

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



SCHOOL OF HUMAN SERVICES UNDERGRADUATE PROGRAM CATALOG 2003–2004

Richard B. Flynn, B.S., M.Ed., Ed.D.
President

Jean Wyld, B.S., M.S., Ph.D.
Vice President for Academic Affairs

Gretchen A. Brockmeyer, B.A., M.S., Ed.D.
Associate Vice President for Academic Affairs

M. Ben Hogan, B.A., M.S., Ed.D.
Vice President for Student Affairs and Dean of Students

David J. Fraboni, B.S.
Vice President for Institutional Advancement

John L. Mailhot, B.S., B.A., M.B.A.
Vice President for Administration and Finance

Mary Ann Coughlin, B.S., M.S., C.A.G.S., D.P.E.
Assistant to the Vice President for Academic Affairs

Robert J. Willey, Jr., B.S., M.A., Ph.D.
Dean, School of Human Services

B. Gina Joseph-Collins, B.A., M.B.A., M.A., Ed.D.
*Associate Dean for Curriculum and Instruction,
School of Human Services*

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.

CONTENTS

| | | | |
|-----------|--|-----------|--|
| 2 | ACCREDITATION | | |
| 5 | OVERVIEW | | |
| 6 | CAMPUS LOCATIONS | | |
| 7 | ADMISSIONS INFORMATION | | |
| 7 | ADMISSIONS REQUIREMENTS | | |
| 7 | APPLICATION PROCEDURE | | |
| 7 | INTERNATIONAL STUDENT APPLICATION PROCEDURE | | |
| 7 | ADMISSIONS DEADLINES | | |
| 7 | APPLICATION REVIEW | | |
| 7 | ADMISSIONS DECISIONS | | |
| 7 | ADMISSIONS APPEAL POLICY | | |
| 8 | DEFERRED ADMISSION | | |
| 8 | READMITTANCE | | |
| 8 | NEW HAMPSHIRE COLLEGE/FRANCONIA COLLEGE | | |
| 8 | NONMATRICULATED STUDENTS | | |
| 8 | CHANGES IN ADMISSION | | |
| 8 | FINANCIAL AID | | |
| 8 | HOW TO APPLY FOR FINANCIAL AID | | |
| 8 | ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY | | |
| 9 | FINANCIAL AID POLICY AND SERVICES | | |
| 9 | TUITION | | |
| 9 | FEES | | |
| 9 | EXPENSES EXCLUDED FROM TUITION/FEE SCHEDULE | | |
| 9 | HEALTH INSURANCE (MASSACHUSETTS CAMPUSES ONLY) | | |
| 10 | PAYMENT OPTIONS | | |
| 10 | NON-PAYMENT POLICY | | |
| 10 | TUITION REFUND POLICY | | |
| 10 | FEDERAL FINANCIAL AID REFUND POLICY | | |
| 10 | CREDIT BALANCE REFUND POLICY | | |
| 11 | CREDIT BALANCE REFUND (CALIFORNIA CAMPUSES ONLY) | | |
| 11 | REGISTRATION | | |
| 11 | TRANSFER CREDIT POLICY | | |
| 11 | ARTICULATION AGREEMENTS | | |
| 11 | CREDIT FOR YMCA MODULES | | |
| 12 | GRADUATE COURSES TAKEN BY UNDERGRADUATE STUDENTS | | |
| 12 | UNDERGRADUATE COURSES TAKEN BY GRADUATE STUDENTS | | |
| 12 | CROSS-REGISTRATION BETWEEN THE SCHOOL OF HUMAN SERVICES AND TRADITIONAL UNDERGRADUATE SCHOOL | 12 | CROSS-REGISTRATION BETWEEN SCHOOL OF HUMAN SERVICES CAMPUSES |
| | | 12 | ADD/DROP POLICY |
| | | 12 | COURSE WITHDRAWAL |
| | | 12 | LEAVE OF ABSENCE POLICY |
| | | 12 | PROGRAM WITHDRAWAL |
| | | 13 | STUDENT RECORDS |
| | | 13 | TRANSCRIPT OF ACADEMIC WORK |
| | | 13 | PRIOR LEARNING |
| | | 13 | PORTFOLIO PREPARATION AND ASSESSMENT |
| | | 14 | PORTFOLIO FEES AND REFUNDS |
| | | 14 | STATUTE OF LIMITATIONS |
| | | 14 | EVALUATION OF PROFESSIONAL TRAININGS, LICENSES AND CERTIFICATES |
| | | 14 | PROFESSIONAL TRAINING FEE |
| | | 14 | STATE REGULATIONS REGARDING PRIOR LEARNING CREDITS |
| | | 14 | STUDENT SERVICES |
| | | 14 | ACADEMIC ADVISING |
| | | 14 | ACADEMIC SUPPORT |
| | | 15 | POLICY STATEMENT REGARDING STUDENTS WITH DISABILITIES |
| | | 15 | VETERANS' ADMINISTRATION BENEFITS |
| | | 15 | CAREER SERVICES |
| | | 15 | LIBRARY SERVICES |
| | | 15 | ACADEMIC POLICIES AND PROCEDURES |
| | | 15 | ACADEMIC POLICIES AND PROCEDURES |
| | | 15 | INTRODUCTION |
| | | 15 | ACADEMIC CREDIT |
| | | 16 | ACADEMIC GRIEVANCE POLICY |
| | | 16 | ACADEMIC HONORS |
| | | 16 | DEAN'S LIST |
| | | 16 | CLASS ATTENDANCE |
| | | 17 | DEFINITION |
| | | 17 | POLICY |
| | | 17 | CLASS LATENESS |
| | | 17 | COURSE CANCELLATION |
| | | 17 | INCLEMENT WEATHER |

CONTENTS

| | | | |
|-----------|--|-----------|---|
| 17 | ACADEMIC PROGRESS POLICY | 23 | GRADE APPEAL POLICY |
| 17 | ACADEMIC PROGRESS POLICY | 23 | CORE REQUIREMENTS |
| 17 | SATISFACTORY ACADEMIC PROGRESS STANDARDS | 23 | MAJOR COURSE REQUIREMENTS |
| 17 | REQUIREMENTS FOR SATISFACTORY ACADEMIC PROGRESS STANDARDS | 23 | COURSE PREREQUISITES ONLY |
| 18 | CALCULATIONS FOR SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS | 24 | ALL-COLLEGE REQUIREMENTS (ACRS) |
| 18 | CYCLE FOR ACADEMIC PROGRESS REVIEW | I. | HUMANICS AND SCIENTIFIC ENDEAVOR |
| 18 | ACADEMIC PROGRESS STATUS CATEGORIES AND DEFINITIONS | II. | HUMANICS, HEALTH AND MOVEMENT |
| 18 | ACADEMIC ALERT | III. | HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE |
| 18 | ACADEMIC WARNING | IV. | HUMANICS, CULTURE AND SOCIETY |
| 18 | ACADEMIC PROBATION | V. | HUMANICS AND THE SEARCH FOR MEANING |
| 18 | ACADEMIC DISMISSAL | 24 | CONCENTRATIONS |
| 19 | APPEAL | 24 | CRIMINAL JUSTICE CONCENTRATION |
| 19 | PROCEDURES FOR IMPLEMENTATION OF ACADEMIC PROGRESS POLICY FOR UNDERGRADUATE STUDENTS | 25 | COURSE DESCRIPTIONS |
| 20 | ACADEMIC HONESTY AND INTEGRITY | 39 | BOARD OF TRUSTEES |
| 20 | BASIC POLICY | 40 | FACULTY |
| 20 | OFFENSES AGAINST THE POLICY | 42 | ADMINISTRATORS |
| 20 | USE OF SOURCES | 44 | DISCLOSURE STATEMENT |
| 20 | LABORATORY WORK AND ASSIGNMENTS | 45 | SPRINGFIELD COLLEGE POLICIES |
| 20 | CREATIVE WORK | 51 | CONTACT INFORMATION |
| 20 | EXAMINATIONS, QUIZZES, AND TESTS | | |
| 20 | INTERNSHIPS | | |
| 21 | COLLEGE DOCUMENTS | | |
| 21 | OTHER OFFENSES AGAINST THE POLICY | | |
| 21 | PROCEDURES | | |
| 21 | COURSE RELATED SANCTIONS | | |
| 21 | I. REPRIMAND | | |
| 21 | II. LOSS OF CREDIT IN THE EXERCISE | | |
| 21 | III. A GRADE OF "F" IN THE COURSE | | |
| 21 | ACADEMIC PROGRAM | | |
| 21 | DESCRIPTION | | |
| 22 | DEGREE OFFERED | | |
| 22 | DEGREE REQUIREMENTS | | |
| 22 | COMMENCEMENT | | |
| 22 | INSTRUCTION | | |
| 22 | COURSEWORK | | |
| 22 | GRADES AND GRADING | | |
| 23 | PASS/FAIL GRADING | | |
| 23 | AUDIT | | |
| 23 | INCOMPLETE (I) GRADE | | |
| 23 | GRADE CHANGES | | |
| 23 | REPEATING A COURSE | | |

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. Combinations of residency credits, transfer credits, standardized test scores and prior learning assessment provide the flexibility needed to construct the type of program that highlights students' strengths and experiences while it broadens and enriches their knowledge and skill base.

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. Our prior learning program guides students through the process of earning undergraduate credit for college-level experientially acquired knowledge. Group projects provide the opportunity to apply classroom theory to practice in the workplace and community. The SHS projects, student-designed and implemented, often play an active role in the community long after the "student" work is completed.

Community and global partnerships are another exciting part of the SHS experience. Since 1994 Springfield College and the YMCA of the USA have collaborated to bring SHS programs to urban areas served by 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 nonprofit administration. The graduate program offers concentrations in Organizational Management and Leadership and Community Counseling Psychology. In addition, the campus boasts of 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 its mission, Springfield College's School of Human Services seeks applicants who are motivated to achieve social and economic justice and who embody the principles of Humanics, community partnership and academic excellence.

The School's 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. The curriculum relies on this breadth of diversity and experience. Applicants should be prepared to participate fully and contribute to the educational environment.

Admissions Requirements

Undergraduate applicants must demonstrate commitment to human services, have a high school degree (or its equivalent), and, because the program is intended to be completed in 16 to 24 months of full-time enrollment, applicants must be able to either transfer in at least 30 credits from other accredited colleges or achieve these credits through the School's prior learning process (see Prior Learning section).

Application Procedure

1. Fill out the application form and submit it with the \$10 application fee.
2. Attach an up-to-date copy of your resume to the application.
3. Submit official transcripts from all accredited colleges attended. Transcripts from unaccredited colleges may also be submitted and will be considered as possible sources for prior learning credit (see Prior Learning section).
4. Submit proof of high school graduation or attainment of GED. A copy of your high school diploma or a copy of your final high school transcript with graduation date may be submitted as proof of high school graduation. For students who have attended other colleges, many college transcripts will list high school graduation dates.
5. Schedule an interview and writing assessment session with the local admissions office. Interviews are designed to give applicants an opportunity to explain their professional and academic history and to discuss their future goals. For the interview to be most helpful, the applicant should bring a copy of his/her resume, official transcripts, and all certificates of training.
6. Schedule a writing assessment session with the local admissions office. Because the program is writing-intensive, all applicants are required to take a writing assessment as part of the application process. Writing ability is one of the factors considered in the admissions decision. Other types of assessment may be offered to assist the applicant and his/her advisor better plan a course of study.

International Student Application Procedure

1. Fill out the application form and submit it with the \$10 application fee.
2. Submit proof of an education equivalent to a high school diploma. 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. Contact the admissions coordinator at the campus you would like to attend to arrange an interview.

4. Submit evidence of proficiency in reading, writing and speaking the English language. The TOEFL test may be submitted to fulfill this requirement.
5. Submit a financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for us to receive a guarantee of your financial support for the period of time you will be here for study.

An accepted international student must deposit \$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 campus's Admissions Committee reviews the file. The committee carefully reads all application materials to find evidence of the applicant's commitment to human services, ability to succeed in the program, and ability to complete the program in four to six terms. Because the committee reviews files as they are completed, it is advantageous for candidates to complete their application files as soon as possible.

Admissions Decisions

Applicants who meet admissions requirements will be accepted for admissions; applicants who do not will be denied. All decisions will be communicated via mail. Denied applicants may reapply for admissions and should contact the campus Admissions Office to discuss their reapplication files.

Admissions Decision Appeal Policy

An applicant may appeal an admissions decision by submitting a written appeal to the Dean of the School of Human Services. An appeal should include all pertinent information the applicant believes should be taken into account in reviewing the admissions decision. Upon receipt of the written appeal and supporting documentation, the Dean reviews the appeal and renders a decision. Applicants are notified in writing of the Dean's decision, which is final. Note: Applicants may not register for or attend classes while the appeal is being reviewed.

