SPRINGFIELD COLLEGE / School of **Professional and Continuing Studies**

Graduate and Undergraduate Catalog 2018-2019

"This is to Certify that this school catalog is true and correct in content and policy in accordance with the requirements of the code of federal regulations section 21. 4253 (d) (I) and section 21.4254 (6)"

Helen Wright

Helen Wright
Director of Campus Development
Springfield College

School of Professional and Continuing Studies 2018 – 2019 Catalog

Founded in 1885, Springfield College is a private, coeducational institution offering undergraduate and graduate programs that reflect its distinctive Humanics philosophy - education of the whole person in spirit, mind, and body for leadership in service to humanity. It is world renowned as the Birthplace of Basketball®, a game created by alumnus and Professor James Naismith in 1891; as the alma mater of William G. Morgan, inventor of the game of volleyball; and for its long-standing and close relationship with the YMCA.

Springfield College has educated over 45,000 people who are serving throughout the United States and in more than sixty nations. Today, over 5,000 students attend classes at the College's main campus in Springfield, Massachusetts, and at campuses in Boston, Massachusetts; Wilmington, Delaware; Tampa, Florida; Houston, Texas; St. Johnsbury, Vermont; and Milwaukee, Wisconsin.

Springfield College Mission Statement

The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to others.

Springfield College Administration

Springfield College
263 Alden Street, Springfield, MA 01109-3797
(413) 748-3000

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Dean, School of Professional and Continuing Studies

2018-2019 School of Professional and Continuing Studies Catalog, Volume XIV, Number 3- Effective September 2018

School of Professional and Continuing Studies Mission Statement

In accordance with the mission of Springfield College, the mission of the School of Professional and Continuing Studies is to provide broadly accessible higher education in human services for adult learners that embodies the principles of Humanics, community partnership, and academic excellence to achieve social and economic justice.

Our goals and objectives are:

To provide an educational experience that...

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

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

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

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

- provide an environment where the human services community gathers to reflect and share knowledge and experience;
- offer resources and information to build and sustain organizations designed to serve community human service needs;
- provide meaningful fieldwork 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 and attractive facilities as well as systems and equipment necessary to support the programs of the school;
- foster meeting the objectives of the school through teamwork;
- clearly define roles, responsibilities and authority;
- encourage open, clear, comprehensive and timely communication;
- acknowledge talent and creativity among faculty, administrators, staff and students.

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Accreditation/Licensing

Springfield College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Inquiries regarding the accreditation status by the New England Association should be directed to the College, or individuals may also contact the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01739-1433, Tel: 781-271-0022, E-Mail: cihe@neasc.org.

Springfield College is approved to offer its School of Professional and Continuing Studies programs in the following states:

Delaware, Department of Education, The Townsend Building, P.O. Box 1402, Dover, DE 19903-1402. Tel: 302-739-4601. www.doe.k12.de.us/

Florida, Department of Education, Commission for Independent Education, 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400. Tel: 850-245-3200; 1-888-224-6684. www.fldoe.org

- Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.
- **Grievance policy:** Students who have unresolved conflict with the School should contact the Commission for Independent Education, 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400. Tel: 850-245-3200; 1-888-224-6684.
- **Legal control**: The College is a Massachusetts not for profit corporation organized in 1891 and registered in Florida as Springfield College, Inc., a not for profit corporation and doing business in Florida under the name of Springfield College.

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

Texas, Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788. Tel: 512-427-6101. www.thecb.state.tx.us

- **Student Complaint Policy:** Students who have complaints against the School should contact t the Texas Higher Education Coordinating Board. Information regarding forms and descriptions of the complaint procedure as found at http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-O3D4-9CCE-40FA9F46F2CD3C9D. The web address for the rules governing student complaints, Title 19 of the Texas Administrative Code, Sections 1.110-1.120, is http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

Vermont, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501. Tel: 802-828-5139. www.education.vermont.gov

Wisconsin, Educational Approval Program – Department of Safety and Professional Services, 1400 East Washington Avenue, Madison, WI 53703, Tel: 608-266-1996, Fax: 608-264-8477, email: DSPSEAP@wisconsin.gov. Need to mail to the EAP, please send your mail to: Department of Safety and Professional Services, Attn: Educational Approval Program, P.O. Box 8366, Madison, WI 53708-8366.

Overview

Since 1885 the tradition of Springfield College has been to educate outstanding leaders to serve our communities. Beginning with YMCA professionals, the mission expanded to include the fields of health and fitness, counseling, education, medicine, social work and sports education in the College's five schools. The School of Professional and Continuing Studies, as the premier adult education degree program for human service workers, enhances the tradition with more than 35 years of experience in assessing and evaluating the educational needs of adult learners, designing programs and services that integrate the academic and social aspects of returning to school as adults, and respecting the cultural and ethnic diversity of the communities we serve.

All programs and services are adult-oriented. Weekend, weekday, and online courses allows students to attend college full-time while continuing workplace, family, and community commitments. Learning is enriched as students put into practice on Monday morning the skills and knowledge they acquired during classes. With three terms per year, the School offers an accelerated time frame for completing a degree. Combinations of residency credits, transfer credits, standardized test scores and experiential learning assessment provide the flexibility needed to construct the type of program that highlights students' strengths and experiences while it broadens and enriches their knowledge and skill base.

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

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

To assist students in fulfilling federally mandated classroom hours in order to qualify for financial aid, the School incorporates a limited online component for each of its courses using the learning management system Brightspace. This component is referred to as blended instruction, out-of-class interactive instruction allowing students and instructors to stay in contact with each other between class sessions. In addition, the School offers online courses each term to supplement the extensive offerings of campus-based or on ground courses. Designed to give students increased scheduling flexibility, the online courses bring students and faculty together virtually from multiple campuses. The School also offers selected evening courses and online courses to provide students with multiple options in course delivery. Our weekday evening program offers access for students whose schedule is benefited by an on ground and online course schedule allowing students to earn their degree in a shorter period of time.

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

Community and global partnerships have been an exciting part of the School of Professional and Continuing Studies experience from its inception with three campuses in New England. Since 1994 Springfield College and the YMCA of the USA have collaborated to bring human services programs to urban areas served by Y's, resulting in a total of seven thriving campuses across the country. Local community partnerships bring educational and development opportunities to health workers in the greater Boston area, and Head Start staff in the greater Philadelphia area. Global partnerships have resulted in degree programs in Sweden, Africa, and the Caribbean and leadership training modules in Brazil for the Brazilian Federation of YMCAs.

Campus Locations

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

Each campus has its own special character, and some offer specialized concentrations. Before considering cross registration or transfer to another campus, students should consult with their advisor. Each campus is comprised of classrooms, a computer lab, academic success center, and regional administrative campus offices.

Campus locations include:

- Dean's Office, Central Office
- Boston, Massachusetts
- Houston, Texas
- Milwaukee, Wisconsin

- St. Johnsbury, Vermont
- Springfield, Massachusetts
- Tampa, Florida
- Wilmington, Delaware

The Office of the Dean - Central Office; Springfield, Massachusetts

The Office of the Dean is located on the main campus of Springfield College, 263 Alden St. Springfield, Massachusetts.

Boston, Massachusetts

Springfield College Boston is located in the historic Schrafft Center on the north side of Boston off Interstate 93. The location makes the campus easily accessible to students commuting from throughout the Boston area, west from Worcester, and south from Rhode Island and eastern Connecticut.

Houston, Texas

Springfield College Houston shares facilities with the YMCA's Philips Leadership Development Center in Houston, near the junction of Interstate 610 and US Route 290, just north of Interstate 10. The surrounding highway system makes possible convenient access to the campus from San Antonio and Austin in the west, Dallas in the north, and western Louisiana in the east.

Milwaukee, Wisconsin

Springfield College Milwaukee is located in the historical Walker's Point business district in close proximity to the 6th Street Viaduct Bridge. Excellent highway connections via Interstates 94, 794, and 43 make the campus easily accessible throughout the Greater Milwaukee Metropolitan Area.

St. Johnsbury, Vermont

Springfield College St. Johnsbury, the only rural campus of the School is located in the Northeast Kingdom of Vermont, just off Interstate 91, near the state's border with New Hampshire. Students at the campus come from throughout central and northern Vermont as well as northern New Hampshire.

Springfield, Massachusetts

The School of Professional and Continuing Studies, Springfield Campus is located on the main campus of Springfield College, in Springfield, the third largest city in Massachusetts. Situated in the western section of the Commonwealth, the campus serves students from throughout the western half of Massachusetts and all of Connecticut.

Tampa Bay, Florida

The facilities of the Springfield College Tampa Bay are located just off Martin Luther King, Jr., Boulevard in eastern Tampa. The campus brings together students from northern and southern Florida via Interstate 75 and from eastern and western Florida via Interstate 4, with the juncture of those interstates a short distance from the campus.

Wilmington, Delaware

Springfield College Wilmington is located in the historic downtown section of the city, a short distance from the I 95 corridor as well as the New Jersey Turnpike, drawing students from throughout Delaware, Philadelphia and its suburbs, the southern half of New Jersey, Maryland, and Washington, D.C.

Academic Calendar

Weeks	Term Begins	Evening Classes	UG Weekend	Grad Weekend
	9/4/18			9/8 & 9/9 OML – 03*
1		9/11 & 9/13	9/15 & 9/16	9/15 & 9/16
2		9/25 & 9/27	9/29 & 9/30	9/29 & 9/30 OML – 03*
3		10/9 & 10/11	10/13 & 10/14	10/13 & 10/14
4		10/23 & 10/24	10/27 & 10/28	10/27 & 10/28 OML – 03*
5		11/6 & 11/8	11/10 & 11/11	11/10 & 11/11
6		11/27 & 11/29	12/1 & 12/2	12/1 & 12/2 OML – 03*
7		12/11 & 12/13	12/15 & 12/16	12/15 & 12/16

Springfield Campus OML Spring 2018 Cohort Teach Out

SPRING 2019

Weeks	Term Begins	Evening Classes	UG Weekend	Grad Weekend
	1/23/2019			1/26 & 1/27 OML – 03*
1		1/29 & 1/31	2/2 & 2/3	2/2 & 2/3
2		2/12 & 2/14	2/16 & 2/17	2/16 & 2/17 OML – 03*
3		2/26 & 2/28	3/2 & 3/3	3/2 & 3/3
4		3/12 & 3/14	3/16 & 3/17	3/16 & 3/17 OML – 03*
5		3/26 & 3/28	3/30 & 3/31	3/30 & 3/31
6		4/9 & 4/11	4/13 & 4/14	4/13 & 4/14 OML – 03*
7		4/23 & 4/25	4/27 & 4/28	4/27 & 4/28

Springfield Campus OML Spring 2018 Cohort Teach Out

SUMMER 2019

Weeks	Term Begins	Evening Classes	UG Weekend	Grad Weekend
1	5/14/2019	5/21 & 5/23	5/18 & 5/19	5/18 & 5/19
2		6/4 & 6/6	6/8 & 6/9	
3		6/18 & 6/20	6/22 & 6/23	6/22 & 6/23
4		7/9 & 7/11	7/13 & 7/14	7/13 & 7/14
5		7/23 & 7/25	7/27 & 7/28	
6		8/6 & 8/8	8/10 & 8/11	8/10 & 8/11

Registration Dates

Fall 2018 term: July 21, 2018 – September 10, 2018
Spring 2019 term: November 12, 2019 – January 29, 2019
Summer 2019 term: April 1, 2019 – May 27, 2019

Springfield College observes the following holidays and breaks:

Labor Day	9/3/18
Columbus Day	10/8/18
Thanksgiving Break	11/22/18-11/25/18
Winter Break	12/24/18-1/1/19
Martin Luther King Jr. Day	1/21/19
President's Day	2/18/19
Spring Break	3/18/19-3/24/2019
Memorial Day	5/27/19
Independence Day	7/4/19

Financial Aid

Financial Aid information for all programs in the School of Professional and Continuing Studies is available at www.spfldcol.edu/PCSFinancialAid .

Because financing a college education can be a challenging task, Springfield College offers financial aid services through the Office of Financial Aid and at each instructional campus to help students make the best decisions on how to finance their education.

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

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

How to Apply for Financial Aid

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

All applicants for need-based financial aid must file the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available online at www.fafsa.ed.gov.

Academic Progress and Financial Aid Eligibility

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

Undergraduate students are expected to maintain a grade point average for all Springfield College coursework attempted that meets the satisfactory progress standard of the School of Professional and Continuing Studies. All students are expected to complete 75 percent of coursework attempted. This completion standard applies to cumulative coursework.

The Office of Financial Aid will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses all eligibility for College, federal and state assistance, including student/parent loans. The Office of Financial Aid may grant a term of financial aid probation if there are documented circumstances affecting the student's ability to maintain good academic standing. Requests for financial aid probation must be made in writing to the instructional campus. Other documentation may be requested. If a term of financial aid probation is awarded, the student will be advised of the conditions of that probation. Failure to agree to or to meet those conditions will result in a loss of financial aid eligibility.

In no case may a student receive financial aid for more than 150% of published degree requirements.

Financial Aid Policy and Services

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

Unless otherwise noted in the student's award letter, aid is awarded on the basis of full-time enrollment (12 credits per term for undergraduate students. 9 credits per term for graduate students). Aid awards are subject to adjustment or cancellation if the student does not enroll full time. Financial aid will be disbursed by term. There is no federal loan eligibility for any term in which a student is not enrolled at least half time.

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

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

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

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

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

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

Student registering in Spring and Summer will have annual the premium pro-rated.

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

If a student obtains a loan to pay for an educational program, the student will be required to repay the full amount of the loan plus interest, less the amount of any refunds. If the student receives federal financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

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

Treatment of Title IV Aid When a Student Withdraws

The law specifies how Springfield College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Springfield College and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earned 30% of the assistance you were originally schedule to receive. Once you have completed more that 60% of the payments period or period of enrollment, you earn all the assistance that you were schedule to receive.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Springfield College may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). Springfield College needs your permission to use the post-withdrawal grant disbursement for all other institutional charges. If you do not give permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loans funds that you would have received had you remained enrolled past the 30th day.

If you received (or Springfield College or parent received on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of. . .

- your institutional charges multiplied by the unearned percentage of your funds, or

- the entire amount excess funds.

Springfield College must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount.

For any loan funds that you must return, you (or your parent for PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an *overpayment.* The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to Springfield College to cover unpaid institutional charges. Springfield College may also charge you for any Title IV program funds that the school was required to return. If you don't already know Springfield College's refund policy, you should ask for a copy. Springfield College can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1.800.4.FEDAID (1.800.433.3243). TTY users may call 1.800.730.8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov and/or contacting Springfield College Financial Aid Office at 413.748.3108 or our web-site www.springfieldcollege.edu

Tuition and Fees

Undergraduate Program Tuition

(Summer 2017 term through Spring 2018 term)
Tuition charges are subject to change, effective every Summer Term.
Bachelor of Science in Human Services
      Full-Time Status (12 semester hours) $5,520
      Per Credit Hour $460

Undergraduate Program Fees

Non-Refundable	
Application Fee (Bachelor's Degree Program)	$ 25
Health Insurance (MA campuses only, per year), est. * to be adjusted annually by insurer	$ 2555*
Late Payment Fee (see non-payment policy)	$ 75
Payment Plan Fee (per semester)	$ 25
Returned Check Charge	$ 35
Stop payment / reissue fee	$ 35
Transcript Fee	$ 7
Graduation Fee	$ 50
Late Registration Fee	$ 25
Replacement ID Fee	$ 35
Parking Fee (Springfield Students only)	$ 25
Recreation Fee PCS or Part time students	$ 80
Human Services Training Assessment Fee	$200**
Refundable	
Portfolio Fee	$ 500**
**Required only for students who receive credits through experiential learning	

Graduate Programs Tuition

(Summer 2017 Term through Spring 2018 Term)
Tuition charges are subject to change, effective every Summer Term.

