

Springfield College

School of Human
Services

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Springfield College

School of Human Services

CATALOG 1997-99

Randolph W. Bromery, B.S., M.S., Ph.D.

President

Malvina T. Rau, B.S., Ph.D.

Provost and Vice President for Academic Affairs

William D. McGarry, MBA

Vice President for Administration and Finance

Corinne P. Kowpak, B.A., M.Ed.

Vice President of Student Affairs/Dean of Students

Gretchen A. Brockmeyer B.A., M.S., Ed.D.

Associate Provost and Associate Vice President for Academic Affairs

Daniel Nussbaum, B.A., M.A., M.S., Ph.D.

Dean of School of Human Services

JoAnne Silver-Jones, B.S., M.S.W., Ed.D.

Associate Dean of School of Human Services

Welcome

to the School of Human Services

OUR MISSION

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

OUR OBJECTIVES

To provide an educational experience that . . .

- Is recognized for its special strengths in social analysis, critical thinking, communication skills, and leadership for social and economic change.
- Responds to student, workplace, and community needs.
- Incorporates the knowledge adult learners bring to the classroom through collaborative learning and critical reflection.
- To recruit, enroll, and graduate highly-motivated students who are committed to the distinctive philosophy of the college and the school, and who . . .
- Are economically and culturally diverse and have been historically denied access to higher education...
- Reflect regional demographics, and...
- Can and will engage in an education to help achieve economic and social justice.

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

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

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

- Human Services
- Adult Teaching and Learning
- Development and change in local, national, and global communities

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

- Attract, develop, support, and retain competent faculty, administrators, and staff who are committed to the school's mission.
- Provide clean, safe, accessible, and attractive facilities as well as systems and equipment necessary to support the programs of the schools.
- Foster meeting the objectives of the school through teamwork.
- Clearly define roles, responsibilities, and authority.
- Encourage open, clear, comprehensive, and timely communication.
- Acknowledge talent and creativity among faculty, administrators, staff, and students.

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

- Sustain and enhance continuing School of Human Services programs and sites.
- Open additional domestic educational sites to serve the needs of the YMCA and other human services organizations, which, in turn, provide an appropriate contribution to institutional overhead.
- Establish additional partnerships with other leading national and international human services organizations.
- Endow scholarship programs to provide an affordable education.
- Maintain an international presence.

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SPRINGFIELD COLLEGE

SCHOOL OF HUMAN SERVICES: AN INTRODUCTION

SPRINGFIELD COLLEGE: EDUCATING HUMAN SERVICE PROFESSIONALS FOR MORE THAN A CENTURY

Springfield College is an independent, co-educational, non-sectarian institution that was founded in 1885 to educate YMCA professionals. Although much has changed in over 100 years, one thing has remained consistent: a commitment to helping people. Today, the College has 26,000 alumni in more than sixty nations around the globe who are leading professionals in such areas as personal counseling, YMCA management, health/fitness, human services, medicine, and education... the list is endless.

The Humanics Philosophy of Springfield College dates back to the turn of the century and is so distinctive and successful that other colleges have tried to imitate it, but not one has ever been able to duplicate our special mix of academic offerings, committed faculty members, and educational mission. The Philosophy emphasizes the education of the total person – in spirit, mind, and body – to be of service to others. This creed serves as the cornerstone of the values of the School of Human Services.

ACCREDITATION

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Secondary Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in this one of the six regional accrediting associations in the United States indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Also, Springfield College is approved to offer its School of Human Services programs in the states of Vermont, New Hampshire and Delaware. (Additionally, we anticipate licensing in the state of California.) The undergraduate School of Human Services program has full program approval, the highest approval awarded, from the Council for Standards in Human Service Education. (The Council only assesses undergraduate programs.)

A WORD ABOUT THE SCHOOL OF HUMAN SERVICES

The School of Human Services joined Springfield College in 1988. A successful offshoot of the unique undergraduate program created at Franconia College in 1976, the School moved to New Hampshire College in 1978. After ten years of growth and development, the School of Human Services brought to Springfield College an innovative program committed to the adult learner.

Since its inception the School's goal has been to provide adults working in community service with access to quality accredited degrees which enhance both their commitment and ability to perform community service.

Over the years the School of Human Services has experienced rapid growth and developed an international reputation for the quality of its work, staff, and alumni. The school represents the embodiment of Springfield College's mission to develop professionals who are committed to community and social service.

Our own part of that mission is to enhance our communities through improving the quality of human service delivery and through community-based development. Our accomplishments are a product of the quality of the students we attract, our commitment to the ideas of those students, and our educational model. This model has been developed for people who already possess knowledge of how the world works and where trouble spots exist. Our programs respect the skills and knowledge of adults and are directed toward creating a more socially just society.

We take a humanistic approach to community involvement, which uses both group coalitions and individual participation. This approach is founded upon our fundamental opposition to prejudice on the grounds of race, age, sex, sexual orientation, social class, ethnic or religious background, physical disability, or any other distinction.

The School of Human Services is, in essence, both an education center and a resource center focusing on the urgent need for change in the way we address the human issues of our time. To accomplish these goals, we offer:

- A Bachelor of Science degree in Human Services
- A Master of Science degree in Human Services
- Continuing Education
- Financial aid and scholarships
- College equivalency for prior learning credit toward the BS degree
- A diverse, adult student population
- An experienced, knowledgeable, caring faculty
- Community-based projects and study groups

LOCATION AND ENVIRONMENT

SHS students are able to take classes at all of the campuses. In some instances, classes may be offered at other locations. All three campuses offer programs leading to a Bachelor of Science in Human Services and a Master of Science in Human Services.

SPRINGFIELD, MASSACHUSETTS

The Springfield campus is located on the main campus of Springfield College. Springfield is a mid-sized city centrally located in Western Massachusetts. As the hub of Interstates 90 and 91, it is easily accessible to Connecticut, Rhode Island, Albany, New York City, and Massachusetts. We are proud of the diverse population of students, staff, and faculty that represents our campus. Our students come from large metropolitan areas such as New York, Hartford, and New Haven, as well as rural areas like the Berkshires of Massachusetts. A rich diversity of ethnic, racial, and cultural backgrounds is evidence of our commitment to provide an environment of open, comfortable, and inclusive learning.

MANCHESTER, NEW HAMPSHIRE

The Manchester campus is situated in the historic Amoskeag Mill in the state's largest city. Located in facilities recently renovated for the School of Human Services, we occupy 13,000 square feet on the second floor of the Stark Mill Building Complex. Overlooking the Merrimack River, our classrooms are designed and furnished to facilitate our seminar style of teaching, and our faculty and administrative offices are situated for easy access to students. Our students come from New Hampshire, eastern Massachusetts, Vermont, Maine, and Rhode Island. Most of our students are first generation college students and reflect a mixture of urban and rural perspectives, ethnic and cultural diversity. Students may enter our bachelor's program as freshmen, sophomores, or juniors. Entry level is based upon an evaluation of the student's transfer credits and prior work/volunteer experience/knowledge. Our Manchester bachelor's program offers a criminal justice curriculum approved by the Massachusetts Board of Regents of Higher Education. Graduates of this curriculum qualify for Quinn Bill reimbursement under the Massachusetts Police Pay Incentive Act.

ST. JOHNSBURY, VERMONT (Learning in the North Country)

Our northernmost campus serves the six northern counties of Vermont and New Hampshire as well as the western counties of Maine. The profile of students who attend the St. Johnsbury campus is somewhat different from that of our other campuses. These students, almost without exception, live in small towns and rural settings scattered throughout Vermont, New Hampshire, and western Maine, with some students coming from the eastern townships of Canada. All of these regions have very strong social and geographical identities. The St. Johnsbury programs are particularly focused on issues that affect small towns and rural areas in northern New England. The campus has developed a resource center to address these issues. Many of the faculty live and work in the northern townships. Students have access to one of the best bookstores in northern New England as well as computer system access to both the Vermont library system and the Springfield College data research system.

WILMINGTON, DELAWARE

Wilmington, Delaware was the first city in the U.S. to be picked as the start of the historic collaboration and reconnection of the national YMCA and Springfield College. The Wilmington campus is located in the heart of Wilmington's historic downtown. Its geographic location makes it easily accessible to New York, Philadelphia, New Jersey, Virginia, Washington (D.C.), and Baltimore. This wide geographic reach also serves to provide the Wilmington campus with a richly diverse student population. The Wilmington campus has experienced rapid growth since its initial licensure by the State of Delaware in March 1995.

SAN DIEGO, CALIFORNIA

The San Diego campus, which opened in September of 1996, is centrally located in the Kearny Mesa section of San Diego. Conveniently located 120 miles south of Los Angeles and 25 miles north of the U.S.-Mexican border off route 15, it is easily accessible from throughout most of Southern California. The curriculum offers both the B.S. and M.S. degrees in Human Services. The structure of the B.S. degree allows students to focus their studies in the areas of administration, child development, community development/organization, and general studies. The M.S. degree offers students the opportunity to focus their study in areas of Human Service Administration and Community Development. Students and faculty represent a highly diverse group with a broad range of backgrounds and experiences. The campus strives to stretch beyond the classroom in order to become a contributing member of the community it serves through projects and partnerships.

THE SAN DIEGO CAMPUS HAS BEEN GRANTED TEMPORARY APPROVAL AS A CALIFORNIA DEGREE GRANTING INSTITUTION. "APPROVAL" OR "APPROVAL TO OPERATE" PURSUANT TO CALIFORNIA EDUCATION CODE SECTION 94310 MEANS THAT THE COUNCIL HAS DETERMINED AND CERTIFIED THAT AN INSTITUTION MEETS MINIMUM STANDARDS ESTABLISHED BY THE COUNCIL FOR INTEGRITY, FINANCIAL STABILITY, AND EDUCATIONAL QUALITY, INCLUDING OFFERING OF BONA FIDE INSTRUCTION BY QUALIFIED FACULTY AND THE APPROPRIATE ASSESSMENT OF STUDENT'S ACHIEVEMENT PRIOR TO, DURING, AND AT THE END OF ITS PROGRAM.

OVERVIEW OF SERVICES

A DIVERSITY OF STUDENTS

Among our primary strengths is the enormous diversity of our student body. The age range is 25 to 65 and our students come from all backgrounds – small, rural areas, sprawling suburbs, and large cities. Students' work experience may be paid or unpaid and span a broad range of services from nursing to the clergy to child care to law enforcement, teaching, and community activism, among many others. Our students do, however, share some common traits. They are highly motivated adults who have experienced the human service system firsthand and are anxious to gain new knowledge and skills. Many of our students were not able to attend college. Family and financial obligations may have limited their opportunities. Many find a degree or advanced degree necessary to maintain their current positions or to advance professionally. Often, entry into a Springfield College School of Human Services program marks an important career change.

WHERE OUR GRADUATES ARE

Many of our graduates apply to graduate school, and many of those are admitted to such institutions as Yale, Harvard, Columbia, Cornell, Fordham, NYU, University of Connecticut, University of Massachusetts, Lesley College, Boston University, and right here at Springfield College. They enter a wide variety of programs including public health, law, social work, counseling, education, and even journalism and library science. Our alumni are people who become program innovators, agency and program directors, college teachers, and legislators.

AN EXPERIENCED FACULTY

We do not think of teachers as fountains of wisdom from which students must drink. We view our instructors as facilitators, co-learners, and teachers who work with students to analyze experience, expose contradictions, examine conflicting values, and root out unexamined prejudices and pass along specific skills and knowledge. All ideas and values are subject to exploration and questioning.

The faculty of the School of Human Services brings together a wealth of experience in traditional, non-traditional, and adult education. Faculty members represent a variety of academic disciplines with formal training at institutions throughout the world. In contrast to many adult education programs, our school has a high percentage of full-time professors. Complementing this is a strong core of talented part-time faculty who hold joint appointments with the School of Human Services, other institutions of higher learning, and community agencies. Individual student attention is a priority for us. Within the two degree programs, we maintain a student/faculty ratio of approximately 20:1. We maintain an average of 50 full-time faculty and administrative staff members to serve our student needs. Our faculty members are selected not only for their academic credentials and teaching ability, but also for their demonstrated long-term experience in the kinds of community-building activities that reflect the School's philosophy. They continue this community involvement as part of the School of Human Services faculty. Our innovative, socially conscious approach to higher education for adults, as well as the students whom we attract, make the School of Human Services an exciting place to teach.

ELIGIBILITY

The bachelor's program is open to those working at any level in any of a broad range of human service or community development agencies, programs, or institutions. Acceptance for admission is based on completion of high school (or GED certificate), experience gained through work and life, and a commitment to human services. We define human services as the helping profession in all its forms. Though formal credentials may be required to obtain or advance in a job, people gain knowledge and skills in many ways throughout their lives. Students are assisted throughout the process by faculty advisors. Undergraduate college credit can be earned through the "prior learning" process. The master's programs require a bachelor's degree plus at least five years of relevant human services experience. Students may be admitted provisionally with less experience as long as they demonstrate a commitment to human services. No standardized entrance exams are required.

COURSE OF STUDY

On a full-time basis, each program can usually be completed in 16 to 24 months. Part-time enrollment is an option. Generally, students may enter the program in September, January, or May. However, each campus reserves the right to accept students each term based on enrollment. Each course meets one full day per month. Classes are offered on Fridays, Saturdays, and Sundays for the convenience of working people. Schedules vary at each campus. Additionally, students are required to complete projects in their own communities. Students in the master's programs with less than five years of experience may be required to gain practical experience in the field.

STUDENT SERVICES

Student support is part of the job description of every School of Human Services staff and faculty member. We endeavor to demystify higher education, to help students gain adequate financial support, and acquire the self-esteem they need to succeed through learning. We emphasize group efforts that foster networks of peer support rather than a competitive atmosphere among students. Each campus has several full-time staff members whose primary focus is on providing support, assistance, and administrative guidance to students. Our student services staff members are highly qualified professionals who are knowledgeable about the unique needs and time demands on adult learners. They make administrative procedures flow in a smooth and timely fashion.

ADVISING

All students are assigned an academic advisor after entering the School. The advisor provides direction for one's course of study. The academic advisor is also available to discuss issues, concerns, and questions that may arise in any portion of the program.

STUDENT SUPPORT CENTER

Each campus has an additional student service component because we realize that returning to school as an adult presents certain challenges. It can be a confusing, troubling, and stressful time. Many students also experience a period of questioning their ability to manage a demanding academic schedule as well as a work and family schedule. The Student Support Center was developed to address this reality. These offices are staffed by professionals and function solely to provide support and advocacy to students. The types of services offered include technical skills (study habits, reading, writing, time management); academic assistance and feedback (tutors are available to assist in particular subject areas or with particular skills such as writing assistance); and workshops by request and special offering.

