategies 2 credits

This course is an in-depth examination of the assessment process, status examination, diagnostic categories and criteria, and moving from assessment to intervention planning. Attention is paid to cultural issues, particularly through analysis of the theoretical framework developed by the dominant culture and then applied to people from different subcultures. For example, the DSM-IV and the ICD 9 are discussed with regard to their application to special populations. Behavior modification and family therapy techniques and their application are discussed.

MCCP 644 Adult Psychological Services IV: Community Strategies, Planning & Administration 2 credits

The focus of this course is on the community level of policy and program planning, participation, prevention and evaluation. Topics include planning and implementing crisis services, dealing with issues of housing and employment, developing community participation, encouraging self-help and support groups, and advocacy work.

MCCP 647 Theories of Counseling & Psychotherapy 2 credits

This course provides the student with a basic understanding of selected current theoretical approaches. Included is an introduction of a range of theories of counseling and psychotherapy. Students begin to develop a personal theoretical orientation.

MCCP 648 The Use of Empowerment as a Counseling Tool in the Intervention Process 2 credits

This course examines empowerment along with other approaches in making interventions with individuals, groups, families, organizations and communities. It considers extra-individual sources of problems and pressures and how to negotiate and deal with them. Emphasis is on work with groups oppressed on the basis of race, age, gender, ethnicity and physical ability.

MCCP 649 Current Topics in Community Psychology 2 credits

This course explores emerging and significant issues in the field, including their political and economic contexts and their implications for individuals, organizations and communities.

MCCP 650 Special Project 3 credits

This course is designed for students who are involved in a research project that focuses on an area of particular interest or concern to them. It will provide an opportunity to develop their critical thinking skills as they explore a specific area of community psychology through a creative and flexible program. Supervision of this course will be through the student's advisor. The student may also have an expert related to the selected area of study act in the capacity of project advisor. This, however, will be overseen by the student's advisor. Students must write up a contract outlining maximum and minimum goals and outcomes to be realized at the end of this course and have it approved by their advisor.

MCCP 670 Issues in Law Enforcement Practice and Policy 2 credits

This course examines police practice in a democratic society from an operational, legal and sociological perspective. Students research a range of issues to compare and contrast relevant theories and possible solutions to problems within organizational and community settings.

MCCP 671 Correctional Administration and Programming 2 credits

This course provides the student with an overview of different correctional administration programming issues. It focuses on legal issues and specific laws relevant to correctional systems, as well as general operational aspects, including probation, parole and community-based corrections. The relationship between corrections administration and other components of the judicial system is also examined.

MCCP 672 Clinical Issues in Criminal Justice 2 credits

This course investigates major clinical issues confronting current criminal justice administrators. Problems examined include mental illness and criminal behavior, post-traumatic stress disorder and crime, managing the legally insane, commitment processes, rights of the incarcerated, and humane treatment of juvenile and adult offenders.

MCCP 673 Administration of Criminal Justice 2 credits

This course examines various administrative problems and factors that confront the criminal justice system. Police, court and correctional systems are examined in detail. Particular emphasis is placed on the management of advanced technological innovation and on the constitutional rights and responsibilities of employees and the citizens the administrator serves.

MCCP 674 Police And The Multicultural Society 2 credits

This course examines the critical issues facing police officers and administrators in relation to policing a diverse society. Leadership education for officers, including minorities and women officers, is stressed, along with building positive police community relations are stressed.

MCCP 675 Grantwriting 2 credits

This course helps participants understand the processes of grantwriting and fundraising, including how to conduct research on funding sources and program development.

MCCP 681-684 Practicum in Community Psychology I-IV 3 credits each

Each practicum consists of 128 hours of applied experience in either adult psychological services, child and family services, or alcohol and drug abuse services. The first planned, supervised practicum will be spent in a hospital or community mental health clinic, where students will be exposed to the workings of a clinically oriented treatment facility and will begin practice in screening, intakes, diagnostic evaluations, treatment planning and clinical counseling. A seminar under faculty direction and supervision will accompany each practicum experience. In subsequent practica, students will continue to acquire experience in their chosen tracks, but will also be required to maintain an assigned course load and participate in case conferences under the direct supervision of qualified clinical staff within their assigned agencies.