Deferred Admission

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

Readmittance

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

New Hampshire College/Franconia College

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

1. Students who began the BSHS program at New Hampshire College may reapply for admission to the School of Human Services at Springfield College. Students reapplying for admission must meet all of the admissions requirements as well as the academic requirements, including completing courses that fulfill the All-College Requirements, before they can graduate.
2. Courses that the student completed at New Hampshire College or Franconia College may be used towards the residency requirement at Springfield College School of Human Services provided that the student received a "C-" or better (or "P").
3. Courses taken at New Hampshire College or Franconia College that have an "I" (incomplete) grade will not be accepted. Students must register and pay for the course at Springfield College.
4. Theory and Practice I, II and III courses taken at New Hampshire College or Franconia College will be accepted as an elective. Theory and Practice IV taken at New Hampshire College or Franconia College must be retaken as a Springfield College/SHS requirement.

Nonmatriculated Students

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

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

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

Changes in Admission

The College reserves the right to make whatever changes in admission requirements, fees, charges, tuition, instructors, regulations and academic programs 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.

Undergraduate students are expected to maintain a grade point average for all Springfield College coursework attempted that meets the satisfactory progress standard of the School of Human Services (see page 31). 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 (12 credits per term for undergraduate students). Aid awards are subject to adjustment or cancellation if the student does not enroll full time. Financial aid will be disbursed by term.

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

An application for financial assistance must be completed for each academic year. Renewal of awards is contingent upon continued demonstration of financial need, 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.

| | |
|---------------------------------------|---------|
| Bachelor of Science in Human Services | |
| Full-Time Status (12 semester hours) | \$3,228 |
| Per Credit Hour | \$269 |

FEES

| | |
|---|--------|
| Application Fee BSHS Program | \$10 |
| Commencement Fee | \$50 |
| Health Insurance (MA campuses only, per year) | \$600 |
| Human Services Training Assessment Fee | \$100* |
| Late Payment Fee (see non-payment policy) | \$50 |
| Late Registration Fee | \$25 |
| Payment Plan Fee (per semester) | \$15 |
| Portfolio Fee | \$250* |
| Returned Check Charge | \$30 |
| Transcript Fee | \$6 |
| Late Change of Schedule Fee | \$25 |

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

Expenses Excluded from Tuition/Fee Schedule

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

Health Insurance—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:

1. 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.
2. 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.
3. 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 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 on a leave of absence, the College will withhold all official transcripts, access to registration for courses, and the awarding of diplomas or certificates 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. Failure to attend classes does not constitute withdrawing or dropping a class. Any changes to a student's course schedule require the approval of an academic advisor.

Tuition Refund Policy

The 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 withdrawn from the class and held responsible for the total amount of tuition whether or not the student attended classes. The course(s) withdrawn will remain permanently on the academic transcript with the grade of "W."

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

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

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

1. Completed at a regionally accredited institution of higher education. (Regional accrediting bodies are NEASC, MSACS, NCACS, NWASC, SACS and WASC.)
2. Graded as a “C-” or better. Grades of “P” (pass) will only be accepted if there is documentation that the “P” is equivalent to a “C-” or better.

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

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

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

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

Credits for CLEP, DANTES and AP courses are assessed consistent with relevant College policy. Credit for armed services experience or employer training programs is assessed by the registrar based on American Council on Education (ACE) and Council for Adult and Experiential Learning

(CAEL) guidelines. Original documentation related to such coursework must be presented.

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

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

Currently enrolled students wishing to transfer credits to the College should submit the completed Transfer Credit Approval Form to the SHS campus director for approval, prior to taking courses at another institution. This form is available at each campus. Requests for approval may also be submitted via fax or e-mail, if necessary. A course catalog, official course description or course syllabus may be needed to appropriately assess the course.

Courses intended to fulfill electives or All-College Requirements require approval of the registrar, and in some cases the SHS campus director in consultation with the registrar.

If the approved transfer course is a repeat of a previously taken course, and it has now been passed with a “C-” or better, credit will be awarded. The original grade for the course will remain on the record, but it is removed from the calculation of the cumulative grade point average. The new grade is not recorded and will not otherwise impact the grade point average.

Articulation Agreements

Transferability of credits is at the discretion of the accepting institution. It is the student’s responsibility to confirm whether or not Springfield College credits will be accepted by another college.

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

Credit for YMCA Modules

The partnership between Springfield College and the YMCA dates back to the earliest days of the College’s history. For over one hundred years, Springfield has provided the educational foundation for many of the Y movement’s greatest leaders. Today, the partnership between the Y and Springfield College continues to grow and flourish through expanding academic opportunities. Academic credit is available through Springfield College for many of the training courses, management modules and

certification programs offered by the YMCA of the USA. Descriptions of these modules are included in this catalog.

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

Graduate Courses Taken by Undergraduate Students

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

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

Undergraduate Courses Taken by Graduate Students

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

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

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

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

Cross-Registration Between School of Human Services Campuses

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

Add/Drop Policy

Students are only permitted to add courses prior to the first class of each term. 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.

Course Withdrawal

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

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

The withdrawal process involves completing a withdrawal form, having it signed by the academic advisor, and submitting the form to the records coordinator at the local campus. If the student has benefited from federal financial aid, he/she must meet with the financial aid coordinator at the local campus. The student must also contact the business services coordinator to clear any outstanding charges or holds that may prevent continuation of the program at a later date or prevent the release of academic records.

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. Students wishing to be readmitted must retake and pay for courses with incomplete grades.

Program Withdrawal

Students who do not plan to continue their academic studies with the School of Human Services must meet with the campus director or designee for an exit interview, at which time the various steps of the withdrawal process will be reviewed. The purpose of the interview is for

the student to have an opportunity to review options and bring closure to the experience at the school. At that time, an effective date will be determined. This date will be used in processing any possible refunds. Students who are withdrawing from the school must return the Student Identification Card that was issued to them. Withdrawals will not be processed unless the Student Identification Card is returned. Withdrawing students must complete a multi-part Complete Withdrawal Form. Please be sure to mail it by Certified Mail, return receipt requested to 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 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.

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.

PRIOR LEARNING

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

Portfolio Preparation and Assessment

The portfolio course (CJWB 307, Human Services and Portfolio Development) teaches a process that identifies each student's college-level learning and utilizes methodologies that enhance the student's ability to think conceptually and analytically. Students identify, categorize and organize their knowledge and present this knowledge through a course equivalent process. Once the knowledge has been identified, students must decide if and how this knowledge relates to learning that is typically credited at the college level. The Human Services and Portfolio Development course provides a framework to assist students in reflecting upon and articulating their college-level experiential learning. These policies and procedures are based upon guidelines articulated by CAEL.

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

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

Each portfolio includes the following:

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

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

Portfolio Fees and Refunds

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

Statute of Limitations

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

Evaluation of Professional Trainings, Licenses and Certificates

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

Professional Trainings Fee

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

State Regulations Regarding Prior Learning Credits

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

awarded through the prior learning process. Specific state regulations are listed below:

New Hampshire—No more than 50 percent of the credits required for the degree may be awarded for prior experiential learning.

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

Florida—No more than 30 degree credits may be awarded for experiential learning.

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

STUDENT SERVICES

Academic Advising

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

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

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

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

Academic Support

Each SHS campus has a student support structure that serves as a resource to provide students with support, advocacy, information and academic skills. The resources and support offered include assistance with writing assignments, time management, study skills, research projects and

areas related to personal development and academic progress. Faculty and staff at various campuses also offer workshops periodically to help students with skills such as resume writing and career planning. Students in need of professional counseling may be referred to a list of community resources that have been identified by the College.

Policy Statement Regarding Students with Disabilities

Springfield College School of Human Services is committed to providing an equal educational opportunity and full participation in College programs for persons with disabilities in accordance with state and federal laws. The College fully supports the 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 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.

Veterans' Administration Benefits

Students planning to utilize VA benefits to pay for tuition must contact the VA certifying official at the local campus as soon as they decide to matriculate. They must speak with the official at the beginning of each term to have their enrollment certified. Recertifications are not done automatically. If a student decides to withdraw from a particular semester's classes or from the program, he/she must submit a written notice to that effect and indicate that he/she is receiving VA benefits.

Career Services

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

Library Services

Babson Library is Springfield College's library, serving the students, faculty and staff of Springfield College and all of its campuses. The library collection mirrors the curriculum and is especially strong in the areas of social services, education, psychology, health, physical education, recreation and sports. The library is staffed by professionals who assist in the use of library resources as well as provide library instruction 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 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 Credit

The unit of measure for student progress at Springfield College is the "semester hour." Springfield College adheres to the equation of one semester unit 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 Grievance Policy

If a student believes that he/she has been treated unfairly in his/her academic work (grade, departmental/program standards, etc.), the student has the right to seek resolution of the concern through informal and formal processes. At any step in the process, the student may consult with his or her academic advisor or any other faculty or staff member for advice.

Step 1 (informal process):

Within 30 calendar days of the disputed action, the student must raise the concern with the instructor or appropriate party. The instructor or other party should respond to the student regarding this concern within 14 calendar days. (If the 30 days are interrupted by the close of a term or semester break, the remaining days will extend into the beginning of the following term. In situations in which the instructor is on leave or no longer employed by the College, the student should proceed to Step 2.)

Step 2 (informal process):

If the student and the instructor do not agree to a resolution, the student has 14 calendar days from the instructor’s response to raise the concern with the chairperson of the department in which the grievance occurred or the campus director. The chairperson or campus director should respond to the student regarding this concern within 14 calendar days and must notify the instructor of the continuation of the grievance process.

Step 3 (formal process):

If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the Office of the Dean within 14 days following the chairperson or campus director’s response to the student. Upon receipt of the form, the dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor. The dean will notify all parties involved in writing of his/her decision and any subsequent actions. The decision of the dean regarding the grievance is final.

Note: A student should also use this process to resolve a dispute with a department, program coordinator, department committee, etc. In such a case, the student should raise the concern with the relevant department chair or campus director within 30 calendar days of the disputed action (extending into the next term if necessary). The chairperson should respond within 14 days. If accord is not reached, the student should proceed to Step 3, filing a written grievance with the Office of the Dean within 14 calendar days of the chairperson or campus director’s response.

This policy is not intended to supercede the Academic Honesty and Integrity Policy or the Harassment/Discrimination Policy.

Academic Honors

Undergraduate students whose final cumulative grade point average (GPA) is 3.500 or above and who have completed at least 45 graded semester hours (exclusive of pass/fail grades) at Springfield College are awarded their degrees with honor according to the following criteria:

Summa Cum Laude—3.900 to 4.000

Magna Cum Laude—3.700 to 3.899

Cum Laude—3.500 to 3.699

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

Dean’s List

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

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

1. The student must have completed a minimum of 12 credit hours of graded coursework for the term, exclusive of “P” grades.
2. The student must not have any incompletes or missing grades in the designated term.
3. The student must have a minimum semester grade average of 3.500 for the term.
4. The student must not have been barred from the Dean’s List due to disciplinary action.
5. If subsequent grade changes qualify a student for Dean’s List honors for a previous term, that designation will be reflected on the student’s transcript.

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

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.

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.

ACADEMIC PROGRESS POLICY

This Academic Progress Policy applies to both full-time and part-time matriculated undergraduate students enrolled in the School of Human Services at Springfield College. (In order to be considered a full-time student at Springfield College, a student must enroll in and complete 12 credit hours in a term.) A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a degree-seeking student.

A matriculated undergraduate student enrolled in the School of Human Services must have a cumulative Grade Point Average (GPA) of at least 2.000 to graduate from Springfield College. The 2.000 cumulative GPA is the minimum standard for the College; academic programs may have higher standards for entrance into or continuation in their programs. Students must verify program standards with their campus director.

Satisfactory Academic Progress Standards

A student whose cumulative GPA is above the minimum standards (as noted below) and who has successfully completed 75 percent of all Springfield College credits attempted (as noted below under percent success rate) is considered to be making satisfactory academic progress at the College.

Requirements for Satisfactory Academic Progress Standards

Cumulative GPA Requirement: A student is expected to achieve the College’s minimum cumulative GPA of 2.00 by the time 60 credits of coursework have been attempted for completion. Prior to that point, the cumulative GPA required is slightly below the standard of 2.00; however, the criterion cumulative GPA is increased as a student progresses through the academic program.

There are three minimum cumulative GPAs that students must meet, depending on the number of credit hours they have attempted. (Credits attempted for completion include Springfield College courses graded “A” through “F” plus transfer credits that have been accepted by the College.) Those minimum cumulative GPAs are as follows:

| Credit Hours Attempted for Completion | Minimum GPA |
|--|---------------------|
| After attempting the completion of 12 -29.5 credits: | 1.80 cumulative GPA |
| After attempting the completion of 30-59.5 credits: | 1.90 cumulative GPA |
| After attempting the completion of 60+ credits: | 2.00 cumulative GPA |

Percent Success Rate Requirement: In addition to the required minimum cumulative GPA, a student is expected to complete with a passing grade (“A” through “D-”) at least 75 percent of all credits attempted for completion at Springfield College (not including transfer courses), as calculated at each specified point of academic progress review.