FINANCIAL AID

Financial Aid services are available through Springfield College. A variety of aid is available for eligible students ranging from direct scholarship aid to federally-funded loan programs. All financial aid from the College is administered by the Springfield College Director of Financial Aid. All aid is awarded on the basis of financial need, as calculated by the College Financial Aid Office. More details about the application procedure are described later in this catalog.

SPRINGFIELD COLLEGE STUDENT SERVICES*

School of Human Services students are entitled to the range of student service programs offered by Springfield College. These services include career services with a career resource library, access to a computer network on career opportunities, resume writing assistance, and interviews with potential employers. Other services offered through Springfield College include the counseling Center and access to all athletic and recreation facilities.

**Available in Springfield only.*

LIBRARY SERVICES

BABSON LIBRARY

The Babson Library is a modern building housing a collection of 560,000 information items. The collection includes over 130,000 books, 615,000 microforms; audio and audio-visual tapes and cassettes. Subject strengths are in the fields of social science and education. All materials are catalogued on Voyager (the college's electronic on-line catalog), which allows users to launch into other applications, search catalogs, use Netscape (an Internet browser), and search WinSpirs, which is a collection of periodical databases. Additionally, students can search the windows-based version of WinSpirs, called WebSpirs, from their own computers. Another notable feature of Babson Library is the Gulick collection of rare sports books, many dating back to the 17th century.

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

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

As described earlier, computer database searching is available in a wide variety of subject areas through on line vendors and in-house (through CD-ROM searching). The library is a member of the CAV Mars library system, which expands library cooperation to over 40 libraries in Central and Western Massachusetts. Babson Library also maintains an automated circulation system. Each campus has full access to this system.

THE SHAPIRO LIBRARY OF NEW HAMPSHIRE COLLEGE

The Shapiro Library of New Hampshire College, which provides library support to Springfield College students studying at the Manchester, New Hampshire campus, has a collection which as of 1991 included 81,590 volumes, 962 periodical titles, 197,760 microfiche files, 1,414 audio tapes, 762 video materials, and 87 films.

School of Human Services students have full borrowing privileges from the Shapiro Library. This library is located on New Hampshire College's South Campus, 2500 North River Road, Manchester, New Hampshire.

LIBRARY SERVICES IN WILMINGTON

As does each campus, Wilmington has full electronic access to the Babson Library collection. All materials are catalogued on Voyager allowing users to launch into other applications, search catalogs, use Netscape (an Internet browser), and search WinSpirs, which is a collection of periodical databases. All students receive training and support material on these services as part of their curriculum, and they are able to have books and articles sent directly to their homes from the library at no cost. The Wilmington campus has recently received funding to begin to create a "specialized library" of books and software specifically relating to the human service field as well as a copy of each text book used in SHS courses. In time, services may also extend to Wilmington area libraries.

LIBRARY SERVICES IN SAN DIEGO

Although the College's Babson Library is 3,000 miles from the San Diego campus, the staff sits ready, willing and able to serve students needs. To this end, the college provides students with the ability to do electronic library research from either the San Diego campus or the student's home through the Internet. This technology allows students to research several databases and to search both the Babson Library catalogs and the University of California system (Melvy). All students receive training and support material on this service as part of their curriculum. Students are able to have books and articles sent directly to their homes from the library using overnight delivery at no cost to the student.

THE INTERNATIONAL CENTER

From its founding until 1953, Springfield College carried "International" in its corporate title. Prior to World War II, the College was far ahead of most United States colleges and universities in international affairs. Hundreds of alumni working effectively in more than 70 countries testify to the success of the College's involvement in providing selected leaders and students of other nations with an education. Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries.

Because of the College's growing international reputation, it has a steady stream of distinguished educational leaders from abroad flowing through the campus financed by the federal government and various private and professional organizations and foundations.

In order to strengthen the development and coordination of international concerns, the College established the International Center in 1965. The range of functions of the Center includes:

- Responsibility for the administration of the international student program which include orientation of students from abroad, and of students from the United States who participate in the study abroad program.
- Coordination, encouragement, and counseling of Springfield students to study and serve internationally.
- Development and coordination of contacts, information and resources for faculty and students on fellowships, scholarships, and programs in international affairs.
- Coordination and development of plans for overseas affiliations and centers.
- Maintenance and cultivation of international and domestic affiliations and contracts appropriate to the College, its capabilities, interests, and future.
- Coordination of international exchanges and special projects including faculty exchange, cooperative research, and formal affiliations with several foreign institutions.
- Expansion and diversification of the international visitors program, with special attention to people sent to the College by agencies of the United States Government, YMCA, the Experiment in International Living, National Council for International Visitors, and other private agencies for varying periods of study and consultation.

POLICIES AND PROCEDURES

This section of the catalog reviews policies and procedures that are applicable school-wide for the BSHS and MSHS programs. Please see each individual program section for policies and procedures specific to it.

TUITION & FEES (1997-1998)*

Bachelor of Science Program: \$219 per credit hour.

Master of Science in Human Services Program: \$310 per credit hour.

*Tuition costs may be subject to change

Fee: a non-refundable fee of \$10 for B.S.H.S. applicants or \$40 for MS applicants must accompany each application for admission. There is a \$15 payment plan fee and a \$25 late registration fee each term. There is a \$10 computer fee each term for students enrolled at the Springfield campus.

Prior Learning Assessment Fee: A one-time fee is charged for the purpose of covering the costs involved in the advising, reviewing, feedback, and assessing responsibilities carried out by the faculty and staff for the BSHS prior learning process. The fee for this service is \$250.

WITHDRAWAL POLICY

Once students register for classes, they are responsible for the tuition incurred. Absence from classes does not connote the desire to withdraw or drop a course. The proper form must be completed and returned to the Student Services Office. A drop form is used if the student has not attended the first and second class. Otherwise a student should complete a withdrawal form. Students may not drop a course after the 15th of the second month (Oct. 15, Feb. 15, June 15) of the term. They cannot add a course after the first class has met.

All forms are available at the Student Services Office at each campus.

REFUND POLICY

Courses dropped on or before the following dates will allow the student to receive 100% tuition credit.

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

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

THE STUDENT TUITION RECOVERY FUND (STRF), SAN DIEGO CAMPUS

The STRF was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if he/she prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, the student must be a California resident and reside in California at the time the enrollment agreement is signed or when he/she receives lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered California residents.

Questions regarding the STRF may be directed to the Council for Private Postsecondary and Vocational Education, 1027 10th Street, Fourth Floor, Sacramento, California, 95814-3517, or call (916) 445-3427.

CALIFORNIA ENROLLMENT AGREEMENT

In California, students sign an enrollment agreement which states the following: "The student has the right to a full refund of all charges less the amount of the application fee if he/she cancels this agreement prior to the first day of instruction. In addition, the student may withdraw from a course after instruction has started and receive pro-rate refund for the portion of the tuition and other refundable charges if the student has completed 60% or less of instruction."

FINANCIAL AID

No academically qualified students should be denied the opportunity to further their education due to a lack of financial resources. Springfield College makes every attempt to assist qualified students who are in financial need. Any student who feels that personal and family resources are not sufficient to pay for educational expenses is encouraged to apply for financial assistance. An application for aid or the ability to pay has absolutely no bearing on the decision whether to accept the student for admission.

All financial aid from the College is administered by the Springfield College Director of Financial Aid. Applications for assistance must be processed through the College Financial Aid Office regardless of which SHS campus the student attends. New applications for assistance must be made for each academic year, which runs from September through August.

A student must be accepted into the College before a financial aid decision can be issued. However, students should not wait to be accepted to apply for assistance. It is suggested that applicants pursue the completion of their financial aid along with their admission application. Once enrolled in the College, returning students must make satisfactory academic progress toward their degrees to continue to receive financial aid. Although students who have not received a letter of admission may be allowed to enroll as special students, they are not eligible for financial assistance. Students must be accepted as degree candidates to be eligible for financial aid.

The determination of the student's ability to pay for college expenses is central to Springfield College's financial aid program. Financial aid is a supplement to student and family resources. All aid is awarded on the basis of financial need as calculated by the College Financial Aid Office according to federal regulations. Need is the difference between the cost of attendance and the student and family contribution. The total financial aid a student receives cannot exceed the calculated need. Students are expected to notify the Financial Aid Office of scholarships, reimbursements, and tuition assistance offered them by other agencies, organizations, and employers. Failure to report outside assistance may result in a reduction of aid controlled by Springfield College.

Applicants are expected to take responsibility for filing properly completed forms by the published priority dates. Applicants must provide all documents requested by the Financial Aid Office. Failure to comply with these expectations may result in a denial of financial assistance. Changes in applicants' enrollment, financial, or marital status must be promptly reported to the Financial Aid Office.

All awards are subject to verification. Any award shall be void if and when incorrect information is revealed on the Free Application for Student Aid or other documentation submitted in the application process. Cases of fraud will be reported to the appropriate authorities.

Students applying for admission will automatically be sent information and a financial aid application packet. Returning students will receive the upcoming year's forms from their SHS campus.

REQUIRED FORMS

Free Application for Federal Student Aid (FAFSA): Send directly to the Federal processor. Springfield College Financial Aid Application: Send this form directly to the Financial Aid Office. Signed copy of student's (and/or spouse's) Federal tax return (include all schedules and W-2's). Non-filers must submit a statement of untaxed income.

PRIORITY FILING DATES

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

NEW STUDENTS:

- November 15 for the January semester
- March 15 for the May semester
- July 15 for the September semester

CURRENT STUDENTS:

- May 1 for the following academic year

Financial aid questions should be directed to Springfield College, Financial Aid Office, 263 Alden Street, Springfield, MA 01109-3797, 413-748-3108.

DECISIONS

Full consideration will be given to applications that are completed by the appropriate priority date. Incomplete applications are subject to denial of assistance. Applicants will be notified in writing of the decision within thirty days of the deadline. All financial aid awards are tentative until verification is completed and enrollment status is determined. There is an appeal process for applicants who wish to challenge the decision. Appeals must be in writing to the Director of Financial Aid and must provide information to support the request for reconsideration.

GRADING

GRADING

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

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

A	Exceptional	4.0	C	Fair	2.0	U	Unsatisfactory (No Pass)
A-		3.7	C-		1.7	W	Withdrew
B+		3.3	D+		1.33	*	Grade not submitted
B	Good	3.0	D	Passing	1.00		by instructor
B-		2.7	F	Failure	0.00	I	Incomplete
C+		2.3	P	Pass		X	Audit

Human Services and Portfolio Development, Group Project, Independent Study, Internship, Practicum and Issues in Research are all graded on a Pass/Fail (P/F) basis. These courses must be completed satisfactorily as part of the progress within the program. They are not included in the grade point average, but count toward the graduation credits.

INCOMPLETE (I)

Upon student request, the instructor may give a mark of incomplete in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent completing a major assignment. If course requirements are not completed by the end of the following semester either the "I" or alternate grade, where designated by the instructor, becomes part of the student's permanent record. (All official student records are held in the Registrar's office at Springfield College.)

In extraordinary circumstances such as extended illness and at the discretion of the instructor, a student may request and be granted a specified extension of time to complete course requirements. The appropriate forms must be completed by instructor and student and a copy filed with the Registrar before the "I" or alternate grade becomes part of the student's permanent record. In such cases the mark will be converted to "I-E" (Incomplete-Extended). The student is responsible for completing the course requirements by the date negotiated with the instructor at which time the change of grade is submitted to the Registrar.

In all cases involving a mark of "I" or "I-E" it is the responsibility of the student to negotiate with the instructor the conditions for removal of the Incomplete. Failure (F) may be removed only by repetition of the course at Springfield College.

Students may repeat a course in which they have received an unsatisfactory grade. To do so, they register again for the course. Both grade entries will appear on the record card, but only the credit hours and grade resulting from the repeated course will be used in computing hours and honor credits for graduation. This is true whether the grade for the repeat is higher or lower than the original grade.

ATTENDANCE

Attendance is required at all classes, workshops, and seminars. If all or part of a class weekend must be missed, each instructor must be notified ahead of time to arrange for work to be made up. Any course in which a student misses more than one class session must be repeated if credit is to be granted. A student who is more than one half hour late is considered absent for that class day unless cleared in advance by the instructor.

ACADEMIC HONESTY POLICY

Academic honesty demands that a student acknowledge the source of all information submitted in the preparation, writing, and submission of written assignments. Failure to do so is academic dishonesty. Academic dishonesty includes (but is not limited to):

1. Plagiarism: representing the works of another as one's own work.
2. Submitting any part of the written work or research of another person as one's own (including but not limited to materials sold or distributed commercially).

3. Knowingly helping someone commit academic dishonesty in any aspect of the process including students who substitute their work for that of another student.
4. Falsification and/or invention of any information or citation.

Students who are found to be academically dishonest are subject to dismissal from the School of Human Services.

ACADEMIC & SOCIAL STANDARDS COMMITTEE

The Academic and Social Standards Committee (ASSC) is responsible for handling and resolving all matters concerning academic and social standards and the often related personal issues. The Committee's work is twofold. First, the Committee reviews and establishes policies and procedures in matters relating to academic and social standards. Second, it resolves conflicts for faculty, students, and staff when these policies are not being adhered to or interpreted clearly or when they are violated. Specific policies and procedures are outlined in the programs' student handbooks and in the Committee's published statements.

HONORS POLICY

The programs at the School of Human Services are built around a few simple ideas. One is that "the world is organized in such a way that too many people have too little and too few people have too much." Another is that people need to feel connected and that our humanity is demonstrated in the ways we work to mutually support each other.

One important way that we attempt to address these issues is to give students an experience in non-competitive and cooperative situations. We have designed specific courses (Issues in Research, Human Services & Portfolio Development, and Community Projects in Social Change) with this goal in mind. Instead of letter grades in these courses, students receive a pass/fail grade. The lack of letter grade is intended to generate an atmosphere of cooperation and collaborative inquiry.

Because of the belief outlined above, the School of Human Services does not become involved in the traditional honor system followed by the College. However, each student has a right to be considered for Springfield College honors. In order to be eligible for the honors bestowed by College the student must:

- Complete at least 45 credits (not including your last term) for which you have received a letter grade other than "P." Pass-fail courses and transfer credits are not counted for the purpose of honors by Springfield College.
- Academic honors are awarded to the graduating students who fall in the top 20% of the College's graduating class. The categories are as follows:
 - Summa cum laude: top 3% of graduating class
 - Magna cum laude: next 7% of graduating class
 - Cum laude: next 10% of graduating class

INTERNATIONAL PROGRAMS

The School of Human Services offers collaborative possibilities in other countries. We currently offer our Master of Science program in Sweden. The connection to Sweden provides access to Scandinavian scholars and human services professionals, as well as opportunity to participate in the program.