Master of Science in Human Services, Master of Business Administration
    Full-Time Status (9 semester hours) $5,616
    Per Credit Hour $624

Graduate Programs Fees

Application Fee (Master of Science and Master of Business Administration Programs) *** waived for BS Graduates & Veterans	$ 40***
Health Insurance (MA campuses only, per year), est. * to be adjusted annually by insurer	$2995 *
Late Payment Fee (see non-payment policy)	$ 75
Payment Plan Fee (per semester)	$ 25
Returned Check Charge	$ 35
Stop payment / reissue fee	$ 35
Transcript Fee	$ 7
Graduation Fee	$ 50
Late Registration Fee	$ 25
Replacement ID Fee	$ 35
Parking Fee (Springfield Students only)	$ 25
Recreation Fee PCS or Part time students	$80

Expenses Excluded from Tuition/Fee Schedule

Students must pay the cost of preparing their research reports, including such expenses as paper, typing, mailings, and other special expenses that might be involved in some required projects. The cost of books and supplies are approximately $300-$500 per term.

Health Insurance - Massachusetts Campuses Only

The Commonwealth of Massachusetts requires that health insurance coverage be provided to all students attending Massachusetts colleges and universities who are registered. If a UG student is registered for nine or more semester hours and a graduate student is registered for 7 or more semester hours, he/she will be automatically enrolled in the Springfield College Health Insurance Plan for an estimated $2,555 for an undergraduate student and $2,995 for a graduate per year. If the student already has health insurance coverage, he/she will be required to complete a Springfield College Health Insurance waiver form. Go to www.springfield.edu, select Directory, Business Office, Health Insurance, and Click here. The waiver form must be completed by September 15 for students for the charge to be credited. Students registered in Spring and Summer will have their premium probated.

Payment Options

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

- Students may pay tuition charges, less any applicable financial aid, in full at the time of registration by personal check or money order.
- The College offers a Partial Payment Plan which extends tuition payments over a four-month period. There is a $25 fee per term to utilize the plan. The plan is as follows:

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

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

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

Non-Payment Policy

For currently enrolled students, non-enrolled students, students who have been separated, dismissed, suspended, expelled, disciplined, withdrawn and/or have taken a leave of absence, the College will withhold all official transcripts, access to registration for courses, and the awarding of diplomas to any student whose account is not paid in full when due. A late charge of $75 will be assessed for each month that a payment is past due. The student and/or the party who is responsible for the payment of the student account shall be jointly liable to the College for all costs of collection and reasonable attorney's fees incurred. The student is required to make full payment of all accounts prior to the deadline for commencement (date established by the Registrar). Non-enrolled students with a balance on their account will be placed in collections. Once students register for classes, they are responsible for the tuition incurred. Not attending classes does not constitute withdrawing or dropping a class. Any changes to a student's course schedule require the approval of an academic advisor.

Refund Policies

Tuition Refund Policy

Tuition for 15 week terms will be refunded as follows (12 week summer terms will be prorated).

Withdrawal Date	Refund Percentage
Before classes begin (during Add/Drop Period)	100 percent
During first week of classes (during Add/Drop Period)	100 percent
During second week of classes (during Drop Period)	100 percent
During third week of classes	75 percent
During fourth week of classes	70 percent

During fifth week of classes	65 percent
During sixth week of classes	60 percent
During seventh week of classes	55 percent
During eighth week of classes	0 percent
During ninth week of classes	0 percent
After ninth week of classes	0 percent

- Fees are refundable if a student withdraws from all classes prior to the start of classes
- Fees are non refundable
- Financial Aid received is refunded to granting agencies based on the date of withdrawal, subject to funding source regulations and College policy.
- No refunds will be made to students suspended, dismissed or expelled during the term. This also includes students who leave prior to the completion of a judicial hearing.

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

Wisconsin Admin code EAB 8.05, partial refund policy is followed for students at the Milwaukee campus.
For Course Withdrawal Policies please refer to page 39.

Federal Financial Aid Refund Policy

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

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

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

Credit Balance Refund Policy

The student has a right to a full refund of all charges less the amount of the Application Fee (see the Tuition and Fees Schedule) if he/she cancels the enrollment agreement prior to or on the first day of instruction. If a student has a credit balance on his/her account, a refund will be issued within 14 days, of the date that the credit balance occurs, unless the student authorizes the College, in writing, to hold the credit balance for a future term. On the Friday following the refund being generated, the refund check will be deposited in the student's bank account or available for pick up at the Business Office, 263 Alden St, Springfield, MA. Students are strongly encouraged to sign up for direct deposit. Refunds that are not picked up by 2:00 p.m., will be automatically mailed to the billing address on the student account. The refund check will be made payable to the student unless the student requests in writing that the refund check be made payable to another party.

Admissions Information

Undergraduate Admissions

In accordance with its mission, Springfield College's School of Professional and Continuing Studies seeks applicants who are motivated to achieve social and economic justice and who embody a commitment to the principles of Humanics, community partnership, and academic excellence.

The School's students are a diverse group; they come from all backgrounds and bring a wealth of knowledge and experience to the classroom. The curriculum relies on this breadth of diversity and experience. Applicants should be prepared to participate fully and contribute to the educational environment.

Admissions Requirements

To be admitted into the PCS Undergraduate Human Services Program students must have a high school diploma or GED and have a minimum of 15 equivalent college credits from any combination of the following:

- Official college transcripts from a regionally accredited institution with a grade of C- or higher.

- International post-secondary transcripts officially certified by World Education Services (WES), the National Association of Credential Evaluation Services (NACES), or Josef Silny & Associates, Inc.

- Official Joint Services Transcripts (JST), Community College of the Air Force (CCAF) Transcripts, or Coast Guard Institute Transcripts.

- CLEP, DANTES, or DSST college-equivalency examination results.

- Credits earned through professional or organizational training programs or industry recognized licensure programs that PCS has an established articulation in place. For example CDA, EMT, Paramedic, Fire or Police Academies, Community Action Partnership, National Head Start, Certified Addictions Counselor, Substance Abuse Counselor, BEST Apprenticeship Program, CADAC, LAC, LCDC, CSAC, Child Development Associate, CNA, LPN, RN, or the YMCA. Students from the state of Florida may have additional transfer opportunities and should check with their Admissions Assistant at the Tampa Campus.

Application Procedure

Students wishing to apply for and gain acceptance to the School of Professional and Continuing Studies (PCS) Undergraduate Human Services Program must complete the following steps:

1. Complete the PCS online application before the deadline for the desired term of entry.

2. Submit evidence of high school completion. This can be an official high school transcript with date of graduation, the actual diploma, or an original GED certificate. Proof of high school completion is waived if the student completed and has a conferred Associate's Degree from a regionally accredited institution as evidenced by an official transcript.

3. Submit all required documents: transcripts, certificates of completion, standardized testing results documenting the earning, awarding, or recommending of 15 college-equivalent credits.

4. Once accepted, the Admissions Assistant for the campus will contact the student to schedule and take the ACCUPLACER. The ACCUPLACER determines the level of writing ability of the student. The ACCUPLACER is waived if the student completed an English Composition or other college-level writing courses at a post-secondary institution receiving a minimum grade of B.

5. Once accepted, the campus Student Success Coach (SSC) will contact the student to schedule a time to come to the campus to complete the review of any documents submitted for verification of credits not earned through a post-secondary institution or military training and experience. Also, the SSC will review with the student their final degree plan, full or part-time status, and their first two term course selections. NOTE: failure to complete this process and

provide the necessary supporting documents before the start of classes on the part of the student will result in student delay to the next term. Once the final review of the student's degree plan/audit is completed, the SSC will register the student for their first-term courses.

International Student Application Procedure

In addition to completing the process above, applicants must provide the following:

1. Submit proof of an education equivalent to a United States high school diploma. To assist with the determination of educational equivalency, all foreign credentials must be evaluated by an international transcript evaluation service. The completed evaluation should be submitted with the application materials.
2. Contact the admissions coordinator at the campus you would like to attend to arrange an interview.
3. Submit evidence of proficiency in reading, writing and speaking the English language. The TOEFL test may be submitted to fulfill this requirement.
4. Submit a financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for us to receive a guarantee of your financial support for the period of time you will be here for study. An accepted international student must deposit $1,000, which will be credited toward tuition charges before the College will issue the U.S. Government's Immigration Form I-20.

Admissions Deadlines

Listed below are the deadlines for submission of applications. The School's deadlines for submission of complete applications are:

- Fall Term: August 15
- Spring Term: December 15
- Summer Term: April 15

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

Application Review

Once the applicant has completed the application process by submitting all required documents, the file is reviewed. All application materials are reviewed to evaluate demonstrated commitment to serving the community, ability to succeed in the program, and ability to complete the program in four to six terms. Files are reviewed as they are completed, so it is advantageous for candidates to complete the application process as soon as possible.

Admissions Decisions

Applicants who meet admissions requirements will be accepted for admissions; applicants who do not will be deferred and advised to wait to acquire needed requirements and apply at a later time. All decisions will be communicated via mail.

Admissions Decision Appeal Policy

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

Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they have applied may need to defer enrollment. Notification of intent to defer should be made in writing to the Admissions Office of the campus to which the applicant is

accepted. If applying for financial aid, the applicant should also notify the financial aid coordinator at that campus, as deferring may impact financial aid. Applicants may defer their enrollment for up to sixteen months, after which point they have to reapply.

Readmittance

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

Nonmatriculated Students

Individuals who have not been admitted to the School of Professional and Continuing Studies but who wish to take undergraduate courses may do so as nonmatriculated students, that is, nondegree seeking students. Nonmatriculated status is an appropriate option for individuals seeking personal enrichment, career advancement, strengthening of academic skills, completion of core requirements for a concentration, or exploration of possible admission into a degree program.

Individuals interested in this option must submit a Nonmatriculated Application Form, which may be obtained from the Admissions Office of the instructional campus. Applications should be submitted as early as possible to ensure enrollment and must be received no later than the first class session of the course. Students must have already completed any prerequisites listed for courses for which they intend to register. A maximum of 15 credit hours (equivalent to core requirements for all concentrations) taken as a nondegree seeking student may be applied to a student's bachelor's degree program in the School of Professional and Continuing Studies. Registration for additional courses beyond the fifteen credit hours as a nondegree seeking student will require approval from the Dean of the School of Professional and Continuing Studies. Nondegree seeking students are subject to all regulations of the College.

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

Changes in Admission

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

Graduate Admissions

In accordance with the mission of the School, Springfield College's School of Professional and Continuing Studies accepts potential students for graduate study who are motivated to achieve social and economic justice and who embody a commitment to the principles of Humanics, community partnership, and academic excellence.

Students are a diverse group and bring a wealth of knowledge and experience to the classroom. The curriculum relies on this breadth of diversity and experience. Applicants should be prepared to participate fully and contribute to the educational environment.

Admissions Requirements

Successful applicants to the Human Service graduate program must have an undergraduate degree from a regionally accredited college or university and five year's experience in human services and show the ability to succeed academically.

All applicants should note that some professions within the field of human services require background checks for criminal history that may prevent a student from being employed in the profession in which s/he wishes to be trained. If concerned, an applicant should discuss his/her history with a faculty advisor available on each campus regarding possible limitations for employability following graduation.

Application Procedure

1. Fill out the online application form and submit it with the $40 application fee (Please note: The application fee is waived for applicants who have graduated from an undergraduate program at Springfield College, and for veterans with proof of veteran status).

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

International Student Application Procedure

In addition to completing the above procedure, the applicants must provide the following:

1. Proof of an education equivalent to a United States baccalaureate degree. To assist with the determination of educational equivalency, all foreign credentials must be evaluated by an international transcript evaluation service. The completed evaluation should be submitted with the application materials.
2. Evidence of proficiency in reading, writing, and speaking the English language. The TOEFL test may be submitted to fulfill this requirement.
3. A financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for the School to receive a guarantee of the applicant's financial support for the period of time s/he will be enrolled for study.
4. An accepted international student must deposit $1,000, which will be credited toward tuition charges before the College will issue the U.S. government's Immigration Form I-20.

Admissions Deadlines

Listed below are the deadlines for submission of applications. The School's deadlines for submission of complete applications are:

- September Term: August 15
- January Term: December 15
- May Term: April 15

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

Application Review

Once the applicant has completed the application process by submitting all required documents, the file is reviewed. All application materials are reviewed to evaluate demonstrated commitment to serving the community, ability to succeed in the program, and ability to complete the program in four to six terms. Files are reviewed as they are completed, so it is advantageous for candidates to complete the application process as soon as possible.

Admissions Decisions

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

Probationary Acceptance

No student is admitted to full graduate standing with less than a 2.5 undergraduate index. Applicants with less than a 2.5 index, but not less than 2.0, will be considered for probationary admission if their application materials offer convincing evidence that,

if given an opportunity, they will meet the academic standards at Springfield College.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.0 or better, they will be removed from probation. If the index is between 2.5 and 3.0, they will remain on probation through the semester in which they complete 20 semester hours of graduate credit. At that time, the index must be at least 3.0 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.5 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Contingency Acceptance

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

Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they have applied may need to defer enrollment. Notification of intent to defer should be made in writing to the Admissions Office of the campus to which the applicant is accepted.

Nonmatriculated Students

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

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

Audit

Students may register for one course for audit designation per semester. An audit carries no credit, has no grade point equivalent, and is recorded as an X on the transcript. Although the course is entered onto a transcript, it does not affect a student's full- or part-time status. Audited courses are not eligible for credit earned through proficiency examinations.

Time Limits and Period of Candidacy

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

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

Readmittance

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

Changes in Admission

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

Academic Policies and Procedures

Academic Credit

The standard of measure for the awarding of academic credit is the Carnegie unit or the credit hour. One credit hour is defined by federal mandate as 15 hours of direct faculty/student interaction. That means, for instance, that a 3-credit course must have 45 hours of direct faculty/student interaction.

The basic course structure within the School is built around four weekend classes. For each of the classes, instructors are to be available for a nine hour, flexible instructional period with no more than one hour for lunch and breaks. Thus, in-class time is not adequate in itself to fulfill the federal mandate.

Therefore, the additional time necessary to satisfy the federal mandate for credit hours is accomplished through a Faculty Senate mandated on-line component of direct faculty/student interaction. This on-line component, referred to as blended courses, is required for all courses offered on the campuses of the School.

Number of Credits per Course	Class Format	Number of Hours in the Traditional Classroom	Number of Hours in the Online Classroom	Hours of Student Work in Addition to Direct Instruction	Total Hours
1 Credit	Online	-	15 hours	30 hours	45 hours
2 Credit	Online	-	30 hours	60 hours	90 hours
Graduate 2 Credit Course	Blended - 4 classes	32 hours	13 hours	90 hours	135 hours
3 Credits	Blended - 7 classes	21 hours	24 hours	90 hours	135 hours
	Online	-	45 hours		
4 Credits	Blended - 7 classes	21 hours	39 hours	120 hours	180 hours

Academic Honesty and Integrity Policy

Basic Policy

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

The Practice of Academic Honesty

The information below is intended to help students understand the practice of academic honesty and potential offenses against the Academic Honesty Policy. Misunderstanding these practices or the Policy will not be accepted as an excuse for a violation of it. If a student is in doubt about how to practice academic honesty in a course or in conduct, he or she should consult with the course instructor, the chairperson of the department, or the dean of his or her school.