Calculations for Satisfactory Academic Progress Requirements

A student's cumulative GPA is calculated using the quality points for the grades "A" through "F" received in a Springfield College course divided by the number of credits a student has attempted for completion at Springfield College.

The calculation for the 75 percent pass rate in credit hours attempted for completion includes the Springfield College credit hours for which a student received a grade of "A" through "D-" and "P" divided by the total number of credits the student has attempted for completion at Springfield College, including courses in which a grade of "F," "I," "CP" or "*" was recorded.

Cycle for Academic Progress Review

All students are subject to academic progress review by the Records Review Committee at each Review Point specified in the schedule below.

Review Point 1: On or after the completion of a minimum of 12 credits at Springfield College;

Review Point 2: On or after the completion of a minimum of 24 credits at Springfield College;

Review Point 3: On or after the completion of a minimum of 36 credits at Springfield College;

Review Point 4: On or after the completion of a minimum of 48 credits at Springfield College;

Review Point 5: On or after the completion of a minimum of 60 credits at Springfield College;

Review Point 6: On or after the completion of a minimum of 72 credits at Springfield College;

Review Point 7: On or after the completion of a minimum of 84 credits at Springfield College;

Review Point 8: On or after the completion of a minimum of 96 credits at Springfield College;

Review Point 9: On or after the completion of a minimum of 108 credits at Springfield College.

Academic Progress Status Categories and Definitions

Academic Alert

The Academic Alert is designed to notify the student that he/she is not making continuous progress toward a degree and to encourage that student to seek academic support. At the end of any term in which a student is not subject to a Review Point evaluation, a student will be placed on academic alert if he/she falls or continues below the Satisfactory Academic Progress Standards, either in cumulative GPA or in percent success rate. A student under academic alert continues by definition under the classification from the prior review point. This action is advisory and will not be recorded on the student's academic transcript.

Academic Warning

At any Academic Progress Review Point, a student will be given an academic warning the first time he/she fails to meet the minimum required satisfactory academic progress standards. A student affected by this action will maintain matriculation status. If otherwise qualified for financial aid, the student will remain eligible for financial aid probation. Academic Warning will not be recorded on the student's academic transcript.

A student will be removed from Academic Warning when he/she has successfully met the appropriate satisfactory academic progress standards, through the completion of an incomplete or through the removal of an unsatisfactory grade received at Springfield College by coursework transferred from another accredited institution.

Academic Probation

At any Academic Progress Review Point, a student will be placed on academic probation if either of the following conditions is met:

Condition 1: The student received an Academic Warning at any previous Academic Progress Review Point and has failed to meet the required satisfactory academic progress standard. A student meeting this condition will be ineligible for financial aid but may apply for financial aid probation. Appeals for financial aid probation must be made in writing to the instructional campus. If the campus approves the request, it will be submitted for approval to the School of Human Services. The School of Human Services will notify the financial aid office of the recommendation for financial aid probation. A student affected by this action will maintain matriculation status.

Condition 2: The student has not previously received an Academic Warning, but his/her cumulative GPA is below 1.000. A student meeting this condition will be ineligible for financial aid but is encouraged to apply for financial aid probation. Appeals for financial aid probation must be made in writing to the instructional campus. If the campus approves the request, it will be submitted for approval to the School of Human Services. The School of Human Services will notify the financial aid office of the recommendation for financial aid probation. A student affected by this action will maintain matriculation status.

A student placed on Academic Probation (Condition 1 or 2) is not making satisfactory academic progress. This action will be recorded on the student's academic transcript. A student on probation may be required to take certain courses, limit the number of courses taken or fulfill other conditions specified by the Records Review Committee or its designee.

A student will be removed from Academic Probation when he or she has successfully met the appropriate satisfactory academic progress standards, through the completion of an incomplete, or through the removal of an unsatisfactory grade received at Springfield College by coursework transferred from another accredited institution. When a student is removed from academic probation it will be so noted on the transcript.

Academic Dismissal

At any Academic Progress Review Point, a student who is currently on Academic Probation and has failed to meet the applicable Satisfactory Academic Progress Standard will be dismissed. This action will be recorded on the student's academic record. A student who is dismissed may not take courses at Springfield College for three academic terms following dismissal, but may reapply for admission thereafter. When the student is readmitted to the College, the student will be placed on academic probation, unless he/she has achieved the applicable Satisfactory Academic Progress Standards through course work transferred from another accredited institution.

Appeal

A student who has been dismissed may appeal the dismissal in person or by letter to the SHS campus Academic Standards Committee. The timeline for the appeal 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 plans to remedy the situation. If the appeal is granted, the student will be placed on Academic Probation and may be required to take certain courses, limit the number of courses taken or fulfill other conditions specified by the campus Academic Standards Committee or its designee. This appeal will be noted on the student's academic record.

If the student's appeal is not granted, and he/she has reasonable grounds to file a grievance, the student should notify the vice president for academic affairs of his/her desire to grieve the campus Academic Standards Committee's decision. The notification must be in writing and be post-marked or received within seven (7) business days of notification of the campus Academic Standards Board action.

Reasonable grounds for a grievance include:

- new information regarding the student's academic progress not made available to the campus Academic Standards Committee;
- procedural irregularities or improper application of the policy;
- imposition of an improper or excessive sanction.

If reasonable grounds exist, the vice president for academic affairs will review the student's appeal and take appropriate action or refer the appeal back to the SHS campus Academic Standards Committee.

Procedures for Implementation of Academic Progress Policy for Undergraduate Students

The process for reviewing the academic progress of matriculated undergraduate students enrolled in the School of Human Services will occur in three stages.

Stage One: Record Review and Status Determination

The first stage, Record Review and Status Determination, involves a simple process of reviewing students' semester records and determining academic standing according to standards and guidelines specified in the Academic Progress Policy. Records will be reviewed by a task group known as the Records Review Committee, which is composed of the associate vice president for academic affairs, the SHS assistant director of enrollment services, the registrar (ex officio) and a faculty member appointed by the dean of the School of Human Services. They will review each student's record and ascertain if he/she is making satisfactory academic progress and/or is subject to Academic Alert, Academic Warning, Academic Probation or Academic Dismissal.

Following the Record Review and Status Determination by the Records Review Committee, the registrar and the SHS assistant director of enrollment services will review the students identified for academic progress action to determine any extenuating circumstances that affect notification of the student of the action. The associate vice president for academic affairs is responsible for institutional notification of students regarding unsatisfactory academic progress. Appropriate letters are sent to students notifying them of their unsatisfactory academic progress status, with copies to advisors. Lists of academic progress actions will be sent to the chairperson of each campus-based Academic Standards Committee (ASC), campus directors, financial aid, registrar, and academic support services.

Stage Two: Dismissal Appeals

The second stage of the process is Dismissal Appeals. Each student who is academically dismissed will be informed that he/she has the right to appeal that dismissal. The appeal must be submitted in writing.

Prior to the Dismissal Appeal hearing, students will have an opportunity to meet with a campus-based ASC either in person or through teleconference. Students will be informed of the date on which appeals will be heard; they will also be given contact information for the chairperson of their respective academic standards committee so that they can arrange to send or fax the required letter and to schedule an appeals appointment. Students will be asked to explain to the campus-based ASC their academic performance, any extenuating circumstances, and specific steps they plan to take to improve their performance. Students will be informed about what to expect and that, if they choose, they can bring one SHS faculty member, college administrator/professional staff or college support staff member to the appeal meeting to present information on the students' behalf.

A faculty or staff member invited to speak is under no obligation to do so.

Students will have approximately 30 minutes to meet with the campus-based ASC. The campus-based ASC will conduct the appeal according to the ASC operating guidelines. After the meeting, the committee will have an opportunity to deliberate, and the student will be informed in person or via telephone of the committee's decision as soon as possible. If the committee agrees to readmit the student on appeal, he/she will be placed again on Academic Probation and will be required to adhere to all academic progress policies.

Students whose appeals are not granted will be notified of the process to apply for future readmission and will be apprised of the conditions specified in the policy under which they might grieve the decision. The notification of the decisions of the campus-based ASC will be the responsibility of the associate vice president for academic affairs. Copies of letters will be distributed to the students and advisors. A list of actions will be submitted to the chairperson of each campus-based ASC, campus directors, financial aid, registrar and academic support services.

Stage Three: Institutional Review and Response

The third stage of this process is Institutional Review and Response. An Academic Progress Committee will meet at least once each year to review students' performance and the resulting actions. This committee will review information about the relative impact of the academic progress policy and procedures on retention and student success and make appropriate recommendations to the dean of the School of Human Services. This committee will be chaired by the associate dean of curriculum and instruction.

The Academic Progress Committee will include the following members:

- Faculty chairpersons of all campus-based ASCs
- Members of the Records Review Committee
- Associate director of administration
- Associate director of student services
- Associate director of academic services

ACADEMIC HONESTY AND INTEGRITY

School of Human Services students are expected to be academically honest. Misrepresentation of facts, omissions or falsifications in any connection with the academic process (including both coursework and official documents) are violations of the SHS Academic Honesty and Integrity Policy, hereinafter referred to as the Policy.

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

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

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

Basic Policy

A student's name on any "exercise(s)," which term shall include, but not be limited to, a theme, oral report, notebook, report, computer program, course paper, project, portfolio, quiz, examination or any other assignment related to a course or internship thereto, is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in 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.

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 individual’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 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

Description

Since the School of Human Services program is based on an accelerated schedule for degree completion, most students enrolled in SHS complete their degrees in 16-24 months. The curriculum for the Bachelor of Science in Human Services program is interdisciplinary in nature and is recognized for its strengths in social analysis, critical thinking, communication skills and leadership for social and economic change. Through a

transformational learning process, students have opportunities to reflect on and learn from their own experiences while also studying the theories and practices related to various disciplines that inform practices within the field of human services. Faculty, who are leaders in human services, utilize transformative, student-centered approaches to teaching and learning with an emphasis on the need for self-directed activities, leadership initiatives and lifelong learning skills for all SHS students.

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

Degree Offered

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

Degree Requirements

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

1. A minimum cumulative GPA of 2.000
2. Successful completion of 120 semester hours
3. Successful completion of the All-College Requirements
4. Successful completion of all requirements for the major with a minimum C (2.00) average
5. Successful completion of a minimum of 48 semester hours in residency at Springfield College

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

Commencement

Degrees are conferred once each year at the annual commencement ceremony following the 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.

A student who expects to complete a degree by the month of August after the May commencement ceremony can petition the registrar to walk in the May commencement ceremony. In order to be eligible to petition for

participation in the May ceremony, a student must have a 2.000 GPA and be within six semester hours of completing degree requirements at the end of the spring term.

Notwithstanding the foregoing and the successful completion of all academic requirements, a student may not be entitled to participate in commencement exercises and/or receive a diploma if he/she is involved in any disciplinary proceedings and is sanctioned for that reason.

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

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

Grades and Grading

Students' work will be evaluated by faculty members and course grades assigned. Examinations, written papers, oral assignments, fieldwork, performance in class and/or class attendance 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.

Courses are graded on a letter basis on the following scale:

| | |
|----------------------|--------------------|
| A <i>exceptional</i> | 4.0 quality points |
| A- | 3.7 |
| B+ | 3.3 |
| B <i>good</i> | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C <i>fair</i> | 2.0 |

| | |
|--------------------------|-----------------------------------|
| C-(lowest passing grade) | 1.7 |
| D+ | 1.33 quality points |
| D <i>passing</i> | 1.00 |
| F <i>failure</i> | 0.0 |
| P | Pass |
| U | Unsatisfactory (No pass) |
| W | Withdrew |
| * | Grade not submitted by instructor |
| I | Incomplete |
| IP | Course in progress |
| X | Audit |

Faculty have sole responsibility for awarding all grades except IP, W and X. Grades are submitted within two weeks after the end of each term.

Pass/Fail Grading

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

Calculation of GPA

The GPA (grade point average) is determined by dividing the sum of the quality points by the sum of the credits. An example is shown below:

| Course: | Earned Credits: | Grade: | Earned QP's: |
|----------|-----------------|-----------|--------------|
| Core | 4 | x A (4.0) | 16.0 |
| Elective | 3 | x C (2.0) | 6.0 |
| | 7 | | 22.0 |

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

Audit

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

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

Incomplete (I) Grade

An instructor may give a grade of incomplete ("I") following a student's request in situations when incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined at the sole discretion of the instructor. 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.

Grade Changes

Faculty may not submit grade changes later than one calendar year following the term in which the course was originally graded. This policy is not intended to supersede the academic grievance policy or the policy governing incompletes.

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.

CORE REQUIREMENTS

Major Course Requirements

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

Course Prerequisites Policy

Students must successfully complete courses within a sequence and/or specified prerequisite courses to enroll in the next level of courses.

Incomplete or “F” or “*” grades denote that a course has not been successfully completed.