An opportunity is available annually for a group of SHS students and faculty to learn from and study with the Sisters of Guadalupe in Mexico. The course involves an understanding of liberation theology and making linkages between the learnings available through this experience and the needs and struggles in one's home community.

BACHELOR OF SCIENCE IN HUMAN SERVICES PROGRAM DESCRIPTION

The Bachelor of Science in Human Services program is based on the belief that learning must connect theoretical ideas with practical experience; that learning must include an understanding of both oneself and other cultures; and that the ability to recognize and act on the conditions that give rise to human misery is an essential component of professional preparation for the human service field. The program encourages collaboration rather than competition among students. This unique learning environment directly teaches students how to deliver services and to improve the quality of life in our communities by encouraging them to:

- Think critically.
- Communicate effectively.
- Articulate a philosophy of human services, community development, and social change.
- Develop practical skills in both direct service and social change.

Each student completes a basic program of compulsory CORE curriculum courses plus individualized courses tailored to the student's own learning needs. The length of time needed to complete the program will vary depending on the number of transfer credits and/or prior learning assessment award.

GENERAL INFORMATION

GRADUATION REQUIREMENTS

All students must complete 120 credit hours which can be earned through a combination of transfer credits, prior learning assessment award, and a minimum of 48 credit hours earned at Springfield College.

ELIGIBILITY

The program accepts students who demonstrate an ability to do undergraduate level work as evidenced in past performance, both experiential and academic, and a commitment to community and social service.

REQUIREMENTS FOR ADMISSION:

1. A completed application form.
2. High school diploma or its equivalent.
3. Transcripts from all colleges previously attended.
4. An individual interview with a faculty or staff member.
5. Demonstrated commitment to community service.
6. Our program best meets the needs of students 25 years and older.

ADMISSIONS DEADLINES BY CAMPUS

SPRINGFIELD:

June 1st for September Term
October 1st for January Term
February 1st for May Term

MANCHESTER:

June 1st for September Term
October 1st for January Term
February 1st for May Term

WILMINGTON:

July 1st for September Term
November 1st for January Term
March 1st for May Term

ST. JOHNSBURY:

August 1st for September Term
December 1st for January Term
April 1st for May Term

SAN DIEGO*:

August 1st for September Term
December 1st for January Term
April 1st for May Term

* Exceptions to the San Diego schedule can be arranged. Please contact the campus at (619) 277-7155 for further details.

TRANSFER CREDIT AND CREDIT THROUGH EXAMINATION

Evaluation of transfer credits is made by the Registrar upon matriculation. A maximum of 72 semester hours of credits may be transferred.

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

A maximum of 66 semester hours of credit may be transferred from a two-year institution. In accordance with this Springfield College policy, any credits awarded through the School of Human Services' prior learning process, beyond this cap, will be considered and can be demonstrated as being awarded from a four year institution. **STUDENTS WHO RECEIVE CREDIT FOR THEIR YMCA TRAINING WILL HAVE THOSE CREDITS APPLIED TO THE 48 CREDIT RESIDENCY PROGRAM.**

PRIOR LEARNING

The School of Human Services offers a process to validate college level learning acquired through life experiences. The School's Curriculum Committee oversees the process and monitors policies and procedures that are consistent with principles of good practice established by the Council on the Assessment of Experiential Learning (CAEL). A Portfolio Handbook for students and an Assessor's Manual provide information about specific policies and procedures; however, a brief description of the process and required material is presented below.

Since the BSHS program is a 120 credit degree program and 48 of these credits must be earned in residency, a maximum of 72 credits may be awarded via transfer and/or prior learning credits. **HOWEVER, IN NEW HAMPSHIRE, NO MORE THAN 50% OF THE CREDITS REQUIRED FOR THE DEGREE CAN BE AWARDED FOR PRIOR EXPERIENTIAL LEARNING. IN CALIFORNIA, A STUDENT MAY ONLY EARN 30 CREDITS FOR PRIOR LEARNING. NO MORE THAN 15 CREDITS CAN BE LOWER DIVISION AND NO MORE THAN 15 CAN BE UPPER DIVISION COURSES.**

PORTFOLIO PREPARATION AND ASSESSMENT

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

EACH PORTFOLIO INCLUDES THE FOLLOWING:

1. Table of Contents.
2. Resume.
3. Personal statement.
4. Transfer Credit Evaluation form from the Registrar
5. Claims for Credit(s): Articulation of knowledge equivalent to a specific college-level course; standardized test (i.e. CLEP) results; appropriate training experiences; and under special circumstances, oral examination.
6. Verification and/or documentation of the above claim(s) for credits.
7. Other supportive materials as appropriate to each individualized and unique portfolio.

Completed portfolios are assessed by at least two faculty, or faculty-level professionals, who make recommendations regarding credit awards to the Prior Learning Assessment Coordinator at his/her respective campus.

PROGRAM OF STUDY

The BSHS program is organized around a core curriculum designed specifically to address the programmatic and curricular perspectives of the SHS; a range of elective options; and a group project in community change. Additionally, ALL SHS students must meet the Springfield College All College Requirements. Students may enter the BSHS program with a focus on criminal justice, through our collaboration with the YMCA/USA, and through application at any of our campuses. Once registered, classes may be taken at any campus.

All students matriculating in the BSHS need to complete the School's CORE curriculum and meet the All College Requirements of the institution. (The School's CORE curriculum meets many of the College's academic requirements.) The length of time needed to complete this 120 credit program will vary depending on the number of transfer credits and/or prior learning assessment award. A minimum of 48 credits must be earned at Springfield College.

ALL COLLEGE REQUIREMENTS

The emphasis at Springfield College is on the Humanities Philosophy, the education of the whole person – the spirit, mind, and body – with the motivation of service to humanity that is international, intercultural, interracial, and interreligious. Springfield College students are educated for a dynamic world that requires an advanced level of interpersonal and communication skills. Students are educated to appreciate society and the diversity of cultures, races, and religions and to enjoy a healthy and physically active lifestyle.

The ACRs provide every Springfield College student with the opportunity to develop as a literate, thinking, socially responsible person. The courses listed below that meet the ACRs are from the School of Human Services curriculum. With the exception of the CORE courses, students may meet these requirements via transfer and/or prior learning credits. Please note that a course may satisfy only one category in the All-College Requirements. Each student works with a faculty advisor to ensure that the All College Requirements are met.

HUMANICS AND THE ALL-COLLEGE REQUIREMENT

To integrate the Humanities Philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

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

The educated person will know, understand, and nurture the scientific and logical dimensions of people and the environment in which he/she lives.

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

II. Humanities, Health and Movement (7 credits)

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

- a. Health (3 credits)
 - SHSB 12: Human Services & Health (3 credits)
 - SHSB 124: The Human Factor in Community Health (3 credits)

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

III. Humanities, Expressive and Communicative Life

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

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

V. Humanities Culture and Society (9 credits)

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

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

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

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

a. Philosophy		(3 credits)
SHSB 203:	Integrative CORE Seminar III	(3 of 4 credits)
SHSB 38:	Critical Thinking through Literature	(3 credits)
SHSB 47:	Morality in the Late 20th Century	(3 credits)

SHSB 52:	The Ethics of Contemporary Science	
SHSB 168:	Social Philosophy	(3 credits)
SHSB 239:	Ethics and the Law	(3 credits)
b. Religion		(3 credits)
SHSB 66:	Music and Empowerment	(3 credits)
SHSB 141:	Coping with Disease & Death	(3 credits)
SHSB 150:	Race, Religion, & Culture	(3 credits)
SHSB 188:	World Views Analysis	(3 credits)

BSHS CORE REQUIREMENTS COURSE DESCRIPTIONS

CORE CURRICULUM

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

SHSB 201: Integrative CORE Seminar One: Education, Oppression, & Social Intervention (4 credits)

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

SHSB 202: Integrative CORE Seminar Two: Political Economy & Human Services (4 credits)

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

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

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

CJWB 205: Issues in Research (3 credits)

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

CJWB 207: Human Services & Portfolio Development (3 credits)

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

SHSB 216: Theory & Practice Seminar (2 credits)

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

SHSB 230, 231, 232: Group Project in Community Development & Change (12 credits)

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

BSHS ELECTIVE COURSES

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

SHSB 11: Education, Work, & Social Welfare (3 credits)

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

SHSB 12: Human Service & Health (3 credits)

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

SHSB 13: Health, Professionalism, & Social Justice (3 credits)

This course examines professionalism and bureaucracy with particular attention to their conflicting meanings, messages, implications, and interactions. The class also examines how people gain, maintain, or lose skills; mechanisms through which people are placed in passive positions or take active control; and the process through which people learn the roles of "client," "para-professional," and "professional."

SHSB 14: Structural Analysis of American Society (3 credits)

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

SHSB 17: Volunteerism & Human Services (3 credits)

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

SHSB 18: Oral Communication (3 credits)

This course examines the principles and techniques of persuasive public speaking. It emphasizes student performance and refines skills in pronunciation, speech, public speaking, and effective communication.

SHSB 19: Communications Skills 1 (3 credits)

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

SHSB 20: Human Behavior in the Social Environment (3 credits)

This course presents basic fundamental knowledge about human behavior and the social and cultural context of development in the human life cycle.

SHSB 21: Interviewing Techniques (3 credits)

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

SHSB 22: Introduction to Basic Counseling Techniques (3 credits)

With a particular emphasis on empathy techniques, this course explores issues of assessment, listening, responding, transference, counter transference, the conceptualization and organization of intervention, and effective, cognitive, and behavioral strategies.

SHSB 24: Human Services Organizations (3 credits)

This course introduces students to the local and national service organizations in their respective communities and how these organizations deal with people and one another. Also included is the examination of legal and tax status and responsibilities of non-profit organizations.

SHSB 25: Dynamics of Case Management (3 credits)

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

SHSB 26: Social Service Networks (3 credits)

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

SHSB 27: Intake & Referral (3 credits)

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

SHSB 29: Elementary Supervision (3 credits)

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

SHSB 30: Introduction to Community Organizing (3 credits)

This course provides students with the theory behind such practical aspects as: why organize; who is an organizer; when to organize; how to execute one's plans effectively; how to build coalitions and support groups; and how to negotiate.

SHSB 31: Introduction to Community Development (3 credits)

This course explores how economic policies and decisions affect legitimate community development projects. Students are responsible for applying community development theories and practices in the area of cooperatives, land trusts, and other programs.

SHSB 32: Child Development (3 credits)

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

SHSB 33: Communication Skills II (3 credits)

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

SHSB 34: Health & Professionalism (3 credits)

The course explores issues surrounding the labeling, controlling, and treatment of those who are seen as deviant as well as issues of institutionalization and de-institutionalization in health care settings.

SHSB 35: Introduction to Human Service Research (3 credits)

This course emphasizes the production of research papers relative to substantive human service issues. Topics of the class include preparation, research methods, organization, composition, and final presentation of research papers.

SHSB 36: Human Growth and Development (3 terms)

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

SHSB 37: Confronted By Violence (3 credits)

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

SHSB 38: Critical Thinking Through Literature (3 credits)

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

SHSB 40: Introduction to Abnormal Psychology (3 credits)

This course is an introduction to the assumptions, theories, and concepts of abnormal psychology. Emphasis is placed on the interaction of social, psychological, and biological factors in shaping personality development.

SHSB 41: Computer Literacy (3 credits)

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

SHSB 42: Law & Legal Advocacy (3 credits)

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

SHSB 43: Twentieth Century American Literature (3 credits)

This course examines literature dealing primarily with the social issues of the author's day. The content is diverse, reflecting gender, race, class, and cultural issues.

SHSB 44: Internship (3-6 credits)

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

SHSB 45: Independent Reading & Research (3 credits)

SHSB 46: Introduction to Developmental Disabilities (3 credits)

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

SHSB 47: Morality in the Late Twentieth Century (3 credits)

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

SHSB 51: Math Inquiry (3 credits)

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

SHSB 54: Contemporary Issues in Human Biology. (3 credits)

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

SHSB 66: Music and Empowerment (3 credits)

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

SHSB 101: Administration I (3 credits)

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

- SHSB 102: Administration II** (3 credits)
This course examines how power and politics influence organizational life, organizational change, and the implementation of innovation.
- SHSB 103: Administration: Finances** (3 credits)
This is an intermediate course focusing on long-range planning and the role of grant writing, fund raising, fiscal management, and agency relations.
- SHSB 104: Basic Management Skills** (3 credits)
This course emphasizes the improvement of skills in managing human service programs through a study of management functions, theories, and systems as well as situational leadership, decision-making, and planning.
- SHSB 105: Financial Management of Human Services Agencies** (3 credits)
This course examines the dynamics and elements of financial management. The development and assessment of financial plans, ensuring accountability, and budget management and development, are its learning objectives.
- SHSB 106: Public Relations for Community Organizations** (3 credits)
This course introduces the concepts and skills of public relations for community organizations through readings; discussions with speakers from all branches of the media; writing and submitting of press releases; design, layout, and printing of flyers, posters, and newsletters; and production techniques for radio and television.
- SHSB 107: Decision-Making** (3 credits)
The course focuses on decision-making theory, options, and implications. Case-study methodology is utilized.
- SHSB 108: Creation of Alternative Settings** (3 credits)
This course is for those committed to creating viable alternatives to traditional social service institutions. Students examine the personal costs and benefits of alternative settings; the relationship of alternatives to more traditional settings; the problem of scale; and formative evaluation.
- SHSB 109: Group Techniques & Analysis** (3 credits)
This course provides students with opportunities to learn the dynamics of group and organizational life. The focus is the nature of authority as well as interpersonal, intergroup, and institutional dynamics. Much of the work is experiential within a theoretical context.
- SHSB 110: Counseling: Theories & Perspectives** (3 credits)
This course examines theories and practices of counseling in the course of experiential work during class sessions. The course stresses contemporary theoretical innovations as well as a realistic social perspective necessary to teach clients creative problem framing and solving.
- SHSB 111: Effective Parent-Child Relationships** (3 credits)
This course enables students to apply their understanding of effective parent-child relationships in a relevant and realistic manner to their work with clients and life. Contemporary theories about parent-child relationships are explored.
- SHSB 112: Family Therapy** (3 credits)
This course examines the theoretical premises and many of the practical applications of family therapy. It covers how interpersonal systems function and applies these insights to work settings.
- SHSB 113: Counseling Within Institutional Settings** (3 credits)
This course examines total institutional settings, their impact on the residents and staff, and the logic and dynamics of de-institutionalization.
- SHSB 114: Counseling from a Racial Perspective** (3 credits)
This course provides information and methods for racially-sensitive counseling and the differing world views which may be found among different groups.

