

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



SCHOOL OF HUMAN SERVICES GRADUATE PROGRAM CATALOG 2001–2003

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ACCREDITATION

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

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 017390-1433, 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, State Department of Consumer Affairs, Bureau of Private Postsecondary and Vocational Education, 1027 Tenth Street, 4th Fl., Sacramento, CA 95814-3517.

Tel: 916-445-3427

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

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

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

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

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

Wisconsin, Educational Approval Board, P.O.Box 8696, Madison, WI 53708-8696.

Tel: 608-266-1996.

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Overview

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

SHS programs and services are adult oriented. A convenient weekend schedule enables you to attend college full-time while continuing your workplace, family and community commitments. It enriches learning as you put into practice on Monday morning the skills and knowledge you acquired during the weekend classes. With three terms per year, we offer you an accelerated time frame to complete your degree sooner than you could have anticipated.

Our curriculum focuses on leadership development and encourages you to discover and refine your sense of voice and personal empowerment as leaders to effect social change. You learn to think critically, write powerfully and effectively from your own history and experience, and acquire enhanced research and action skills that develop the individual, the organization, and the community. Both curriculum and teaching practices aim at helping you to achieve your educational goals.

The educational model actively involves students in collaborative learning: integrating your life and work experiences with classroom learning; creating opportunities to learn from each other; and learning from faculty who are valued for their connections to workplaces and communities as well as their academic credentials. Action research projects provide the platform to apply classroom theory to practice in the workplace and community and allow individualized in-depth study. SHS student projects 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 six new and thriving campuses across the country. Local community partnerships bring educational and development opportunities to health workers in the greater Boston area, Head Start staff in the greater Philadelphia area, and youth workers in southern California. Global partnerships have resulted in degree programs in Sweden and Africa and leadership training modules in Brazil for the Brazilian Federation of YMCA's.

Campus Locations

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

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

SPRINGFIELD, MASSACHUSETTS

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

MANCHESTER, NEW HAMPSHIRE

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

ST. JOHNSBURY, VERMONT

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

WILMINGTON, DELAWARE

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

SAN DIEGO, CALIFORNIA

This growing campus has recently moved to the San Diego Community Service Center, a mid-city location on University Avenue. With focused areas of undergraduate study in youth development, administration and counseling and community partnerships with area YMCAs and other organizations and collaboratives, the campus actively serves the communities of southern California.

LOS ANGELES, CALIFORNIA

This branch of the San Diego campus serves students from the greater Los Angeles and Inglewood areas. The facility of more than 6,000 s.f. is located in a seven story building, on the ground floor with great visibility, in downtown Inglewood, just next to the Civic Center and across the street from the Urban League.

BOSTON, MASSACHUSETTS

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

TAMPA, FLORIDA

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

MILWAUKEE, WISCONSIN

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

ADMISSIONS INFORMATION

In accordance with our mission, Springfield College's School of Human Services accepts men and women for graduate study who are motivated to achieve social and economic justice and who embody the principles of humanics, community partnership, and academic excellence. Our students are a diverse group; they come from all backgrounds, range in age from the mid-20s to the late 60s and bring a wealth of knowledge and experience to the classroom. Our curriculum relies on this breadth of diversity and experience; applicants should be prepared to participate and contribute to it.

Admission Requirements

Successful applicants to the graduate program must have an undergraduate degree, 5 years experience in human services, and show the ability to succeed academically.

Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit official transcripts from all accredited colleges attended. (Student copies of transcripts will not be accepted.) Applicants who have completed courses at Springfield College are not required to submit official transcripts for such work.
3. Submit a personal statement on one of three topics:
 - a. What are your personal, professional and learning goals, and how might the Masters of Science in Human Services (MSHS) program help you achieve these goals?
 - b. Describe a single work experience which has had a significant impact on how you think about yourself and human services. In what ways has this experience influenced what you hope to gain from the MSHS program?
 - c. What lessons have you learned from your life and work experiences? How do these lessons shape your learning goals for the MSHS program?
4. Submit a resume.
5. Submit at least one letter of recommendation.
6. Contact the Admissions Coordinator at the campus you would like to attend to schedule an interview.

International Student Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit proof of an education equivalent to a baccalaureate degree. These academic records must bear the institution's seal and should list all courses taken, grades received in each course, number of semester hours earned, and certificate, diploma, degree or other recognition received. These transcripts should be in English.
3. Submit a personal statement on one of the three above-listed topics.
4. Submit a resume.
5. Submit at least one letter of recommendation
6. Contact the admissions coordinator at the campus you would like to attend to arrange an interview.
7. Submit evidence of proficiency to read, write, and speak the English language. The TOEFL test may be submitted to fulfill this requirement.
8. Submit a financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for us to receive a guarantee of your financial support for the period of time you will be here for study.

Once accepted the student must make a deposit of \$1000, which will be credited to your account, before the College will issue the US Government's Immigration Form I-20.

ADMISSIONS DECISIONS

Probation

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

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

Contingency

Admission to the graduate program requires possession of a bachelor's degree. Applicants who are within a semester of receipt of their bachelor's degree may be accepted provided that the final undergraduate transcript be submitted by the Drop-Add Deadline of the term they wish to enroll.

Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they have applied may need to defer enrollment. Notification of intent to defer should be made in writing to the admissions office of the campus to which they are applying.

Nonmatriculated Students

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

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

Audit

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

Time Limits and Period of Candidacy

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

Readmittance

Students whose enrollment has lapsed for more than one year are required to seek readmittance through the Office of Student Services at their campus. Readmitted students will be subject to published academic standing standards. Students must settle all accounts prior to reenrollment.

Changes in Admission

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

Policy Statement Regarding Students with Disabilities

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

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

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

Guidelines for Disability Documentation

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

1. Statement indicating specific diagnosis of disability.
2. Documentation must be current (within three years).
3. Statement regarding medications, treatments, auxiliary aids, or services currently prescribed or used to minimize the impact of disability.
4. Diagnostic report should include specific recommendations for accommodations and rationale of why accommodations are necessary.

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

FINANCIAL AID

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

Students must be accepted into a degree program to receive financial assistance. Springfield College makes admissions decisions without regard for the student's ability to pay educational expenses. College grant funds are awarded primarily on the basis of financial need. State and federal funds are awarded and disbursed subject to the program regulations from the awarding agency. Eligibility based on financial need is determined by estimating cost of attendance and subtracting family contribution as calculated by federal, state, and/or college regulations. Students are advised that eligibility for funding is not the same as availability of funds. The College does not meet full need for all eligible students.

How to Apply for Financial Aid

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

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

Academic Progress and Financial Aid Eligibility

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

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

The Office of Financial Aid will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses all eligibility for College, federal, and state assistance, including student/parent loans. The Office of Financial Aid may grant a semester of financial aid probation if there are documented circumstances affecting the student's ability to maintain good academic standing. Requests for financial aid probation must be made in writing

to the Director of Financial Aid with the recommendation of the Campus Director. This request must detail the issues related to the failure to meet the required academic standard. The Director of Financial Aid may request other documentation in support of this request. If a term of financial aid probation is awarded, the student will be advised to the conditions of that probation. Failure to agree to or meet those conditions will result in a loss of financial aid eligibility.

Financial Aid Policy and Services

All information in a student's file is considered confidential. Disclosure of family financial information is governed by the Family Educational Rights and Privacy Act. The financial aid staff cannot discuss details of the student's application with persons other than the student and/or responsible parent. If other individuals acting on behalf of the student are to have access to this information, a confidential release form, available upon request, must be on file with the Office of Financial Aid.

Unless otherwise noted in the student's award letter, aid is awarded on the basis of full-time enrollment (9 credits per term for graduate students). Aid awards are subject to adjustment or cancellation if the student does not enroll full time. Financial aid will be disbursed by term.

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

An application for financial assistance must be completed for each academic year. Renewal of awards is contingent upon continued demonstration of financial need 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. Change in enrollment, financial, marital or residential status should be promptly reported to the Office of Financial Aid. The financial aid award shall be void if and when incorrect or inconsistent information is revealed on forms or other documentation submitted in the application process. All awards are subject to verification. Cases of fraud will be reported to the appropriate authorities.

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

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

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

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

TUITION

Tuition costs may be subject to change

Master of Science in Human Services

| | |
|-----------------------------------|--------|
| Full-time Status-9 Semester Hours | \$3186 |
| Per Credit Hour | \$354 |

Fees

| | |
|---|-------|
| Application Fee MSHS Program | \$40 |
| Commencement Fee | \$50 |
| Health Insurance (MA campus only, per year) | \$410 |
| Late Payment Fee (see non-payment policy) | \$25 |
| Late Registration Fee | \$25 |
| Payment Plan Fee (per semester) | \$15 |
| Returned Check Charge | \$30 |
| Transcript Fee | \$4 |

Expenses Excluded from Tuition/Fee Schedule

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

Health Insurance (State of Massachusetts campuses only)

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

Payment Options

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

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

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

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

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

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

Non-Payment Policy

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

Tuition Refund Policy

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

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

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

The deadlines for 100% credit are:

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

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

The deadlines for 50% credit are:

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

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

Credit Balance Refund Policy

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

Credit Balance Refund--State of California Campuses Only

The student has a right to a full refund of all charges less the amount of the Application Fee (see the Tuition and Fees Schedule) if they cancel the enrollment agreement prior to or on the first day of instruction. In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for the portion of the tuition and other refundable charges, if the student has completed 60% or less of instruction. (For example, if the student completes only 30 hours, thus 60 hours remain of a 90 hour course, and paid \$3,000 tuition, the student would receive a refund of \$2,000.)

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

REGISTRATION

Transfer Credit Policy

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

Period of Candidacy

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

Cross-Registration with Other Springfield College Graduate Programs

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

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

Cross-Registration Between School of Human Services Campuses

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

Graduate Courses taken by Undergraduate Students

Students who wish to begin graduate work as an undergraduate must file a written request and secure the approval of the dean of the School of Graduate Studies at the main campus in Springfield before registering for such study. Contact your academic advisor for appropriate procedures. No request will be approved unless the student's cumulative grade point average is 3.00 or better at the start of the semester during which the course or courses are to be taken. Students will be charged the undergraduate tuition rate for these courses.