Academic Honesty in Course Exercises

A student's name on any course exercise (which term shall include, but not be limited to, an essay, oral presentation, notebook, report, computer program, paper, quiz, examination, or any other assignment related to a course or internship) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside

help. In some instances, an instructor or department may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Also, students are not allowed to present the same exercise previously or concurrently completed for another course, without the permission of the instructor(s) of the current course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses. Withholding, removing, or destroying materials needed by other students for class exercises is also an offense against the Policy.

Use of Sources

In preparing assignments, a student often is required to consult outside sources of information or opinion. All such sources should be listed in the bibliography/reference section. Commercial research or writing companies are not considered legitimate sources and their use, in whole or part, is cheating and constitutes a punishable offense. For citations, references in text are required for all specific facts that are not common knowledge. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or Web page even when the student restates the matter in his or her own words. Word-for-word inclusions, even if only a phrase or sentence, from the written or oral statement of someone else (including the Internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Graduate students and others presenting their own previously published documents must avoid issues of self-plagiarism. Students should be clear to appropriately reference their previous document and to create a new document that appropriately contributes and adds to their original work.

Laboratory Work and Assignments

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

Creative Work

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

Examinations, Quizzes, and Tests

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

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

Internships or Fieldwork

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

Learning Portfolios

In writing and compiling a learning portfolio, including a prior learning portfolio for the School of Professional and Continuing Studies, the student must submit only his or her own written work, identify any sources used (see "Use of Sources" above), and ensure that all information included is accurate. Violations of this Policy include, but are not limited to, failure to submit original work (e.g., uncited passages from published materials, including any part of another student's portfolio or claim), falsification of any information or source, or forgery of any letter of documentation. Sharing or exchanging claims for credit with another student for any purpose, including their use as examples or models, is also not permitted; both students involved in such an incident will be considered in violation of this Policy.

College Documents and Records

Any misuse of official College documents connected with the academic process constitutes a violation of this Policy. Such documents include, but are not limited to registration forms, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, transcripts, and diplomas. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, misrepresentation of personal or academic information requested, or gaining access to a recommendation (without permission) once rights have been waived. Any falsification of records or routines for grading is also dishonest, whether before or after graduation.

Procedures for Suspected Violations of the Academic Honesty Policy

A student, faculty, or staff member who suspects a student of violating the Academic Honesty Policy is urged to report the incident to the instructor of the relevant course, or if the incident is not related to a course, to the Associate Vice-President of Academic Affairs (AVPAA).

A. Course-related Violations

1. All suspected violations of the Academic Honesty Policy related to coursework shall be dealt with initially by the instructor of the course in which the alleged offense occurred. The instructor is responsible to investigate the allegation and determine whether a violation of the Policy occurred. If the student is found to be in violation of the Policy, the instructor must document the incident and evidence, write a letter of sanction, and meet with the student to discuss the incident and sanction. The letter of sanction should include:
   a. A brief explanation of the violation.
   b. Identification of the sanction.
   c. An explanation of the appeal process.
   d. A statement that "a report of this incident and my sanction will be forwarded to the Associate Vice-President of Academic Affairs and may be subject to further action."
2. If the student is found to be in violation of the Policy, the instructor may penalize the student with one of the following course-related sanctions.
   a. Reprimand - The student will be allowed to repeat the exercise or complete an alternative assignment. Responsibility for evaluation of the student's work in the course continues under the authority of the course instructor.
   b. Loss of credit in the exercise - The student will forfeit all or partial credit for the exercise, at the discretion of the instructor. The student may be required to repeat the exercise or complete an alternative assignment, with proportion of credit awarded at the discretion of the instructor. The student will be allowed to continue in the course.
   c. A grade of "F" in the course - The student will no longer participate in the course, and the instructor will assign a grade of "F."
   Note: Any accusation of a violation of this policy must be investigated and acted upon by the instructor-no student may withdraw from a course to avoid investigation or adjudication. If it is determined that a violation occurred and the student wishes to withdraw from the class, he or she may only do so with the instructor's approval (and within the withdrawal period).

1. Within five business days of meeting with the student and imposition of the sanction, the instructor must forward documentation of the incident and a copy of the sanction letter to the Associate Vice-President for Academic Affairs (AVPAA).

2. The AVPAA serves as the central repository for all reported violations of academic integrity. Upon receipt of any report, the AVPAA shall notify the student that the violation and sanction report has been received and will be kept on file.
3. In case of an egregious violation or a history of previous violation against the Policy, the AVPAA may initiate additional action by referring the case to the Academic Integrity Committee. The AVPAA has 30 class days from being notified of a violation and sanction to make such a referral and will notify the student of the referral.
   a. If a case is referred to the Academic Integrity Committee for additional action, the Committee has 30 business days (following a referral from the AVPAA) to schedule a hearing with the student. Following the hearing, the Committee will make a decision regarding whether one of the following sanctions should be imposed, above and beyond sanctions that may have been imposed by the instructor(s).
      i. Academic Honesty Probation - The student would receive a notification that he or she is on academic honesty probation; any additional incidences may result in suspension or expulsion from the College.
      ii. Suspension - The student will be suspended from the College for a minimum of one semester and a maximum of two semesters. The student may be restricted from transferring in courses taken elsewhere during the suspension.
      iii. Expulsion - The student may be expelled from the College and will not be eligible to return to the College.
   b. The decision of the Academic Integrity Committee will be communicated to the student in writing by the AVPAA, with copies to the instructor, advisor(s), the appropriate dean(s) and the Provost and Vice-President for Academic Affairs.

B. Non-course-related Violations

Alleged violations of the Policy related to misuse of College documents or other charges not related to courses should be reported directly to the AVPAA, who will conduct an investigation. If it appears a violation of the Policy may have occurred, the AVPAA will refer the case to the Academic Integrity Committee for a hearing (see Step 4a above).

C. Violations Identified Following Degree Conferral

Discovery of an alleged violation of the Policy by a student whose degree was already conferred, should be reported directly to the AVPAA, who will conduct an investigation. If it appears a violation of the Policy may have occurred, the AVPAA will refer the case to the Academic Integrity Committee for a hearing. If the Committee determines a violation took place, they may recommend to the Provost that the student's degree be revoked. The decision of the Provost in such a case is final.

Appeal Processes

1. Students may appeal any decision or sanction for a violation of the Academic Honesty Policy made by an instructor by notifying the Associate Vice-President for Academic Affairs no later than ten business days following the notification sent to the student from the instructor.
2. The AVPAA will refer the appeal to the Academic Integrity Committee for consideration. The decision of the Academic Integrity Committee will be communicated to the student, instructor, the appropriate dean(s) and the Provost and Vice-President for Academic Affairs. The decision of the Academic Integrity Committee is final.
3. In the case of sanctions applied by the Academic Integrity Committee, or in a case initially heard by that Committee, students may appeal any decision or sanction for a violation of the Policy taken by that Committee by notifying the Associate Vice-President for Academic Affairs no later than ten business days following the notification sent to the student from the Committee. The appeal will be forwarded to the Provost for consideration. The decision of the Provost is final.

Academic Integrity Committee

The Academic Integrity Committee is empowered to:

1. Consider a student's appeal of an instructor's findings of academic dishonesty or an instructor-imposed sanction.
2. Hear charges of a violation of the Policy relative to College documents or other offense not related to a course.
3. Hear charges of an egregious violation of the Policy or repeated violations of the Policy.

As part of its deliberations, the Committee may consider a student's prior violations of the academic honesty policy.

The Associate Vice-President for Academic Affairs will also convene the Committee at least once an academic year to provide a report on the number and severity of all policy violations. The report shall be distributed to the Provost and to the school Deans for additional distribution at the school level.

The Committee shall consist of a total of nine faculty members. The deans of the Schools of Arts, Sciences, & Professional Studies; Health, Physical Education and Recreation; Health Sciences and Rehabilitation Studies; and Professional and Continuing Studies will appoint two faculty members to represent his or her school. The faculty members appointed should provide representation for both the undergraduate and graduate level. The Dean of the School of Social Work shall provide one representative to represent their graduate programs. The AVPAA will chair the committee as an ex-officio (non-voting) member.

Academic Honors - Undergraduate Students only

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

Summa Cum Laude-3.900 to 4.000
Magna Cum Laude-3.700 to 3.899
Cum Laude-3.500 to 3.699

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

Academic Load

Graduate program

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

Undergraduate program

- Full-time undergraduate student - enrolled for twelve or more semester hours.
- Half-time undergraduate student - enrolled for six to eleven-and-one-half semester hours.
- Less-than-half-time undergraduate student - enrolled for less than six semester hours.

Academic Progress

Graduate Policy

This Institutional Academic Progress Policy applies to both full-time and part-time matriculated graduate students enrolled in the School of Arts, Sciences, and Professional Studies (ASPS); the School of Health, Physical Education, and Recreation (HPER); the School of Health Sciences and Rehabilitation Studies (HSRS); the School of Professional and Continuing Studies (PCS); and the School of Social Work (SSW). A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a graduate degree-seeking student.

Academic Review

Following the close of each full semester/term (Spring, Summer, Fall), a systematic graduate academic records review is conducted by the Registrar to determine student academic standing status classifications. Graduate students will not be subject to institutional review until they have attempted the completion of nine (9) graduate credits at Springfield College.

- For the purpose of determining academic progress, attempted hours are defined as:
  Credits for courses graded "A" through "C-", "F", "P", "W", "NR", "I","IC", "IE", "PI","CP" and accepted transfer credits.

A graduate student's institutional academic standing status is assessed according to the Good Academic Standing cumulative grade point average criterion (CGPA) of 3.00. As a result of academic standing review, graduate students are assigned the appropriate institutional academic standing status actions (listed below). Graduate students must have a CGPA of 3.00 or better to be eligible for graduation with master's and doctoral degrees or a Certificate of Advanced Graduate Study. Academic departments or schools may have higher standards for entrance into or continuation in their graduate programs and students are responsible for reviewing program standards and requirements that are found in the official department, school, or institutional publications.

Academic Standing Status Categories

Following determination of status by the graduate academic records review process, academic standing status actions (Good Academic Standing, Academic Probation, Continued Academic Probation, and Academic Dismissal) go into effect at the start of the successive semester (Fall, Spring, or Summer).

- **Good Academic Standing**
  A graduate student whose CGPA is at or above the minimum standard of 3.00 is classified as a graduate student in good academic standing at the College.

- **Academic Probation**
  The graduate student who at any academic review point fails to meet the 3.00 CGPA academic standing criterion on or after attempting the completion of nine (9) credit hours is placed on institutional academic probation. A graduate student who is placed on academic probation will maintain matriculation status but will *only* be eligible for financial aid, including research fellowships if they are granted an appeal through the Office of Financial Aid.

  The graduate student who is placed on academic probation will be notified of this academic standing by letter. Following this notice from the Office of he Dean of the School of Professional and Continuing Studies, an academic plan for the graduate student on academic probation will be designed by the academic advisor and the academic program or PCS campus. This plan may require the graduate student to take certain courses, limit the number of courses taken, or fulfill other conditions as specified.

  Academic probation status will be recorded on the student's academic transcript.

  A graduate student will be removed from academic probation when he or she meets or exceeds the criterion 3.00 CGPA.

- **Continued Academic Probation**
  A graduate student who was on academic probation during the semester of review will be continued on academic probation if **his/her CGPA is below 3.00 and the student has attempted the completion of fewer than 18 credits at Springfield College** *or* **the student's CGPA is above 2.8 but below 3.00 following the completion of 18 credits at Springfield College.** If continued on academic probation, the graduate student will be subject to the conditions specified under Academic Probation.

  Continued academic probation status will be recorded on the student's academic transcript.

  Note that a student on academic probation or continued academic probation is not considered to be in good academic standing.

- **Academic Dismissal**
  A graduate student on academic probation will be dismissed from candidacy for the graduate degree if his/her CGPA is below 2.8 at the end of the semester in which he/she has attempted 18 s.h. of graduate credit at Springfield College. Additionally, a student whose CGPA is below 3.00 following the completion of the required number of semester hours in his/her program plus six credits is subject to dismissal.

Academic dismissal status will be recorded on the student's academic transcript.

The Dean of the School of Continuing and Professional Studies will send the student notification letters of all decisions concerning probation and dismissal. The student may appeal the institutional academic dismissal and is required to submit the request for an appeal in writing to the Graduate Appeals Committee via the Associate Vice President for Academic Affairs.

A student who is dismissed may not take courses at Springfield College for one academic year following dismissal, but may reapply for admission thereafter. When the student is readmitted to the College, his or her academic standing will be reviewed. The appropriate academic standing category will be determined at that time.

Appeal Process for Academic Dismissal

An undergraduate or graduate student who has been academically dismissed has the opportunity to apply for reinstatement. Students are eligible to submit a petition for reinstatement to the School during the term following the dismissal for possible reinstatement in the subsequent term. The Academic Standards Committee makes a recommendation to the Dean for reinstatement. A student has one calendar year to petition for reinstatement. If a student does not petition for reinstatement within one calendar year, they must apply for re-admission to the College.

The Process to Petition for Reinstatement:
Students who have been academically dismissed should contact the Office of the Dean to begin the reinstatement process. The Academic Standards Committee reviews each petition and the required relevant information. The student is responsible for completing the Petition for Reinstatement Form, which contains the following elements:

- an Academic Success Plan that contains information about the circumstances affecting the student's academic performance and the student's plan to remedy the situation by which to move him/her toward satisfactory academic progress

- a Reference Letter from the student's advisor or past faculty member

- A Written/Signed Agreement stipulating that the student will register for no more than half-time enrollment during his/her first term of reinstatement.

The undergraduate student's appeal should contain information about circumstances affecting the student's academic performance and the student's plans to remedy the situation. Students may bring one Springfield College employee to the appeal meeting for emotional support or to present brief information on the student's behalf. A College employee member invited to attend is under no obligation to do so. A lawyer may not be present at the appeal meeting, either as a legal representative or as the above-mentioned College employee. Any College personnel speaking on behalf of the student will not be in the room during the student's presentation but will be invited to speak following the student's appeal presentation. The student may also bring letters of support written by any individual.

The campus-based ASC will review the appeal according to the ASC operating guidelines. If the committee recommends that the appeal be supported, and the Dean of the School concurs, the student will be allowed to return on continued academic probation and will be required to adhere to all academic standing policies.

The Office of the Dean of the School of Professional and Continuing Studies will inform the undergraduate student of the appeal decision by letter. The outcome of the appeal will be noted on the student's academic transcript.

Academic Dismissal Appeal Readmission

A graduate student whose academic dismissal appeal is supported by the Graduate Appeals Committee and the Vice President for Academic Affairs will be allowed to seek readmission for return on continued academic probation. In order to be readmitted, the graduate student must meet one of the following two conditions:

a) the program of matriculation officially readmits the student, contingent on all program standards being met; and the final readmission is approved by the School Dean.

b) the student is officially granted admission to another Springfield College graduate program and the final readmission is approved by the School Dean.

Undergraduate Policy

This Institutional Academic Progress Policy applies to both full-time and part time matriculated undergraduate students enrolled in the School of Professional and Continuing Studies at Springfield College. A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a degree seeking student.