All-College Requirements (ACRs)

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

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

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

- a. A laboratory course from biology, chemistry, physics, physical science 3 credits
 - HUSB 220: Ecology 3 credits
 - HUSB 254: Contemporary Issues in Human Biology 3 credits
- b. Computer Science 3 credits
 - HUSB 141: Computer Literacy 3 credits
 - HUSB 238: Data Systems for Human Services 3 credits
- c. Mathematics 3 credits
 - HUSB 151: Mathematical Inquiry 3 credits
 - CJWB 305: Issues in Research (1 of 3 credits)

II. Humanities, Health and Movement (7 credits)

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

- a. Health 3 credits
 - HUSB 112: Human Services & Health 3 credits
 - HUSB 242: Public Health & Health Education 3 credits
 - HUSB 256: Health & Society 3 credits
 - HUSB 257: Health Care & Aging I 3 credits
 - HUSB 324: The Human Factor in Community Health 3 credits
 - CJWB 337: Human Sexuality 3 credits
 - HUSB 339: Preventive Holistic Health 3 credits
 - HUSB 496: Intro to Environ. & Occupational Health & Safety 3 credits
 - HUSB 498: Health Policies for Developing Countries 3 credits
- b. Physical Education 4 credits
 - HUSB 360, 361, 362 Fitness/Wellness (4 cr. cum.)
 - HUSB 360: Fitness/Wellness I (2 of 4 credits)
 - HUSB 361: Fitness/Wellness II (1 of 4 credits)
 - HUSB 362: Fitness/Wellness III (1 of 4 credits)

III. Humanities, Expressive and Communicative Life (15 credits)

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

- a. English: Written and Oral 6 credits
 - HUSB 118: Oral Communication 3 credits

- HUSB 119: Communications Skills I 3 credits
- HUSB 146: Writing Skills 3 credits
- HUSB 147: Advanced College Level Academic Skills 3 credits
- HUSB 206: Public Relations for Community Organizations 3 credits
- HUSB 221: Interviewing Techniques 3 credits
- HUSB 233: Communications Skills II 3 credits
- HUSB 235: Introduction to Human Service Research 3 credits
- HUSB 451: Grant Writing & Fundraising 3 credits
- b. Literature 3 credits
 - HUSB 138: Critical Thinking Through Literature 3 credits
 - HUSB 143: Contemporary American Literature 3 credits
 - HUSB 222: Exploring Women’s Issues Through Literature 3 credits
 - CJWB 235: Exploring Racial Perspectives Through Literature 3 credits
- c. Second Language/Culture 3 credits
 - HUSB 230: Political Economy of Human Services (4 credits)
 - HUSB 301: Integrative CORE Seminar I (2 of 4 credits)
- d. Visual and Performing Arts 3 credits
 - HUSB 301: Integrative CORE Seminar I (2 of 4 credits)
 - HUSB 303: Integrative CORE Seminar III (1 of 4 credits)

IV. Humanities, Culture and Society (9 credits)

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

- HUSB 230-232: Project in Community Development & Change (4 of 12 credits)
- HUSB 302: Integrative CORE Seminar II 4 credits

V. Humanities and the Search for Meaning (6 credits: a & b are integrated)

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

- a. Philosophy 3 credits
 - HUSB 138: Critical Thinking Through Literature 3 credits
 - HUSB 303: Integrative CORE Seminar III (3 of 4 credits)
 - HUSB 347: Contemporary Issues in Morality 3 credits
 - HUSB 352: The Ethics of Contemporary Science 3 credits
- b. Religion 3 credits
 - HUSB 166: Music & Empowerment 3 credits
 - HUSB 241: Coping with Disease & Death 3 credits
 - HUSB 350: Race, Religion, & Culture 3 credits
 - HUSB 388: World Views Analysis 3 credits

Concentrations

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

Criminal Justice Concentration

This concentration enables members of the local police departments, sheriff’s departments, correctional officers and other law enforcement

practitioners to gain an undergraduate degree while maintaining their full-time employment. Adults already working in the human service field can also utilize this concentration to focus their learning on ways that enable them to enter the criminal justice system.

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

COURSE DESCRIPTIONS

CORE Curriculum

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

HUSB 301: Integrative CORE Seminar I: Education, Oppression, & Social Intervention 4 credits

The nature and logic of education comprise the focus of this course. Learners' personal experiences in addition to historical, sociological and political texts and works of literature and music are used to explore the themes raised in the course. Among these themes are: the role of social service and educational institutions in the ideological development of a society; deeper appreciation of cultural values and their impact on learners' development; and an appreciation for how the creative arts can serve as a vehicle for empowerment. This course is a prerequisite for HUSB 302 and HUSB 303.

HUSB 302: Integrative CORE Seminar II: Political Economy & Human Services 4 credits

This course examines the bedrock of a social system—economics. The American economic system is looked at from a personal and theoretical level. In addition to understanding key economic concepts, students look at the role of the global economy from both an American and international perspective and the impact of the economy on human service workers and delivery systems, and they envision alternative approaches to the economy in its relationship to society. This course is a prerequisite for HUSB 303.

HUSB 303: Integrative CORE Seminar III: Social Movements, Change & Alternative Visions 4 credits

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

CJWB 305: Issues in Research 3 credits

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

CJWB 307: Human Services & Portfolio Development 3 credits

This course introduces students to adult learning and development theories and the information and skills necessary to succeed in a demanding non-traditional program. Using their own life histories as case studies, students examine a variety of issues that pertain to their own development and acculturation. The course helps students develop the capacity to effectively document their experience and articulate their college-level knowledge; thus it provides a foundation for Portfolio preparation. This course can be waived for those students who will not submit a Portfolio.

HUSB 416: Senior Seminar 2 credits

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

HUSB 330, 331, 332: Group Project in Community Development & Change 12 credits

The Group Project constitutes three terms, each of which is worth four semester hour credits. Working together in groups of two to five members, learners identify a problem in a given community and design an action research plan to address it. The Group Project provides the opportunity to be directly involved in grassroots work to impact a community's social dynamics and to practice the methodological skills acquired in CJWB 305. Learners' responsibilities include needs assessment and analysis, history of the issue and of the community, group development, problem framing and solving, formative and summative evaluation, and the practice skills needed to implement the project. Prerequisite: CJWB 305: Issues in Research.

Elective Courses

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

HUSB 101: Administration I 3 credits

This course examines the dynamics, strategies and tactics of legal policies, personnel work and the development of a healthy work climate.

HUSB 102: Administration II 3 credits

This course examines how power and politics influence organizational life, organizational change and the implementation of innovation.

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

HUSB 107: Decision-Making 3 credits
The course focuses on decision-making theory, options and implications. Case-study methodology is utilized.

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

HUSB 109: Group Techniques & Analysis 3 credits
This course provides students with opportunities to learn the dynamics of group and organizational life. The focus is the nature of authority as well as interpersonal, intergroup and institutional dynamics. Much of the work is experiential within a theoretical context.

HUSB 111: Education, Work & Social Welfare 3 credits
This course is an introduction to the field of human services, its history and evolution in the US, and the values and ideologies that shape and influence its practices. Through sharing and comparing personal experiences in education, work settings and social services, students develop a critical analysis of human services, with particular attention to the role of culture.

HUSB 112: Human Services & Health 3 credits
This course explores how various human conditions (e.g., poor housing, economic depression, child abuse, spouse abuse, welfare status) affect the health of the individual. Students examine the mutual dependency of the health care delivery system and the general human services system.

HUSB 113: Health, Professionalism & Social Justice 3 credits
This course examines professionalism and bureaucracy with particular reference to their conflicting meanings, messages, implications and interactions. The class also examines how people gain, maintain or lose skills; mechanisms through which people are placed in passive positions or take active control; and the process through which people learn the roles of "client," "paraprofessional" and "professional."

HUSB 114: Structural Analysis of American Society 3 credits
This course examines theories of bureaucratic structures at the macro- and micro-levels of society. Students study political, social, educational, economic and religious organizational structures in America. At the end of the course, students are able to analyze, review and understand the way in which American society is structured.

HUSB 117: Volunteerism & Human Services 3 credits
This course explores the impact of volunteerism on the delivery of human services. Through a study of its historical context, students examine the current applications of volunteerism as an economic human resource and critical support mechanism for delivery of human services. Each student analyzes at least one human service agency and the ways in which volunteers contribute to the effective functioning of the agency.

HUSB 118: Oral Communication 3 credits
This course examines the principles and techniques of persuasive public speaking. It emphasizes student performance and refines skills in pronunciation, speech, public speaking and effective communication.

HUSB 119: Communications Skills I 3 credits
This course prepares students to write essays, term papers and other formal compositions. Organized and concise writing with appropriate spelling and grammar are major objectives of the course. Conceptual analysis and synthesis skills are emphasized throughout the course.

HUSB 120: Human Behavior in the Social Environment 3 credits
This course presents basic fundamental knowledge about human behavior and the social and cultural context of development in the human life cycle.

HUSB 122: Introduction to Basic Counseling Techniques 3 credits
With a particular emphasis on empathy techniques, this course explores issues of assessment, listening, responding, transference, counter-transference, the conceptualization and organization of intervention, and effective cognitive and behavioral strategies.

HUSB 126: Social Service Networks 3 credits
This course looks at how people are referred to various agencies, how information about them is used, the obligations agencies have to follow up on referrals, and whether or not the agencies work cooperatively to solve human service problems. It also provides a theoretical understanding of networking.

HUSB 127: Special Topics in Counseling 3 credits
This is an advanced course focusing on a specific area of counseling. Adult development, career, behavioral, holistic health and child sexual abuse are among the possible focuses.

HUSB 130: Introduction to Community Organizing 3 credits
This course provides students with a theoretical foundation for such practical aspects of community organizing as: why organize; who is an organizer; when to organize; how to execute one's plans effectively; how to build coalitions and support groups; and how to negotiate.

HUSB 131: Introduction to Community Development 3 credits
This course explores how economic policies and decisions affect legitimate community development projects. Students are responsible for applying community development theories and practices in the area of cooperatives, land trusts and other programs.

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

HUSB 133: Issues in Community-Based Development 3 credits

This course assesses how the economy operates at national and community levels. It examines financial, housing and land issues with particular reference to community economic development.

HUSB 136: Puerto Rico: Analysis & Perspectives 3 credits

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

HUSB 138: Critical Thinking Through Literature 3 credits

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

HUSB 140: Theories of Counseling 3 credits

This course examines the different theories of psychotherapy and how these theories affect counselors and their clients.

HUSB 141: Computer Literacy 3 credits

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

HUSB 142: Law & Legal Advocacy 3 credits

This course familiarizes students with the history and structure of the United States legal system on the federal, state and local levels with particular reference to issues of case advocacy and class advocacy.

HUSB 143: Contemporary American Literature 3 credits

This course examines literature dealing primarily with the social issues contemporaneous with various authors. The content is diverse, reflecting gender, race, class and cultural issues.

HUSB 146: Writing Skills I 3 credits

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

HUSB 147: Advanced College-Level Academic Skills 3 credits

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

HUSB 150: African-American History 3 credits

Within an historical context, this course examines the impact that the African-American experience has had on social change movements in the United States. Beginning with early slave revolts and ending with more recent political activism, particular emphasis will be placed on the interplay between African-American social change theory and the promise of "The American Dream."

CJWB: 151 Criminal Justice: An Introduction 3 credits

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

HUSB 151: Mathematical Inquiry 3 credits

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

CJWB 152: Police and the Modern Society 3 credits

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

HUSB 152: Early Childhood Development 3 credits

This course studies different areas of child behavior as well as important theories of child development. It explores the misinterpretation of change and the difficulties this causes for children in their personal and social adjustment.

CJWB 153: Victimization 3 credits

This course provides an introduction to victimization including theory, social trends, intervention skills and the role of institutions and social attitudes in the dynamics of victimization. The importance of empowerment in overcoming victimization is stressed.

CJWB 154: Corrections 3 credits

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

CJWB 155: The Criminal Court System 3 credits

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

CJWB 156: Crisis Intervention 3 credits

This course covers both frequent and unique situations that might require intervention. It will cover theoretical areas such as crisis theory and the management of interpersonal conflict as well as specific situations such as rape, child abuse, potential suicides and hostage incidents.

HUSB 156: Crisis Intervention 3 credits
This course covers both frequent and unique situations that might require intervention. It will cover theoretical areas such as crisis theory and the management of interpersonal conflict as well as specific situations such as rape, child abuse, potential suicides and hostage incidents.

HUSB 166: Music & Empowerment 3 credits
This course examines the role of music, especially singing, in community building and empowerment. Through readings, films, listening to music and group singing, the course explores music as a tool for social change, community development, healing and education. Special focus is given to the cultural and religious roots of music. Students learn tools for using music in their own human service and community work.

HUSB 185: Issues of Adolescence 3 credits
Cross-cultural and historical perspectives on adolescence and biases regarding youth are explored in order to examine the issues of adolescence in the context of an ever-changing world.

HUSB 203: Administration: Finances 3 credits
This is an intermediate course focusing on long-range planning and the role of grant writing, fund raising, fiscal management and agency relationships.

HUSB 205: Financial Management of Human Services Agencies 3 credits
This course examines the dynamics and elements of financial management. Students will learn how to develop and assess financial plans, ensure accountability, and develop and manage a budget.