Undergraduate Courses taken by Graduate Students

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

Add/Drop Policy

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

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

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

Nonmatriculated Students

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

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

Withdrawal from Courses

Students who withdraw from a course after 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 you register for classes, you are responsible for the tuition incurred. To voluntarily withdraw from the College, students must report to the campus to begin the withdrawal process. In circumstances where in-

person withdrawal is not feasible, the student may initiate withdrawal action by writing or telephoning the campus. Absence from classes does not connote your desire to withdraw from a course; students must submit official withdrawal forms.

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

Leave of Absence Policy

Students wishing to drop all classes and take a leave of absence for a semester need the approval of their academic advisor and must complete a multi-part Leave of Absence form. If you neglect to complete this form, the financial aid office will notify all lenders that you are not currently enrolled and repayment of all outstanding financial loans will commence. If after one year a student has not re-enrolled, the student will be withdrawn from the College as of the date s/he terminated academic study. During this period any outstanding balance on the student's account will be pursued until collected.

School of Human Services Withdrawal Policy

Students who do not plan to continue their academic studies with the School of Human Services must meet with the Campus Director for an exit interview at which time the various steps of the withdrawal process will be reviewed. The purpose of the interview is for the student to have an opportunity to review options and bring closure to the experience at the School. At that time, an effective date will be determined. This date will be used in processing any possible refunds.

Students who are withdrawing from the School must return the Student Identification Card that was issued to them. Withdrawals will not be processed unless the Student Identification Card is returned. Withdrawing students must complete a multi-part Complete Withdrawal form. Please be sure to mail it by Certified Mail, return receipt requested to your instructional campus, or obtain a receipt if the *Complete Withdrawal* form is hand-delivered.

Student Records

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

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

Springfield College considers the following information as "directory information": name, 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 forty-five days of the request to permit the student to review materials. A photocopy charge may be assessed if the student wishes to have copies made of materials in their file. Springfield College will comply with a written request initiated by the student to supply information in their behalf. Such requests must be signed and dated and include the specific records or information to be disclosed, the purpose for the disclosure, and the individual(s) to whom the information should be released. Details concerning the Buckley Amendment are available at the Office of the Registrar and at your instructional campus.

Transcript of Academic Work

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

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

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

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

Library

Babson Library is Springfield College's library, serving the students, faculty and staff of Springfield College and all of its campuses. The library collection mirrors the curriculum and is especially strong in the

areas of social services, education, psychology, health, physical education, recreation, and sports. The library is staffed by professionals who assist in the use of library resources as well as provide library instruction, interlibrary loan, and electronic reserve services. The Library is a member of the Cooperating Libraries of Greater Springfield, the Western Massachusetts Regional Library System, NELINET, and the Massachusetts Library and Information Network, all of which provide greater access to resources for students.

The collection is housed in the Babson Library building on the main campus in Springfield, Massachusetts, which also includes spacious reading areas, lounges and individual and group study areas. Students can make use of various library services, such as the Reference Desk and the Circulation/Reserves Desk. The building also houses an open computer lab and several electronic classrooms run by the Information and Technology Services Department. All campuses have terminals through which students can connect to the College network and the library network.

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

Academic Support

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

Career Services

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

ACADEMIC POLICIES AND PROCEDURES

Introduction

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

Academic Advising

Academic advisors are assigned to every student who enrolls in the SHS program. The overall purpose of the formal advising is to provide students with a dedicated 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. Students' academic progress is monitored by the student's 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 makes recommendations for the academic program. Considered in this recommendation are the student's academic history, professional human services experience and writing assessment.

Academic advisors, who are required to post office hours, are assigned to students during the first term of their graduate program. Academic advisors and students work in partnership to achieve the student's educational requirements and goals. An academic advisor:

- Assists the student in understanding and meet all requirements for graduation.
- Monitors incomplete grades and progress toward completing course work.
- Assists in clarifying learning objectives and career plans.
- Addresses problems regarding work, instructors, and expectations.
- Counsels or refers students to appropriate sources for assistance.
- Serves as an advocate for the student.

Academic Credit

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

For most classes, the eight hours of instruction are offered in a seven hour period of classroom instruction and one hour for tutorial and course-specific advising, but some faculty do choose to conduct a seven and a half to eight hour classroom session. Springfield College equates the flexible nine hour instructional period as seven and a half hours of classroom instruction. It also equates the pre-assignment with a seven

and a half hour class, since students are required to complete a reading and written assignment in preparation for the first class, and usually must interact with the faculty in order to complete the assignment. The pre-assignment is designed to be the equivalent of preparing for and attending a full class session, with an emphasis on establishing a frame of reference for class discussion on the first day. These 37.5 hours of instruction equate with the actual instruction that occurs in the 45 "fifty minute hours" of instruction that are traditionally equated with three credits.

Academic Load

Full-time graduate student--enrolled for nine or more semester hours.

Half-time graduate student--enrolled for four and one-half to eight and one-half semester hours.

Less-than-half-time graduate student--enrolled for less than four and one-half semester hours.