Academic Review

Following the close of each full term (fall, spring and summer), a systematic undergraduate academic records review is conducted by the Registrar to determine student academic standing status classifications. Undergraduate students will not be subject to review until they have attempted the completion of 12 cumulative credits at Springfield College.

- For the purpose of determining academic progress, attempted hours are defined as:
  Credits for courses graded "A" through "F", "P", "W", "NR", "I", "IC", "IE", "PI", "CP" and accepted transfer credits.

Full-Time Status: In order to be considered a full time student at Springfield College, an undergraduate student must enroll in at least 12 credit hours in a semester. Full time students are expected to earn a minimum of 24 credit hours in an academic year, comprising Fall, Spring, and Summer terms. The student who does not earn a total of 24 credits in the Fall and Spring terms may earn credit sufficient to meet or exceed the criterion through coursework taken the Summer term immediately following the review at the end of the Spring Term.

Financial Aid Eligibility: In order to maintain continuing eligibility for financial aid, an undergraduate student is expected to complete with a passing grade ('A' through 'D-') at least 75% of all credits attempted for completion at Springfield College (not including transfer courses), as calculated at each academic progress review.

The calculation for the 75% pass rate in credit hours attempted for completion includes the Springfield College credit hours for which a student received a grade of 'A' through 'D-' and 'P' divided by the total number of credits the student has attempted for completion at Springfield College.

Academic Standing

A matriculated undergraduate student enrolled in the School of Professional and Continuing Studies must have a cumulative grade point average (CGPA) of at least 2.000 to be eligible for graduation with a bachelor's degree from Springfield College. The 2.000 CGPA is the minimum standard for the College; academic programs may have higher standards for entrance into or continuation in their undergraduate programs and students are responsible for reviewing program standards and requirements that are found in the official campus, school, or institutional documents.

An undergraduate student's academic standing status is assessed at the end of each term according to the Cumulative Grade Point Average criteria listed below. As a result of the academic standing review, undergraduate students are assigned the appropriate academic standing status actions listed below.

Cumulative Grade Point Average Criterion

A student is expected to achieve the College's minimum cumulative GPA of 2.000 by the time 60.5 credits of course work have been attempted for completion. Prior to that point the cumulative GPA required is slightly below the standard of 2.000; however the criterion cumulative GPA is increased as students advance through the academic program. There are three minimum cumulative GPAs that students must meet, depending upon the number of credit hours they have attempted. The minimum CGPAs are as follows:

Credit Hours Attempted for Completion	Minimum GPA
After attempting the completion of 0.5-30 credits	1.800 GPA
After attempting the completion of 30.5-60 credits	1.900 GPA
After attempting the completion of 60.5 credits and above	2.000 GPA

Academic Standing Status Categories

Following determination of status by the undergraduate records review process, academic standing status actions (Good Academic Standing, Academic Warning, Academic Probation, Continued Probation, and Academic Dismissal) go into effect at the start of the successive term (Fall, Spring, or Summer).

Good Academic Standing

An undergraduate student whose CGPA is at or above the minimum standards (as noted above), is classified as an undergraduate student in good academic standing at the College. A student who has received an academic warning or an academic alert is also considered to be in good academic standing. Note that a student on academic probation or continued academic probation is not considered to be in good academic standing.

Academic Warning

Upon reaching the first 12 cumulative semester hour academic standing review, an undergraduate student is given an academic warning when his or her cumulative GPA is at or above **1.650** but fails to meet the criterion cumulative GPA of 1.80. A student given an academic warning is considered to be in good academic standing.

Academic Warning will not be recorded on the student's academic transcript. A student will be removed from academic warning when he or she has successfully met the appropriate CGPA.

Academic Alert

An undergraduate student who is in good academic standing, but has a *semester* GPA below the required CGPA, will receive an academic alert. The academic alert is designed to notify the undergraduate student that he or she is in danger of *not* continuing in good academic standing, and to encourage that student to seek academic support. This action is advisory and will not be recorded on the student's academic transcript.

Academic Probation

The undergraduate student who, at any academic review point, fails to meet the CGPA academic standing criterion, and who does not meet the criteria for academic warning, is placed on academic probation. An undergraduate student who is placed on academic probation will maintain matriculation status but will *only* be eligible for financial aid if they are granted an appeal through the Office of Financial Aid.

The undergraduate student who is placed on academic probation will be notified of this academic standing by letter. As part of the letter of notification from the Office of the Dean of the School of Professional and Continuing Studies, the undergraduate student on academic probation may be informed that he or she is

required to take certain courses, limit the number of courses taken, or fulfill other conditions specified. Academic probation status will be recorded on the student's academic transcript.

An undergraduate student will be removed from academic probation when he or she meets or exceeds the criterion CGPA as noted above under **Cumulative Grade Point Average Criteria.** Failure to meet this criterion, or the criteria for **Continued Academic Probation** will result in the student being academically dismissed. When an undergraduate student is removed from academic probation, it will be so noted on the transcript.

Continued Academic Probation

An undergraduate student who was on academic probation during the semester of review will be continued on academic probation if the student's semester GPA shows significant improvement, but his or her CGPA remains below the required level. Significant improvement is defined as a student earning a semester GPA of at least 2.000 while completing at least 9 credits and having met the conditions of his or her academic probation. Failure to meet this standard will result in the student being academically dismissed.. If continued on academic probation, the undergraduate student will be subject to the conditions specified under Academic Probation. Continued Academic Probation will be recorded on the student's academic transcript.

Academic Dismissal

At any academic standing review point, an undergraduate student who is currently on academic probation or continued academic probation will be academically dismissed when the criteria for continued academic probation are not met. The Office of the Dean of the School of Professional and Continuing Studies will send the undergraduate student a notification letter of dismissal. The student may appeal the institutional academic dismissal and is required to submit the request in writing to PCS Campus Academic Standards Committee, via the Campus Director.

The institutional academic dismissal will be recorded on the student's transcript.

Academic Dismissal Readmission

An undergraduate student who is academically dismissed does not maintain matriculation status and may not take courses at Springfield College for a minimum of three (3) academic terms [inclusive of Fall, Spring, Summer] following academic dismissal; and thereafter must make a formal application for readmission to the College. A student who is officially readmitted to the College following institutional academic dismissal will return on academic probation unless he or she has raised his or her CGPA to equal or exceed the appropriate academic standing criterion through course work transferred from another accredited institution and has met all other conditions of readmission from academic dismissal.

When a student is removed from academic dismissal, it will be so noted on the transcript.

Appeal Process

An undergraduate or graduate student who has been academically dismissed has the opportunity to apply for reinstatement. Students are eligible to submit a petition for reinstatement to the School during the term following the dismissal for possible reinstatement in the subsequent term. The Academic Standards Committee makes a recommendation to the Dean for reinstatement. A student has one calendar year to petition for reinstatement. If a student does not petition for reinstatement within one calendar year, they must apply for re-admission to the College.

The Process to Petition for Reinstatement:

Students who have been academically dismissed should contact the Office of the Dean to begin the reinstatement process. The Academic Standards Committee reviews each petition and the required relevant information. The student is responsible for completing the Petition for Reinstatement Form, which contains the following elements:

- an Academic Success Plan that contains information about the circumstances affecting the student's academic performance and the student's plan to remedy the situation by which to move him/her toward satisfactory academic progress

- a Reference Letter from the student's advisor or past faculty member

- A Written/Signed Agreement stipulating that the student will register for no more than half-time enrollment during his/her first term of reinstatement.

The undergraduate student's appeal should contain information about circumstances affecting the student's academic performance and the student's plans to remedy the situation. Students may bring one Springfield College employee to the appeal meeting for emotional support or to present brief information on the student's behalf. A College employee member invited to attend is under no obligation to do so. A lawyer may not be present at the appeal meeting, either as a legal representative or as the above-mentioned College employee. Any College personnel speaking on behalf of the student will not be in the room during the student's presentation but will be invited to speak following the student's appeal presentation. The student may also bring letters of support written by any individual.

The campus-based ASC will review the appeal according to the ASC operating guidelines. If the committee recommends that the appeal be supported, and the Dean of the School concurs, the student will be allowed to return on continued academic probation and will be required to adhere to all academic standing policies.

The Office of the Dean of the School of Professional and Continuing Studies will inform the undergraduate student of the appeal decision by letter. The outcome of the appeal will be noted on the student's academic transcript.

The Office of the Dean of the School of Professional and Continuing Studies will inform the undergraduate student of the appeal decision by letter. The outcome of the appeal will be noted on the student's academic transcript.

Adding and Dropping Courses

The School of Professional and Continuing Studies maintains a **one-week** Add Period and a **two-week** Drop Period.

Add: During the first week of each term, students may submit additions to their schedule of courses through the online registration process. After the one-week Add Period, students may not make additions to their academic schedules. Students are urged to refer to the Academic Schedule each term for more specific information.

Drop: During the first two weeks of the term, students may drop a course for which they have registered through the online registration system. Students are encouraged to refer to the Colleges publication of Fiscal Facts for additional information.

Students are to refer to School calendar for specific deadline dates for each term.

Articulation Agreements (Undergraduate Programs only)

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

Springfield College's School of Professional and Continuing Studies has established Transfer Articulation Agreements with numerous two-year colleges to facilitate a smooth transfer and transition of qualified undergraduates into the bachelor's degree program. Copies of applicable articulation agreements are available at each campus. For a complete list please see http://springfield.edu/school-of-professional-and-continuing-studies/about/collaborations.

Auditing a Course

Undergraduate students may audit one undergraduate course per term on a space-available basis. The same tuition charges per credit hour apply to audited courses as credited courses. Students are expected to attend classes but are not required to complete course assignments or take exams. Students may add a course they intend to audit on-line, but to properly record it as an audit, they must submit a paper registration form to the Registrar's Office, indicating their intent to audit the course. Students may change from credit to audit status in a course through the end of the withdrawal period for that course. Students may change from audit to credit status through the end of the drop/add period, or, with the instructor's permission, through the end of the withdrawal period for that course.

An audit carries no credit, has no grade point equivalent, and is recorded as an X on the transcript. Although the course is entered onto a transcript and the student is billed as if it carries credit, it does not affect a student's full- or part-time status. Proficiency credit or credit by examination will not be given for courses previously audited.

Calculation of GPA (Grade Point Average)

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

Grades	Semester Hours	Grade Points	Total Grade Points (for each course)
A	3	x 4.0	= 12.00
B	3	x 3.0	= 9.00
C	3	x 2.0	= 6.00
F	3	x 0.0	= 0.00
Totals	12		27 (total for all courses)

Calculation:
Total grade points (27) divided by total semester hours (12) equals 2.25 GPA

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

Catalog Year Policy

All students are responsible for completing the degree requirements for their major and concentration that were in place upon their admittance to the College as a matriculated (degree-seeking) student - this is considered the student's catalog year. (Note: If a student is readmitted to the College following a withdrawal or dismissal, he or she is responsible to complete the requirements in place on the new matriculation date.)

If circumstances warrant, students (with approval from their program director/department chairperson or Campus Director) may petition the dean of their school to change their catalog year for their major and/or concentration.

In certain circumstances, students, with the approval of their program director/department chairperson or Campus Director, may also petition to substitute or waive specific major or concentration requirements. Those substitutions or waivers must be approved by the campus director and the school dean of the student's school. Undergraduate students who wish to substitute or waive General Education program requirements must petition the Associate Vice President for Academic Affairs. All waivers or substitutions must be properly documented with the Registrar.

In certain circumstances, the College may approve changes to requirements that some or all students must fulfill, regardless of their date of entry. If such a case occurs, affected students will be notified.

Class Attendance Policy

Springfield College - School of Professional and Continuing Studies students are expected to attend all class sessions for which they are registered. Students are also responsible for the material covered in each class session and completion of assigned work by the announced due dates.

Attendance for online and blended courses will be recorded by the instructor for the **first two weeks** of the term to provide a record of a student's initial engagement in the course. Attendance will be based on a student's completion of required online activities (for both blended and online courses). In addition, for blended courses (which consist of a combination of online and face-to-face sessions), attendance of the in-class meeting will also be recorded.

The required activities during the first two weeks of the term must be completed on time in order for a student to be counted as in-attendance. Students who have added by the end of the first week of the term (the Add deadline) must complete the first week's work by the end of the second week. Students who do not satisfy the attendance requirements in the first two weeks will

be administratively dropped from the course.

Students who present with an excused absence (defined below) for the first two weeks of the term are expected to make up assigned work or alternative assignments no later than the end of fourth week of the term or they will be administratively dropped in the fifth week of the term.

Excused absences: Certain situations, which must be supported by appropriate documentation, will be reviewed on a case-by-case basis for approval by the Dean's Office as a College excused absence from class. If the absence is approved, the instructor will allow the student to make up the class work or complete an alternative assignment. Excused absences supported by appropriate documentation will be reviewed on a case-by-case basis and may include the following:

- Observance of religious holidays
- Medical emergencies or planned procedures
- Death of an immediate family member
- Military training and/or deployment

In the event of an absence, students are to notify the instructors as soon as possible to discuss options for obtaining missed material.

Financial Aid will be disbursed only after a student satisfies the attendance expectation.

Participation Expectations throughout the term

After the first two weeks of the term, student participation in online activities and face-to-face class sessions will count significantly toward the grade but will not be recorded as attendance. Students can only earn points for academic work that the class completed during the face-to-face class meetings or during a weekly period of online activities and must be engaged in the activities during the time-frame specified by the instructor.

Commencement

Undergraduate

Degrees are conferred three times each year, in May, August, and December. Degrees are recognized at the annual commencement ceremony in May at the main campus following the Spring Term. Students who complete degree requirements at the end of the prior Fall Term or are scheduled to complete at the end of the Spring Term are eligible to participate in the commencement ceremony. Students who plan on completing at the end of the Summer Term are eligible to participate in the May commencement ceremony only if they are within 12 credits of completion and have a minimum GPA of 2.0. All students must complete a degree application with the Registrar in order to be eligible to participate in the May commencement ceremony. Degree applications for the May ceremony are generally due to the Registrar by the end of November.

The Registrar will ensure that applicants who anticipate an August degree completion meet one of the following conditions in order to be eligible to participate in the May commencement ceremony prior to the completion of all degree requirements:

- A maximum of 12 credit hours remain toward the completion of 120 credits after the Spring Term;

  or

- A remaining fieldwork experience (clinical experience, internship, practicum) for which the student has been registered and placed, will be completed during the May term, prior to the August completion date, or Fall Term fieldwork or student teaching, prior to the December completion date. (Individuals with Fall Term fieldwork or student teaching required for completion must have the experience scheduled and verified by the Campus Director, and must petition to participate in the May commencement ceremony.

Students participating in commencement who have not completed all degree requirements will not be eligible for honors designation or honors cords at the commencement ceremony; however, upon degree completion, students meeting the criteria for honors will have the honors noted on their permanent academic record and transcript.

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

Graduate

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

Students may request permission to march in the Commencement ceremony in May if the only remaining requirement for the degree is the completion of a fieldwork, internship, or practicum course for which the student will enroll in the May term. Students must have a current academic index of 3.00 or better. While students may be granted permission to march in May, conferral of the degree will occur in August if all degree requirements are completed.

The petition to march is available at each campus and must be signed by the student, the student's academic advisor, and Campus Director before returning the form to the Registrar.

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

Course Cancellation

If registration for any course is under six students, the course is cancelled unless it serves as a required course and is then offered as a full course or provided as a course by arrangement.