- SHSB 116: Psychology of Women: Theories & Practices** (3 credits)
This course utilizes the contemporary and emerging literature on the new psychology of women.
- CJWB 50: Criminal Law Concepts** (3 credits)
This course covers the historical development and philosophy of criminal law. Criminal law will be examined within the historical, legal, and applied contexts.
- CJWB: 51 Criminal Justice: An Introduction** (3 credits)
This course provides an overview of crime and the criminal justice system in the United States. Three themes are discussed: the history, philosophy, and function of the system; punishment and rehabilitation; education and training for professionals in the system.
- CJWB 52: Police and the Modern Society** (3 credits)
This course examines the historical, sociological, and political context of police work. It analyzes the differing role expectations facing the police as well as the conflicts caused by corruption and professionalization.
- CJWB 54: Corrections** (3 credits)
An overview of the elements of correctional institutions, this course examines such areas as processes, trends, and practices of the institutions, prisoner rights, parole, release centers, and government support of ex-offenders.
- CJWB 55: The Criminal Court System** (3 credits)
This examination of the procedures and values of the court system emphasizes state, district, and juvenile courts.
- CJWB 56: Crisis Intervention** (3 credits)
This course covers frequent and unique situations in which a practitioner might find it necessary to intervene. The class will cover theoretical areas such as crisis theory and the management of interpersonal conflict as well as look at specific situations such as rape, child abuse, potential suicides, and hostage incidents.
- CJWB 117: Substance Abuse Counseling** (3 credits)
This course examines the particular theories and techniques utilized in work with clients struggling with addiction.
- CJWB 118: Family Counseling & Understanding Diverse Cultures** (3 credits)
This course introduces major theoretical approaches to family therapy. Students learn to analyze the interactions of family structure, ethnicity, and the impact of social control agents in determining appropriate helper responses. Ways in which the service providers' ethnicity, culture, and race influence their perceptions are also explored.
- SHSB 119: Advocacy for Institutional Change: Case & Class Advocacy** (3 credits)
This class has four objectives: to teach students how to apply their knowledge of the advocacy process to different situations; to enable students to learn the relationship between social change theories and advocacy; to examine and review the essential tools of advocacy; and to help students explore their ability and willingness to work within advocacy principles.
- CJWB 120: Survey of American Jurisprudence I** (3 credits)
This course surveys the U.S. legal system with a particular focus on criminal law and procedures as well as individual rights and liberties. Specific components include an overview of state judicial systems, the doctrines of judicial review and separation of powers, substantive criminal law, criminal procedure and juvenile justice, police and judicial court systems, and individual rights and liberties.

SHSB 120: Ecology (3 credits)

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

SHSB 121: Survey of American Jurisprudence II (3 credits)

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

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

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

SHSB 123: The Process of Practical Politics (3 credits)

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

SHSB 124: The Human Factor in Community Health (3 credits)

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

SHSB 125: Politics of Education (3 credits)

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

SHSB 126: Urban Politics & Decision-Making (3 credits)

This course analyzes how communities, along with those agencies involved in change, struggle to change the relationships between the "have nots" and the "have a lots."

SHSB 127: Special Topics in Counseling (3 credits)

This is an advanced course focusing on a specific area of counseling. Adult development, career, behavioral, holistic health, and child sexual abuse are among the possible foci.

SHSB 128: Community Organizing (3 credits)

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

CJWB 129: The Administration of Community-Based Correctional Programs (3 credits)

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

SHSB 130: Political Economy of Human Services (3 credits)

This course in the political economy of the United States examines the connections between the factors driving human services and the factors driving the economy. The course assesses proposed strategies for action.

- CJWB 131: Women & Crime** (3 credits)
 This course explores in depth three aspects of the relationship between women and crime: women as offenders; women as victims of crimes; and women as criminal justice agents, with special attention to women as police officers.
- SHSB 132: Public Policy** (3 credits)
 This course introduces the dynamics of public policy. The course looks at the structure and function of state and city governance, the legislative process and methods for influencing it, the relationship between the executive and legislative branches of state government, and current issues facing state and national legislatures.
- SHSB 133: Issues in Community-Based Development** (3 credits)
 This course assesses how the economy operates at national and community levels. It examines financial, housing, and land issues with particular reference to community economic development.
- CJWB 134: Police Administration & Organization** (3 credits)
 This class examines police problems at the administrative level such as inspection and internal control devices; managerial improvement techniques; staff work; records analysis; decision-making at various levels; and preparation of administrative procedural and policy guidelines.
- CJWB 135: Exploring Racial Perspectives through Literature** (3 credits)
 This course examines the dynamics of racism and internalized oppression from historical, sociological, cross-cultural, and international perspectives. Literature from authors with diverse life-histories is the primary catalyst for this exploration. Historical and sociological texts supplement the themes raised in the literature.
- SHSB 136: Puerto Rico: Analysis & Perspectives** (3 credits)
 This course deals with the political, economic, and social history of Puerto Rico and of Puerto Ricans in the United States.
- CJWB 137: Human Sexuality** (3 credits)
 This course helps students develop a broader understanding of human sexual functioning by examining a wide range of behaviors from physiological, psychosocial, cultural, and behavioral frames of reference.
- SHSB 138: Data Systems for Human Services** (3 credits)
 This course explores techniques to increase the usefulness of word processing, spreadsheet, and database applications through simple programming and integration. Topics include macro coding, database procedural programming, conditional spreadsheet formulas, report generation, and application linking through simple system procedures.
- SHSB 139: Preventive Holistic Health** (3 credits)
 This course examines alternatives to the current health delivery system. It gives particular reference to how people deal with their own health care as it relates to primary, secondary, and tertiary prevention.
- SHSB 140: Theories of Counseling** (3 credits)
 This course examines the different theories of psychotherapy and how these theories affect counselors and their clients.
- CJWB 141: Coping with Disease & Death** (3 credits)
 This course analyzes how the sociological and psychological implications of disease relate to coping mechanisms and interaction with others and how the conceptualization of disease connects with the specter of dying and the finality of death. It examines the patient's and the patient's family's needs, and how these needs influence the institutions involved.

- SHSB 142: Public Health - Health Education** (3 credits)
This course covers many topics: the nature of our health systems; the concept of multiple risks; various risk reduction strategies; the historical origins of public health; the possibility of formal and informal health education solving health problems; and individual, social, and organizational approaches to health education. These issues are examined in order to assess the nature and role of health educators.
- SHSB 143: Cooperatives** (3 credits)
This course introduces the student to the history of cooperation, the nature of cooperative organizations, and their applicability to issues of community empowerment.
- SHSB 144: The Law, the Agencies, & the Developmentally Disabled** (3 credits)
This course examines court decisions and recent laws outlining the rights of developmentally disabled individuals for care and treatment. It examines these issues from the perspectives of professional ethics, human rights, and changing social policies.
- CJWB 145: Politics of Prisons** (3 credits)
This course examines how the American prisons in the 19th and 20th centuries reflected external social forces. It examines conservative, liberal, and radical approaches to prison reform from a critical perspective.
- SHSB 146: Writing Skills I** (3 credits)
This course helps students improve their writing skills as they engage in various forms of writing for social change. Through formal research, oral presentation and text-based analysis, students learn the fundamentals of journalistic documentation, journalistic advocacy, theory and proposal writing, and speech writing.
- SHSB 147: Advanced College Level Academic Skills For International Students** (3 credits)
Utilizing substantive human resource development materials, this course develops the linguistic and academic skills useful for advanced academic study in the U.S. These skills may be classified as follows: receptive skills, productive skills, and study skills.
- SHSB 148: Creative Writing For Social Change** (3 credits)
This course develops creative thinking and writing skills when dealing with the issues of social change. After identifying a human services issue, students develop a piece of creative writing which carries a premise that promotes social change. Students learn fundamentals of writing lyrics, poems, short stories, plays and teleplays, developed through improvisation.
- CJWB 149: Juvenile Justice** (3 credits)
This course examines the operation of the juvenile justice system in the United States including its social, political, economic context, its theoretical and ideological underpinnings, and current proposals for reform.
- SHSB 150: Race, Religion, & Culture** (3 credits)
This course investigates the interplay between race, religion, and culture within societies and organizations attempting to move towards equality and democracy. A range of thinkers is examined.
- SHSB 151: Grant Writing & Fundraising** (3 credits)
This course overviews and refines skills in grant writing and the techniques utilized in applying for public and private funding sources. It reviews the elements of proposal development and proposal writing strategies as well as grants management processes.
- SHSB 152: Early Childhood Development** (3 credits)
This course studies different areas of child behavior and important theories of child development. It explores the misinterpretation of change and the difficulties this causes for children in their personal and social adjustment.

- SHSB 153: International Analysis** (3 credits)
 This course uses human development to understand the means and limitations of how sovereign states formulate and execute policy. This perspective provides a different understanding of such contemporary issues as refugees, hunger, and population growth. The impact of the United Nations and other cultural exchange programs is examined.
- SHSB 154: Organizational Development** (3 credits)
 This course analyzes how human service organizations can deliver quality service without the negative aspects of bureaucratization. Utilizing social systems theory as the general framework, the class focuses on such issues as needs assessment, effective long-range and short-range planning, and staff and program evaluation.
- SHSB 155: International Political Economy** (3 credits)
 This course explores the international political economy with a particular emphasis on the relationship between the Northern and Southern hemispheres. The historical roots of colonialism and neo-colonialism are examined as are the implications for development.
- SHSB 156: Health & Society** (3 credits)
 This course defines and explores health care for people. It conceptualizes the health "forest" of which the professional personal treatment "tree" is a part. It is organized around four themes: caring for sickness versus health care; professional care givers versus self-care; public health care versus personal health care; and public health defined by the state versus public health defined by and for the citizenry.
- SHSB 157: Health Care & Aging I** (3 credits)
 This course reviews the physiological etiology of aging, the interrelationship between physiological change and mental health, self-assessment, needs assessment, status issues, and work in family and institutional settings.
- SHSB 158: Health Care & Aging II** (3 credits)
 This course reviews the techniques of working with the geriatric patient. The therapeutic community, sensory training, reality orientation, remotivation, and group activities as therapy are examined.
- SHSB 159: The Language of Sickness and Healing** (3 credits)
 This course deals with the effects of language on the definition of sickness and healing and the effects of different languages on how people deal with each other. It looks at gender, class, race, and cross-cultural differences in language.
- SHSB 160: Public Health I** (3 credits)
 This introductory course surveys issues in epidemiology and public health, health campaigns, immunizations, health care delivery systems, and the types of professional staffing providing public health services. A major part of the course is devoted to analyzing the roles of local, state, and Federal government in regulating, financing, and monitoring health care delivery.
- SHSB 161: Public Health II** (3 credits)
 This course examines legal issues in the delivery of health care and the role of economics and politics in public health. Contemporary case studies are analyzed.
- SHSB 162: Health Care & Aging III** (3 credits)
 This course focuses on aging in an industrial society, especially on the class, racial, cultural, and sexual differences of growing old. It also covers right to work, social security, housing, and health care.
- SHSB 163: Health & the Social Order** (3 credits)
 This course presents a picture of the relationship between health, disease, and the social order and illustrates how social and cultural factors mediate biological determinants and outcome.

CJWB 164: Substance Use & Abuse: From Prevention to Treatment (3 credits)

This course examines substance use and abuse. Its goals are to build a pharmacological knowledge of substances; to explore how society causes an increased use of substances; and to analyze systems designed to offer prevention and treatment. Special emphasis is placed on the disease concept of alcoholism and counseling techniques currently used in substance abuse treatment.

CJWB 165: Law & Social Change (3 credits)

This course analyzes formal institutions of social control and their impact on social justice and social change. It examines the question of whether the legal process can initiate and sustain social change. (Prerequisite: SHSB 42 or equivalent)

SHSB 166: Culture & Political Thought of Third World People (3 credits)

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

SHSB 167: Psycho-Politics of Male-Female Relationships (3 credits)

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

SHSB 168: Social Philosophy (3 credits)

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

SHSB 169: Victimization (3 credits)

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

SHSB 170: Rural Development (3 credits)

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

SHSB 171: Socialization & Social Control (3 credits)

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

SHSB 172: Economics, Competition, & Cooperation (3 credits)

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

SHSB 173: Cooperative Models for Sustainable Communities (3 credits)

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

- SHSB 174: International Economic Order** (3 credits)
 This course is about the new economic order and the changing role of the United States in it. Topics to be considered will include: issues in trade policy; employment, unemployment and information technology; regional trade organization; and social services, among others.
- SHSB 175: Case Studies in Community-Based Development** (3 credits)
 Case studies in community-based development from various cultural settings are examined.
- SHSB 176: Labor Economics** (3 credits)
 This course explores the application of economic analysis to issues important to the labor movement. Students' abilities to assess the impact of market conditions on labor and to critically assess government policies which affect workers and their working conditions are developed. The historical role of unions is a part of this study.
- SHSB 177: Labor Law** (3 credits)
 This course provides an introduction to federal, state, private, and public sector laws dealing with workers' rights and benefits, occupational safety and health, union organizing, collective bargaining, and union democracy.
- SHSB 178: Historical Sociology of Community Development** (3 credits)
 This course examines the history of community development from a sociological perspective.
- SHSB 179: Cultural Change in the African Diaspora** (3 credits)
 This course examines the role of culture and the development of social and political thoughts of Third World societies with emphasis on the peoples of the African Diaspora.
- SHSB 180: Database Management** (3 credits)
 The principles of computing, database management and applications generation are introduced. The course investigates the concepts and techniques underlying systems and assesses some of the features to look for in good software. Standardization and organization of information is explained in the context of developing a data dictionary based on fields, records, and files comprising a database. Students design and program a custom report through the use of an associated report-generator known as FORMS.
- SHSB 181: Introduction to Community Video** (3 credits)
 This course introduces video production techniques to promote access to community broadcast and cable television channels. It covers the development of the skills necessary to produce public service announcements and documentaries for community education.
- CJWB 182: Law & the Politics of Poverty** (3 credits)
 This course examines the various means by which the Federal Government has dealt with the problem of poverty in America. The course covers the years from 1950-present and examines the impact on poverty of certain programs.
- SHSB 183: Politics of Psychotherapy: Implications for Social Change** (3 credits)
 This course examines both critically and from an analytical perspective, the history, conflicts, and contradictions that have surrounded the emergence of psychotherapy as the primary mode of treatment for people experiencing difficulties in their everyday life. Focus is placed on reviewing and comparing different influences on the definition of psychotherapy especially with respect to its implications for the field of education and social change.
- SHSB 184: Current Events in an International Context** (3 credits)
 The purpose of this course is to familiarize students with the major social forces as they relate to the American empire.