Attendance Policy

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

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

Academic Progress Policy

Candidates for the master's degree are required to maintain a B average in the graduate program. Students whose average falls below this are placed on probation. Any student whose cumulative average is below 2.750 (where A equals 4.000; B equals 3.000; C equals 2.000; and F equals 0.000) at the end of the semester in which he or she has completed twenty semester hours of graduate work will be dismissed from candidacy for a master's degree.

No student with a cumulative academic index of less than 3.000 will be continued as a master's degree candidate after the completion of the required minimum number of semester hours in his or her program plus six.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.000 or better, they will be removed from probation. If the index is between 2.500 and 3.000, they will remain on probation through the semester in which they complete twenty semester hours of graduate credit. At that time, the index must be at least 3.000 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.500 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Grades obtained in coursework transferred from another institution or grades for undergraduate courses taken at Springfield College, whether as prerequisites or as supplements to a student's total program, are not included in the calculation of the academic index.

A graduate course with a grade of F must be repeated if it is a required course. Other courses may be repeated by a student. To repeat a course, the student must re-register for the course. Both grade entries will appear on the transcript, but only the credit hours and the grade resulting from the repeat course will be used in computing hours and honor credit for graduation. This will be true whether the grade for the repeat course is higher or lower than the original grade. A course taken for graduate credit may not be repeated more than once.

Course Cancellation

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

Inclement Weather

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

Commencement

Degrees are conferred once each year at the annual commencement ceremony following spring semester. Students who complete degree requirements during the spring semester 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.

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

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

Notwithstanding anything to the contrary contained herein, all students are advised that, even after completing all academic requirements for any degree, the College reserves the right to withhold the granting of the degree in the event that any disciplinary proceedings have been or are being commenced against the student.

Course Overload Policy

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

Exception to Policies

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

Grievance Procedure

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

1. Faculty member
2. Campus Director
3. Campus Academic Standards Committee
4. Dean of the School of Human Services
5. The School of Graduate Studies

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

Grades and Grading

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

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

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

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

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

Grades are submitted within two weeks after the end of each term. Students must negotiate with the instructor for an extension if they have an overdue assignment. Faculty have sole responsibility of awarding all grades except W and X.

Calculation of GPA

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

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

Calculation:

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

Incomplete (I) Grade

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

A contract for incomplete grades must be completed. A copy of this contract will remain with the student, the instructor, the registrar, and the SHS campus offering the course. If the student does not meet the conditions of the contract for the completion of the incomplete by the

time specified or prior to graduation, the registrar will automatically change the "I" grade to an "F" grade or an alternate grade designated by the instructor that is based on work completed.

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

Repeating a Course

Students may repeat a course in which they have received an unsatisfactory grade. To do so, they must register again for the course at their own expense. Both grade entries will appear on the record card, but only the credit hours and grade resulting from the repeated courses will be used in computing hours and honor credits for graduation. This is true whether the grade for the repeat is higher or lower than the original grade. Students may not receive financial aid for repeated courses.

Grade Appeal Policy

If a student believes that she or he has not been graded according to the criteria in the course syllabus, or has been graded unfairly or inaccurately, the student should first consult with the course instructor about the course requirements and grading procedures. Such an appeal must be made before 30 days into the term following the one in which the grade was received. The student, of course, may consult with the academic advisor or any other faculty or staff member for advice at any step of this process.

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

ACADEMIC HONESTY

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

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

Misunderstanding the Policy will not be accepted as an excuse for dishonest work. If a student is in doubt on some points as they affect work in a particular course or as they may be interpreted in practice, she or he should consult with the instructor 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 which are not the products of a student’s own effort is dishonest. Such dishonesty undermines the integrity of the academic standards of the College. Consequences of violating the Academic 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 her or his own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help. In some instances an instructor, program, or campus may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Students are not allowed to present the same “Exercise” previously or concurrently completed for another course, without the permission of the instructor(s) of the course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses.

Offenses Against the Policy

Use of Sources

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

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

Laboratory Work and Assignments

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

Creative Work

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

Examinations, Quizzes, and Tests

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

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

Internships

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

College Documents

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

Other Offenses Against the Policy

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

Students should be scrupulous in learning the principles that govern each new area of computer operations to which they are introduced.

Unauthorized collaboration, unauthorized borrowing of someone else's data or programs, and use of the Springfield College computer for unethical purposes and/or other purposes, which violate any of the terms of this Policy, are a violation of this Policy and are subject to disciplinary and/or legal action.

Procedures

All cases of suspected academic dishonesty shall be referred to 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's text and in original sources. In the case of an examination, the person making the charge shall provide or have copies of the examination in question, indicate specifically the grounds for the charge, and explain her or his process of discovery. Other alleged offenses of the Policy should be documented with equal thoroughness and in equal detail.

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

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

Course Related Sanctions

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

I. Reprimand

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

II. Loss of Credit in the Exercise

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

III. A Grade of "F" in the Course

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

ACADEMIC PROGRAM

General Description

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

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

Foundation Courses

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

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

Economics of Change examines the history and current thinking about the causes and consequences of economic inequities in the United States and across the globe, including an analysis of the ideologies and moral

justifications for support of existing economic systems. Particular attention is paid to the increasing importance of globalization. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like and offer informed opinions about the changes that would be needed to achieve such a system. *Building Multicultural Organizations and Communities* explores the many issues faced by organizations and communities as a result of the global nature of work activities and the increasing cultural diversity of people in today's environments. Students examine the many examples, models, and visions of multiculturalism in the context of personal, organizational, and community development.