Course Numbering System

Undergraduate Course Numbers

100-level: These courses are broad surveys or an introduction to a discipline. They do not have prerequisites, unless it is a sequential course.

200-level: These courses are introductions to, or principles of, areas of study within a discipline. They may or may not have prerequisites.

300-level: These are advanced courses, providing depth of study in a specialized topic, or pre-practicums. They often have prerequisites, or assume readiness for advanced level study.

400-level: These are highly specialized undergraduate courses, capstone seminars, or capstone practicums. Prerequisites, a level of readiness, or advancement within the major may be required for this advanced level of work.

Graduate Course Numbers

500-level: These courses are generally introductory or entry level graduate courses. Undergraduates ready for graduate level work may take these courses for undergraduate credit. Undergraduates seeking graduate credit must petition to do so. The course may apply to only one degree.

600-level: These courses are more advanced, in-depth and specialized graduate study associated with a profession or discipline. Undergraduates who qualify may petition to take these courses and must specify whether the credits will be undergraduate or graduate. The course may apply to only one degree.

Course Overload Policy

Undergraduate full-time enrollment is defined as twelve credit hours. Students wishing to take an overload (21 or more credits) must have completed one full term, be in good academic standing with a "B" average, and have permission of their academic advisor.

Graduate full-time enrollment is defined as nine credit hours. Students wishing to take an overload (exceeds 18 credits) must have completed one full term, be in good academic standing with a "B" average, and have permission of their academic advisor.

Course Withdrawal

After the two-week drop period, students may, with the approval of their advisor, withdraw (and receive a grade of W) from a course any time up to a point at which eighty percent of the course is completed (i.e., twelve weeks in a fifteen-week term and nine weeks in a twelve-week term). Exceptions to the withdrawal deadline can only be made by the Associate Vice-President for Academic Affairs. A "W" grade cannot be submitted for a student by the course instructor. The exact withdrawal deadline dates will be posted each term.

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

Failure to attend classes does not constitute withdrawal from a course; students must submit official withdrawal forms.

Administrative changes to dropping/withdrawal of a student for all scheduled courses by college administration will be processed according to the same refund policy.

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

Credit Hour Definitions

Attempted credit hours

(Graduate) - Credits for courses graded "A" through "C-", "F", "P", "W", "NR", "I","IC", "IE", "PI","CP" and accepted transfer credits.
(Undergraduate) - Credits for courses graded "A" through "D-", "F", "P", "W", "NR", "I","IC", "IE", "PI","CP" and accepted transfer credits.

Earned credit hours

(Graduate) - Credits for courses graded "A" through "C-", and accepted transfer credits.
(Undergraduate) - Credits for courses graded "A" through "D-", and accepted transfer credits.

Graded credit hours

(used for calculation of GPAs) - include credits for courses graded "A" through "F".

Cross Registration between the School of Professional and Continuing Studies Campuses

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

Students who wish to permanently transfer from one campus to another should complete the "Permanent Campus Transfer Form" in consultation with their advisor, and signed by the Campus Director at their "home" campus.

Students cannot cross-register or permanently transfer during a term for which courses have already begun.

Upon meeting the following conditions, School of Professional and Continuing Studies students are eligible to register for a class offered by any other school of the College through the course cross-registration process.

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

Dean's List - Undergraduate Students only

The Dean's List is published three times a year: in January, following completion of the Fall term; in June, following completion of the Spring term; and in Fall, following completion of the Summer term.

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

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

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

Dean's list status is not awarded to graduate students.

Exceptions to Policies

Exceptions to academic policies may only be made in the sole discretion of the Office of Academic Affairs, through the office of the Associate Vice President for Academic Affairs.

Experiential Learning

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

Portfolio Preparation and Assessment

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

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

The portfolio must be submitted within one year (three terms) after completing the portfolio class (HUSB 307). To allow for timely review and possible revision, the portfolio must be submitted at least six months prior to the students intended graduation date. Students planning to submit a portfolio are prohibited from registering for the Senior Seminar course until the portfolio is submitted.

The portfolio must be submitted to the student's home campus for review by the Campus Associate Director for Academic Services or E-Portfolio facilitator) by the following dates:

- December 1st for May graduates
- April 1st for August graduates
- August 1st for December graduates

All experiential learning credits must be posted to the student's transcript by the following dates:

- April 1st for May graduation
- July 1st for August graduation
- November 1st for December graduation

NOTE: A student's graduation date and ability to participate in graduation ceremonies may be affected if these deadlines are not met.

Each portfolio includes the following:

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

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

Portfolio Fees and Refunds

Upon registration for the Human Services Portfolio Development course, students are charged a $500 Portfolio Assessment fee. The portfolio fee is charged for the costs associated with portfolio materials and assessment. If a student does not request credits through the portfolio process, this fee can be refunded. The request for a portfolio fee refund must be made in writing to the home campus' Assistant Director for Academic Services or the Associate Director for Administration by the end of the term in which the Human Services and Portfolio Development course is taken. The refund will be credited to the students account.

Evaluation of Professional Trainings, Licenses, and Certifications

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

Professional Trainings Fee

    Students requesting only a review of professional trainings, licenses, and certifications will be assessed a $200 nonrefundable fee. This fee will be charged to the students account at the time of review.

State Regulations Regarding Experiential Learning Credits

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

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

    Experiential learning credits from other colleges are reviewed by the Associate Director for Academic Services for applicability to the experiential learning process.

Grade Appeal Policy

A student may file an appeal for a grade received only in cases when:

- There is a discrepancy between the criteria, expectations, or standards outlined in the syllabus and a professor's actions and practices.
- There is some inconsistency in treatment across the student body enrolled in a course.

A student must follow the following process to get fair and timely resolution of his/her appeal:

1. The student communicates directly with the instructor within 30 days of receiving the disputed grade. The instructor must respond within 14 days.
2. If not resolved in (1), the student appeals in writing to the Assistant Dean/Campus Director or his/her designee within 14 days of the instructor's response. The Assistant Dean/Campus Director or designee must respond to the student within 14 days and also notify the faculty of the continuation of the appeals process.
3. If not resolved in (2), the student appeals to the Dean of the School in writing within 14 days of response from the Assistant Dean/Campus Director or designee. The Dean will notify all parties of his/her decision. The decision of the Dean is final.

Grade Changes

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

Grades can be changed only if a grade was miscalculated or erroneously reported by the faculty member or if an incomplete needs to be changed. A form for grade changes is available for instructors only through PrideNet. Only faculty may complete and submit the form. Students will receive notification of the grade change from the Office of the Registrar via their Springfield College email account.

Grades and Grading

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

A exceptional	4.0 quality points
A-	3.7
B+	3.3
B good	3.0

B-	2.7
C+	2.3
C fair	2.0
C- (lowest passing graduate course grade)	1.7
D+	1.3
D passing	1.0
D- (lowest passing undergraduate course grade)	0.7
F failure	0.0

Additional grades not included in GPA computation

W	Withdrew
NR	Grade not submitted by instructor
I	Incomplete
IC	Incomplete Contract
IE	Incomplete Extension
IP	Course in progress
PI	Permanent Incomplete
X	Audit

Faculty have sole responsibility for awarding all grades except IE, IC, IP, W and X. Grades are submitted within 72 hours after term ends. Grade reports are available online via the Campus Web.

Graduate Courses Taken by Undergraduate Students for Graduate Credit

Students who wish to begin graduate work at Springfield College while still an undergraduate must file a written request and secure the approval from the Associate Vice President for Academic Affairs at the main campus in Springfield before registering for such study. No request will be approved unless the student's cumulative grade point average is 3.00 or better at the start of the term during which the course or courses are to be taken. Students interested in this option should contact their academic advisors. Students will be charged the undergraduate tuition rate for these courses. Undergraduate students who take advantage of this opportunity to take graduate courses while still an undergraduate should understand that doing so does not connote acceptance into the graduate program. To be admitted into the graduate program, students must complete the graduate application process and satisfy all admissions requirements.

Graduate Credits taken by Undergraduate Students for Undergraduate Credit

Undergraduate students wishing to take a graduate course for credit that will apply to the undergraduate degree may do so with the permission of their major advisor, the Associate Dean or Campus Director, and the Associate Vice President for Academic Affairs. In order to be eligible, a student must:

- Have an undergraduate grade point average (GPA) of 3.0 or better
  -and-

- have no more than 15 credit hours of undergraduate requirements to be met in order to complete the requirements for the bachelor's degree
  -or-

- have no more than 15 credit hours of required undergraduate work remaining, in addition to full-time off-campus fieldwork, that will be done in the following semester.

The *Petition for Approval to Take Graduate Courses for Credit While Still an Undergraduate* must be approved by the Associate Vice President for Academic Affairs prior to registering for the course. This excludes academic programs whose curricular design combines undergraduate and graduate requirements.

Grievance Policy

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

Step 1 (informal process):

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

Step 2 (informal process):

> If the student and the instructor, or other party, do not agree to a resolution, the student has 14 calendar days from the response to raise the concern with the campus director. The campus director should respond to the student regarding this concern within 14 calendar days and must notify the instructor, or other party, of the continuation of the grievance process.

Step 3 (formal process):

> If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the Office of the Dean within 14 days following the associate dean or campus director's response to the student. Upon receipt of the form, the dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor, or other party. The Dean will notify all parties involved in writing of his/her decision and any subsequent actions. The decision of the dean regarding the grievance is final. This policy is not intended to supersede the Academic Honesty and Integrity Policy or the Harassment/Discrimination Policy. See the Accreditation section for state specific student's complaint grievance contact information.

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

Incomplete (I) Grade

A student may request from the instructor a grade of incomplete (I) in situations where exceptional circumstances beyond his or her control (such as incapacitating illness or a death in the family) prevent him or her from completing course requirements. In order to be eligible for an incomplete, the student must have completed the majority of the coursework (e.g., 75 percent or more) with passing grades. The decision to grant an incomplete is at the discretion of the instructor. If he or she agrees, a Contract for Incomplete Grade must be completed and submitted to the Registrar. The contract will specify what the student must complete and by when (no later than the conclusion of the next term - see deadline for grade submission below).

The faculty must submit a final grade to the Registrar's Office *by the last day to submit grades* in the term following the term in which the incomplete grade (I) was received. If no grade is submitted by that date, the Registrar will automatically change the 'I' grade to the alternate final grade designated by the instructor on the contract, or an 'F', if an alternate grade is not designated. Of course, all incompletes must be completed, or alternate grades assigned, prior to a student's graduation.

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

International Baccalaureate coursework

The College awards credits for International Baccalaureate (IB) coursework which has been approved as comparable to Springfield College courses or to college-level electives. In order to be approved, the director of academic advising (or designee) and the department chair relative to the course in question, must determine the passing score, the actual course equivalency, and the number of semester hours awarded. Only Higher Level (HL) coursework with scores of 4 or higher are considered for credit. Copies of course syllabi may be required for consideration for course-specific credit.

Late Registration

Returning students who fail to register by the registration deadline as noted in the academic calendar will be charged a $25 late registration fee. No fee will be charged for students who have registered prior to the deadline and wish to add/drop courses during the Add/Drop period.

Late Registration for Online Courses

Students may register for an online course up to one week after the course has begun. Review online course attendance policy.

Registration will not be allowed after the first full week of an online class.

Leave of Absence

A leave of absence may be granted to a student who has completed graded courses for at least one term. Students wishing to drop or withdraw from all classes and take a leave of absence for a term need the approval of their academic advisor and must complete a Leave of Absence Form. The Office of Financial Aid will calculate amount of aid earned, return any required and notify all lenders that the student is not currently enrolled. Repayment of all outstanding financial loans may begin at this point.

If after one year a student has not re-enrolled, the student will be withdrawn from the College as of the date he/she terminated academic study. During this period, any outstanding balance on the students account will be pursued until collected. Students wishing to be readmitted must retake and pay for courses with incomplete grades.

Students who do not plan to continue their academic studies must complete a Program Withdrawal form and meet with the Campus Director or designee for an exit interview, at which time the various steps of the withdrawal process will be reviewed.

Permanent Incomplete (PI) Policy

If a student withdraws from the College or a graduate student's candidacy period expires with a grade of I on his or her record, the grade will be converted by the Registrar's office to a 'PI' (permanent incomplete). This grade is permanent and cannot be changed in the future. Students who withdraw and subsequently apply for readmission to the College must re-register for, and complete, the course in order to earn credit for it.

Program Withdrawal

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

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

Matriculated students who have not enrolled for three consecutive terms will be withdrawn from the College and must apply for re-admission should they wish to return to Springfield College as a matriculated student.

Registration and Change of Schedule Requests

Students are **not** permitted to attend a course for which they are not officially registered. Students who attend a course for which they are not officially registered will not receive credit or grades for their work. The registration of all students is conducted under the direction of the Registrar, according to the schedule of classes for the College year. The official registration records are compiled and administered in the Office of the Registrar. All full-time undergraduate and graduate students are registered at specific times and dates as listed in the official calendars. The Registrar publishes, in advance of each registration, specific instructions regarding procedures. Students who fail to register by the registration deadline may be required to pay a late registration fee. Courses with low enrollments are subject to cancellation. Not all courses listed in the course description section of the catalogs are offered each semester.

Repeating a Course

Students may repeat a course in which they have received an unsatisfactory grade. (Note: Graduate students must repeat a graduate course for which a student receives a grade of F if it is a required course. Other courses may be repeated by a student.) To repeat a course, the student must re-register for the course at their own expense. Both grade entries will appear on the transcript, but only the credit hours and the grade resulting from the repeated course will be used in computing hours and grade points for graduation. This will be true whether the grade for the repeated course is higher or lower than the original grade. (Note: a course taken for graduate credit may not be repeated more than once.)

Students who repeat a course because they have received a grade of F may choose to register for an approved equivalent course at another institution. In accordance with the transfer policy and following petition to do so, students may transfer the credit for the equivalent course to their program if they have earned a grade of C- or better (Graduate students require a grade of B or better to transfer). The original grade of F will appear on the transcript but will be removed from the calculation of the CGPA. A grade of P for the transfer course will appear on the transcript and will be used in computing hours but not grade points for graduation.

Students may not receive financial aid for repeated courses.

Residency Credit Policy

In order to receive a bachelor's degree, undergraduate students must complete at least 48 credit hours through Springfield College. Of the student's last 30 credit hours, 15 credits must be completed through Springfield College.

Student Records

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

1. Directory information may be provided unless a student has filed a written request to withhold this information. Students must advise the Office of the Registrar in writing no later than September 15 of each academic year if they wish to restrict the release of this information. Springfield College considers the following information as "directory information": name, campus mailbox, campus phone number, enrollment status, dates of attendance at the College, major, credit hours earned, degrees earned, and honors received.
2. Information may be shared with and by Springfield College faculty and staff who have a legitimate educational interest in the student.
3. Academic information may be shared with parents, or other named individuals, of students who complete an authorization to release academic records information, or if parents provide the Registrar with an annual copy of their federal income tax return documenting the student as a dependent. In addition, any requests that come from officials of other institutions to which the student might be applying for transfer; government agencies and officials who provide proper identification; officers of the court; financial aid personnel to support a student's application for aid; as well as appropriate parties in health or safety emergencies will have access to information in the student's records. Students may also be asked to sign a written waiver granting permission for the release of information from the school records.
4. Any request for information regarding current or former student's academic records must be directed to the Registrar. Students retain the right to review the contents of their educational and academic records. In order to do so, a formal written request must be made through the Office of the Registrar. In such cases, a meeting will be established within forty-five days of the request to permit the student to review materials. Springfield College will comply with a written request initiated by the student to supply information in their behalf. Such requests must be signed and dated and include the specific records or information to be disclosed, the purpose for the disclosure, and the individual(s) to whom the information should be released.