MCCP 685 Internship 3 credits

The internship offers 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.

ADDITIONAL CONTENT COURSES AND ELECTIVES

MCBD 625 Leadership: A Lifelong Journey 2 credits

In this course, participants explore models of management and leadership in the context of personal development and ongoing struggles for social justice. Participants are expected to reflect upon their own social background, culture and identity to better understand both their own and others' strengths and approaches to leadership and change.

MCBD 626 Economics of Change 2 credits

This course examines the history of and current thinking about the causes and consequences of economic inequities in the United States and around the globe, including an analysis of the ideologies and moral justifications for support of the existing economic system. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like and to offer informed opinions about the changes that would be needed to create it and whether development of such a system is actually possible.

MCBD 627 Human Nature, Development and Assessment 2 credits

This course is a critical exploration of various views of human nature and how these contribute to an understanding of human development and assessment. Biological, psychological and social arguments will be discussed, along with various philosophical ideas, and views of the world. The course should give ample room for discussion and speculation on these topics.

MCBD 628 Building Multicultural Organizations and Communities 2 credits

This course explores the many issues faced by organizations and communities as a result of the global nature of work activities and the increasing cultural diversity of people in today's environments. Students examine the many examples, models and visions of multiculturalism in the context of personal, organizational, and community development.

MCBD 655 Historical Sociology & Economics of Community & Development 2 credits

This course examines the dynamics of the autonomous community versus political and economic centralization and investigates the dialectic of competition and cooperation in the nature of economies.

MCBD 656 Case Studies of Cooperative Models for Sustainable Community-Based Development 2 credits

This course examines major case studies in community-based development such as Antigonish in Nova Scotia, Hoedads Cooperative and the Federation of Southern Cooperatives.

MCBD 657 The Ethics of Development & Development Without Ethics 2 credits

Development is not value-neutral. Development decisions and governmental development policies have fundamental short- and long-term implications for communities and their environments, natural and human. Thus, developmental decisions are ethical decisions. These ethical decisions are examined in historical and contemporary contexts. Private vs. community ethical positions are contrasted.

MCBD 658 Assessment, Marketing & Financing for Community-Based Development 2 credits

This is a skill-building course in the assessment of the ownership and use of land, labor and capital in communities. Students also gain skills in the marketing and financing of community-based developmental ventures.

MCBD 659 Fiscal Management 2 credits

This course focuses on the skills needed to operate an agency with multiple funding sources. Included are budget reviews, cash flow, financial projections, annual reports and audits. Students analyze the influences of state and federal government policies and regulations and learn the importance of sound fiscal policies and grants management.

MCBD 660 Decision-Making 2 credits

Effective democratic participatory management structures, processes and styles are examined in the context of the actualities of politics within community-based groups and in the larger community. This investigation requires unlearning concepts of management and decision-making rooted in private ownership ideologies.

MCBD 661 Education for Liberation 2 credits

Self-education of communities is a necessary precondition for sustainable community-based development efforts. In addition, continuous self-education is necessary to maintain and carry these efforts forward. This course examines models of community self-education and case studies of such efforts.

MCBD 662 Design of Community-Based Ventures 2 credits

This is the final course in designing effective community-based ventures that reflect community needs while taking into account the harsh realities of economic and political environments. Each student produces one complete venture proposal consisting of assessment of community need, an educational program for helping the community develop itself to work on that need, a business plan, a governance model, and a process model for community development and implementation of the venture.

MGER 625 Leadership: A Lifelong Journey 2 credits

In this course, participants explore models of management and leadership in the context of personal development and ongoing struggles for social justice. Participants are expected to reflect upon their own social background, culture and identity to better understand both their own and others' strengths and approaches to leadership and change.