Concentrations

Organizational Management and Leadership

The goal of this concentration is to develop the leadership and management skills of people who have caring hearts and the competency to act. OML courses provide students the opportunity to devote their study to specific leadership skills needed to facilitate organizational change within the context of progressive management skills.

Community Counseling Psychology

This concentration is framed within the Community Psychology context. Born in the wake of the community mental health and war on poverty movements of the 1960's, community psychology stresses the importance of external social forces on the individual. Course content develops an understanding of social and community systems within which people live and work and builds the skills necessary to intervene at various levels.

Action Research Project

This is a central component of the graduate curriculum. Over the course of four terms, graduate students engage in an action research project that applies classroom knowledge to workplace and community issues. The project results in a tangible product, reflecting the knowledge, skills, and values expressed throughout the MSHS Program. Students with a particular content focus can utilize the project and elective course work for in-depth study. The project curriculum focuses on research and technology skills applied to community development, organizational development, and personal development.

Electives and Content Focus

Within the two concentrations (Organizational Management and Leadership and Community Counseling Psychology), students may also choose a content focus on criminal justice, gerontology, or alcohol and drug studies. Electives within each content focus are frequently recommended by each cohort. Students with a special interest area may use the action research project to explore that interest.

Degree Offered

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

Degree Requirements

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

Upon the recommendation of the Dean of the School of Human Services and the School of Graduate Studies, the college authorizes the awarding of the master's degree for an approved program of study with a B average or better (3.000).

Instruction

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

Coursework

The School of Human Services is a trimester program. Full-time study is 9 credits per term. Students may complete the program in four terms (16 months); however, a decision to enroll part-time lengthens the time of participation. Day long classes meet one weekend per month on Fridays, Saturdays and Sundays.

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

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

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

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

MSHS COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT & LEADERSHIP CONCENTRATION

MOML 625 Leadership: A Life-long Journey 2 credits

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

MOML 626 Economics of Change 2 credits

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

MOML 628 Building Multicultural Organizations and Communities 2 credits

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

MHSA 373 Graduate Project 3 credits

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

MHSA 350 Special Project 2 credits

This course is designed for persons who have a research project that needs to have a special focus. Students will have the opportunity to develop their critical thinking skills as it relates to creative programming in a specific area of Human Services Administration. Supervision of this course will be through the student's advisor. The student may also have an expert related to the area of study selected act in the capacity of project advisor. This however, will be overseen by the student's advisor. Students must write up a contract outlining maximum and minimum goals and outcomes to be realized at the end of this course and have it approved by their advisor.

MHSA 355 Contradictions of Human Services Administration 2 credits

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

MHSA 357 Strategic Planning 2 credits

This course deals with the skills and knowledge necessary to assess environmental opportunities and constraints; to develop a strategic plan for an agency around these environmental "givens," and to effect such a plan flexibly, yet effectively.

MHSA 358 Planning & Implementation 2 credits

This course examines technical planning procedures, the actualities of planning and implementation, and the problems of creating new programs and agencies.

MHSA 359 Fiscal Management 2 credits

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

MHSA 360 Management Information Systems in Human Services 2 credits

This course examines how to operate information systems which effectively monitor and control both fiscal and program information. It involves an introduction to computers including electronic spreadsheets. Concern is on increasing program effectiveness.

MHSA 361 Organizational Transformation 2 credits

This class examines how the interpersonal dynamics of agencies relate to organizational development and explores strategies for deliberate organizational change.

MHSA 362 Staffing & Supervision 2 credits

How to deal with staff including recruiting, training, supervising, motivating, evaluating, promoting, payment, and terminating is examined.

MHSA 363 Clinical Concepts & Clinical Languages 2 credits

This course deals with the concepts and languages used by direct service providers, psychiatrists, psychologists, social workers, and others.

MHSA 364 Legal and Ethical Aspects of Non-Profit Management 2 credits

This course examines legal issues of concern to the human services administrator in terms of responsibilities to be handled, ways to attain goals, and ensure client rights and benefits.

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

MHSA 366 Power and Accountability 2 credits
This class examines relationships with boards, funders, politicians, businesses, other agencies, and communities. It includes how to develop power as a resource, how to use power to develop other resources, the accumulation of power through coalition building, and the accountability of power.

MHSA 367 Program Evaluation 2 credits
This class examines how human service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It emphasizes the concepts, skills, and importance of the practical application of program evaluation. It also provides experience in examining the relationship between good evaluation and good program management.

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

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

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

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

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

MOML 673 Administration of Criminal Justice 2 credits
This course examines various administrative problems and factors that encompass the criminal justice system. Police, court, and correctional systems are examined in detail with a focus on the study of management related to organizing for advanced technological innovation and the constitutional rights and responsibilities of employees and the citizens the administrator serves.

MOML 674 Police And The Multicultural Society 2 credits
This course examines the critical issues facing police officers and administrators in relation to policing a diverse society. Leadership education for officers, including minorities and women officers, along with building positive police community relations are stressed.