Details concerning FERPA and the Buckley Amendment are available at the Office of the Dean of Students, the Office of the Registrar, and at each instructional campus.

Student Services

Academic Advising

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

- assists the student in understanding and meeting all requirements for graduation;
- monitors incomplete grades and progress toward completing coursework;
- assists in clarifying learning objectives and career plans;
- addresses problems regarding work/instructors/expectations; progress of portfolio; and the use of the Academic Success Center;
- counsels or refers student to appropriate source for assistance.

Academic Support

The School of Professional and Continuing Studies offers accessible academic support services in an Academic Success Center located on site at each of its seven campuses. Services include writing support, study skills counseling, resource support services, and assistance for students with documented disabilities. All services are coordinated by the campus's Resource Specialists and focus on the development of sustainable skills. The Resource Specialists are available during designated campus hours and by appointment.

Policy Statement Regarding Students with Disabilities

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

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

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

Section 504 Disability Grievance Procedure

Springfield College ("College") has adopted this grievance procedure to assist in facilitating resolution of complaints alleging disability discrimination in violation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The College has designated Andrew Wilcox, Director of Academic Success Center (the "Coordinator") to coordinate its efforts to comply with Section 504. The contact information for the Coordinator is as follows: Andrew Wilcox, Director of Academic Success Center, Hickory Hall Room 104, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3720, Email: awilcox@springfieldcollege.edu.

The College strives to provide prompt and equitable resolution of complaints alleging action prohibited by pertinent federal, state, and local disability anti-discriminatory laws. This Procedure applies to discrimination on the basis of disability including: disagreement with the decisions made about accommodations; physical inaccessibility of a College program or activity; disability harassment; or any other form of discrimination on the basis of a disability or perception of a disability.

A grievant may: (i) attempt to resolve the matter informally; or (ii) immediately file a formal grievance, at the option of the grievant, by utilizing the processes identified below.

Initial Discussion:

An individual with a concern relating to his or her disability should first discuss the matter orally with the appropriate responsible office and official listed below who will attempt to resolve the individual's concern.

- For students in the schools of Arts, Sciences & Professional Studies, Health, Physical Education & Recreation, and Health Sciences & Rehabilitation Studies, the School of Social Work, and for third-parties: Deborah Dickens, Director of Learning Support Service, Hickory Hall Room 105, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3768, Email: ddickens@springfieldcollege.edu.
- For students in the School of Professional and Continuing Studies: Camille Elliott, Associate Director of Student Services, Blake Hall Room 333, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3978, Email: celliott@springfieldcollege.edu.
- For employees: Pamela Pettengill, Benefits Coordinator, Administration Building Room 202, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3963, Email: ppetteng@springfieldcollege.edu.

Informal Resolution:

If the individual is not satisfied with the resolution proposed by the appropriate responsible department/official listed above, the individual is encouraged to attempt to resolve the matter informally by discussing the matter orally with the following:

- For students and third-parties: the Coordinator
- For employees: Director of Human Resources, Administration Building, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3118.
- If the Coordinator or the Director of Human Resources, as applicable, are not successful in achieving a satisfactory resolution in a prompt period of time (that is, generally within seven calendar days), the Coordinator/ Director of Human Resources will inform the individual of his/her right to file a formal grievance.

Formal Grievance Procedure:

If the individual chooses to file a formal grievance, the following steps should be followed:

1. The individual shall file a formal grievance within forty-five (45) calendar days after he/she becomes aware of the alleged violation or denial of accommodation. The individual shall file the grievance with the following:
   - For students and third-parties: the Coordinator
   - For employees: the Assistant Vice President for Finance and Administration

   The grievance shall be in writing and include the following:
   - The grievant's name, address, telephone number, and e-mail address;
   - A full description of the problem;
   - A description of what efforts have been made to resolve the issue informally; and
   - A statement of the remedy requested.
2. Within fourteen (14) calendar days of receipt, the Coordinator or the Director of Human Resources, as applicable, or his/her applicable designee (hereinafter referred to as the "Grievance Officer") shall read the complaint and conduct an investigation. In undertaking the investigation, the Grievance Officer may interview, consult with, and/or request a written response to the issues raised in the grievance from any individual the Grievance Officer believes to have relevant information, including faculty, staff, and students. If necessary or requested, the Grievance Officer will hear testimony or receive written testimony from the student, relevant faculty or staff member(s), and other knowledgeable people. The grievant has the right to ask for testimony from any individual whom he/she deems relevant to the case.
3. After completing the investigation, the Grievance Officer shall report his/her conclusions and proposed disposition in writing to the grievant and all other relevant parties. This transmission will be expected within forty-five (45)

calendar days of the filing of the formal grievance. The deadline may be extended for good cause (e.g. reasons related to breaks in the academic calendar). The final report may also be provided, where appropriate, to any College officer whose authority will be needed to carry out the proposed disposition or to determine whether any personnel action is appropriate.

4. The disposition proposed by the Grievance Officer will be put into effect promptly.

5. Within ten (10) calendar days of the issuance of the final report, the grievant may appeal the Grievance Officer's determination by filing a written request for review to the following applicable Appeal Officer, or his/her applicable designee:

   - For students and third-parties: Mary Ann Coughlin, Associate Vice President for Academic Affairs, Marsh Memorial Building Room 201, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3959, Email: mcoughlin@springfieldcollege.edu.

   - For employees: John Mailhot, Senior Vice President for Finance and Administration, Administration Building Room 212, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3145, Email: jmailhot@springfieldcollege.edu.

   The written request for review must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

   If the grievance involves a decision that is being challenged, the review by the Appeal Officer usually will be limited to the following considerations:

   - Were the proper facts and criteria brought to bear on the decision?
   - Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?
   - Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant?
   - Given the proper facts, criteria, and procedures, was the decision a reasonable one?

6. A copy of the Appeal Officer's written decision will be expected within thirty (30) calendar days of the filing of the appeal and will be sent to the parties, the Grievance Officer and, if appropriate, to the College officer whose authority will be needed to carry out the disposition. The deadline may be extended by the Appeal Officer for good cause (e.g. reasons related to breaks in the academic calendar). The decision of the Appeal Officer on the appeal is final.

Veterans' Administration Benefits

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

Library Services

Springfield College Library Services is located in the Harold C. Smith Learning Commons on the main campus in Springfield, Massachusetts and online at www.springfield.edu/library-services, and serves the students, faculty, and staff of Springfield College and all of its locations. The library provides a rich collection of books, videos, articles, and more, much of which is available online. Library staff members are pleased to provide assistance to all library users.

Students may access library resources through the library's website, by visiting the library in person, or by using the guide to research that the library has developed for PCS. This guide may be found on the library's website by clicking the link for Research Guides.

Materials that are either not available online or not owned by Springfield College may be requested on the library website. (This is also known as Interlibrary Loan.) Requested items will be emailed to you as quickly as possible or, if emailing is not an option (as in the case of requested books), sent to your home by two day mail after the library obtains them, though it is wise to allow

for a week or more between your submission of the request and receipt of the item when asking for something not owned by the college.

The library provides many ways for students to get assistance. Students are welcome to visit the library in person; to call the library at 1-800-730-5279; or to use one of the library's online tools, which include chat, texting, and an Ask the Library email form. In addition, students are encouraged to contact Amedeo DeCara, the School of Professional and Continuing Studies library liaison. He may be reached directly by phone at 413-748-3504, or by email at adecara@springfieldcollege.edu.

> For more information, please contact the library:
> Library Services website: www.springfield.edu/library-services
> Toll-free number: 1-800-730-5279
> Requests & Interlibrary Loan: 413-748-3559

Placement and Career Services

The school offers a variety of tools and resources for improving students understanding of career and employment options. Workshops are offered throughout the year and are available online through the Springfield College PrideNet portal.

The Career Services Center assists students and alumni with career services but is not a placement service and does not guarantee placement or employment.

Student Use of Technology in the Classroom

Instructors are required to provide accommodations, including use of identified access to technology, as determined by Learning Support Services for a student. Absent a need for academic accommodations, it is up to the discretion of the course instructor to determine what technology (i.e. laptop, tablet, recording device, calculator, and other electronic devices) students may use during scheduled class time.

Transfer Credit Policy

Undergraduate

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

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

1. Completed at a regionally accredited institution of higher education. (Regional accrediting bodies are NEASC, MSACS, NCACS, NWASC, SACS, and WASC);
2. Graded as a C- or better (grades of P, pass, will only be accepted if there is documentation that the P is equivalent to a C- or better);
3. Courses completed 10 or more years before the student's matriculation at Springfield College may be subject to further review by appropriate academic faculty prior to final approval.

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

1. To meet general education requirements: Transfer courses must be equivalent to a specific Springfield College course that fulfills a general education category requirement. General Education competencies that are embedded cannot be satisfied with transfer credit.
2. To meet major requirements: Transfer courses must be equivalent to a specific Springfield College course that fulfills a major requirement. These courses must be approved by the Associate Dean or Campus Director. The Associate Dean or Campus Director may accept coursework not offered by the College if it is judged applicable to major requirements.
3. To meet elective requirements: Courses used for general elective credit need not be equivalent to Springfield College courses, and will be applied as elective requirements permit.

- Springfield College does not grant transfer credit for the following work completed at or assessed by other colleges: college-based credit by exam or challenge, correspondence courses, portfolio assessment, independent study, fieldwork, or cooperative education experience.
- Credit for CLEP, IB, AP, and DSST examinations are assessed consistent with relevant College policy. Credit for armed services experience or employer training programs is assessed by the registrar based on American Council on Education (ACE) guidelines. Original documentation related to such coursework must be presented.
- Courses accepted for transfer credit will be listed on the student's transcript with a designation of "TR," the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course. For direct equivalencies, courses will be transferred in with the Springfield College credit value. If there is no direct equivalent, it will be designated as an elective with the most closely associated academic program prefix. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students totals of cumulative earned and attempted hours.
- If a student with transfer credit changes major or concentration after enrolling at the College, their transfer credits and previous transcripts will be reevaluated by the Registrar's Office to determine if any adjustment is necessary.
- For incoming transfer students 0.5 credit hours of required activity courses will be waived for every 15 credit hours of accepted transfer credit.
- Students who matriculate into Springfield College with an A.A. or A.S. degree earned within the previous 10 years from an accredited institution that required a sequence of general education courses will be considered to have fulfilled all Springfield College general education requirements, excluding the embedded competencies. Such students will receive a minimum of 60 transfer credits from Springfield College. The transcripts of students who earned A.A. or A.S. degrees prior to 10 years from their matriculation into Springfield College will be reviewed to determine if credits will be awarded.

Note: The transfer of credits from the College is at the discretion of the receiving institution.

Graduate

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

Note: The transfer of credits from the College is at the discretion of the receiving institution. It is the student's responsibility to confirm whether or not credits will be accepted by another institution.

Continuing Students

1. Currently enrolled students wishing to transfer credits to the College should submit the completed Transfer Credit Approval Form to the registrar for approval, *prior* to taking courses at another institution. This form is available in the Office of the Registrar or on-line at the SC homepage of the Registrar. Requests for approval may also be submitted via fax or e-mail, if necessary. A course catalog, official course description, or course syllabus may be needed to appropriately assess the course.
   a. Courses intended to fulfill major or minor requirements require the approval of the Associate Dean or Campus Director and the registrar.
   b. Courses intended to fulfill electives or General Education Requirements require approval of the registrar; in some cases the registrar may need to consult with the Associate Dean or Campus Director before granting approval.
   c. Failure to obtain appropriate approvals, *in writing*, prior to taking a course at another institution may preclude awarding of credit.

2. Courses accepted for transfer credit will be listed on a student's transcript with a designation of "TR," the number of credit hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course.
   a. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students totals of cumulative earned and attempted hours.
   b. If the approved transfer course is a repeat of a previously taken course, and it has now been passed with a C- or better, credit will be awarded. The original grade for the course will remain on the record but it is removed from the calculation of the cumulative grade point average. The new grade is not recorded and will not otherwise impact the grade point average.

Transcript of Academic Work

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

A $7 fee (effective June 1, 2018) is charged for transcripts requested to be officially sent to a third party. Official transcript requests must include name and address of the official to whom the information is to be mailed, along with a student's signature as permission to release a record.

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

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

Undergraduate Classifications

Earned 0 - 29.5 credit hours - FR, First-year student
Earned 30 - 59.5 credit hours - SO, Sophomore
Earned 60 - 89.5 credit hours - JR, Junior
Earned 90 and above credit hours - SR, Senior graduate
All graduate students - GR, Graduate

Undergraduate Courses Taken by Graduate Students

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

Springfield College Policies

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

Abuse of College Resources Policy

Instances where a student's behavior disrupts normal College operations, consumes an inordinate amount of College staff time and/or resources, or may interfere with the educational process and/or the orderly operation of the College are not permitted. Examples include: accumulating an excessive number of parking tickets or excessively locking themselves out of their assigned residence hall. Students who abuse college resources will be subject to the disciplinary process.

Alcohol and Drug Policy

The illegal or abusive use of alcohol or drugs by members of the Springfield College community adversely affects this educational environment. Therefore, all members of the Springfield College community are expected to exemplify high standards of professional and personal conduct. The primary purpose of Springfield College is to educate students in the development of spirit, mind, and body for leadership in service to humanity.

Springfield College seeks to assure the health and well-being of the entire College community. Therefore, consistent with state and federal laws, including the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, the College has adopted the following alcohol and drug policies designed to prevent the illicit use of drugs and the abuse of alcohol, and to provide opportunities for education and assistance to members of the College community.

Alcohol Policy

The College acknowledges that we live within a social environment which establishes in law, a minimum age for the use of alcohol of twenty-one (21). As such, the College does, permit the use of alcohol on campus in a manner consistent with the law. The College does not allow the use of alcohol to lead to disruptive behavior or conduct which infringes upon the rights of those who wish to pursue their academic interests as responsible members of the community.

Springfield College is subject to the laws of the Commonwealth of Massachusetts regarding the consumption, purchase, possession, and transportation of any alcoholic beverage. Some of the more pertinent statues and regulations that have an impact on the way the College relates to these issues are as follows:
1. No person, group or organization may sell alcoholic beverages except pursuant to a license granted by the Commonwealth through the local government licensing authority. Licensing authority does not give permission for groups to have an open bar on campus, except in a family residence.
2. No person shall operate a motor vehicle under the influence of alcoholic beverages. Violators may be subject to arrest, fine, mandatory court education programs, immediate loss of license and/or imprisonment.
3. No person or group shall purchase or otherwise procure alcoholic beverages for consumption by a person under 21 years of age. Violators may be subject to criminal charges and a fine.
4. No person under 21 years of age shall keep, purchase, sell, possess, or receive alcoholic beverages. Violators may be subject to arrest, criminal charges and fine.
5. No person shall use a Springfield College ID, state identification card, driver's license, or passport of another, or supply such identification to another, furnish false information in obtaining such identification, or alter or deface such identification. Violators may be subject to arrest, criminal charges and fines.
6. In addition to the criminal penalties for wrongful handling and use of alcoholic beverages, individuals who furnish or sell alcoholic beverages to minors or to persons who are intoxicated may be liable to such persons and to anyone else who suffers personal injury as a result of such furnishing or sale. This may result in a civil lawsuit.