- SHSB 185: Issues of Adolescence** (3 credits)
 Cross-cultural and historical perspectives on adolescence and biases regarding youth are explored in order to examine the issues of adolescence in the context of an ever changing world.
- SHSB 186: International Human Resource Development** (3 credits)
 This course provides a basic introduction to the theory and practice of international human resource development. It focuses on approaches most relevant to community development goals, not merely corporate settings. Social development models which build self-reliance are contrasted with more traditional social welfare models. Projects in the areas of literacy, health, education, and community organization are studied.
- SHSB 187: Appropriate Technologies** (3 credits)
 Much has been made lately about the role of appropriate technologies for development and the question has been raised, "What is the meaning of 'appropriate'?" Should different technologies be appropriate for developing countries than for developed countries? These questions and the issue of technological transfer are explored.
- SHSB 188: World Views Analysis** (3 credits)
 This course investigates the nature of current global resources, development, and environmental crises; and analyzes the "world views" or social values, structure, and systems underlying these crises, as well as alternative world views for a peaceful and environmentally sustainable global society.
- SHSB 189: Rural Issues in Mental Health** (3 credits)
 This course identifies rural issues for mental health practice. It studies rural conditions and examines how they affect mental health and related service delivery. Natural, human, political, organizational, and professional environments are explored.
- SHSB 190: The Labor Movement & Contemporary Society** (3 credits)
 This course examines the philosophy, structure, and functions of trade unions in the U.S., the role of unions in the economy, labor positions on important political issues, political activity of unions, labor history, and government's role in labor/management relations.
- SHSB 191: Organizing, Collective Bargaining, & Labor Law** (3 credits)
 Issues explored in this course include organizing strategy, collective bargaining theory, scope of bargaining (wages, hours, and the terms and conditions of employment), the balance of power in collective bargaining relationships, and the understanding of bargaining power and U.S. Labor Law under the Wagner and Taft-Hartley Acts.
- SHSB 192: Contract Administration & Arbitration** (3 credits)
 This course presents the principles of contract interpretation and grievance handling, which matters can be arbitrated, the selection of arbitrators, and the law of arbitration.
- SHSB 193: Public Sector Unionization** (3 credits)
 This course discusses the history of public sector unionization, special problems of public sector unions, right to strike, binding contract arbitration, best-last offer arbitration, advisory arbitration, fact finding, mediation, public relations, and political action.
- SHSB 194: Trade Union Administration** (3 credits)
 Issues covered in this course are managing a local union; handling finances, correspondence, and record keeping; requirement of the Landrum-Griffin Act; setting policies and making constructive decisions in the union; increasing membership participation and leadership competence; and identifying and solving problems in local situations.
- SHSB 195: The Economics & Sociology of Work** (3 credits)
 This course discusses organization of work in the U.S., competing management philosophies, response of workers to management philosophies and practices, satisfaction of workers with their jobs, trends in worker productivity, alternative work arrangements, and worker participation in management.

SHSB 196: Introduction to Environmental & Occupational Health & Safety (3 credits)

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

SHSB 198: Health Policies for Developing Countries (3 credits)

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

SHSB 199: Language, Culture, & Critical Thinking (3 credits)

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

SHSB 200: Professional and Bureaucratization in Human Services (3 credits)

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

SHSB 206: Independent Study I (3 credits)

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

SHSB 208: Independent Study II (Variable 1-3 credits)

SHSB 209: Independent Study Project (Variable 1-3 credits)

CJWB 210: Contemporary Issues in Constitutional Interpretation (3 credits)

This course explores, through the use of the case law approach, various constitutional issues facing public employees as well as state and local governments. Some of the constitutional issues examined are the role of Judicial Review in a democratic society, liability issues raised by the Fourteenth Amendment and the Civil Rights Laws, the rise and fall of economic due process and its effects on modern social policy, the protection of personal liberty, and the role of the Equal Protection clause of the Fourteenth Amendment.

CJWB 211: Violence & Social Control in U.S. History & Society (3 credits)

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

SHSB 218: Cross-Cultural Perspectives in Social Services (3 credits)

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

SHSB 222: Basic Concepts in Business & Politics (3 credits)

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

SHSB 223: Rural Issues (3 credits)

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

CJWB 238: Liability Issues for Public Officials (3 credits)

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

CJWB 239: Ethics & Law (3 credits)

This course includes an inquiry into the relationship between morality and the law and their organic interrelationship in the natural law tradition. Other aspects studied are the contemporary debate illustrated by the issues of human and civil rights, development of the civil rights movement, civil disobedience, and civil disorder.

SHSB 241: Library Research Methods (3 credits)

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

SHSB 242: Thesis (variable credit)

SHSB 244: Social Change Movements (3 credits)

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

SHSB 245: Issues in Labor Studies (3 credits)

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

SHSB 247: Practicum in Human Services (3 credits)

SHSB 248: Internship (6 credits)

SHSB 249: Contemporary Issues in Human Services (3 credits)

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

SHSB 250: Special Topics in Human Services (3 credits)

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

SHSB 260 – 261 – 262: Fitness/Wellness Alternatives (4 credits cumulative)

SHSB 260: Fitness/Wellness Alternatives I (2 credits)

SHSB 261: Fitness/Wellness Alternatives II (1 credit)

SHSB 262: Fitness/Wellness Alternatives III (1 credit)

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

YMCA PROGRAM DESCRIPTION

As part of the YMCA of the USA's revitalized partnership with Springfield College, academic credit toward a bachelor's degree is now available for some YMCA training experiences, including YMCA Principles and Practices, fifteen YMCA management modules, and many program certification courses.

Refer to course descriptions for the number of semester hours credit available. Earning college credit requires completion of an application form, payment of an additional fee for the module or course taken, and completion of pre-course reading (where applicable) and a post-course assignment. For program certification courses, you may apply for credit if you have taken the course after January 1, 1992. For management module courses, you may apply for credit if you have taken the course after January 1, 1993. However, beginning with courses taken in 1995, you must apply for credit prior to taking the course.

The courses described below are offered by the YMCA of the USA's Career Development Program and have been approved by the Faculty Curriculum Committee of Springfield College.

SHSY 10: Principles and Practices (2 S.H.)

This orientation course prepares YMCA staff members to understand the nature and character of the YMCA; the YMCA's roles in the community and the importance of volunteer/staff partnerships; strengthens learners' communication skills; and stresses the skills needed to work cooperatively with others. This seven-day residential training includes five major 3 hour learning sessions and a variety of 90 minute skill building workshops.

SHSY 20: YMCA Problem-Solving and Decision-Making (1 S.H.)

This course explores several of the more effective methods for identifying, describing, working through, and solving problems requiring decisions as the final outcome. The methods include those working best for groups, individuals, and organizations. The structure of organizational decision-making, the forces affecting decisions, and the evaluation of outcomes are part of this exploration. Participants are affiliated with the YMCA or attend with instructor's permission.

SHSY 21: Financial Development (1 S.H.)

This course explores the concepts of resource development and the role of staff and volunteers in the evolution of gift development. The relationship between financial development and planning, program services, and Board selection is part of the exploration. As part of the course, learners write a pro-forms case statement for a YMCA program demonstrating the skills necessary to "close" a gift solicitation.

SHSY 22: Fiscal Management, Budgeting, and Control (1.5 S.H.)

This course covers the principles and practices of fund accounting with particular attention to basic bookkeeping, break-even analysis, cash management, financial reports, auditing, internal financial controls, budgeting/financial planning, cost accounting, financial ratio, analysis, and risk management. Participants must be affiliated with the YMCA or have the instructor's approval.

SHSY 23: Marketing (2 S.H.)

This course is an overview of marketing concepts and terminology. Learners focus on the process of defining one's principle "business", the role of competition, market research and community segmentation, features vs. benefits, consumers vs. buyers, promotional strategies, public relations, advertising, using the media, and psychic vs. real pricing. The importance of how all YMCA activities need to incorporate a marketing perspective is stressed. Participants must be affiliated with the YMCA or have the instructor's permission.

SHSY 24: Planning (1 S.H.)

This course provides an introduction to strategic planning by taking a systems approach that begins with desired outcomes and moves backwards through the necessary steps required to achieve them. Time is given to assessing the true present condition of the organization, since this is the starting point for organizational change. Participants must be affiliated with the YMCA or have permission of the instructor to attend.

SHSY 25: Essentials of Management (2 S.H.)

This course presents management as a profession applicable to all sorts of organizations. The functions of management are identified, including nature of management, planning, organization, controlling, standards of performance and appraisal, and leadership. Participants must be affiliated with the YMCA or have permission of the instructor. Lessons are applied within their professional responsibilities.

SHSY 26: Planning and Management (1.5 S.H.)

Course Description: this course addresses what is the appropriate relationship between a YMCA's operation goals and how these goals are demonstrated throughout YMCA programming. Learners set program goals, objectives, and action step; gather and interpret program market data; and make program forecasts. Learners investigate and apply the steps needed to develop a new program or revitalize an existing one. Participants must be affiliated with the YMCA or have permission of the instructor to participate.

SHSY 27: Facilities Management (2 S.H.)

This course assists managers in the supervision of stationary engineers and facilities/property managers by giving an overview of the technologies, processes, and issues related to the ongoing maintenance, repair, and care of physical properties. Included are issues of facility safety and accident prevention, building emergency and crisis management, equipment maintenance and replacement schedules, and repair and maintenance of furnishings.

SHSY 28: Supervision (1 S.H.)

This course introduces the techniques of supervising paid and volunteer staff and provides an opportunity to practice supervisory skills and learn the legal and technical requirements of intervening in employee behavior. Students learn to supervise both individuals and project groups, select appropriate interventions, and explore their propensities toward various management styles. Participants must be affiliated with the YMCA or have permission from the instructor. Lessons are applied in the context of their workplace.

SHSY 29: YMCA Fitness Specialist (3 S.H.)

This course is designed to provide students with knowledge, skill and experience to work with members in physical assessments and individual exercise plans. Students will be certified to conduct the YMCA Physical Fitness assessment battery. Pre-requisites: YMCA affiliation, current CPR, principles of YMCA Health and Fitness, experience taking blood pressure and administering medical release and informed consent forms.

SHSY 30: Training of Trainers: Design and Delivery Skills (2 S.H.)

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

SHSY 35: YMCA Group Work (1 S.H.)

This course concentrates on the application of group process theory. Students learn to define and recognize what makes groups effective and understand the concepts of shared leadership, leadership styles and member-leader functions. Opportunities for group work at the workplace and ways to enhance group work skills of others are explored. Participants must be affiliated with the YMCA or have permission of the instructor.

SHSY 36: Basics in Community Development (1 S.H.)

This course serves as an introduction to the community development process. Topics include community services, community education, advocacy, community organizing, and local development. The focus is on the skills required to collaborate effectively in the community. Prerequisite: YMCA affiliation.

SHSY 37: Volunteerism and the YMCA (1 S.H.)

This course examines the historical perspective to volunteerism in the YMCA, demonstrates how it relates to the YMCA mission, and considers a variety of principles regarding the staff role in the application of volunteerism to program delivery, policy formulation, and fundraising. The course also explores the practical steps to take in developing or enhancing volunteer leadership in YMCAs: recruitment, retention, and recognition.

SHSY 49: YMCA Exercise Instructor (.5 S.H.)

This course is designed to provide students with the basic knowledge to conduct exercise classes. Course content includes components of an exercise class, basic exercise selection, practical application of exercise science, qualities of an exercise instructor, nutrition information, and practical sessions. Prerequisites: YMCA affiliation, current CPR, Principles of Health and Fitness, and 25 hours of practical experience.

SHSY 50: Day Camp Director (1 S.H.)

The course enhances YMCA Day Camp Directors' administrative skills and understanding of the YMCA's mission. A training design for local day camp staff is provided. Primary emphasis is on day camps serving children ages 6 to 11, although some activities for older youth are explored (i.e., counselor-in-training programs). Prerequisite: YMCA affiliation.

SHSY 51: Youth Sports Director (5 S.H.)

This course is designed for people administering YMCA youth sports and staff members interested in integrating sports into their program areas. Focus is on the skills needed to implement a youth sports program based on YMCA philosophy and principles. Prerequisite: YMCA affiliation.

SHSY 52: Youth Fitness Instructor (5 S.H.)

This course helps YMCA staff members to work with youths in health and fitness activities in a separate program or integrated with other programs. Topics include effects of exercise on children, youth fitness testing, psychosocial/developmental factors and exercise, teaching techniques, drills for teaching skills, and ideas for planning practices.

SHSY 53: Youth Volleyball Instructor (1 S.H.)

This course is designed for instructors and coaches interesting in implementing youth volleyball programs in local YMCAs. Participants receive an introduction to the YMCA youth sports philosophy, principles of organization and administration, coaching objectives and techniques, drills for teaching skills, and ideas for planning practices.

SHSY 54: Youth Racquetball Instructor (1 S.H.)

This course is designed to provide information to instructors who are implementing youth racquetball programs in YMCAs. Participants receive an introduction to the YMCA youth sports philosophy, principles of starting and planning a program, coaching techniques, drills for teaching skills, and marketing and promotional ideas for youth racquetball. Prerequisites: YMCA affiliation and Y modules "Working with 5-9 Year Olds" and/or "Working with 10-14 Year Olds."

SHSY 55: Aquatic Facility Manager (2 S.H.)

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

SHSY 56: Fitness Walking Instructor

This course is designed to provide staff with materials necessary to plan and implement a fitness walking program. Topics covered include the fitness concept, the physiology of walking, how to administer and interpret a walking test to determine individual fitness levels, how to motivate walkers, equipment needed, race walking techniques, and special populations and their walking needs. Prerequisites: YMCA affiliation and the YMCA Fitness Leader of Principles of YMCA Health and Fitness certification.

SHSY 57: Arthritis Foundation/YMCA Aquatic Program (1 S.H.)

This course trains and certifies participants to organize, teach and conduct a water exercise program for people with arthritis. It is taught in accordance with the guidelines and procedures set forth by the YMCA and the National Arthritis Foundation.

SHSY 58: Active Older Adult Land/Water Exercise Leader (1 S.H.)