MOML 675 Grantwriting 2 credits
This course helps participants to understand the process of grantwriting and fundraising, including how to conduct research related to funding sources and program development.

COMMUNITY COUNSELING PSYCHOLOGY CONCENTRATION

MCCP 625 Leadership: A Lifelong Journey 2 credits
This course offers participants opportunities to explore models of management and leadership in the context of personal development and ongoing struggles for social justice. Participants are expected to reflect upon their own social background, culture and identity to better understand both their own and others strengths and approaches to leadership and change.

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

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

MCCP 351 Graduate Project 3 credits
Students are required to complete a major project in organizational management and leadership. The project is either an intensive work experience in an appropriate position, completed by documenting and analyzing the outcome of an agreed-upon experience, or a project in attempting to make real some of the changes one would like to see in human services. Students receive certification for graduation only when they have completed the project satisfactorily as well as their required courses.

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

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

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

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

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

MCCP 318: Advanced Abnormal Psychology II 2 credits
This is a continuation of Advanced Abnormal Psychology I. In this course, manic depressive psychosis and schizophrenia are the central focus. Recent research in this area and its practical applications are emphasized.

MCCP 319: Psychopharmacology I 2 credits
This is a systematic investigation of the effects of drugs on behavior. Drug classification, historical aspects, and methodological considerations are also included.

MCCP 320: Psychopharmacology II 2 credits
This is a continuation of Psychopharmacology I. Its uses in treatment, drug abuse, and related topics are considered.

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

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

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

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

MCCP 333: Child & Family Services I: Understanding Systems & Children & Families in Crisis 2 credits
This course focuses on historical, psychological, political, and practical inquiries into children and families. It covers intervention strategies, and examines the dynamics of family interaction and exchange from a crisis perspective. Strategies and techniques appropriate for dealing with victims, protection, nurturance, and empowerment are considered.

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

**MCCP 335: Child & Family Services III:
Assessment & Intervention 2 credits**

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

**MCCP 336: Child & Family Services IV:
Children & Families-Outreach, Planning,
& Administration 2 credits**

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

**MCCP 337: Alcohol & Drug Abuse Services I:
History & Concepts of the Field 2 credits**

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

**MCCP 338: Alcohol & Drug Abuse Services II:
Social Aspects of Dependency 2 credits**

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

**MCCP 339: Alcohol & Drug Abuse Services III:
Assessment & Intervention Strategies 2 credits**

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

**MCCP 340: Alcohol & Drug Abuse Services IV:
Outreach, Planning, and Administration 2 credits**

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

**MCCP 341: Adult Psychological Services I:
History & Concept of Mental Health &
Developmental Disabilities 2 credits**

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

**MCCP 342: Adult Psychological Services II:
The Social Context of Policy Development 2 credits**

Current treatment alternatives, counseling techniques, case management, and crisis intervention joined with clinical issues to better understand clients and the community are considered. Students examine their own values and attitudes in relation to issues of professional effectiveness and responsive human services.

**MCCP 343: Adult Psychological Services III:
Assessment & Intervention Strategies 2 credits**

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

**MCCP 344: Adult Psychological Services IV: Community
Strategies, Planning, & Administration 2 credits**

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

**MCCP 347: Theories of Counseling
& Psychotherapy 2 credits**

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

**MCCP 348: The Use of Empowerment as a Counseling
Tool in the Intervention Process 2 credits**

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

MCCP 349: Current Topics in Community Psychology 2 credits
This course explores emerging and significant issues in the field, in terms of the political and economic contexts and implications for individuals, organizations, and communities.

MCCP 350: Special Project
This course is designed for persons who have a research project that needs to have a special focus. Students will have the opportunity to develop their critical thinking skills as it relates to creative programming in a specific area of Community Psychology. Supervision of this course will be through the student's advisor. The student may also have an expert related to the area of study selected act in the capacity of project advisor. This, however, will be overseen by the student's advisor. Students must write up a contract outlining maximum and minimum goals and outcomes to be realized at the end of this course and have it approved by their advisor.

MCCP 352 Human Service Delivery Systems: Overview and Critique 2 credits
Using the framework of Community Psychology, this introductory course provides students with an overview and critique of human delivery systems. Throughout the term students will examine the history of Community Psychology, the cultural foundations of our service delivery systems, and the structural constraints on our service work. In addition, one class session is devoted to a topical issue of immediate concern to practitioners.

MCCP 381-384: Practicum in Community Psychology I-IV 3 credits
Each practicum consists of 128 hours of applied experience in either adult psychological services, child and family services, or alcohol and drug abuse services. The first planned, supervised practicum will be spent in a hospital or community mental health clinic. During this time students are exposed to the workings of a clinically oriented treatment facility and begin practice in screening, intakes, diagnostic evaluations, treatment planning, and clinical counseling. A seminar accompanies each practicum experience under faculty direction and supervision. In subsequent practica, students continue to acquire experience in their chosen tracks, but are also required to maintain an assigned course load and participate in case conferences under the direct supervision of qualified clinical staff within their assigned agencies.