MGER 626 Economics of Change 2 credits
This course examines the history of and current thinking about the causes and consequences of economic inequities in the United States and around the globe, including an analysis of the ideologies and moral justifications for support of the existing economic system. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like and to offer informed opinions about the changes that would be needed to create it and whether development of such a system is actually possible.

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MGER 628 Building Multicultural Organizations and Communities 2 credits
This course explores the many issues faced by organizations and communities as a result of the global nature of work activities and the increasing cultural diversity of people in today's environments. Students examine the many examples, models and visions of multiculturalism in the context of personal, organizational, and community development.

MGER 680 Understanding the Process of Aging 2 credits
This course focuses on the overall process of aging. It considers the normal physical and psychological changes that accompany growing older. Students examine the relationship between normal physical changes and the impact of environmental, social and economic forces on the aging person. Special attention is paid to the efforts of older people to redefine their role in contemporary life.

MGER 681 Economics of Aging 2 credits
This course provides an historical perspective on aging. Topics considered include: aging and the industrial society; lifetime allocation of income; retirement decisions; the role of pensions and medical insurance; pension systems in operation; pension reform; training for third and fourth careers; Social Security; and Medicare.

MGER 682 Government & Agency Policies for the Aging 2 credits
This course examines federal, state and local policies for elders in the U.S. and in the students' own geographical areas. Mechanics and priorities of these policies are considered.

MGER 684 Agency Management 2 credits
This class provides practical applications of the basic skills necessary to the operation and management of a human services organization. Course content includes program development, proposal writing, marketing, personnel techniques, development of a nonprofit corporation, development of bylaws, board of directors development for the organization, corporate funding and public relations.

MGER 685 Case Management 2 credits
This class shows workers involved with direct services how to use a comprehensive needs assessment plan, how to be an objective case worker, how to handle confidentiality and how to deal with death and dying. It also includes specific counseling skills that are particularly helpful in working with the elderly and their families.

MGER 686 Senior Power 2 credits
This course explores the political orientation, political interest and participation, and political leadership of the elderly in our society. It includes looking at the Grey Panthers, AARP, Silver Haired Legislature and self-help organizing.

MGER 687 Program Evaluation 2 credits
This class examines how human service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It emphasizes the concepts, skills, and importance of the practical application of program evaluation. It also explores the relationship between good evaluation and good program management.

MGER 688 Women's Issues in Aging 2 credits
In addition to understanding issues of aging for women in the US, this course emphasizes the worldwide impact of the expanding population of older women. The economic, health and marital status of older women is examined and compared in the US, Europe, and Third World countries. Attitudes toward the treatment of older women by different societies throughout the world are compared and analyzed.

MGER 689 Law & the Elderly 2 credits
The importance of the legal system and its influence and impact on the elderly is reviewed. Specific issues of law are analyzed and discussed, such as victimization of the elderly, consumer fraud, protective services, ombuds-programs and guardianship. Issues for Afro-Americans, Hispanics, and Native Americans are emphasized.

MGER 690 Making an Impact on the System for Social Change 2 credits
This course reviews levels and agencies of government – federal, state, and local (including county, municipal and special purpose) – with an eye to determining preferred entry points and methods of approach for initiating, fostering and otherwise promoting social change. It emphasizes functions and agencies of practical interest to students enrolled in the course.

MGER 691 Biomedical Aspects of Aging 2 credits
This is an overview of the current status of biogerontology, including the basic principles of the field. It examines the delineation of normal and pathological change in aging and current theories and research advances in the field. Included for consideration are theories of aging, cell aging, genetics of aging, normative body changes, diseases of aging, mental health, Alzheimer's disease and the relevance of nutrition in aging.

MGER 692 Current Topics in Gerontology 2 credits
This class explores emerging and significant issues in the field in terms of the political and economic contexts and implications for individuals, organizations and communities. Effectively monitor and control both fiscal and program information. It involves an introduction to computers including electronic spreadsheets. Concern is on increasing program effectiveness.