This course is designed for people who lead or assist in leading land or water exercise classes for active older adults. Sample exercise classes (land, water), chair-related health and fitness programs, and how to adapt exercises for active older adults are explored. Prerequisites: YMCA affiliation.

SHSY 59: Skippers Instructor (1 S.H.)

This course provides participants with information about early childhood development and infant guidelines, various teaching styles, and methodology needed to lead a Y skippers program. The Y Skippers Program is an aquatic program for children under five years old.

SHSY 60: Aquatics for Special Population Instructor (1 S.H.)

The purpose of this course is to train and certify participants to instruct, organize and conduct a program in aquatics with special populations. Prerequisite: YMCA affiliation

SHSY 61: Progressive Swimming Instructor (1 S.H.)

This course provides participants with the knowledge and skills necessary to teach the YMCA Progressive Swimming program. Topics include teaching methodology, stroke mechanics, class organization, and program overview.

SHSY 62: Synchronized Swimming Instructor (1 S.H.)

This course provides participants with the knowledge and teaching skills necessary to instruct the YMCA Progressive Synchronized Swimming program.

SHSY 63: Gymnastics Instructor (.5 S.H.)

This course focuses on the YMCA of the USA Progressive Gymnastics program. It is designed for staff members who have major roles in teaching, coaching and administering YMCA gymnastics programs. Content includes program planning and organization, teaching techniques, safety precautions, skill development, and spotting. It is required that students have completed "Working With 10-14 Year Olds." Prerequisites: YMCA affiliation.

SHSY 64: Open Water Scuba Diver

This course is designed to provide participants with the knowledge, skills and practical experience to obtain certification as an open water scuba diver. Participants are taught about the physics and biology of diving, the aquatic environment, handling emergencies and care and maintenance of equipment. Prerequisite: YMCA affiliation and component swimming ability as outlined in course.

SHSY 65: YMCA Scuba Diver Instructor (1 S.H.)

The purpose of this course is to provide the individual with the knowledge needed to train safe scuba divers. Content includes the purpose, objectives and requirements for becoming an instructor and guidelines in teaching the course.

SHSY 70: Infant-Toddler/Preschool Child Care Series (6 S.H.)

This course is a series exploring characteristics and development of children up to age 5 and emphasizing the unique aspects of YMCA child care. These aspects include curriculum, space design, interpersonal relations, health and safety, and program standards. Financial development and control, staffing, risk management, promotion, and parent involvement are administrative topics. Prerequisite: YMCA affiliation.

SHSY 71: School Age Child Care Series (6 S.H.)

This series provides information on the characteristics and development of school age children and emphasizes the unique aspects of YMCA school age child care. These aspects include curriculum, space design, interpersonal relations, health and safety, and program standards. This series also focuses on the administrative aspects of child care programs. Prerequisites: YMCA affiliation.

SHSY 72: Working with Teen Series (1 S.H.)

This course is designed for the staff person responsible for teen club programs involving any of the following age groups: middle school, junior high, or high school. The characteristics and development of youth ages 10 to 18 with an emphasis on age-appropriate programming, including an orientation to Youth Work 2000 and administrative aspects, are explored. Prerequisite: YMCA affiliation.

SHSY 74: Active Older Adults Series (1 S.H.)

This course examines how to start or expand YMCA programs for active older adults. It explores demographic trends of the mature market; the physical, social, and psychological changes associated with aging; the goals, objectives, national standards for YMCA active older adult programs, adaption of promotion techniques; enrollment and registration procedures; and scheduling, facilities and equipment. Prerequisites: YMCA affiliation.

SHSY 80: Substance Abuse Prevention (1 S.H.)

This course is a basic introduction to preventing the use and abuse of alcohol, tobacco, and other drugs. It provides information on the identification and effects of drugs most commonly used and/or accessible to children and teens, the addiction process, primary prevention, and basic program and implementation strategies. Collaboration with community and national resources to keep children drug free is also covered. Prerequisites: YMCA affiliation and at least one of the "Working With..." series: Working with children up to age 5, Working with 5-9 year olds, Working with 10-14 years olds, Working with 15-18 year olds.

SHSY 81: Working with People with Disabilities (5 S.H.)

This course is designed to provide information on the use of correct terminology concerning people with disabilities, the effects and implications of the Americans with Disabilities Act, and the organizational and administrative issues of programs for and including people with disabilities. In addition, special safety considerations related to facilities and participants, common disabilities (physical and emotional), and the implications for YMCA programs and program options for serving people with disabilities are covered. Prerequisites: YMCA affiliation.

Call 800-874-9622 for more information or to request a college credit registration packet.

MASTER OF SCIENCE IN HUMAN SERVICES

PROGRAM DESCRIPTION

More than ever, we need human service practitioners with a vision about what can be different in the next century. We need practitioners with caring hearts and the competency to act. We need practitioners aware of the problems of the past and with faith in the future. We need practitioners who believe in themselves and believe that everyone has something to contribute to the common good.

The School of Human Services Master of Science Program prepares adults to provide direction and leadership to the human service field. Building on what you already know, we link classroom learning with workplace and community issues. 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.

The curriculum is organized around 1) a set of principles; 2) a foundation curriculum; 3) specialized tracks; and 4) a project that links classroom learning with real issues and concerns.

PRINCIPLES THAT GUIDE THE PROGRAM

The School of Human Services is committed to education that is affordable, accessible, and adult-focused in teaching approaches, stressing social change and social justice. The curriculum is guided by an emphasis on increasing analytic and problem solving ability, learning how to effect change at personal, interpersonal, organizational and societal levels, and consciousness change.

FOUNDATION CURRICULUM

Four foundation courses are required of all Masters students. While there are connections among the courses, the primary focus of each course is: 1) understanding the systemic nature of social injustice and the connection between oppression and problems presented to human service practitioners; 2) the history of human services and policy analysis; 3) understanding individual and group development and problem-solving in a group context; and 4) development of skills for effecting change at organizational and community levels.

SPECIALIZED TRACKS

1) Human Services Administration: SHS offers a progressive alternative to human service administration which emphasizes democratic, participatory management; increased social awareness; alternative program visions; and the skills necessary for effective management within nonprofit and public sectors. Required courses focus on program evaluation, strategic planning, fiscal management, policy development, and contradictions in human service delivery. 2) Community Psychology: Born in the wake of the community mental health and war on poverty movements of the 1960's, community psychology stresses the importance of outside social forces on the individual. Within this track, 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, e.g. individual, family, or community. Required courses provide the social intervention model, while elective choices and the project allow for concentration upon studies in a particular area, e.g. gerontology, alcohol and drug studies, child and family services, program administration and development. Individualized programs of study may be designed to assist you in preparing for various types of certification. 3) Advanced Generalist: This concentration is designed for experienced practitioners who enter the Masters program with a clear focus for their studies and want to use elective options, the foundation curriculum and the project to pursue this interest in depth. It also serves students for whom a more generalist orientation is more useful. In addition to the foundation courses, students selecting this track develop a program of study with direction from a faculty advisor.

PROJECT

This is a central component of the graduate curriculum. All graduate students engage in a 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, e.g. gerontology, AIDS, alcohol and drug services, or violence against women can utilize the 16-month, 12-semester hour project and elective course work for in-depth study. Human Services Administration students can develop the project from an administration/policy perspective. The project curriculum includes action research methodology, computer skills and computer ethics.

GENERAL INFORMATION

GRADUATION REQUIREMENTS

All students must complete 36 credit hours, no more than 6 of which can be transferred from other institutions.

REQUIREMENTS FOR ADMISSION:

1. Bachelor's degree from an accredited institution.
2. Five years of documented experience in human service work, paid or volunteer. We define a broad spectrum of human service experience, from law enforcement to the ministry or community organization and development. Occasionally, students may be admitted provisionally with less than five years of experience.
3. Demonstrated commitment to the human services.
4. Completed application including personal statement and three letters of reference.
5. Transcripts from all colleges previously attended.

**This program best meets the needs of students 25 years and over.*

GRADING

The grades assigned for graduate courses are A, A-, B+, B, B-, C+, C, C-, and F. A maximum of six semester hours of Pass/Fail graduate course credit is permitted within a Master's degree program and an additional six semester hours of such credit may be taken within a program leading to the Certificate of Advanced Study. If supervised student teaching, field work, internship, or practica are graded on a Pass/Fail basis, they will be in addition to the above-mentioned six semester hour total.

Candidates for the master's degree are required to maintain a "B" average in the graduate program. Students whose average is below "B" in graduate courses are placed on probation. Any student whose cumulative average is below 2.75 (e.g.: A = 4.00; B = 3.00; C = 2.00; and F = 0.00) at the end of the semester in which 20 semester hours of graduate work have been completed will be dropped as a candidate for a master's degree.

Grades obtained in course work transferred from another institution are not included in the calculation of the academic index, nor are grades for undergraduate courses which are taken at Springfield College whether as a prerequisites or as supplements to a student's total program. A graduate course with a grade of "F" must be repeated if it is a required course. Other courses may be repeated by a student if so desired. To do so, the student must re-register for the course. Both grade entries will appear on the record card, but only the credit hours and the grade resulting from the repeat will be used in computing hours and honor credit for graduation. This is true whether the grade for the repeat is higher or lower than the original grade. A course taken for graduate credit may not be repeated more than once.

ATTENDANCE

Attendance in graduate programs is required at all classes and workshops each class weekend. If all or part of a class weekend is missed, each instructor must be notified ahead of time to arrange for work to be made up. Any course in which a student misses more than one class session must be repeated if credit is to be granted. A student who is more than one half hour late is considered absent for that class day unless cleared in advance with the instructor.

TRANSFER CREDITS

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 institutions toward the degree. Courses accepted for transfer credit must be completed during the five years prior to matriculation, have a grade of "B" or better and be applicable to the individual's program of studies pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

PLEASE NOTE: While the incidence of such is relatively small, exceptions to graduate regulations, upon petition, may be made. Such exceptions must be approved by the advisor as well as the administrators of the Graduate Program.

NON-DEGREE (SPECIAL STUDENTS)

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

PROGRAM OF STUDY

The curriculum is organized around a foundation curriculum, three specialized tracks, elective options and a project that links classroom learning with real issues and concerns.

The following diagram schematically represents the three track options, including foundation courses, required courses, and number of elective options available. It is possible to concentrate studies in a particular substantive area. Students may choose to further concentrate their studies by selecting elective options from a particular field of study and focusing project work in that field. At the Manchester Campus, a variety of course options are available for students interested in the field of gerontology. Special course designations are also available for students interested in community-based development.

Each campus has its own character, academic calendar, and elective offerings (e.g. Manchester, N.H. does not offer Community Based Development options.) Please contact your campus of interest for specifics of how it configures its MSHS program.

SCHEMATIC VIEW OF THE MSHS PROGRAM

MSHS PROGRAMS

FOUNDATIONS CURRICULUM

- 1) MSHA, MGER, MCCP, MCBD-325: External & Internalized Oppression 2) MSHA, MCCP, MGER, MCBD-326: The Political History of the Struggle for Humane Human Services 3) MSHA, MCCP, MGER, MCBD-327: Human Nature, Human Development & Human Assessment 4) MSHA, MCCP, MGER, MCBD-328: Systems, Communities, Organizations, & Groups

HUMAN SERVICES ADMINISTRATION

- MHSA 355: Contradictions in Human Services Administration
 MSHA 357: Strategic Planning
 MSHA 359: Fiscal Management
 MSHA 367: Program Evaluation
 MSHA 370: Policies & Alternatives

COMMUNITY PSYCHOLOGY

- MCCP 334: Family & Community: Larger Context
 MCCP 335: Family & Community: Assessment & Intervention
 MCCP 352: Overview & Critique of Human Services

ADVANCED GENERALIST

- Program of study designed individually in conjunction with advisor. Project would be focal point for the student's program.

3 ELECTIVE OPTION

5 ELECTIVE OPTION

Term I: Students take 4 hour/month seminar on Action research to be held during class weekends. **Term II:** Students take a 4 hour/month seminar on computer ethics & competence to be held during class weekend. **Term III:** Project seminar for 4 hours/month. **Term IV:** Project seminar for 4 hours/month. The Community Project serves as the focal point for a student's program of study. By the end of the first term, each student would develop a project. Based on this project, she/he develops a program of study which includes the electives to be taken. These electives would be chosen to assist the student in carrying out the project. Changes in the program of study would need to be approved by the academic advisor and project advisor.

CONCENTRATION: STUDENTS MAY CONCENTRATE IN A FIELD OF STUDY SUCH AS GERONTOLOGY OR COMMUNITY-BASED DEVELOPMENT BY SELECTING 4 ELECTIVE OPTIONS IN THAT FIELD AND FOCUSING PROJECT WORK ON THE SELECTED FIELD OF STUDY.

MHS COURSE DESCRIPTIONS

HUMAN SERVICES ADMINISTRATION

MHSA 325 External & Internalized Oppression (2 credits)

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

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

Understanding of how the human services emerge and are formed through the dialectic of struggle and social control is emphasized. The history of human services is studied in the context of the history of social movements and responses to those movements with particular attention to the role of ideological argument in the creation of human services and the formulation of policies. In this way we link the analysis of dominant ideologies to current political rhetoric encouraging student critical thinking.

MHSA 327 Human Nature, Human Development & Human Assessment (2 credits)

This course considers technical approaches to working with human beings in a way that includes or implies philosophical and political considerations. It seeks to raise these issues to the surface so they can be approached critically. It looks at individual and family life-cycle approaches (biological, psychological, social); the politics of disease-based biological models; the resurgence of genetic and social Darwinist arguments; and harmony and conflict models of human nature.

MHSA 328 Systems, Communities, Organizations, & Groups (2 credits)

This course focuses on how groups and organizations work; on how systems, networks, and communities are built up; and on how we may seek to intervene with them. How human groupings affect and are affected by the living and physical environments with which we constantly interact is also examined.