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

MCCP 671 Correctional Administration and Programming 2 credits
This course provides the student with an in-depth overview of different correctional administration programming issues. It focuses on the legal issues, specific laws and general operation of correctional systems including probation and parole, and community based corrections. The

relationship between corrections administration and other components of the judicial system are also examined.

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

MCCP 673 Administration of Criminal Justice 2 credits
This course examines various administrative problems and factors that encompass the criminal justice system. Police, court, and correctional systems are examined in detail with a focus on the study of management related to organizing for advanced technological innovation and the constitutional rights and responsibilities of employees and the citizens the administrator serves.

MCCP 674 Police And The Multicultural Society 2 credits
This course examines the critical issues facing police officers and administrators in relation to policing a diverse society. Leadership education for officers, including minorities and women officers, along with building positive police community relations are stressed.

MCCP 675 Grantwriting 2 credits
This course helps participants to understand the process of grantwriting and fundraising, including how to conduct research related to funding sources and program development.

ADDITIONAL CONTENT COURSES AND ELECTIVES

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

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

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

**MCBD 358 Assessment, Marketing, & Financing
for Community-Based Development 2 credits**

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

**MCBD 360 Decision-Making, Management, Cooperation,
& Politics in Community-Based Groups 2 credits**

Effective democratic participatory management structures, processes, and styles are examined in the context of the actualities of politics within and without community-based groups. This requires unlearning concepts of management and decision-making rooted in private ownership ideologies.

**MCBD 361 Community-Based Education of Liberation
& Sustainable Community Development 2 credits**

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

**MCBD 362 Design of
Community-Based Ventures 2 credits**

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

MGER 380 Understanding the Process of Aging 2 credits

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

MGER 381 Economics of Aging 2 credits

This course provides an historical perspective of aging; aging and the industrial society; lifetime allocation of income; retirement decisions, the role of pension, medical insurance, and the aged; pension systems in operation; pension reform; third and fourth career training; Social Security and Medicare.

**MGER 382 Government & Agency
Policies for the Aging 2 credits**

This course examines Federal, state, and local policies for elders in the US and in the students' own geographical areas. Mechanics and priorities of these policies are considered.

MGER 384 Agency Management 2 credits

This class provides practical applications of the basic skills necessary to the operation and management of a human services organization including program development, proposal writing, marketing, personnel techniques, development of a nonprofit corporation, development of bylaws, board of directors development for the organization, and corporate funding and public relations.

MGER 385 Case Management 2 credits

This class shows workers involved with direct services how to use a comprehensive needs assessment plan, how to be an objective case worker, how to deal with confidentiality, and how to deal with death and dying. It also includes specific counseling skills with the elderly and their families.

MGER 386 Senior Power 2 credits

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

MGER 388 Women's Issues in Aging 2 credits

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

MGER 389 Law & the Elderly 2 credits

Importance of the legal system and its influence and impact on the elderly is reviewed. Specific issues of law are analyzed and discussed such as victimization of the elderly, consumer fraud, protective services, ombuds-programs, and guardianship. Issues for Afro-Americans, Hispanics, and Native Americans are emphasized.

**MGER 390 Making an Impact on the System
for Social Change 2 credits**

This course reviews levels and agencies of government--Federal, state, and local (county, municipal, and special purpose)--with an eye to determining preferred entry points and methods of approach for initiating, fostering, and otherwise promoting, social change. It emphasizes functions and agencies of practical interest to students enrolled in the course.

MGER 391 Biomedical Aspects of Aging 2 credits

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

MGER 392 Current Topics in Gerontology 2 credits

This class explores emerging and significant issues in the field in terms of the political and economic contexts and implications for individuals, organizations, and communities.

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DISCLOSURE STATEMENT

The Springfield College School of Human Services Catalog contains current information regarding programs, curricula, requirements, faculty, and admissions, and such information is not intended to be and should not be relied upon as a statement of the College's contractual undertakings. For additional information, you can refer to the handbooks for specific programs and components of programs.

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

Springfield College reserves the right in its sole judgment to change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, canceling of scheduled classes, and other academic activities requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances. Springfield College prohibits discrimination on the basis of race, color, sex, sexual orientation, age, marital status, religion, national or ethnic origin, veteran status, or non-disqualifying disability. This applies to our educational, admissions and employment policies, treatment of students, and other College-administered programs

and activities.

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

Any students who are unable, because of religious beliefs, to attend or to participate in any examination, study, or work requirements on a particular day shall be excused from any such 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.

APPENDIX A

Springfield College Policies

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

Financial Obligations

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

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

Life Threatening Behavior

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

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

The basis for this decision will be out of concern for the safety and welfare of the individual student and members of the community, as determined in the sole discretion of the Dean of Students or his/her designee.

As a result, the College may require that the student actively engage in 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.

Medical Clearance

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

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

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

Release of Personally Identifiable Information and Student Records

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

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

name and address of parents or spouse; dates of attendance at the College and field of Study; credit hour earned; degrees earned; honors received; weight, height, and age of members of athletic teams; and participation in organizations and activities recognized by the College.