HUSB 206: Public Relations for Community Organizations 3 credits
This course introduces the concepts and skills of public relations for community organizations through readings and discussions with speakers from all branches of the media. It covers topics that include writing and submitting press releases; the design, layout, and printing of flyers, posters, and newsletters; and production techniques for radio and television.

HUSB 211: Effective Parent-Child Relationships 3 credits
This course enables students to apply their understanding of effective parent-child relationships in a relevant and realistic manner to their work with clients and life. Contemporary theories about parent-child relationships are explored.

HUSB 212: Family Therapy 3 credits
This course examines the theoretical premises and many of the practical applications of family therapy. It covers how interpersonal systems function and applies these insights to work settings.

HUSB 218: Family Counseling & Understanding Diverse Cultures 3 credits
This course introduces major theoretical approaches to family therapy. Students learn to analyze the interactions of family structure, ethnicity and the impact of social control agents in determining appropriate helper responses. Ways in which the service providers' ethnicity, culture and race influence their perceptions are also explored.

HUSB 220: Ecology 3 credits
This course examines the basic principles of ecology that help explain the relationship between social action and environmental conditions. Causes and effects of environmental change will be analyzed as well as how change can affect community health. Scientific methods of investigating and documenting environmental health threats to one's community will be represented. This course includes a lab component involving field trips relevant to case studies.

HUSB 221: Interviewing Techniques 3 credits
This course enables students to acquire interviewing skills, develop sensitivity to the frustrations experienced by persons seeking help through the counseling process, acquire self-knowledge and awareness, and understand the necessity of confidentiality in the counseling relationship.

HUSB 222: Exploring Women's Issues Through Literature 3 credits
This course examines how women's power and self-concept are affected by the political, social and economic realities of one's ethnic, class and racial/cultural background. The class explores these dynamics via literature written by authors of diverse life histories who raise these themes in their works.

HUSB 224: Human Services Organizations 3 credits
This course introduces students to the local and national service organizations in their respective communities and how these organizations deal with people and one another. Also included is the examination of legal and tax status and responsibilities of nonprofit organizations.

HUSB 225: Dynamics of Case Management 3 credits
This course explores the principles and practices of case management. It provides the beginning human service worker with practical information about brokering, consumer advocacy and mobilization of services with special attention on the consumer.

HUSB 226: Urban Politics & Decision-Making 3 credits
This course analyzes how communities, along with those agencies involved in change, struggle to change the relationships between the "have nots" and the "have a lots."

HUSB 227: Intake & Referral 3 credits
This course provides students with practical skills for client intake, assessment, interviewing, case recording, case preparation and referral processes. The course addresses issues of contractual relationships with other agencies, privacy and confidentiality, and sharing of information with referral sources.

HUSB 229: Elementary Supervision 3 credits
This course examines the principles of employer supervision including professionalism and interpersonal relations, evaluation and motivation of employees, personnel policies and practice, occupational psychology and the decision-making process through case studies of sexual harassment, racism, nepotism and other forms of arbitrary decision-making.

HUSB 230: Political Economy of Human Services 4 credits
This course in the political economy of the United States examines the connections between the factors driving human services and the factors driving the economy. The course assesses proposed strategies for action.

HUSB 232: Child Development 3 credits
This course presents an introduction to the fundamental knowledge of child development. Emphasis is placed on stages of empowerment in the human life cycle from birth to adolescence. Major theories are explored as well as physical and cognitive aspects of child development studied in a cross-cultural perspective.

HUSB 233: Communications Skills II 3 credits
The focus of this course is on developing advanced expository and analytic written and oral skills.

HUSB 234: Health & Professionalism 3 credits
This course explores issues surrounding the labeling, control and treatment of those who are seen as deviant as well as issues of institutionalization and de-institutionalization in health care settings.

CJWB 235: Exploring Racial Perspectives Through Literature 3 credits
This course examines the dynamics of racism and internalized oppression from historical, sociological, cross-cultural and international perspectives. Literature from authors with diverse life histories is the primary catalyst for this exploration. Historical and sociological texts supplement the themes raised in the literature.

HUSB 235: Introduction to Human Service Research 3 credits
This course emphasizes the production of research papers relative to substantive human service issues. Preparation, research methods, organization, composition and final presentation of research papers are the topics of the class.

HUSB 236: Human Growth and Development 3 credits
This course focuses on how to deal successfully with life changes/transitions as well as the associated stress and anxiety by understanding the stages of transition and their implications; analyzing established patterns of coping with change; and developing personal strategies for dealing with future transitions. Students will be provided with a learning experience that enables them to enhance their personal growth and development as well as begin the process of making positive life changes.

HUSB 238: Data Systems for Human Services 3 credits
This course explores techniques to increase the usefulness of word processing, spreadsheet and database applications through simple programming and integration. Topics include macro coding, database procedural programming, conditional spreadsheet formulas, report generation and application linking through simple system procedures.

HUSB 240: Introduction to Abnormal Psychology 3 credits
This course is an introduction to the assumptions, theories and concepts of abnormal psychology. Emphasis is placed on the interaction of social, psychological and biological factors in shaping personality development.

CJWB 241: Coping with Disease & Death 3 credits
This course analyzes how the sociological and psychological implications of disease relate to coping mechanisms and interaction with others and how the conceptualization of disease connects with the specter of dying and the finality of death. It examines the patient's and the patient's family's needs and how these needs influence the institutions involved.

HUSB 241: Coping with Disease & Death 3 credits
This course analyzes how the sociological and psychological implications of disease relate to coping mechanisms and interaction with others and how the conceptualization of disease connects with the specter of dying and the finality of death. It examines the patient's and the patient's family's needs and how these needs influence the institutions involved.

HUSB 242: Public Health & Health Education 3 credits
This course covers many topics: the nature of our health systems; the concept of multiple risks; various risk reduction strategies; the historical origins of public health; the possibility of solving health problems through formal and informal health education; and individual, social and organizational approaches to health education. These issues are examined in order to assess the nature and role of health educators.

HUSB 247: Practicum in Human Services 3 credits
See your academic advisor.

CJWB 249: Juvenile Justice 3 credits
This course examines the operation of the juvenile justice system in the United States including its social, political and economic context, its theoretical and ideological underpinnings, and current proposals for reform.

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

HUSB 250: Special Topics in Human Services 1–3 credits
This course provides an opportunity for students to do an in-depth analysis on specific human services topics. The analysis will include looking at the issues from historical and cultural perspectives. The issues reviewed are developed by the instructor in collaboration with the class.

HUSB 254: Contemporary Issues in Human Biology 3 credits
This course focuses on the balance of hereditary and environmental forces in human biology and the relationship of human beings in our natural/material environments.

HUSB 256: Health & Society 3 credits
This course defines and explores health care for people. It conceptualizes the health "forest" of which the professional personal treatment "tree" is a part. It is organized around four themes: caring for sickness versus health care; professional caregivers versus self-care; public health care versus personal health care; and public health defined by the state versus public health defined by and for the citizenry.

HUSB 257: Health Care & Aging I 3 credits
This course reviews the physiological etiology of aging, the interrelationship between physiological change and mental health, self-assessment, needs assessment, status issues and work in family and institutional settings.

HUSB 258: Health Care & Aging II 3 credits
This course reviews the techniques of working with the geriatric patient. The therapeutic community, sensory training, reality orientation, remotivation and group activities as therapy are examined.

HUSB 259: The Language of Sickness and Healing 3 credits
This course deals with the effects of language on the definition of sickness and of healing and the effects of different languages on how people deal with each other. It looks at gender, class, race and cross-cultural differences in language.

CJWB 260: Race & Justice 3 credits
This course examines how race, ethnicity, gender and class play a role in the treatment an individual receives while “participating” in the U.S. society and the justice system. It explores several topic areas including arrest, sentencing, and corrections. In addition, students are introduced to Critical Race Theory (CRT), a theory which challenges the ways in which race and racial power are constructed in U.S. society. Issues including affirmative action, property rights, and the social construction of race are discussed.

HUSB 260: Public Health I 3 credits
This introductory course surveys issues in epidemiology and public health, health campaigns, immunizations, health care delivery systems and the types of professional staffing providing public health services. A major part of the course is devoted to analyzing the roles of local, state and federal government in regulating, financing and monitoring health care delivery.

HUSB 261: Public Health II 3 credits
This course examines legal issues in the delivery of health care and the role of economics and politics in public health. Contemporary case studies are analyzed.

HUSB 262: Health Care & Aging III 3 credits
This course focuses on aging in an industrial society, especially on the class, racial, cultural and sexual differences of growing old. It also covers the right to work, social security, housing and health care.

HUSB 265: Writing for Human Services 3 credits
This course teaches students how to perform specific writing tasks frequently required of human services professionals, such as: writing effective email, memos, and letters; crafting appeals for funding; writing reports; preparing agendas and minutes; composing, administering, tabulating and reporting on surveys; and preparing press releases. In addition, the course is designed to help students gain confidence in their overall ability to write effectively at work, at school, and in their personal lives. Prerequisite: Communication Skills II or equivalent

HUSB 270: Reading and Notetaking Strategies 1 credit
This one-credit seminar teaches students how to read actively using the “SQ3R” method (scan, question, read, recite, review). Students also practice identifying thesis statements and supporting arguments. In addition, students learn some methods to avoid several common logical fallacies. Students also learn and practice the “Cornell system” for taking notes on reading, lectures, and class discussion that are useful for later review.

HUSB 275: Healing in Cross-Cultural Perspective 3 credits
This course examines the fundamental role of culture in shaping personal and social dimensions of illness and healing. It emphasizes a comparative methodology based on the in-depth study of selected cultural healing traditions. It demonstrates how a cross-cultural perspective contributes to effective human service work in a multiethnic society.

HUSB 278: Historical Sociology of Community Development 3 credits
This course examines the history of community development from a sociological perspective.

HUSB 280: Database Management 3 credits
The principles of computing, database management and applications generation are introduced. The course investigates the concepts and techniques underlying systems and assesses some of the features to look for in good software. Standardization and organization of information are explained in the context of developing a data dictionary based on fields, records and files comprising a database. Students design and program a custom report through the use of an associated report-generator known as FORMS.

HUSB 281: Introduction to Community Video 3 credits
This course introduces video production techniques to promote access to community broadcast and cable television channels. It covers the development of the skills necessary to produce public service announcements and documentaries for community education.

CJWB 282: Law & the Politics of Poverty 3 credits
This course examines the various ways the federal government has dealt with the problem of poverty in America. The course covers the years from 1950 to the present and examines the impact on poverty of certain programs.

HUSB 284: Current Events in an International Context 3 credits
The purpose of this course is to familiarize students with the major social forces as they relate to American international relations.

HUSB 286: International Human Resource Development 3 credits
This course provides a basic introduction to the theory and practice of international human resource development. It focuses on approaches most relevant to community development goals, not merely corporate settings. Social development models that build self-reliance are contrasted with more traditional social welfare models. Projects in the areas of literacy, health, education and community organization are studied.

HUSB 289: Rural Issues in Mental Health 3 credits
This course identifies rural issues for mental health practice. It studies rural conditions and examines how they affect mental health and related service delivery. Natural, human, political, organizational and professional environments are explored.

HUSB 300: Professionalization and Bureaucratization in Human Services 3 credits

This course deals with the contradictory pressures for, and effects of, professionalization and bureaucratization in human services organizations and systems and with alternative models for these approaches.

HUSB 306: Independent Study I 1-3 credits

This course is intended for students who want to conduct independent reading and/or research under the supervision of a faculty member. The specific learning objectives are determined by contractual agreement with the faculty member.

HUSB 308: Independent Study II 1-3 credits

See your academic advisor.

HUSB 309: Independent Study III 1-3 credits

See your academic advisor.

HUSB 310: Counseling: Theories & Perspectives 3 credits

This course examines theories and practices of counseling in the course of experiential work during class sessions. The course stresses contemporary theoretical innovations as well as a realistic social perspective necessary to teach clients creative problem framing and solving.

HUSB 313: Counseling Within Institutional Settings 3 credits

This course examines total institutional settings, their impact on the residents and staff, and the logic and dynamics of de-institutionalization.

HUSB 314: Counseling from a Racial Perspective 3 credits

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

HUSB 316: Psychology of Women: Theories & Practices 3 credits

This course utilizes contemporary and emerging literature that offers new perspectives on the psychology of women.

CJWB 317: Substance Abuse Counseling 3 credits

This course examines the particular theories and techniques utilized in work with clients struggling with addiction.

HUSB 317: Substance Abuse Counseling 3 credits

This course examines the particular theories and techniques utilized in work with clients struggling with addiction.

CJWB 318: Family Counseling & Understanding Diverse Cultures 3 credits

This course introduces major theoretical approaches to family therapy. Students learn to analyze the interactions of family structure, ethnicity and the impact of social control agents in determining appropriate helper responses. Ways in which the service providers' ethnicity, culture and race influence their perceptions are also explored.