Alcohol Policy and Procedures for Individual Use

1. Possession or use of alcohol in any form is strictly prohibited in first year residence halls, regardless of one's age. This restriction applies to all students of Springfield College, their guests, and members of their families.
2. Possession and consumption of alcoholic beverages on or off the Springfield College campus must be in compliance with Massachusetts state laws. Legal use of alcohol is limited to the privacy of students' rooms.
3. The possession, consumption or use of alcoholic beverages by those persons under the age of 21 is a violation of College Policy.
4. Alcohol consumption and/or carrying open containers of alcoholic beverages is not permitted in public areas of the residence halls (lounges, entrance ways, stairwells, lavatories, corridors, etc.) or in other College buildings, at athletic

events, student activities, and outdoors on the campus unless specific written authorization is granted prior to the event by the Vice President for Student Affairs or his/her designee. The College defines an open container as (1) any container that is used to hold alcoholic beverages and from which the container's original seal is broken, (2) cups, including but not limited to, those with open tops into which a straw may be inserted.

5. Large quantities of alcohol are not permitted in residence halls or on the grounds of the campus. Large quantities of alcohol brought into the room by a resident and/or a resident's visitor or guest, , are considered a violation. Kegs, whether empty or full, tapped or untapped, and/or other large alcohol storage devices (i.e., trash cans, beer balls) are strictly prohibited and will be confiscated (taps and "keg-o-rators" included) by the College. Recognizing the serious health risks posed by excessive drinking, the College also prohibits drinking paraphernalia, including drinking funnels, all manners of drinking games, and preparation of spiked punch or "jungle juice."

6. Impairment, which could be attributed to the consumption of alcohol, that substantially interferes with student judgment and decision-making, causes disturbance, and/or requires the intervention of College personnel is prohibited.

7. Falsifying any identification cards and/or borrowing another student's ID to obtain alcohol or to gain entrance to functions where alcoholic beverages are being served will result in disciplinary action. Production and/or alteration of identification cards for sale and/or mass-production of such cards will result in College sanctions and may result in criminal prosecution.

8. Disciplinary proceedings will be commenced against those students who are hosting a gathering where alcohol is served to minors and/or the consumption of alcohol by guests is not monitored. Underage students present where alcohol is found may face disciplinary action.

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

Drug Policy

The College prohibits the possession, use, or distribution of any illegal and/or controlled substance as defined by the statues of the Commonwealth of Massachusetts and the Federal Government. Considered to be evidence of drug-related violations and sufficient grounds for full disciplinary action include, but are not limited to the following:

1. Being in the presence of a controlled substance/illegal drug;
2. Possession, use or distribution of all types of drug paraphernalia, including, but not limited to pipes, bongs, rolling papers, clips, and unauthorized use of syringes.
3. Attending/Participating in class or class related activity under the influence of alcohol or drugs

Possession of such paraphernalia will be considered sufficient evidence that a violation of the College drug policy has occurred. If found, any item will be confiscated and potentially destroyed. In addition, all students present at the time of the violation will be held responsible for the infraction. All residents of a room, apartment or townhouse in which such violations occur may be subject to the full range of disciplinary actions, even if they were not present at the time of the incident. As a result, residential students are advised to give careful consideration to anyone who has access to their rooms, apartments or townhouses. Any student who feels jeopardized by the actions of his/her roommate(s) should seek assistance from Housing and Residence Life staff so that the problems may be avoided.

Contraband is property that is against College policy, rules and regulations. Contraband is usually seized and disposed of. In some instances, contraband may be impounded at the discretion of Public Safety.

Federal Law

Student's financial aid eligibility might be suspended if a drug offense occurs while they are receiving federal student aid (grants, loans, or work-study). When they complete the FAFSA form, they will be asked whether they had a drug conviction for an offense that occurred while they were receiving federal student aid. If the answer is yes, they will be provided a worksheet to help determine whether their conviction affects their eligibility for federal student aid.

If their eligibility for federal student aid has been suspended due to a drug conviction, they can regain eligibility early by successfully completing an approved drug rehabilitation program or by passing two unannounced drug tests administered by an approved drug rehabilitation program. If they regain eligibility during the award year, notify their financial aid office immediately so they can get aid they're eligible for.

If they are convicted of a drug-related offense after they submit the FAFSA form, they might lose eligibility for federal student aid, and they might be liable for returning any financial aid they received during a period of ineligibility.

Notice Regarding Financial Aid Penalties

Institutions must provide to each student, upon enrollment, a separate, clear and conspicuous written notice that advises the student of financial aid penalties for drug convictions. Springfield College does this at the beginning of each term by sending an email, from the Office of Financial Aid, to Springfield College email address of all enrolled students. While the federal regulation applies to federal Title IV financial aid, Springfield College also applies this penalty to institutional need-based financial aid.

Alcohol and Drug Treatment Programs

In addition to services and referrals offered through the Springfield College Counseling Center and Health Center, the following services and sources of information are available in the surrounding community:

Alcoholic Anonymous (AA) (self help programs) 1-877-331-3394
Narcotics Anonymous (NA) (self help programs) 1-800-974-0062
Gambler's Anonymous (self help program)   1-800-426-1234
Overeater's Anonymous (self help program)   1-505-891-2664

Bias Incident Policy

Springfield College fosters respect for each individual by honoring the differences inherent among people. As a community of learners and scholars, we recognize and appreciate our common humanity. As such, bias-related violations of the Student Code of Conduct directed toward a person or group because of factors such as race, religion, ethnicity, ability, national origin, age, gender identity, gender expression, sex, sexual orientation or veteran status may be assessed enhanced sanctions. This policy will help to create an atmosphere in which allegations of discrimination or harassment are dealt with in a timely, private, fair and effective manner.

Examples of a bias incident include but are not limited to: use of racial, ethnic, religious, sexual or anti-gay slurs and/or symbols of hate. This also includes: physical attacks, intimidation, threatening action or language, and damage to personal property; because of a student's race, color, religion, national origin, ethnic background, gender, gender identity or expression, sexual orientation, or disability.

Depending on the type of incident, the State of Massachusetts may determine a hate crime has occurred and Public Safety will investigate.

What do I do if I witness or am a target of a bias-related incident?
Immediately notify Public Safety at (413) 748-5555 to report the incident. Please note that reports will be filed with Public Safety, regardless of the presence of an alleged perpetrator (e.g., graffiti, etc). Public Safety will respond to the scene, collect evidence, interview witnesses, and file a report that states the situation may be a bias incident. Please do not touch any evidence of a bias related act; Public Safety has specific protocols for documenting, gathering, and removing of bias-- related graffiti or property damage

Communication Policy

Students are ultimately responsible for using official College communication methods. Failure to use official College methods does not excuse students from the content that may be received through each method. The official College communication methods are:

- Use of Springfield College Email system
- Mail delivered to a student's Springfield College mailbox
- Mail delivered to the last permanent address provided by a student for official communication purposes

Discrimination/Harassment Policy

Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, veteran status, or any other legally protected basis in the admission and access to, and employment and treatment in, its programs and activities.
Discrimination/harassment can be defined as any behavior that creates an intimidating, hostile, or offensive environment for any individual or group and can be in the forms of sexual, physical, or verbal conduct. It is important to note that discrimination/harassment on any demographic basis including race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities.

This policy applies to all members of the Springfield College community while they are on College property or participating in a college-related activity off campus, as well as visitors, parents, independent contractors, vendors and their representatives and others transacting business with the College. All aspects of these procedures described below apply to situations in which both complainants and respondents are employed at Springfield College.

All members of the College community should assume the responsibility to see that the College is free from all forms of harassment and that any harassment is properly reported.

Prohibited Conduct

A. Harassment

Acts or communications causing emotional stress addressed to individuals or groups because of religion, gender, sexual orientation, age, disability, marital status or veteran's status is similarly prohibited by this policy.

Examples of impermissible harassment, including racial harassment, include the following:

- The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health and safety of another person based on that person's race, color, etc.;
- Physical or verbal behavior that involves an expressed or implied threat to interfere or has as its purpose or has the reasonably foreseeable effect of interfering with an individual's personal safety, academic efforts, employment, participation in college sponsored extracurricular activities because of that individual's race, color, etc., and which causes that individual to have a reasonable apprehension that harm is about to occur;
- Any type of conduct that has the effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or learning environment;
- Epithets, slurs or derogatory comments based on a person's race, color, etc.

B. Sexual Harassment

The courts have recognized two different types of actionable harassment:

Hostile environment harassment is unwelcome conduct of a sexual nature that is sufficiently severe, persistent, or pervasive as to limit a person's ability to work or participate in a program or activity.

Quid pro quo harassment occurs when a person with authority uses submission to or rejection of unwelcome sexual conduct as the basis for making academic or employment decisions affecting a subordinate or a student. This kind of harassment usually involves explicit or implicit threats of retaliation for refusing to submit to sexual advances.

Examples of harassment include the following:

- The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health or safety of another person based on the person's race, color, etc.;
- Any type of conduct that has the effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or learning environment;
- epithets (byname), slurs or derogatory comments based on a person's race, color, etc.;
- unwelcome sexual propositions, invitations, solicitations, and flirtations; leering;
- unwelcome and inappropriate touching, patting, fondling, pinching, or obscene gestures;
- sexually suggestive objects, pictures, videotapes, audio recording or literature, or computerized transmissions placed in a viewable area that may embarrass or offend individuals;
- in the case of coworkers or individuals in positions of authority, conduct of nature set forth above when the effect unreasonably interferes with the ability of persons to perform his or her employment or academic responsibility, or when the effect is to create an offensive, intimidating and; or hostile working or learning environment for that person.

Such unwelcome behavior has the potential to severely alter the condition of the victim's employment or academic surroundings and results in a work or educational environment that a reasonable person would find abusive or offensive.

It should be emphasized, however, that isolated instances (e.g., a single comment or joke) ordinarily will not constitute harassment unless it is repeated or egregious. Harassment may not be present if the conduct is welcomed or encouraged. The College will take appropriate remedial action to address any inappropriate conduct, even if it does not meet the legal definition of harassment.

C. Discrimination

Springfield College is committed to protecting the rights and dignity of individuals and supports the educational and professional enhancement of all the employees and students. Each member of the Springfield College community is expected to work diligently to eliminate all forms of discriminatory conduct, including institutional and personal patterns that directly or indirectly feed the destructive forces of discrimination.

Examples of discrimination include but are not limited to the following situations:

- Potential discrimination when requesting disability leave, maternity leave, or retirement options;

- Discriminating based on a physical or mental impairment that substantially limits one or more of your major life activities;
- Termination of employment on the basis of age.

Procedures

Any member of the College community who believes he or she has been a victim of discrimination/harassment as defined in this policy is urged to bring the matter to the attention of the Office of Human Resources, or other appropriate individuals listed within this policy. Any member of the community has a right to file a complaint with the College.

If you have experienced any form of harassment, please do the following:

Respond immediately: Sometimes, telling the discriminator and/or harasser that his/her behavior is unwelcome will stop the conduct. State an emphatic "NO" in the case of harassment at the time. Be direct and firm. Clearly express disapproval of any behavior that causes discomfort. Communicate that it is unwelcome and that you want the behavior to stop. Ignoring or avoiding a discriminator and/or a harasser usually does not work. If you are unable to confront the discriminator and/or harasser in person, try writing a letter. In the letter, include a detailed account of the conduct you find offensive, including dates. State the impact the conduct has had on you and that you will take further action if the behavior does not stop. Keep a copy of the letter.

Keep records: Document all incidents and conversations that might constitute discrimination and/or harassment, including dates, times, places, witnesses, and an accurate description of specific incidents. Write down quotes so that you can recall at a later date the exact language used.

Talk to someone: If the discrimination/harassment does not stop, or you are reluctant or unable to confront the person verbally or in writing, talk to someone. Talk to a supervisor or someone of authority at the College whom you trust. You may also consult one of the individuals listed within this policy. The College also encourages individuals who have witnessed, or who have knowledge of, discrimination/harassment directed at any member of the College community, to report such conduct immediately to the individuals listed within this policy.

Informal resolution:

Many claims of discrimination/harassment may be resolved informally. The goal of an informal resolution is to end the offensive or unwelcome behavior. The dean of the respective school, the director of human resources, or the vice president of the respective division will work with the complainant and the respondent to reach an informal resolution.

Examples of informally reached outcomes might include:
- Mediation, informal conversation between the complainant and respondent;
- Attending educational programs;
- Adjusting residential or academic placement of either the complainant or respondent.

Resorting to formal hearings will be avoided whenever possible. The purpose of informal adjudication is to arrange an appropriate solution acceptable to all parties concerned. At the conclusion of the informal process, the only document that will be maintained is a memorandum of understanding, signed by both parties, and maintained by the Office of Human Resources.

Informal proceedings must be exhausted before formal proceedings will commence.

Formal resolution:

If informal efforts to resolve a problem are not successful, or if informal resolution is inappropriate or inadequate based on the severity of a case, or if the respondent is a known prior offender, then a formal resolution may be necessary. Formal written complaints must be filed with the Office of Human Resources.

A representative from the Office of Human Resources will monitor the implementation of these formal grievance procedures, and either party may request a formal hearing.

The human resources representative will schedule all committee meetings, oversee the process and procedures, and attend hearings, if necessary, as a nonparticipating, nonvoting member. The representative will NOT contribute to the writing of the Hearing Committee's findings. The decision of the committee is presented to the director of human resources. The director of human resources, in consultation with the president or designated representative, will render a written decision to the complainant. This decision is final.

Confidentiality:

Springfield College acknowledges that all stages of any proceeding will be maintained with the utmost confidentiality as is appropriate under the circumstances, as determined by the College. A breach of confidentiality compromises the ability of

Springfield College to investigate and resolve claims of harassment. Springfield College will attempt to protect the confidentiality of the proceedings and circumstances giving rise to the dispute. Until resolution has been achieved, participants are requested to discuss the matter only with those persons on a "need to know" basis such as:

- When the College is required by law to disclose information (such as responses to legal process);
- When confidentiality concerns are outweighed by the College's interest in protecting the safety and rights of others.

If you think you are experiencing harassment, witnessed harassment, or received a report of harassment, you are urged to contact one of the individuals listed below. If you have been accused of harassment, you should seek the advice of one of these individuals as well.

Who to contact for assistance with harassment claims:

Internal resources for filing a complaint:

- Vice President for Student Affairs, ext. 3100
- Dean of Students, ext. 3922
- Public Safety, ext. 5555
- Counseling Center, ext. 3345
- Health Center, ext. 3175
- Office of Human Resources, ext. 3118
- Title IX Representative, ext. 3031
- Dean, School of Social Work, ext. 3057
- Dean, School of Professional and Continuing Studies, ext. 3982
- Vice President for Academic Affairs, ext. 3196

External resources for filing a complaint:
Massachusetts

The Massachusetts Commission Against Discrimination (MCAD)
MCAD Boston Office
One Ashburton Place-Room 601
Boston, MA 02108
(617) 994-6000
TTY (617) 994-6196
mass.gov/mcad/

The United States Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
475 Government center
Boston, MA 02203
(800) 669-4000
www.eeoc.gov/

Massachusetts Commission Against Discrimination (MCAD) Springfield Office
436 Dwight Street, Room 220
Springfield, MA 01103
(413) 739-2145

California

California Dept. of Fair Employment and Housing
1055 West 7th St., Suite 1400
Los Angeles, CA 90017
(213) 439-6799

The United States Equal Employment Opportunity Commission (EEOC)
Roybal Federal Building, 4th Floor
255 E. Temple St.