MHSA 350 Special Project

This course is designed for persons in an advanced generalist track or who have a special research/project that needs to have a special focus. Students will have the opportunity to develop their critical thinking skills as they relate 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 the 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 Environmental Assessment & Strategic Planning (2 credits)

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

MHSA 358 Planning & Implementation (2 credits)

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

- MHSA 359 Fiscal Management** (2 credits)
This is a technical study of budgeting and accounting in human services agencies both for outside accountability and for internal control.
- MHSA 360 Management Information Systems in Human Services** (2 credits)
This course examines how to operate information systems which effectively monitor and control both fiscal and program information. It involves an introduction to computers including electronic spreadsheets. Emphasis is on increasing program effectiveness.
- MHSA 361 Organizational Development** (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 Aspects of Human Services Administration** (2 credits)
This course examines legal issues of concern to the human services administrator in terms of responsibilities to be handled, ways to attain goals, and ensure client rights and benefits.
- MHSA 365 Advocacy Techniques** (2 credits)
In addition to providing direct services, agencies need to know how to be effective advocates for individuals and groups (case and class advocacy) and be able to teach these skills to 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 course examines how service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It reviews the range of appropriate evaluation methods and techniques with opportunities for application.
- MHSA 370 Human Services Administration: Policies & Alternatives** (2 credits)
This class reviews policies and policy alternatives in current human services programs and explores alternative policies at the levels of organization and community (local, state, and Federal). It reviews administrative and planning processes in their relationship to policy.
- MHSA 371 Current Topics in Human Services Administration** (2 credits)
This course is devoted to new approaches being tried or proposed in human services administration, special issues of major importance, and the implications of findings from current research.
- MHSA 373 Project in Administration** (3 credits)
Students are required to complete a major project in human services administration. The project is either an intensive work experience in an appropriate position, completed by documenting and analyzing the outcome of an agreed-upon experience, or a project in attempting to make real some of the changes one would like to see in human services. Students receive certification for graduation only when they have completed the project satisfactorily in addition to their required courses.

COMMUNITY PSYCHOLOGY

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 325: External & Internalized Oppression (2 credits)

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

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

Understanding of how the human services emerge and are formed through the dialectic of struggle and social control is emphasized. The history of human services is studied in the context of the history of social movements and responses to those movements with particular attention to the role of ideological argument in the creation of human services and the formulation of policies. In this way we link the analysis of dominant ideologies to current political rhetoric encouraging student critical thinking.

MCCP 327: Human Nature, Human Development & Human Assessment (2 credits)

This course considers technical approaches to working with human beings in a way that includes or implies philosophical and political considerations. It seeks to raise these issues to the surface so they can be approached critically. It looks at individual and family life-cycle approaches (biological, psychological, social); the politics of disease-based biological models; the resurgence of genetic and social Darwinist arguments; and harmony and conflict models of human nature.

MCCP 328: Systems, Communities, Organizations & Groups (2 credits)

This course focuses on how groups and organizations work; on how systems, networks, and communities are built-up and on how we may seek to intervene with them. How human groupings affect and are affected by the living and physical environments with which we constantly interact is also examined.

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

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 political and economic contexts and implications for individuals, organizations, and communities.

MCCP 350: Special Project

This course is designed for persons in an advanced generalist track or who have a special research/project that needs to have a special focus. Students will have the opportunity to develop their critical thinking skills as they relate 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 advisors.

MCCP 351: Community Project (3 credits)

In addition to courses, students are required to do a four-semester community project. The project is either an intensive work experience in an appropriate position, completed by documenting the outcome of an agreed-upon experience, or a project attempting to make real some of the changes one would like to see in the community setting or in human services. Students receive certification for graduation only when they have completed the project satisfactorily as well as the required courses. Meetings take place between regular class weekends. Once during each month, a project group seminar is held.

MCCP 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.

GERONTOLOGY

MGER 325 External & Internalized Oppression (2 credits)

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

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

Understanding of how the human services emerge and are formed through the dialectic of struggle and social control is emphasized. The history of human services is studied in the context of the history of social movements and responses to those movements with particular attention to the role of ideological argument in the creation of human services and the formulation of policies. In this way we link the analysis of dominant ideologies to current political rhetoric encouraging student critical thinking.

MGER 327 Human Nature, Human Development & Human Assessment (2 credits)

This course considers technical approaches to working with human beings in a way that includes philosophical and political considerations. It seeks to raise these issues to the surface so they can be approached critically. It looks at individual and family life-cycle approaches (biological, psychological, social); the politics of disease-based biological models; the resurgence of genetic and social Darwinist arguments; and harmony and conflict models of human nature.

MGER 328 Systems, Communities, Organizations, & Groups (2 credits)

This course focuses on how groups and organizations work; on how systems, networks, and communities are built up and on how we may seek to intervene with them. How human groupings affect and are affected by the living and physical environments with which we constantly interact is also examined.

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 U.S. and in the students' own geographical areas. Mechanics and priorities of these policies are considered.

MGER 383 Fiscal Management (2 credits)

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

MGER 384 Agency Management (2 credits)

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

- MGER 385 Case Management** (2 credits)
This class shows workers involved with direct services how to use a comprehensive needs assessment plan, how to be an objective case worker, how to deal with confidentiality, and how to deal with death and dying. It also includes specific counseling skills with the elderly and their families.
- MGER 386 Senior Power** (2 credits)
This course explores the political orientation, political interest and participation, and political leadership of the elderly in our society. It includes looking at the Grey Panthers, AARP, Silver Haired Legislature, and self-help organizing.
- MGER 387 Program Evaluation** (2 credits)
This class examines how human service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. It emphasizes the concepts, skills, and importance of the practical application of program evaluation. It also provides experience in examining the relationship between good evaluation and good program management.
- MGER 388 Women's Issues in Aging** (2 credits)
In addition to understanding issues of aging for women in the U.S., this course emphasizes the worldwide impact of the expanding population of older women. The economic, health, and marital status of older women is examined and compared in the U.S., and 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, ombudsprograms, 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.
- MGER 396 Community Project in Gerontology** (3 credits)
In addition to course work, students are involved in gerontology projects in their communities to gain practical skills in direct service, administration, organizing, and community change. Staff assist in project design and implementation. Students receive certification for graduation only when they have completed four terms of the project.

COMMUNITY - BASED DEVELOPMENT

MCBD 325 External & Internalized Oppression (2 credits)

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

MCBD 326 The Political History of the Struggle for Humane Human Services (2 credits)

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MCBD 328 Systems, Communities, Organizations, & Groups (2 credits)

This course focuses on how groups and organizations work: on how systems, networks, and communities are built up and on how we may seek to intervene with them. How human groupings affect and are affected by the living and physical environments with which we constantly interact is also examined.

MCBD 355 Historical Sociology & Economics of Community & Development (2 credits)

The dynamics of the autonomous community versus political and economic centralization, and the dialectic of competition and cooperation in the nature of economies are examined.

MCBD 356 Case Studies of Cooperative Models for Sustainable Community-Based Development (2 credits)

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

MCBD 357 The Ethics of Development & Development Without Ethics (2 credits)

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

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

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

MCBD 359 Accounting & Fiscal Management (2 credits)

This course is a technical study of budgeting and accounting both for outside accountability and for internal control.

MCBD 360 Decision-Making, Management, Cooperation, & Politics in

Community-Based Groups

(2 credits)

Effective democratic 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 a community need, an educational program for helping the community develop itself to work on that need, a business plan, a governance model, and a process model for community development and implementation of the venture.

ADMINISTRATORS

ANDERSON-YARRINGTON, DONNA
Assistant Director for Administration, MANC

BIRON-VASQUEZ, DENISE
Campus Manager, MANC

BLANCHARD, MARIE
Assistant Student Service Coordinator, MANC

BUCK, MARY
Campus Secretary, San Diego

BUSH, MARIA
Assistant Director of Administration, WILM

CONNELL, SARAH
Receptionist, MANC

CRUZ, MARISOL
Coordinator of Admissions & Marketing, SPFLD

DAVILA, RICHARD
Campus Director, WILM

DEWRANCE, JOANN
Support Center Coordinator, SPFLD

DOLLOFF, BARBARA
Support Center Coordinator, MANC

DUPUIS, MARILYN
Secretary, MANC

ECKE, KAREN
Assistant Director, School of Human Services

ELLIOTT, CAMILLE
Coordinator of Students Services, SPFLD

GENTILE, ANDREA
Administrative Assistant to the Dean, School of
Human Services

GONZALEZ, ENEIDA
Campus Manager, SPFLD

HENDERSON, SUSAN
Campus Director, MANC

HEWETT, ELLEN
Graduate Program Coordinator, ST. JOHNS

HINDS, STEVEN
Undergraduate Program Coordinator, ST. JOHNS

LEE, MARY
Admissions Coordinator, MANC

MAGIN, MARGARET
Administrative Assistant, MANC

MORELAND, VICTORIA
Campus Secretary, SPFLD

MOSS-WHITE, CYNTHIA
Receptionist/Secretary, WILM

NEWKIRK, RENEE
Receptionist/Secretary, SPFLD

NUSSBAUM, DANIEL
Dean, School of Human Services

OLMO, MARLEEN
Secretary to Dean, School of Human Services

OSWALD, WILLIAM
Campus Director, San Diego

PILLSBURY, MONA
Executive Administrative Assistant, ST. JOHNS

RAU, MALVINA T.
Provost and Vice President for Academic Affairs

RUSSELL, ELIZABETH
Prior Learning Coordinator, MANC

SILVER JONES, JOANNE
Associate Dean, School of Human Services

SMITH, JACQUELINE
Campus Manager, ST. JOHNS

SWOBODA-TRUE, PATRICIA
Coordinator of Enrollment &
Student Records, SPFLD

WALKER, BOBBI
Secretary, WILM

WALLER, SANDRA
Prior Learning Coordinator, SPFLD

YOUMANS, ROBERTA
Assistant to the Campus Director, SPFLD

FACULTY

AGONAFER, MULUGETA

B.S., Purdue University

B.S., Purdue University

B.A., Indiana University

M.A., Western Washington University

Ph.D., University of Massachusetts

ANDERSEN, RICHARD

B.A., Loyola University of Los Angeles

M.A., City University of New York

Ph.D., New York University

BERGER, STEPHEN

B.S., City College of New York

M.S., Harvard University

Ph.D., Harvard University

BUSH, CLIFTON

B.A., University of New Haven

M.S.H.S., New Hampshire College

Ph.D., Columbia-Pacific University

CLARK, WALTER D.

B.S., Springfield College

M.S.W., University of Connecticut

J.D., University of Iowa

DAVILA, RICHARD D.

B.A., Beacon College

M.S.W., University of Connecticut

Ph.D., University of Connecticut

DEWRANCE, JOANN

B.S., Long Island University

M.S., Long Island University

Ed.D., American International College

DOLLOFF, BARBARA

A.S., St. Anselm College

B.S., Notre Dame College

M.S.H.S., New Hampshire College

HARRO, ROBERTA L.

B.S., Lebanon Valley College

M.S., Marywood College

Ed.D., University of Massachusetts

HENDERSON, SUSAN A.

B.S., Springfield College

M.Div., Andover Newton Theological School

HETZEL, MARY JO

B.A., New School of Social Research

M.Ed., University of Pennsylvania

M.A., University of Washington

Ph.D., University of Massachusetts

HEWETT, ELLEN

B.A., McGill University

M.S.H.S., New Hampshire College

Ed.D., Candidate, Columbia University

HINDS, STEVE

B.A., Dartmouth College

M.Ed., St. Michael's College

JOSEPH-COLLINS, GINA

B.A., Smith College

M.B.A., University of North Carolina

M.A., American International College

LEVY, PAUL

B.A., Amherst College

M.S., Case-Western Reserve University

J.D., Georgetown University Law Center

MARTINEZ, ALVILDA

B.S.H.S., New Hampshire College

M.S.C.E.D., New Hampshire College

McARTHUR, VERNE

B.A., Oberlin College

Ph.D., Yale University

NUSSBAUM, DANIEL

B.A., Swarthmore College.

M.A., University of Pennsylvania

Rabbinical Ordination, Reconstructionist

Rabbinical College

Ph.D., Brandeis University

M.S., Hartford Graduate Center

O'NEIL-ARANA, MARGARITA

B.A., University of Puerto Rico

M.Ed., Boston State College

Ed.D., University of Massachusetts

OSWALD, WILLIAM

A.S., Orange County Community College

B.A., Marist College

M.A., Marist College

Ph.D., University of Rhode Island

PHILLIPS, LEONA
B.A., Brown University
M.A., Antioch University
Ed.S., Stanford University
Ph.D., Stanford University

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

STOCKFELT, TORBIORN
B.A., Uppsala University
M.A., Uppsala University
Ph.D., Uppsala University

VACCO, MARJEANNE
A.B., Colby College
M.S.W., Boston University
C.G.A.S., Rivier College
Ph.D., Walden University

ZARE, NANCY
B.A., Boston University
M.S.W., Boston College
D.S.W., Boston College

ADJUNCT FACULTY

ALLEN, JEANNE
B.A., Keen State College
M.S.W., University of Connecticut

ALVAREZ, MARGARITA
M.A., Santo Tomas, Bogota, Columbia
Ph.D., University of Virginia

ANDERSON-YARRINGTON, DONNA
B.S., New Hampshire College
M.S., Springfield College

BARKMAN, ROBERT
B.A., Wittenberg University
M.S., University of Cincinnati
Ph.D., University of Cincinnati

BEAUVAIS, CHRISTINE
B.A., Glassboro State College
M.B.A., Rivier College

BERTRAND, LINDA J.
B.S.H.S., New Hampshire College
M.S.H.S., New Hampshire College

BLAKE, DIANE
B.A., University of Rhode Island
M.A., Marshall University

BLOCK, JOYCE
B.A., Patterson State College
M.S., Fairleigh Dickinson University
Ed.D., Fairleigh Dickinson University

BOSTICK, JANICE
B.S., Cheney University
M.S., West Chester University
Ed.D., Widener University

BRADY, DANIEL
A.A., University of New Hampshire
B.G.S., University of New Hampshire
M.S., Springfield College