HUSB 318: Cross-Cultural Perspectives in Social Services 3 credits

The purpose of this course is to engage students from different backgrounds in serious analytical discussions of cultural, ethnic and national similarities and differences in systems for meeting human needs that include education, health care, food, and human and community development.

HUSB 319: Advocacy for Institutional Change: Case & Class Advocacy 3 credits

This class has four objectives: to teach students how to apply their knowledge of the advocacy process to different situations; to enable students to learn the relationship between social change theories and advocacy; to examine and review the essential tools of advocacy; and to help students decide about their ability and willingness to work within advocacy principles.

CJWB 320: Survey of American Jurisprudence I 3 credits

This course surveys the U.S. legal system with a particular focus on criminal law and procedures as well as individual rights and liberties. Specific components include an overview of state judicial systems, the doctrines of judicial review and separation of powers, substantive criminal law, criminal procedure and juvenile justice, police and judicial court systems, and individual rights and liberties.

CJWB 321: Survey of American Jurisprudence II 3 credits

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

HUSB 321: Survey of American Jurisprudence II 3 credits

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

HUSB 322: Basic Concepts in Business & Politics 3 credits

This course provides international students with a critical understanding of the social, political and economic context within which the human services and community development systems function in the U.S. It includes a structural, historical and functional examination of the business and political systems in the U.S. and their interrelationships. The class is designed to enhance international students' understanding of other courses taken at the College.

HUSB 323: The Process of Practical Politics 3 credits

This course provides students with an introduction to and an overview of state legislative political systems and the strategies utilized to affect political outcomes. The course covers the structure of the legislative and executive branches, their internal organization, the election process and the lawmaking process.

HUSB 324: The Human Factor in Community Health 3 credits

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

HUSB 325: Politics of Education 3 credits

From a theoretical, historical and cross-cultural framework, students examine the impact of power dynamics on the education process and educational institutions. They also assess how culture, politics and economics affect educational institutions.

HUSB 328: Community Organizing 3 credits

This advanced course distinguishes the characteristics of organizers and the form of their social movements. Students also analyze the structural transformation of a community and the development of an organizer. Group dynamics is also a focus.

CJWB 329: The Administration of Community-Based Correctional Programs 3 credits

This course examines a number of practice-related problems, including problems of work-release and other release programs for institutional inmates; administration of halfway houses; nonresidential programs for probationers, parolees, and drug abusers; community residences for juvenile offenders; and supervision of foster care programs.

CJWB 330, 331, 332: Group Project in Community Development & Change 12 credits

The Group Project constitutes three terms, each of which is worth four semester-hour credits. Working together in groups of two to five members, learners identify a problem in a given community and design an action research plan to address it. The Group Project provides the opportunity to be directly involved in grassroots work to impact a community's social dynamics and to practice the methodological skills acquired in CJWB 305. Learners' responsibilities include needs assessment and analysis, history of the issue and of the community, group development, problem framing and solving, formative and summative evaluation, and the practice skills needed to implement the project. Prerequisite: CJWB 305: Issues in Research.

CJWB 334: Police Administration & Organization 3 credits

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

CJWB 337: Human Sexuality 3 credits

This course helps students develop a broader understanding of human sexual functioning by examining a wide range of behaviors from a physiological, psychosocial, cultural and behavioral frame of reference.

HUSB 337: Confronted By Violence 3 credits

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

HUSB 339: Preventive Holistic Health 3 credits

This course examines alternatives to the current health delivery system. It gives particular attention to how people deal with their own health care as it relates to primary, secondary and tertiary prevention.

HUSB 343: Cooperatives 3 credits

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

HUSB 344: The Law, Agencies & the Developmentally Disabled 3 credits

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

CJWB 345: Politics of Prisons 3 credits

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

HUSB 345: Independent Reading & Research 3 credits

This course involves an independent program of study, research or creative activity designed under specified conditions. It is usually conducted off campus by the student under the supervision of a faculty sponsor. The student defines the nature of the issue to be addressed and develops a proposed syllabus that is used as a learning contract. The faculty sponsor signs the proposed contract once it meets the standards for a three-credit experience.

HUSB 346: Introduction to Developmental Disabilities 3 credits

This course examines developmental disabilities with particular reference to methods designed to enhance the quality of life of developmentally disabled individuals.

HUSB 347: Contemporary Issues in Morality 3 credits

This course raises questions inherent in a technological, computerized age regarding the quality of human life and relationships. Questions of dominance, power and control are discussed within the context of cultural, social, economic and political systems. Students examine changing patterns in contemporary culture and develop a definition of ethics that is inclusive.

HUSB 348: Creative Writing For Social Change 3 credits

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

HUSB 350: Race, Religion & Culture 3 credits

This course investigates the interplay between race, religion and culture within societies and organizations attempting to move towards equality and democracy. A range of thinkers is examined.

HUSB 353: International Analysis 3 credits

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

HUSB 354: Organizational Development 3 credits

This course analyzes how human service organizations can deliver quality service without the negative aspects of bureaucratization. Utilizing social systems theory as the general framework, the class focuses on such issues as needs assessment, effective long-range and short-range planning, and staff and program evaluation.

HUSB 355: International Political Economy 3 credits

This course explores the international political economy with a particular emphasis on the relationship between the Northern and Southern Hemispheres. The historical roots of colonialism and neocolonialism are examined as are the implications for development.

HUSB 360 - 361 - 362:

Fitness/Wellness 4 credits cumulative

HUSB 360: Fitness/Wellness I 2 credits

HUSB 361: Fitness/Wellness II 1 credit

HUSB 362: Fitness/Wellness III 1 credit

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

HUSB 363: Health & the Social Order 3 credits

This course presents a picture of the relationship between health, disease and the social order and illustrates how social and cultural factors mediate biological determinants and outcomes.

CJWB 365: Law & Social Change 3 credits

This course analyzes formal institutions of social control and their impact on social justice and social change. It examines the question of whether the legal process can initiate and sustain social change. Prerequisite: HUSB 142 Law & Legal Advocacy or equivalent

HUSB 366: Culture & Political Thought of Third World People 3 credits

This course surveys the social, cultural and political aspects of several Third World countries and their cultural transformations in order to develop an understanding of the role of culture in the process of social change and liberation struggles. It develops an understanding of the cross-cultural factors that influence people of color living in Africa, Latin America and North America.

HUSB 367: Psycho-Politics of Male-Female Relationships 3 credits

This course defines psycho-politics as it relates to male-female relationships, describes major characteristics of present male-female power dynamics, examines perspectives on relationships through a variety of psychological and political constructs, and outlines differences and similarities of relationships in diverse cultural and class settings.

HUSB 368: Social Philosophy 3 credits

This course compares and contrasts a range of philosophers who have had a great impact on our social consciousness. It aims to help students master certain basic philosophical principles in relation to their social activities and enables them to develop a social consciousness that defines their social responsibilities.

HUSB 369: Victimization 3 credits

This course provides an introduction to victimization including theory, social trends, intervention skills and the role of institutions and social attitudes in the dynamics of victimization. The importance of empowerment in overcoming victimization is stressed.

HUSB 370: Rural Development 3 credits

This course examines the socioeconomic and ecological consequences of ownership patterns and land use practices in the U.S. from colonial times to the present. It examines the socioeconomic structures, government policies and industrial patterns underlying the present underdevelopment of rural areas. Case studies of rural development strategies are also discussed.

HUSB 371: Socialization & Social Control 3 credits

This course examines the social function of a variety of educational approaches and their development within a social and historical context. The development of the U.S. educational system in the first half of the 19th century, 20th-century reforms and the dynamics of the educational process are explored.

HUSB 372: Economics, Competition & Cooperation 3 credits

This course examines the mainstream interpretation of how economies work. A range of economic systems is examined with particular emphasis on how competition and cooperation are used in each system. This critique stresses the historical and evolutionary importance of cooperation and self-determination among people.

HUSB 373: Cooperative Models for Sustainable Communities 3 credits

This course is an examination of the nature and structure of cooperative models as well as the psychological and sociological underpinnings necessary to create and maintain them. Their actual and potential impact on community-based sustainable development is assessed. The ideological employment of the concepts of competition and cooperation is examined.

HUSB 374: International Economic Order 3 credits

This course is about the new economic order and the changing role of the United States within it. Topics to be considered will include: issues in trade policy; employment, unemployment and information technology; regional trade organization; and social services, among others.

HUSB 375: Case Studies in Community-Based Development 3 credits

Case studies in community-based development from various cultural settings are examined.

HUSB 376: Labor Economics 3 credits

This course explores the application of economic analysis to issues important to the labor movement. Students' abilities to assess the impact of market conditions on labor and to critically assess government policies that affect workers and their working conditions are developed. The historical role of unions is a part of this study.

HUSB 377: Labor Law 3 credits

This course provides an introduction to federal, state, private and public sector laws dealing with workers' rights and benefits, occupational safety and health, union organizing, collective bargaining and union democracy.

HUSB 379: Cultural Change in the African Diaspora 3 credits

This course examines the role of culture and the development of social and political thought of Third World societies with emphasis on the peoples of the African Diaspora.

HUSB 383: Politics of Psychotherapy: Implications for Social Change 3 credits

This course examines, both critically and from an analytical perspective, the history, conflicts and contradictions that have surrounded the emergence of psychotherapy as the primary mode of treatment for people experiencing difficulties in their everyday life. Focus is placed on reviewing and comparing different influences on the definition of psychotherapy, especially with respect to its implications for the field of education and social change.

HUSB 387: Appropriate Technologies 3 credits

Much has been made lately about the role of appropriate technologies for development, and the question has been raised, "What is the meaning of 'appropriate'?" Should different technologies be appropriate for developing countries than for developed countries? These questions and the issue of technological transfer are explored.

HUSB 388: World Views Analysis 3 credits

This course investigates the nature of current global resources, development and environmental crises; and analyzes the world views or social values, structures and systems underlying these crises, as well as alternative world views for a peaceful and environmentally sustainable global society.

HUSB 390: The Labor Movement & Contemporary Society 3 credits

This course examines the philosophy, structure and functions of trade unions in the U.S., the role of unions in the economy, labor positions on important political issues, political activity of unions, labor history and government's role in labor/management relations.

HUSB 395: The Economics & Sociology of Work 3 credits

This course discusses the organization of work in the U.S., competing management philosophies, response of workers to management philosophies and practices, satisfaction of workers with their jobs, trends in worker productivity, alternative work arrangements and worker participation in management.

HUSB 399: Language, Culture & Critical Thinking 3 credits

This course is an introduction to the nature of social science discourse. The class explores the interrelationship of culture, values and institutions with an emphasis on the importance of the human services. Students learn to think critically about social problems and development by utilizing the science of inquiry as a method of analysis.

CJWB 411: Violence & Social Control in U.S. History & Society 3 credits

This course examines the nature and reaction of violence and deviance as well as the dynamics of institutions of social control. Students also study a range of violence (ethnic, political, economic, interpersonal), a range of demands (moral reform, segregation) and a range of institutions (police, militia and asylums). Its concerns are historical, sociological and practical.

HUSB 423: Rural Issues 3 credits

This course offers students an opportunity to explore a variety of human services and community development issues with particular reference to rural areas in the United States from the colonial period to the present. The issues to be reviewed are developed by the instructor in collaboration with the class.

CJWB 438: Liability Issues for Public Officials 3 credits

This course examines the responsibilities and duties imposed upon public officials and public employees in the performance of their jobs as agents involved in the implementation of public policy. The legal liability of police officials, welfare case workers, counselors and others is discussed in relation to federal civil rights statutes.

HUSB 441: Library Research Methods 3 credits

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

HUSB 442: Thesis variable credit

See your academic advisor.

HUSB 444: Social Change Movements 3 credits

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

HUSB 445: Issues in Labor Studies 3 credits

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

HUSB 449: Contemporary Issues in Human Services 3 credits
This course allows students to examine current issues and emerging trends in the human services field. The issues examined are from a variety of perspectives: personal, cultural, economic and political. The issues reviewed are developed by the instructor in collaboration with the class.

HUSB 451: Grant Writing & Fundraising 3 credits
This course provides an overview of necessary skills in grant writing and the techniques utilized in applying for public and private funding sources. It reviews the elements of proposal development and proposal writing strategies as well as grants management processes.

CJWB 464: Substance Use & Abuse: From Prevention to Treatment 3 credits
This course examines substance use and abuse. Its goals are to build a pharmacological knowledge of substances; to explore how society causes an increased use of substances; and to analyze systems designed to offer prevention and treatment. Special emphasis is placed on the disease concept of alcoholism and counseling techniques currently used in substance abuse treatment.

HUSB 486: Internship 3-6 credits
The internship is a course of practical study through placement in a work experience in a community service agency. Acceptable internship settings provide the student with an opportunity to develop new skills or work with a new problem or population. Under close supervision, students acquire experience in providing direct service to consumers and learn how agencies function.

HUSB 491: Organizing, Collective Bargaining & Labor Law 3 credits
Issues explored in this course are organizing strategy, collective bargaining theory, scope of bargaining (wages, hours, and the terms and conditions of employment), the balance of power in collective bargaining relationships, and the understanding of bargaining power and U.S. Labor Law under the Wagner and Taft-Hartley Acts.