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

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

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

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

General Regulatory Statement

Students are expected to behave in a manner which is consistent with the 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 any College building after a fire alarm has been sounded or other notice has been given.
17. Possession of firearms, illegal weapons or explosives on campus.
18. Use of the College mail system for purposes which are inconsistent with the mission, policies, regulation or practices of Springfield College.

Solicitation

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

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

Student Demonstrations

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

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

Massachusetts Legislation Prohibits Hazing

Please note: All SHS Campuses Will Follow This Ruling

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

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

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

The term 'hazing' as used in the section and in Sections 18 and 19, shall mean any conduct or method of initiation into a student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating,

branding, forcing calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress including extended deprivation of sleep or rest or extended isolation.

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

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

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

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

Substance Abuse

The College hopes that the years spent as a member of the Springfield College community will be a time of great personal growth and development. Clearly the primary goal is to gain knowledge and expertise in a particular field. However, there are other important goals, such as learning to take responsibility for one's life, gaining awareness of one's basic

values, and making changes that are consistent with those values, as well as learning to live, work and play in a thoughtful community with others. The Alcoholic Beverage and Drug Policies are adopted to promote attitudes towards alcohol use that are consistent with an 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.

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

Alcohol Beverage Policy

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

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

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

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

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

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

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

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

Sanctions for Violations of Alcohol Beverage Policy

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

General Drug Policy

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

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

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

Harassment/Discrimination

Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, education, or living environment. Springfield College PROHIBITS harassment and discrimination of any kind including but

not limited to that based on race, color, religion, age, or non-disqualifying disability.

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

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

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

Any type of harassment that hinders access to either employment or educational services, opportunities, or programs is covered by this policy. Positive steps will be taken to eliminate harassment when such practices or acts are discovered. Persons found in violation of this policy will be subject to disciplinary action up to and including dismissal. Details of the Harassment/Discrimination Policy or information about filing a grievance can be obtained from the Affirmative Action Officer in Human Resources (2nd floor, Administrative Building, Springfield Campus) or the Dean of Students Office or the Campus Director. Examples of harassment may include comments which are made with the intent or which have a result of inflicting emotional distress upon another person. Statements or actions about race, gender, religion, disability, or sexual preference which are directed specifically toward another person with the purpose of creating or resulting in a hostile environment will be dealt with under the policy.

Myths About Sexual Harassment

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

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

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

MYTH: Nice people could not possibly be harassers.

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

Sexual Assault Policy

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

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

Students with Disabilities

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

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

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

Guidelines for Learning Disability Documentation

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

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

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

Acceptable Use of Technology

ITS Client Responsibilities

I understand that for the purpose(s) of performing my work, pursuing my education, or in my role as a guest to this institution, I am provided access to computers, computer networks, data, and other College techno-

logical and information resources. I agree to use these resources in an ethical manner, and to adhere to high moral, legal, and professional standards.

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

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

I will not attempt to access personal or confidential information unless authorized to do so. I will respect the privacy rights of others, I will not disclose confidential information without permission of the owner, and I will use data for legitimate academic and administrative purposes only.

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

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

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

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

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

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

ITS Responsibilities

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

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

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

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

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

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

STUDENT JUDICIAL SYSTEM

PREAMBLE

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

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

ARTICLE I

Hearings

1. *Statement of Purpose*

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

2. *Guidelines and Procedural Safeguards*

2.1 Either the Dean, Associate or Assistant Dean of Students or an Impartial Alternate Hearing Officer designated by the Office of the Dean of Students (hereinafter referred to as the "Hearing Officer"), shall conduct all hearings where charges against the student are contested.

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

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

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

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

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

3. *Advisors*

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

4. *Burden of Proof*

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

5. *Witnesses and Evidence*

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

6. *Deliberation and Decision*

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

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

7. *Jurisdiction*

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

8. *Initiation of Proceedings*

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

and/or emotional safety and/or well being of the student and/or any other member of the College community and/or College property may be in jeopardy.

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

ARTICLE II

Judicial Appeals Board

9. *Jurisdiction, Composition and Quorum*

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

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

10. *Statement of Purpose*

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

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

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

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

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

11. Contents of Petitions

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

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

12. Conduct of Reviews

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

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

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

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

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

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

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

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

ARTICLE III

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

13. Public Hearings

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

14. Recording

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

15. Failure to Appear

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

16. Continuation of Hearings

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

other evidence be produced.

ARTICLE IV

The Advisor Pool

17. Advisors

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

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

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

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

18. Time Periods

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

ARTICLE V

Monitoring of Probation

19. Probation

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

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

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

ARTICLE VI

Types of Accountability

20. Sanctions

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

21. Mutually Agreed Upon Accountability

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

22. Warning

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

23. Censure

23.1 Written reprimand for violation of specific regulations.

24. Restitution and Reimbursement for Damage or Reimbursement of Property

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

25. Loss of Privileges

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

26. Probation

26.1 A definite period of time during which a student will be required to report on a regularly established basis to a College official so designated

from the probation pool as selected by the Office of the Dean of Students. Failure to meet the requirements of probation will result in further disciplinary proceedings.

27. Separation

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

28. Suspension

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

29. Dismissal

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

30. Expulsion

30.1 Termination of student status with no possibility of readmittance.

ARTICLE VII

Amendments to the Judicial Code

31. Amendments

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

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