BREHM, WILLIAM H.
M.S.H.S., Springfield College

BROWN, MICHAEL
B.A., Columbia University

BROWNE, REBECCA
B.A., Mount Holyoke
M.A., University of Pennsylvania

- BURNS, DAVID J. T.
A.B., Bowdoin College
Ed. M., Harvard University Graduate School
of Education
J.D., Franklin Pierce Law Center
- BURTON, RAYMOND
B.Ed., Plymouth State College
- BUSH, MARIA F.
B.S., Nova University
M.S., National Louis University
- BUTLER, CHERYL
B.S., Boston University
M.A., Brandeis University
- BUTLER, LESLIEANNE G.
B.A., McGill University
M.A., Northwestern University
Ph.D., Northwestern University
- BUTLER, LUCINDA
B.A., Smith College
- CANTOR, EDDA S.
B.S., American University
M.Ed., Antioch/New England Graduate School
- CARMANY, GEORGINE
B.S., Lebanon Valley College
M. Ed., University of Massachusetts
- CARTER, LORRAINE
A.A., Eastern Connecticut State University
B.S., Eastern Connecticut State University
M.S., New Hampshire College
- CHAMBERLAIN, ROBERT
B.S., Princeton University
M.D., Harvard Medical School
M.P.H., The John's Hopkins School of Hygiene and
Public Health
- CLASON-HOOK, CARLA
B.A., State University of New York
M.A., University of Massachusetts
Ed.D., University of Massachusetts
- COOPER, TUESDAY
B.A., Rutgers College
J.D., Western New England College School of Law
- CORMIER, ROBERT A., JR.
A.S., Southern Vermont College
M.A., Antioch New England Graduate School
- COYNE, TERRENCE E.,
B.A., University of Massachusetts
E.Ed., North Adams State College
M.A., Clark University
Ph.D., Clark University
- CZARNEC, JEFFREY
A.S., State University of New York
B.S., St. Anselm's College
M.S., Springfield College
- DALE, CHRISTOPHER
B.A., University of Vermont
M.A., University of Kentucky
Ph.D., University of Kentucky
- DEHART, WALTER A.
B.S., New Hampshire College
M.Ed., Springfield College
M.B.A., Rivier College
- DECHELLO, PATRICK
A.S., Sacred Heart University
B.A., Sacred Heart University
B.S., Sacred Heart University
M.S.W., Fordham University
Ph.D., California Coast University
- DOTTER, KATHLEEN DUNN
B.A., West Virginia State College
M.S.W., University of Minnesota
- DOTTER, MARK A.
B.S., Boston University,
M.Ed., University of Maine
- DRAKE, CHARLES III
B.A., Springfield College
Ph.D., The Union Institute Graduate School
- EARP, LAURA
B.S., Lyndon State College
M.Ed., Lyndon State College
- ELLIOTT, ILLENE
B.S., Lyndon State College
M.Ed., University of Vermont

ELLIOT, JONATHAN R.
B.A., Seton Hall
M.A., John Jay College of Criminal Justice
J.D., Western New England College School of Law

EUBANKS, SEGUN
B.A., University of Massachusetts
M.S., Springfield College

EZEH, NNANYELU
B.S., University of Nigeria
M.S., University of Hartford
Ed. D., University of Massachusetts

FLUSHBERG, YAEL
B.A., The George Washington University
M.S., The American University

FOLEY-SCHAIN, KAREN
B.A., New England College
M.A. Trinity College
M.Ed., Antioch University

FROST, MICHAEL W.
A.S., Hesser College
B.S.H.S., Springfield College
M.S.H.S., Springfield College

FULLMAN, ROMONA S.
B.A., Spelman College
J.D., Widener University School of Law

GANNON, MARY
B.A., University of Massachusetts
M.Ed., University of Massachusetts
Doctoral Candidate, University of Massachusetts

GIGUERE, PAUL J.
B.S., Springfield College
M.S., Springfield College

GILLIAM-JOHNSON, PATRICE
B.A., Morgan State university
M.A., University of Maryland
Ph.D., University of Maryland

GILPIN, DONALD
B.S., Springfield College
M.S., Boston University

GLASNER, ISABEL
B.A., City College of New York
M.A., West Chester University

GOULD, SHERRY L.
B.S., New Hampshire College
M.S., Springfield College

GRADY, MAUREEN M.
B.A., Rhode Island College
M. Divinity, Methodist Theological School in Ohio

GRAHAM, GARY
B.A., Gettysburg college
M.A., Yale University Divinity School

GRAVES, MICHAEL P.
B.S., Springfield College
M.B.A., University of New Haven

GUGLIEMI, ANTHONY J.
B.A., St. Bonaventure University
B.S., Keene State College
M.S., Antioch University
M.S., University of Massachusetts
Ph.D., University of Massachusetts

GUZMAN-SCANLAN, GEANNINA
Master in Community Economic
Development, New Hampshire College
(in progress)
M.A., College of Education, Ohio StateUniversity
Bachelor in Early & Middle Childhood
Education, Universidad de Costa Rica

HABER, MADLYNN
B.A., Vanderbilt University
M.S.S.W., University of Tennessee

HACKEY-WYATT, DOREEN
B.A., Pennsylvania State University
M.A., Columbia University
M.Ed., Columbia University
ED.D., (ABD), Columbia University

HALL, CECIL
B.A., Illinois State University
M.S., Northern Illinois University

HARRIS, PATRICIA
B.A., Lehman College
M.S.H.S., New Hampshire College

HARSTEDT, JEFFREY J.
B.A., University of Missouri
M.Ed., University of New Hampshire

- HEADLEY, SAMUEL
B.A., Birmingham University
M.Sc., King's College
Ph.D., Temple University
- HEGLUND, LYNN
B.A., Goddard College
M.A., Harvard University JFK School
- HINIS, HELENE
B.A., University of Massachusetts
M.A., University of Massachusetts
Ph.D., University of Massachusetts
- HOWARD, MARRIT L.
B.A., Southwestern University
M.S., Boston University
- HUNT, JANE J.
B.S.H.S., New Hampshire College
M.S.H.S., New Hampshire College
- HURST, TIFFANI
B.A., Wellesley College
M.S., Springfield College
J.D., University of Chicago Law School
- HUTT, DOROTHY B.
A.A., John Tyler Community College
B.S., University of Delaware
B.S., Virginia State University
M.S., Virginia State University
- JACOBS, RUTH HARRIET
B.S., Boston University
Ph.D., Brandeis University
- JEFFERSON, STEPHEN W.
B.A., Rider College
M.Ed., Montclair State College
Ed.D., University of Massachusetts
- JONES, EMMA
M.B.A., New Hampshire College
J.D., City University of New York School of Law
- JONES, KIMOTHY
B.S., Springfield College
M.S., Meharry Medical College
- KANIK, AUDREY L.
B.S., Rochester Institute of Technology
M.S., University of New Hampshire
- KING, LINDA K.
B.A., University of New Hampshire
M.S., Springfield College
- KLEMAN, CRAIG
B.A., Hobart College
M.S., Southern Illinois University
- KOSHIN, ABDULLAHI
B.A., Somali National University
M.A., University of Delaware
- KOTS, SANDRA L.
B.S., Massachusetts College of Pharmacy
M.S., Springfield College
- KREHBIEL, JEFFREY K.
B.A., Hope College
M. Divinity, McCormick Theological Seminar
- KRISS, JEROME D.
B.A., Long Island University
M.S., Springfield College
- KRUPANSKI, GEORGE
A.A., Broom Community College
B.S., George Williams College
M.Ed., Springfield College
- LaBOSSIERE, DIANE LYNN
B.A., University of Idaho
M.S.S.W., Springfield College
- LANDERS, LORRAINE
B.A., University of Massachusetts
M.S., New Hampshire College
- LAVIGNE, SUSAN
B.A., University of Southern Maine
M.S., Springfield College
- LETT, WOULLARD
B.A., Northeastern Illinois University
M.S., New Hampshire College
- LEVAY, MARIA
B.A., Boston University
M.S., University of Connecticut
- LEVINE, MARY H.
B.A., University of Massachusetts
M.S.W., Fordham University School of
Social Service

- LIND, ROGER
Ph.D., University of Michigan
- LUPIEN, JUDITH
B.S., New Hampshire College
M.S., New Hampshire College
- LYNN, FRED
B.A., Fordham University
M.S., Southern Connecticut State University
- MAJORS, MERIAN
B.S.H.S., New Hampshire College
M.S., University of Bridgeport
- MALONE, CLEO
B.A., Case Western Reserve University
Ph.D., The Union Institute
- MARQUES, DIANE
B.A., Seton Hall University
M.A., University of Rhode Island
Ph.D., University of Rhode Island
- MARTIN, JAMES
B.S., University of Connecticut
Ed.M., Boston University
ABD, Boston College
- MATTHEWS, MAUREEN
B.A., College of St. Elizabeth
M.A., Indiana University
- MCDONALD, TANYA
B.S., University of Massachusetts
M. Ed., Springfield College
- MCGOVERN, MARY KATHLEEN
B.A., University of Connecticut
M.A., University of Hartford
- MCGOVERN, PHILLIP
B.S., West Chester University
M.S., Springfield College
- MEDHANIE, GERMAZION
B.S., Southern Connecticut State University
M.S., New Hampshire College
- MILLS, JOSEPH
B.S., University of West Indies
B.S., Polytechnic Institute of New York
M.S., University of Oklahoma
Doctoral Candidate - Education, University
of Massachusetts
- MOORE, DAPHNE
B.A., Mount Holyoke College
M.S., Springfield College
J.D., Western New England College
- MORALES-LOEBL, MARIA
B.S., University of Massachusetts
M.P.H., University of Massachusetts
- MORGAN, BARBARA
B.S., University of Delaware
M.S., University of Delaware
- NELSON, EDWARD P.
B.S., Rensselaer Polytechnic Institute
- NELSON, WENDY P.
B.A., McGill University
B.A., University of Massachusetts
M.Ed., University of Massachusetts
Ed.M., Boston University
Ed.D., Boston University
- NEYELOFF, SERGIO
B.S.M.E., Lowell Technical Institute
M.S.A.E., Cornell University
Ph.D., Cornell University
- NORTON, GLEETHAL
B.S., Indiana University
M.S., Butler University
- NUTTER, JEANNE D.
B.A., University of Cincinnati
M.A., University of Cincinnati
Ph.D., Howard University
- OLEKSAK, LINDA
B.A., Westfield State College
M.Ed., Westfield State College
- OROZCO, NYDIA R.
B.S.H.S., New Hampshire College
M.S., Springfield College
M.S.W., Springfield College
- PEDERSEN, ELIZABETH E.
M.S.W., Boston University

- PELCH, JERILYN
 B.S., Mercy College
 M.S.S., Bryn Mawr College
 M.L.S.P., Bryn Mawr College
- PIERCE, SARAH E.
 A.S., White Pines College
 B.S.H.S., New Hampshire College
 M.S.H.S., Springfield College
- PILKINGTON, CYNDR A.
 B.S., Armstrong State College
 M.S., Georgia Southern University
 M.H.S., Armstrong State College/Georgia
 Southern University
- PITTINGER, LAWRENCE
 B.A., Long Island University
 M.S.H.S., New Hampshire College
- PRESSMAN, KAREN
 B.S., Ohio State University
 Master's Degree Candidate, U.Mass
- QUINONES, AGNES
 B.S., University of Massachusetts
 M. Ed., University of Massachusetts
 Ed. D., University of Massachusetts
- RAMAZANI, MWANUWA (MONIQUE)
 Bachelor's degree, Institut Supérieur
 Pédagogique
 M.S., New Hampshire College
- RASOOL, MULAZIMUDDIN
 B.A., University of Massachusetts
 M.Ed., University of Massachusetts
 Ph.D., University of Massachusetts
- RECKITT, LOIS
 B.A., Brandeis University
 A.M., Boston University
- REDLICH, SUSAN E.
 B.A., University of Michigan
 M.S., Harvard School of Public Health
- REYNOLDS, DEBRA
 A.S., Castle Junior College
 B.S., Springfield College
 M.S., Springfield College
- RICHARD, COLLEEN
 B.A., Central Connecticut State College
 M.S.W., University of Connecticut School of
 Social Work
- RICHARDS, DOUGLAS
 B.S., University of New Hampshire
 M.S., Boston University
- ROBINSON, DORA
 B.S., Cornell University
 M.S.W., University of Connecticut
- ROBINSON, FRANK
 B.A., State University of New York
 M.A., Mansfield University
 Ph.D. Candidate, University of Massachusetts
- RODRIGUEZ, ANA
 Assoc. degree, Castle Junior College
 B.S.H.S., Springfield College
 M.S.H.S., Springfield College
- ROLAND, JOHN
 B.A., American International College
 M.Ed., Springfield College
- ROY, SUZANNE
 B.A., Notre Dame College
 M.S.H.S., New Hampshire College
- RUBIN, RANDI
 B.S., University of Bridgeport
 M.A., Fairleigh Dickinson University
- RUSSELL, ELIZABETH
 B.S.H.S., New Hampshire College
 M.S., Antioch New England Graduate College
- RUSSELL, YVETTE
 B.S., City College of New York
 M.S., University of Wisconsin/Milwaukee
 Ph.D., University of Wisconsin/Milwaukee
- SANABRIA, EDWIN V.
 B.S.H.S., New Hampshire College
 M.S.C.E.D., New Hampshire College
- SANDELLI, JANET M.
 B.A., County College of Morris and William
 Paterson College
 M.S.H.S., Springfield College (in progress)

SANDERS, GWENDOLYN W.
B.S., Harris Teachers College
M.Ed., St. Louis University
Ed.D., Nova University

SIMPSON, VERNON
B.A., Dillard University
M.B.A., Atlanta University

SMITH, FREDERICK E.
B.A., Rutgers University
M.S., Springfield College

SMITH, HENRY
B.A., Union College
M.A., University of Delaware
Ph.D., University of Delaware

SMITH, PAMELA
B.S., Springfield College
M.S., Springfield College

SPIVEY, ROBERT
B.A., Yale University
M.A., Goddard College

SPROUL, NORMA
B.A., University of Toronto
M.Ed., University of Toronto
Ph.D., University of Connecticut

STRAH, JOYCE C.
B.A., Syracuse University
M.A., University of Chicago
Ph.D., Fordham University

TOUSLEY, BENNETT E.
A.B., Princeton University
M.Div., Harvard Divinity School

TOWER, CYNTHIA
B.A., Western College for Women
M.S.W., University of Connecticut School of
Social Work
Ed.D., University of Massachusetts

UPADHYAY, RAM RAJ
Bachelor of Law, Tribhuvan University
M.A., University of Connecticut
Ph.D., University of Connecticut

UPADHYAY, PRATIMA
B.A., Tribhuvan University
B.Ed., Tribhuvan University
M.A., University of Connecticut
Ph.D., University of Connecticut

VERRE, RICHARD
B.S.W., University of Southern Maine
M.S., Springfield College

WALSH, ANNE
B.A., Vermont College of Norwich University
M.S.H.S., Springfield College

WEST, JUDITH
M.S., New Hampshire College

WILLIS, CECILIA
B.S., Kansas State University
M.S., Kansas State University
Ph.D., Iowa State University

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.

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.

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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.

SHS Central Administration
Springfield, MA
(413) 788-2445

CAMPUSES

Springfield, MA
(413) 748-3204, or 800-727-0004
TTD #: (413) 748-3236

Manchester, New Hampshire
(603) 666-5705 or 800-727-0504
TTY: (603) 644-4596

San Diego, CA
(619) 277-7155

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(802) 748-5402 or (800) 441-1812

Wilmington, Delaware
(302) 658-5721 or (800) 506-9270



263 Alden Street
Springfield, MA 01109-3739
(413) 748-3204