HUSB 492: Contract Administration & Arbitration 3 credits
This course presents the principles of contract interpretation and grievance handling, which matters can be arbitrated, the selection of arbitrators and the law of arbitration.

HUSB 493: Public Sector Unionization 3 credits
This course discusses the history of public sector unionization, special problems of public sector unions, right to strike, binding contract arbitration, best-last offer arbitration, advisory arbitration, fact finding, mediation, public relations and political action.

HUSB 494: Trade Union Administration 3 credits
Issues covered in this course are managing a local union; handling finances, correspondence, and record keeping; requirements of the Landrum-Griffin Act; setting policies and making constructive decisions in the union; increasing membership participation and leadership competence; and identifying and solving problems in local situations.

HUSB 496: Introduction to Environmental & Occupational Health & Safety 3 credits
This course examines the history, development and current state of environmental and occupational health and safety protection in the U.S. It is intended as an introduction to the relevant laws and agencies as well as to important environmental and occupational health problems and major dilemmas facing those who want to protect the environment and improve workers' health and safety.

HUSB 498: Health Policies for Developing Countries 3 credits
This course provides an introduction to the health needs and problems in developing countries. It introduces the primary health care model and its relation to both traditional health practices and standard Western medical practice. It examines principles of infections and communicable diseases, maternal and child health, environmental health, nutrition and health education as well as the role of the community in health care.

YMCA Training Module Courses

SHSY 10: Principles and Practices 2 credits
This orientation course prepares YMCA staff members to understand the nature and character of the YMCA, the YMCA's roles in the community and the importance of volunteer/staff partnerships; strengthens learners' communication skills; and stresses the skills needed to work cooperatively with others. This seven-day residential training includes full group sessions and a variety of skill-building workshops. Prerequisite: YMCA affiliation.

SHSY 20: YMCA Problem Solving and Decision Making 1 credit
This course explores several of the more effective methods for identifying, describing, working through and solving problems requiring decisions as the final outcome. The methods include those working best for groups, individuals and organizations. The structure of organizational decision-making, the forces affecting decisions and the evaluation of outcomes are part of this exploration. The development of action plans and options for choosing problem-solving methods receive as much attention as the decisions to be made, once the problems have been identified and their causes clearly defined. Prerequisite: YMCA affiliation.

SHSY 21: Financial Development 1 credit
Participants will learn about resource development and the role of staff members and volunteers. They will discuss the relationship between financial development and planning, program services and board selection. They will receive grounding in the vehicles associated with contributed support, with special emphasis on good current support efforts and results. Prerequisite: YMCA affiliation.

SHSY 22: Fiscal Management and Budgeting 1.5 credits
The critical concepts and skills that ensure sound financial management in the YMCA are the foundation of this module. Participants will develop a basic understanding of the interconnectedness of the mission, planning, programming and finance. They will also gain an appreciation for the importance of developing and committing to a management philosophy that promotes fiscal responsibility. The concepts of cost allocation and cost analysis in decision-making are also covered. Participants will build skills in effective budgeting, control, reporting and forecasting; learn to identify and distinguish between direct and indirect costs; and find out how to use the break-even concept for making program decisions that meet mission and financial parameters. This redesigned module features a case study approach, with the examination of realistic situations encouraging participant involvement. Prerequisite: YMCA affiliation.

SHSY 23: Not-for-Profit Strategic Marketing 2 credits
This course covers marketing concepts and terminology. This module will define basic marketing principles such as the marketing mix, positioning, competition and the four Ps of marketing. It will focus on the process of not-for-profit strategic marketing in order to increase capacity to lead the organization and to accelerate growth in membership and program. Prerequisite: YMCA affiliation.

SHSY 24: Strategic Planning 1 credit
This updated module provides an introduction to the strategic planning process and the fundamentals of good planning. The techniques learned are applicable to organizations, units or teams of any size. Through this course, participants will learn how strategic planning is different from other types of planning. They will gain insight into and appreciation of this discipline by applying the steps of the strategic planning process to their personal lives, a YMCA case study, and a back-home group, team or unit of which they are a member. Prerequisite: YMCA affiliation.

SHSY 26: Program Management 1.5 credit
This course covers the development and management of YMCA programs. It is concerned with the connections between a YMCA's mission and goals and the way these goals are demonstrated through programs. Participants will learn the basics of data gathering, analyzing, program design, monitoring and management. They will learn the steps necessary to develop new programs that reflect community needs. Prerequisite: YMCA affiliation.

SHSY 27: Facilities Management 2 credits
This course assists managers in the supervision of stationary engineers and facilities/property managers by giving an overview of the technologies, processes and issues related to the ongoing maintenance, repair and care of physical properties. Included are issues of facility safety and accident prevention, building emergency and crisis management, equipment maintenance and replacement schedules, and repair and maintenance of furnishings. Checklists, facilities surveys, depreciation budgeting and a host of maintenance tips are provided. Prerequisite: YMCA affiliation.

SHSY 28: Supervision 1 credit
This module enables participants to explore the role of the supervisor as leader, motivator and team builder. Opportunities are provided to practice supervisory skills, study employment law and build a positive work environment. Personal credibility and character development are interwoven throughout this interactive module. Prerequisite: YMCA affiliation.

SHSY 29: YMCA Fitness Specialist 3 credits
This course prepares YMCA staff members to work with members in physical fitness assessments and individualized exercise plans. Participants will be certified to conduct the YMCA Physical Fitness assessment battery. This course is recommended for those who are working as personal trainers. Prerequisite: current CPR.

SHSY 30: Training of Trainers: Design and Delivery Skills 2 credits
This course combines two YMCA Training of Trainers modules: Design Skills and Delivery Skills. The design module explores adult learning theory and principles, psychology of motivation and how to assess learning needs. The delivery module facilitates the understanding and enhances the practice of various teaching methods. Participants must complete both in order to receive credit. Prerequisite: YMCA affiliation.

SHSY 35: YMCA Group Work (1 credit)
This module is designed to help participants understand the importance of group work, its principles and how it relates to YMCA goals. It concentrates on the application of group process theory in helping participants to define and recognize what makes groups effective and to understand the concepts of shared leadership, leadership styles and member-leader functions. Participants will learn about daily opportunities for group work and will discover ways to increase the group interactive skills of their colleagues. Prerequisite: YMCA affiliation.

SHSY 37: Volunteerism and the YMCA 1 credit
This module helps participants understand the historical perspective of volunteerism in the YMCA movement; demonstrates the role of volunteers in carrying out the YMCA mission and focusing on character development; and considers principles and practices for involving volunteers in program delivery, policy making and fundraising. Obstacles to full involvement by volunteers will be considered, as well as practical steps to take in starting or strengthening a volunteer program. Prerequisite: YMCA affiliation.

SHSY 49: YMCA Group Exercise Instructor .5 credit
This course is designed to train staff members in the basics of conducting group exercise classes. Course content includes the components of an exercise class, basic exercise selection, the practical application of exercise science, qualities of an exercise instructor, nutrition information and practical sessions. Other topics include choreography, cueing, music selection, safety and liability. Prerequisites: current CPR, Principles of Health and Fitness certification, and 25 hours of practical experience.

SHSY 50: YMCA Day Camp Director 1 credit

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

SHSY 51: Youth Super Sports Director .5 credit

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

SHSY 52: Youth Fitness Instructor .5 credit

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

SHSY 55: Aquatic Facility Manager 2 credits

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

SHSY 56: Walk Reebok Instructor 1 credit

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

SHSY 57: Arthritis Foundation/YMCA Aquatic Program Instructor 1 credit

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

SHSY 58: Active Older Adult Exercise Instructor (Land) 1 credit

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

SHSY 60: Aquatics for Special Populations Instructor 1 credit

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

SHSY 62: Synchronized Swimming Instructor 1 credit

This course provides participants with the knowledge and teaching skills necessary to teach a YMCA synchronized swimming class, incorporate synchronized swimming into other Y programs, or coach a beginning-level team. Prerequisites: current CPR, current YMCA Lifeguard, Principles of YMCA Aquatic Leadership or BALC certification or Fundamentals of Teaching YMCA Swim Lessons.

SHSY 63: Gymnastics Instructor .5 credit

This course focuses on the YMCA of the USA progressive gymnastics program. It is designed for staff members who have major roles in teaching, coaching and administering YMCA gymnastics programs. Content includes program planning and organization, teaching techniques, safety precautions, skill development and spotting. It is required that students have completed “Working With 10-to-14 Year Olds.” Prerequisites: minimum 25 hours experience as gymnast, leader, student teacher or gymnastics coach, minimum age 18, recommended by supervisor.

SHSY 64: Open Water Scuba Diver 1 credit**SHSY 65: Silver Scuba Instructor 1 credit**

YMCA Scuba offers an extensive list of certifications. For more information on course content and availability, contact Tec Clark at 770-662-5172 or write to YMCA Scuba, 5825 Live Oak Parkway, Suite 2A, Norcross, GA 30093-1728.

SHSY 67: YMCA Lifeguard Instructor 1 credit
This course provides necessary training and information for participants to certify people as YMCA lifeguards in the new program and as a YMCA Aquatic Safety Assistant (YASA). This course does not automatically renew YMCA Lifeguard certification. Prerequisites: minimum age 18, current CPR, current YMCA Lifeguard program certification, Principles of YMCA Aquatic Leadership or BALC certification or Fundamentals of Teaching YMCA Swim Lessons.

SHSY 70: Infant-Toddler/Preschool Child Care Director 6 credits
This course is designed for infant-toddler/preschool child care directors and lead teachers. It covers the unique aspects of YMCA child care for children up to age 5, including curriculum, space design, interpersonal relations, health and safety, and program standards. It also includes training designs that can be used with teachers back home. Prerequisites: Working with Children up to Age 5 certification, Principles of YMCA Child Care or Y's way to Child Care certification.

SHSY 71: School Age Child Care Director 6 credits
This course is designed for school-age child care programs and site directors. It covers the unique aspects of YMCA child care for elementary-school-age children, including curriculum, space design, interpersonal relations, health and safety and program standards. This course includes sections on retaining older children (grades 4-6), working with children with special needs and developing partnerships with schools. The participant notebook includes training designs that can be used with teachers back home. Prerequisites: Working with 5-to-9 Year Olds certification, Principles of YMCA Child Care or Y's Way to Child Care certification.

SHSY 72: Teen Leadership Director 1 credits
This course is designed for the staff person responsible for teen club programs involving any of the following age groups: middle school, junior high or high school. It explores the YMCA's unique approach to working with teen leadership programs. More specifically, it provides information on the administrative aspects of starting and operating a teen club, working with club advisors and officers (including a training design specifically for advisors and officers) and activity ideas related to the four goals of teen club programs—leadership training, personal growth, service to others and social development. This information is applicable to any type of teen club, although three models will be highlighted in this course—Leaders Clubs, Y-Clubs (Hi-Y) and Earth Service Corps. Prerequisites: Working with 10-to-14 Year Olds and/or Working with 15-to-18 Year Olds certifications.

SHSY 74: Active Older Adults Program Director 1 credit
This course examines how to start or expand YMCA programs for active older adults. It explores how to adapt promotion techniques, enrollment and registration procedures, scheduling, facilities and equipment for older adult programs. The course also covers financial, safety and liability issues and provides numerous tips on leading active older adult programs. Program options will be presented that include social clubs, volunteer programs, intergenerational activities, trips and travel, camping and outdoor-centered activities, educational and special interest activities and sports programs. Prerequisites: Working with Active Older Adults certification.

SHSY 81: Working with People with Disabilities .5 credit
This course is designed for all YMCA staff members and volunteers who work with or want to begin working with people with disabilities. Information will be provided on the use of correct terminology, the effects and implications of the Americans With Disabilities Act and the organization and administration of programs for people with disabilities. It will also cover special safety considerations related to facilities and participants, common disabilities and their implications for YMCA programs and program options for serving people with disabilities. Prerequisite: YMCA affiliation.

SHSY 87: International Initiatives 1 credit
This module prepares participants to develop, enhance and manage international initiatives at the YMCA, focusing on planning, organizing and implementing international Y-to-Y relationships, YMCA World Service campaign fundraising, international education activities for programs and opportunities for international leadership development. Case studies will highlight the factors for success in international work. The module will identify common obstacles to international involvement, how YMCAs have overcome them and the benefits of relating with the worldwide YMCA family. Participants will develop a back-home plan that identifies key human, financial and educational resources as well as strategies for involving volunteers, Y members and the wider community in international initiatives. Prerequisite: YMCA affiliation.

SHSY 88: Collaboration Skills 1 credit
This course serves as an introduction to the community development process, which includes community services, community education, advocacy, community organizing and local development. It will focus on skills required to collaborate effectively in the community. This course is designed for staff who develop or administer youth work programs. Prerequisite: YMCA affiliation.