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D.S.W., Boston College

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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, one 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 are affirmative action.

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

If you have any questions about the school's admissions policy, or simply require additional information, please call the School of Human Services at the campus nearest you.

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, he/she 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

counseling 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.

Immunization Requirements (Massachusetts campuses only)

The State of Massachusetts has mandated that all students registering for classes must show evidence that they have obtained immunization shots against specified diseases. We are working with the Springfield College Health Center to implement this policy.

Medical Clearance

During the course of the academic year, students may be inflicted with illness. The Student Health Center, which is open 8:00 a.m. to 8:00 p.m. Monday through Friday, 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 the 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 has 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 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; campus mailbox; campus phone number; 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 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 his/her file. Springfield College will comply with a written request initiated by the student to supply information in his/her 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 Dean of Students and the Office of the Registrar.

General Regulatory Statement

Students are expected to behave in a manner that is consistent with the Humanities 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, failure to evacuate in a timely manner or premature re-entry into 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 that 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 principal 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 groups, teams 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 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 atmosphere of civility, and to discourage alcohol-related behavior on campus or cam-

pus-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.
- F. 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 (a) any container that is used to hold alcoholic beverages and from which the container's original seal is broken, (b) 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 poses 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 presence of smoke or odors, as in the case of marijuana. The College prohibits the possession, use or distribution of all types of drug paraphernalia, including but not limited to pipes, rolling papers, clips 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 star like 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 sites 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), the Office of the Dean of Students 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 professionals, 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 his/her 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 Office of the Dean of Students.

Students with Disabilities

Springfield College is committed to providing equal educational opportunity and full participation in College programs for persons with disabili-

ties in accordance with State and Federal laws. The College fully 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 by the college 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.

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.

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.

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.

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.

CONTACT INFORMATION

SHS CENTRAL CAMPUS

263 ALDEN STREET
SPRINGFIELD, MA 01109-3797
DEAN'S OFFICE

PHONE (413) 748-3985
FAX (413) 748-3557

CENTRAL CAMPUS

PHONE (413) 748-3204
FAX (413) 748-3236

SHS BOSTON

YMCA OF GREATER BOSTON
316 HUNTINGTON AVENUE
BOSTON, MA 02115-5019
PHONE (617) 927-8055
FAX (617) 927-8296

SHS CHARLESTON

7410 NORTHSIDE DRIVE, SUITE 200
NORTH CHARLESTON, SC 29420
PHONE (843) 569-7003
FAX (843) 569-7079

SHS LOS ANGELES/INGLEWOOD

111 NORTH LABREA AVENUE, SUITE 101
INGLEWOOD, CA 90301
PHONE (310) 673-5607
OR (888) 316-5111
FAX (310) 673-8308

SHS MANCHESTER

500 COMMERCIAL STREET
MANCHESTER, NH 03101-1151
PHONE (603) 666-5700
OR (800) 727-0504
FAX (603) 666-5705

SHS MILWAUKEE

161 WEST WISCONSIN AVENUE
SUITE LL-300
MILWAUKEE, WI 53203
PHONE (414) 276-2300
FAX (414) 277-8370

SHS ST. JOHNSBURY

347 EMERSON FALLS ROAD, SUITE 2
ST. JOHNSBURY, VT 05819-9179
PHONE (802) 748-5402
OR (800) 441-1812
FAX (802) 748-5719

SHS SAN DIEGO

5348 UNIVERSITY AVENUE, SUITE 110
SAN DIEGO, CA 92105
PHONE (619) 582-4002; (877) 271-7155
FAX (619) 582-4548

SHS TAMPA

TAMPA METRO AREA YMCA
110 EAST OAK AVENUE
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PHONE (813) 225-1061
OR (800) 724-2778
FAX (813) 225-1069

SHS WILMINGTON

501 SHIPLEY STREET
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OR (800) 506-9270
FAX (302) 658-5756