SHSY 89: Conflict Management and Negotiation 1 credit
This course will expand participants' knowledge of behaviors, emotions and environments that contribute to conflict and violence among youth. Participants will learn how to recognize attitudes and behaviors that lead to conflict and violence and, where appropriate, how to manage and/or resolve conflict. Prerequisites: Working with 10-to-14 Year Olds or Working with 15-to-18 Year Olds certification.

SPRINGFIELD COLLEGE BOARD OF TRUSTEES 2003-2004

Officers

John A. Odierna, *Chairman*

R. Lyman Wood, *Vice Chairman*

H. Todd Stitzer, *Secretary*

Trustees

J. Rockwell Allen '69

Denise Alleyne '73, G'74, ex officio

Peter Andruszkiewicz '80

Helen D. Blake G'67

John L. Cutter

John L. Doleva

Daniel J. Fitzgerald

Richard B. Flynn, H'03, ex officio

Erica Goodyear '04 (student trustee)

Kenneth L. Gladish

Donald H. Gregory, Jr. '68

Sally M. Griggs

M. Dale Janes

Patricia R. LeShane '76

Susan E. Lundin '70

John L. Mailhot, ex officio

Thomas Marks '74

William B. Marsh H'02

Steven F. McWhorter

David R. Mercer H'95

John A. Odierna '64

Thane A. Pressman '67

Howard A. Pulsifer '64

Elizabeth B. Sandri

Harold C. Smith H'98

William H. Spelman III '65

Seymour Sternberg

H. Todd Stitzer '74

Robert M. Sullivan, Jr.

J. Michael Wallace

James E. Walsh '64

R. Lyman Wood

Melvin Zuckerman

FACULTY

AGONAFER, MULUGETA

A.S., Purdue University
B.S., Purdue University
B.A., Indiana University
M.A., Western Washington University
Ph.D., University of Massachusetts

ANDERSEN, RICHARD

B.A., Loyola University of Los Angeles
M.A., City University of New York
Ph.D., New York University

ANDERSON, DEBORAH L.

B.A., Lawrence University
M.A., Marquette University
Ph.D., Marquette University

BERGER, STEPHEN

B.S., City College of New York
M.S., Harvard University
Ph.D., Harvard University

BRADEN, WARREN

B.A., St. Olaf College
M.S.Ed., Northern Illinois University
Ed.D., Northern Illinois University

BUSH, CLIFTON

B.A., University of New Haven
M.S.H.S., New Hampshire College
Ph.D., Columbia-Pacific University

CHARANIYA, NADIRA K.

B.A., City University of New York
M.A. Ed., National-Louis University
Ed.D., National-Louis University

COOPER, TUESDAY L.

B.A., Rutgers University
J.D., Western New England College School
of Law
Ed.D., University of Massachusetts

DAVILA, RICHARD D.

B.A., Beacon College
M.S.W., University of Connecticut
Ph.D., University of Connecticut

DEWRANCE, JO ANN

B.S., Long Island University
M.S., Long Island University
Ed.D., American International College

GILLIAM-JOHNSON, PATRICE

B.A., Morgan State University
M.A., University of Maryland
Ph.D., University of Maryland

HAMMOND, MALWAN

B.A., University of Pennsylvania
M.A., University of Northern Iowa
Ed.D., Harvard University

HARRO, ROBERTA L.

B.S., Lebanon Valley College
M.S., Marywood College
Ed.D., University of Massachusetts

HETZEL, MARY JO

B.A., New School of Social Research
M.Ed., University of Pennsylvania
M.A., University of Washington
Ph.D., University of Massachusetts

HEWETT, ELLEN

B.A., McGill University
M.S.H.S., New Hampshire College

HINDS, STEVE

B.A., Dartmouth College
M.Ed., St. Michael's College

HINIS, HELENE

B.A., University of Massachusetts
M.A., University of Massachusetts
Ph.D., University of Massachusetts

HURDLE, MARY

B.S., Mills College
M.S., New York University

JONES, JOANNE SILVER

B.A., University of California
B.S.W., California State University
M.S.W., University of Calgary
Ed.D., University of Massachusetts

JOSEPH-COLLINS, B. GINA

B.A., Smith College
M.B.A., University of North Carolina
M.A., American International College
Ed.D., University of Massachusetts

LEVY, PAUL

B.A., Amherst College
M.S., Case-Western Reserve University
J.D., Georgetown University Law Center

McARTHUR, VERNE

B.A., Oberlin College
Ph.D., Yale University

MALLONA, AMELIA

B.A., Universidad Centroamericana
M.A., University of Missouri
Ph.D., Boston College

O'NEILL-ARANA, MARGARITA

B.A., University of Puerto Rico
M.Ed., Boston State College
Ed.D., University of Massachusetts

OSWALD, WILLIAM

A.S., Orange County Community College
B.A., Marist College
M.A., Marist College
Ph.D., University of Rhode Island

PARKER-GILLS, ELAINE

B.A., Antioch University
M.S., Pepperdine University
Ed.D. Pepperdine University

RAU, MALVINA

B.S., East Stroudsburg State College
Ph.D., Temple University

RHODES, TERESA A.

B.S., College of Charleston
M.S.W., University of South Carolina
D.H.A., Medical University of South Carolina

ROLAND, JOHN

B.A., American International College
M.Ed., Springfield College

SIEHR, REBECCA

A.S., Waukesha County Technical College
B.S., Mount Senario College
M.S., Marquette University

STANG, JUDITH

B.A., Slippery Rock State College
Ph.D., Nova Southeastern University

TAFT, JEANETTE

B.S., Hunter College
MSN, Hunter College
M.B.A., Pepperdine University

TALARICO, ROSS

B.A., University of Wisconsin
M.A., Syracuse University

THOMAS, GERALD

B.S.Ed., University of Georgia

M.Ed., University of Georgia

D.B.A., University of Sarasota

VACCO, MARJEANNE

A.B., Colby College

M.S.W., Boston University

C.G.A.S., Rivier College

Ph.D., Walden University

VANDEN AKKER, SHERRI

B.A., Mount Holyoke College

M.A., University of Massachusetts

Ph.D., University of Massachusetts

WATTS, MARGARET

B.A., Oberlin College

M.A., Columbia University

Ph.D., Union Institute

WILLIS, CECILIA DOUTHY

B.S., Kansas State University

M.S., Kansas State University

Ph.D., Iowa State University

ZARE, NANCY

B.A., Boston University

M.S.W., Boston College

D.S.W., Boston College

ADMINISTRATORS

ADAMS, CHARLENE

Admissions/Recruitment Coordinator
San Diego Campus

ANDERSON-YARRINGTON, DONNA

Student Services Coordinator
Manchester Campus

ARTZ, VIRGINIA

Business Services Coordinator
Wilmington Campus

AUSTIN, FAYE

Administrative Assistant
Milwaukee Campus

BELL, DONNA

Administrative Assistant
Charleston Campus

BORDERS, MARCIA

Administrative Assistant
Central Campus

BRADEN, WARREN

Assistant Dean/Campus Director
Milwaukee Campus

BRESNAHAN, ROSELIND

Admissions Coordinator
Manchester Campus

BROOME, JUNE

Financial Aid Services Coordinator
Wilmington Campus

BUCK, MARY

Business Services Coordinator
San Diego Campus

BUSH, MARIA

Assistant Director for Administration
Tampa Campus

CARTER, STEPHANIE

Administrative Assistant
Wilmington Campus

COOPER, TUESDAY L.

Faculty Chair
Central Campus

CRUZ, MARISOL

Director of Administration
Central Campus

DAVILA, RICHARD

Campus Director
Tampa Campus

DAVIS, VALARIE

Administrative Secretary
Central Campus

DOWNING, MARGARET

Academic Program Specialist
Central Campus

ECKE, KAREN

Director of New Campus Development
Central Campus

ELLIOTT, CAMILLE

Associate Director for Student Services
Central Campus

FETKENHAUER, BARBARA

Business Services Coordinator
Milwaukee Campus

FRISBY, ANNEMARIE

Coordinator of Marketing/Admissions
Central Campus

GARCIA, DANIEL

Secretary
Central Campus

GARFIAS, YOANA

Administrative Assistant
Los Angeles Campus

GIVENS, LORI

Admissions/Recruitment Coordinator
Los Angeles Campus

GRAY, VANESSA

Associate Director of Administration
Central Campus

GRIEP, JEANETTE

Administrative Secretary
Milwaukee Campus

HAMMOND, MALWAN

Campus Director
Boston Campus

HEATON, JEANNE

Administrative Assistant
Central Campus

HERRING, SARA

Administrative Assistant to the Dean
Central Campus

HEWETT, ELLEN

Assistant Dean/Campus Director
St. Johnsbury & Manchester Campuses

HICKS, REGINA

Admissions/Recruitment Coordinator
Boston Campus

JACKSON, VICKIE

Financial Aid Services Coordinator
Milwaukee Campus

JOHNSON-MOLEX, CAROL

Admissions/Recruitment Coordinator
Milwaukee Campus

JONES, MARSHA

Information Services Coordinator
Central Campus

JOSEPH-COLLINS, B. GINA

Associate Dean for Curriculum/Instruction
Central Campus

LADD, LINDA

Business Services Coordinator
St. Johnsbury & Manchester Campuses

LOZADA-COLON, IVETTE

Administrative Secretary
Central Campus

MAGIN, MARGARET

Administrative Assistant to Campus Director
Manchester Campus

NUÑEZ, YESENIA

Administrative Secretary
Tampa Campus

OLSON, JENNIFER

Financial Aid Services Coordinator
Central Campus

OSWALD, WILLIAM

Assistant Dean/Campus Director
San Diego Campus

PARKER-GILLS, ELAINE

Assistant Dean/Campus Director
Los Angeles Campus

PATTERSON, REGINA

Assistant Director for Administration
Wilmington Campus

PAULOWSKE, ROSEANN M.

Student Services Coordinator
Milwaukee Campus

PETERSON, NICOLE
Administrative Assistant
Manchester Campus

POWNALL, SUZANNE
Office Assistant
Wilmington Campus

RHODES, TERESA A.
Assistant Dean/Campus Director
Charleston Campus

ROBERGE, CYNTHIA
Academic Support Specialist
Central Campus

RUFF, KIMBERLY
Financial Aid Services Coordinator
Tampa Campus

RUIZ, EVA
Administrative Secretary
Tampa Campus

RUSSELL, ELIZABETH
Assistant Director for Academic Services
Manchester Campus

SANBORN, MARGARET
Administrative Secretary
San Diego Campus

SINGLETON, HENRY
Admissions/Recruitment Coordinator
Tampa Campus

SMALLS, ELSIE W.
Assistant Director for Administration
Charleston Campus

SMITH, JACQUELINE
Student Services Coordinator
St. Johnsbury Campus

SOPAPIA, TOEUM R.
Administrative Assistant to the Campus
Director
Boston Campus

SWOBODA-TRUE, PATRICIA
Assistant Director for Enrollment Services
Central Campus

THOMAS, EUNICE
Administrative Assistant
Central Campus

UPADHYAY, RAM
Assistant Director for Academic Services
Tampa Campus

WALKER, PAMELA
Administrative Secretary
Central Campus

WALLER, SANDRA
Associate Director for Academic Services
Central Campus

WATT, KIMBERLY
Administrative Assistant
Milwaukee Campus

WILLEY, JR., ROBERT J.
Dean

WILLIS, CECILIA DOUTHY
Assistant Dean/Campus Director
Wilmington Campus

YOUMANS, ROBERTA
Business Services Coordinator
Central Campus

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, work and play in a thoughtful community with others. The Alcoholic Beverage and Drug Policies are adopted to promote attitudes towards alcohol use that are consistent with an atmosphere of civility, and to discourage alcohol-related behavior on campus or campus-related sites which is illegal and/or abusive to oneself or others. The Drug Policy clearly outlines the position of the College relating to use of

illegal substances. Both policies have been developed to be consistent with our belief in the total development of the person -- in Spirit, Mind and Body.

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

Alcohol Policy General Guidelines

Please note: All SHS Campuses will follow this ruling

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

- A. No person, group or organization may sell alcoholic beverages except pursuant to a license granted by the state regulatory authority of the campus in question.
- B. No person who is intoxicated shall be served an alcoholic beverage. Violators are subject to a fine and possible disciplinary action from the state licensing authority.
- C. No person shall operate a motor vehicle under the influence of alcoholic beverages. Violators are subject to arrest, fine, mandatory court education programs, immediate loss of license and/or imprisonment.
- D. No person or group shall purchase or otherwise procure alcoholic beverages for consumption by persons under 21 years of age. Violators are subject to criminal charges and fine.
- E. No person shall use the liquor identification card or driver's license of another, or supply such cards to another, furnish false information in obtaining such cards, or alter or deface such cards. Violators are subject to possible arrest, criminal charges and fines.
- 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
TAMPA, FL 33602-2210
PHONE (813) 225-1061
OR (800) 724-2778
FAX (813) 225-1069

SHS WILMINGTON

501 SHIPLEY STREET
WILMINGTON, DE 19801-2252
PHONE (302) 658-5720
OR (800) 506-9270
FAX (302) 658-5756