Los Angeles, CA 90012
(800) 669-4000

Delaware

Delaware Dept. of Labor
Pencader Corporate Suites, Suite 104
Newark, DE 19702
(800) 464-4357

The United States Equal Employment Opportunity Commission (EEOC)
801 Market St, Suite 1300
Philadelphia, PA 19107-3127

Florida

Florida Commission on Human Relations
2009 Appalachee Parkway, Suite 200
Tallahassee, FL 32301-4857
(850) 488-7082

The United States Equal Employment Opportunity Commission (EEOC)
One Biscayne Tower
2 South Biscayne Blvd., Suite 2700
Miami, FL 33131
(800) 669-4000

Texas

Texas Workforce Commission
1137 North Esplanade St.
Dallas, TX 77954-3433
(361) 277-8870

The United States Equal Employment Opportunity Commission (EEOC)
Total Plaza
1201 Louisiana St, 6th Floor
Houston, TX 77002
(800) 669-4000

Vermont

Attorney General of Vermont, Civil Rights Division
109 State St.
Montpelier, VT 05602
(888) 745-9195

The United States Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
475 Government center
Boston, MA 02203
Revision Date: August 7, 2012
(800) 669-4000
eeoc.gov

Wisconsin

Wisconsin Dept. of Workforce Development

819 North 6th St., Rm. 723
Milwaukee, WI 53203
(414) 227-4384

The United States Equal Employment Opportunity Commission (EEOC)
Reuss Federal Building, Suite 800
310 W. Wisconsin Ave.
Milwaukee, WI 53203-2292, (800) 669-4000

Retaliation:

No faculty member, administrator, staff, student, visitor, or applicant for employment may be subject to retaliation for action taken in good faith to seek advice concerning a harassment matter, to file a harassment complaint, or to serve as a witness or a panel member in the investigation or adjudication of harassment complaint.

It is in violation of this policy to retaliate against a complainant for making a claim of harassment. If warranted, the appropriate senior administrator may monitor performance review, promotion, reappointment, or other evaluation or, to the extent possible, may assign the supervisory relationship to ensure that retaliation does not occur.

Retaliation, if established, may result in disciplinary action against the offending party up to and including termination of employment from the College.

504 Grievance Procedure

Springfield College ("College") has adopted this grievance procedure to assist in facilitating resolution of complaints alleging disability discrimination in violation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The College has designated Mary Simeoli, Title IX Coordinator & Access Officer, to coordinate its efforts to comply with Section 504. The contact information for the Coordinator is as follows: Mary Simeoli, Title IX Coordinator & Access Officer, Richard B. Flynn Campus Union, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3248, Email: msimeoli@springfieldcollege.edu.

The College strives to provide prompt and equitable resolution of complaints alleging action prohibited by pertinent federal, state, and local disability anti-discriminatory laws. This Procedure applies to discrimination on the basis of disability including: disagreement with the decisions made about accommodations; physical inaccessibility of a College program or activity; disability harassment; or any other form of discrimination on the basis of a disability or perception of a disability.

A grievant may: (i) attempt to resolve the matter informally; or (ii) immediately file a formal grievance, at the option of the grievant, by utilizing the processes identified below.

Initial Discussion:

An individual with a concern relating to his or her disability should first discuss the matter orally with the appropriate responsible office and official listed below who will attempt to resolve the individual's concern.
- For students in the schools of Arts, Sciences & Professional Studies, Health, Physical Education & Recreation, and Health Sciences & Rehabilitation Studies, the School of Social Work, and for third-parties: Vicki Anderson, Academic Success Center, Learning Commons, Room 300, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3724, Email: vanderson@springfieldcollege.edu.
- For students in the School of Professional and Continuing Studies: Camille Elliott, Associate Director of Student Services, Blake Hall Room 333, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3978, Email: celliott@springfieldcollege.edu.
- For employees: Pamela Pettengill, Benefits Coordinator, Administration Building Room 202, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3963, Email: ppetteng@springfieldcollege.edu.

Informal Resolution:

If the individual is not satisfied with the resolution proposed by the appropriate responsible department/official listed above, the individual is encouraged to attempt to resolve the matter informally by discussing the matter orally with the following:
- For students and third-parties: the Coordinator
- For employees: Jonathan Howell, Director of Human Resources, Administration Building Room 221, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3118, Email: jhowell@springfieldcollege.edu.

If the Coordinator or Mr. Howell, as applicable, are not successful in achieving a satisfactory resolution in a prompt period of time (that is, generally within seven calendar days), the Coordinator/Mr. Howell will inform the individual of his/her right to file a formal grievance.

Formal Grievance Procedure:

If the individual chooses to file a formal grievance, the following steps should be followed:

1. The individual shall file a formal grievance within forty-five (45) calendar days after he/she becomes aware of the alleged violation or denial of accommodation. The individual shall file the grievance with the following:
   - For students and third-parties: the Coordinator
   - For employees: Jonathan Howell, Director of Human Resources

The grievance shall be in writing and include the following:
   - The grievant's name, address, telephone number, and e-mail address;
   - A full description of the problem;
   - A description of what efforts have been made to resolve the issue informally; and
   - A statement of the remedy requested.

2. Within fourteen (14) calendar days of receipt, the Coordinator or Mr. Howell, as applicable, or his/her applicable designee (hereinafter referred to as the "Grievance Officer") shall read the complaint and conduct an investigation. In undertaking the investigation, the Grievance Officer may interview, consult with, and/or request a written response to the issues raised in the grievance from any individual the Grievance Officer believes to have relevant information, including faculty, staff, and students. If necessary or requested, the Grievance Officer will hear testimony or receive written testimony from the student, relevant faculty or staff member(s), and other knowledgeable people. The grievant has the right to ask for testimony from any individual whom he/she deems relevant to the case.

3. After completing the investigation, the Grievance Officer shall report his/her conclusions and proposed disposition in writing to the grievant and all other relevant parties. This transmission will be expected within forty-five (45) calendar days of the filing of the formal grievance. The deadline may be extended for good cause (e.g. reasons related to breaks in the academic calendar). The final report may also be provided, where appropriate, to any College officer whose authority will be needed to carry out the proposed disposition or to determine whether any personnel action is appropriate.

4. The disposition proposed by the Grievance Officer will be put into effect promptly.

5. Within ten (10) calendar days of the issuance of the final report, the grievant may appeal the Grievance Officer's determination by filing a written request for review to the following Appeal Officer, or his/her applicable designee:
   - Calvin Hill, Vice President for Inclusion and Community Engagement, Marsh Memorial Building, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3050, Email: chill@springfieldcollege.edu.

The written request for review must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

If the grievance involves a decision that is being challenged, the review by the Appeal Officer usually will be limited to the following considerations:
   - Were the proper facts and criteria brought to bear on the decision?
   - Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?
   - Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant?
   - Given the proper facts, criteria, and procedures, was the decision a reasonable one?

A copy of the Appeal Officer's written decision will be expected within thirty (30) calendar days of the filing of the appeal and will be sent to the parties, the Grievance Officer and, if appropriate, to the College officer whose authority will be needed to carry out the disposition. The deadline may be extended by the Appeal Officer for good cause (e.g. reasons related to breaks in the academic calendar). The decision of the Appeal Officer on the appeal is final.

Endangering Behavior Policy

Conduct or reckless actions that threaten or that endanger the general health or safety of any member of the community, including one's self, the community at large, and/or the operations of the College.

Financial Obligations Policy

Tuition, fees, and other charges are payable when due. Deadlines for payment of tuition, fees and other charges are as follows:

- Fall Term   Aug. 1
- Intersession Term   Jan. 1
- Spring Term   Jan. 1
- Summer Term   May 1

Accepted methods of payment include cash, check or money order, made payable to Springfield College. Electronic payments, including ACH and credit card payments, are accepted online through PrideNET, with credit card payments being assessed a 2.75% convenience fee. The College does not accept credit card payments in the office or by phone. There is a penalty charge of $35 per check for all returned check and ACH payments. Students may also enroll in one of the College's payment plan options for their convenience.

Students whose accounts are not paid in full by the tuition due date are not able to participate in residence hall room selection, receive transcripts, or a diploma and are not permitted to register for a new semester until the balance owed is paid in full. Payments not received by the due date will be subject to a late fee of $75 for each month a balance is past due.

Accounts with a past due balance of 30 days or more may be placed in collections. If an account is referred to an outside collection agency, the student is responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to the amount(s) owed to the College. Additional action, including credit bureau reporting and a requirement of upfront payment for any future registration may also apply.

Registered students are considered enrolled at the College unless they complete a Withdrawal Request form at the Office of the Registrar. Not attending classes does not constitute withdrawing or dropping a class. Students will be held responsible for all charges on their account. Please refer to the College's withdrawal and refund policy at http://springfield.edu/business-office/refund-policy.

For additional financial obligation and payment information, please refer to the College's Business Office website at http://springfield.edu/business-office.

Firearms and Weapons Policy

It is a violation of Massachusetts state law and College policy to possess a firearm or other dangerous weapon on campus.

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

Students may not bring any weapons on campus. Any firearms or weapons found on campus will be immediately confiscated and held by the Department of Public Safety. The student will face disciplinary action on campus and, consistent with the Commonwealth's law, may also face imprisonment for not less than six months nor more than two and one half years in a jail or house of correction.

* All paint guns must be used only for off campus activities and must be kept at Public Safety.

Gambling Policy

Springfield College is committed to providing a safe environment for all students to learn and flourish. Springfield College cannot and will not condone any form of illegal gambling activity. Springfield College wants students to know that gambling is not a "risk free" activity. The Counseling Center provides services to assist students that may be experiencing a gambling problem or gambling related difficulties.

Hazing Policy and State Law

<u>Policy Rationale</u>

Springfield College is first and foremost an educational institution. Its hazing prevention policies, and response procedures for hazing incidents, must grow from, and embody the institution's mission. Education about hazing will be available through the Athletic Department and the Office of Student Activities & Campus Union.

Membership in clubs, organizations, and other College-affiliated groups can increase leadership and service potential; provide athletic, recreational, intellectual, and spiritual opportunities; and otherwise contribute positively to personal and social development of our students. Where membership is linked with involvement in hazing activities, the educational purpose of the endeavor is compromised and safety of students is endangered. Hazing is therefore prohibited by College policy.

<u>Policy Statement and Definition</u>

Springfield College complies with and enforces the hazing laws of the Commonwealth of Massachusetts and does not permit hazing of any sort whether by organizations or individual students. Hazing is a crime in Massachusetts and is defined as: "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation." Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in such acts. Hazing occurs regardless of the consent or willingness of persons to participate in the activity. Hazing is prohibited no matter if it occurs on or off campus. The failure to report hazing is also a crime under Massachusetts law.

"Hazing" does not include any activity or conduct that furthers legitimate, curricular or co-curricular, program goals, provided that (1) the goals are approved by the College; and (2) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the College. For examples of non-hazing activities; please contact the Athletic Department at (413) 748-3333 or the Office of Student Affairs at (413) 748-3922.

As required by law, all student groups, student teams and student organizations are required to annually sign an attestation acknowledging that they have received a copy of the Massachusetts Hazing Statute and that they understand and agree to comply with its provisions.

<u>Massachusetts Hazing Statute</u>

The entire Massachusetts Hazing Statute (Massachusetts General Laws, Chapter 269, Sections 17, 18 & 19) is as follows:

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

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

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided,

however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

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

<u>Hazing Penalties</u>
Those who organize, participate in, or fail to report a hazing incident are subject to punishment according to Massachusetts General Laws, and will face College disciplinary actions for violating College policy ranging from suspension to dismissal.

To report a hazing incident, immediately contact Public Safety, the Athletic Department, or the Office of Student Affairs.

Identification Card Policy

All students are required to have a Springfield College Identification (ID) Card containing an assigned student identification number, which should be in his/her possession at all times. This card is used for identification purposes in accessing college buildings and grounds, using athletic and audiovisual equipment, borrowing material from Babson Library, attending College sponsored events, and dining on campus. The first Springfield College ID Card is issued to a student at no charge. Replacements for lost or stolen cards will cost $25. Except on weekends or holidays, an ID Card can be replaced within 24 hours. Students should be prepared to show their ID Card, when requested, by Housing and Residence Life staff, Public Safety officers and/or security personnel, faculty, staff and/or administrators. Failure to surrender the ID Card when requested will result in disciplinary action. The identification card must be surrendered if a student withdraws from the College in order for the withdrawal to be processed.

Falsifying your identity or that of another person is against the law and will result in disciplinary action at Springfield College.

Interference with the Student Conduct Process Policy/Interfering with College Official's Job

All persons responsible for addressing incidents (this includes but is not limited to: resident assistants, directors, staff or faculty members and/or Public Safety personnel) have the right to document, investigate, participate, or administer the student conduct process free of any interference, retaliation, or intimidation by any member of the Springfield College community.

Mandatory Leave/Mandatory Withdrawal Process

Springfield College reserves the right to determine, at its discretion, that each student is participating successfully in Springfield College's educational and co-curricular programs, and that his or her behavior complies with Springfield College's rules, regulations, and policies and does not impede other students' performance, threaten anyone's safety, or disrupt the College's operations.

The following policy and procedures will apply when a student exhibits seriously impaired judgment, poses a serious detriment to the community, disrupts College operations, threatens the health or safety of himself, herself, or anyone else, and/or engages in

significantly disruptive activity and has not pursued a voluntary withdrawal despite guidance from student affairs and/or academic affairs to do so.

The vice president of student affairs or his/her designee will conduct an individualized assessment to determine whether the behavior warrants interrupting or terminating the student's education, ability to reside in a residence hall, or otherwise participate in co-curricular activities. This decision is made in consultation with the Office of Academic Affairs.

The vice president of student affairs, or his/her designee, may, under appropriate circumstances, require that the student be evaluated by a staff member in the Springfield Counseling Center or other qualified professional whose conclusions and recommendations will be forwarded to the vice president of student affairs or his/her designee

The final decision on the appropriate course of action will be made by the vice president of student affairs, who will consider the findings and recommendations together with all other available information, including public safety and the student's record(s). This Policy shall be applied in a nondiscriminatory manner and decisions will be made based on consideration of the student's conduct, actions and statements and not on knowledge or belief that the student is an individual with a disability or a physical or mental health condition.

If the vice president of student affairs concludes that a leave of absence or mandatory withdrawal from Springfield is warranted, the following policies will apply:

- The student's parents or guardians will be contacted and requested to come to the College to escort him or her home. In the event that the parents are unable, or unwilling, to respond, the College will make a judgment as to how best to proceed. The cost of transportation is the student's responsibility.
- Before the student returns to Springfield College, the vice president of student affairs may require that he or she be evaluated by a licensed psychologist, psychiatrist, or other appropriate health care professional, who must submit a complete evaluation to the College. This evaluation, along with any other requested documentation, should be provided to the director of the Springfield College Counseling Center. After the director of the counseling center has received all requested information, he/she will make a recommendation to the vice president of student affairs regarding re-entry/readmission, and any conditions necessary to support a successful return to the College.
- The final decision on the status of the student will be made by the vice president of student affairs, who will notify the student and his/her parents or guardians of the decision. Each student and his/ her parents or guardians acknowledge and agree that the decision of the vice president of student affairs under the provisions of this section is not subject to appeal.

Note: The vice president of student affairs may appoint a designee who is thereby authorized to make decisions on the above issues.

Medical Amnesty Policy

The Springfield College community values the health and safety of its members and supports an environment that encourages students to help others who are in need of assistance. This policy has been established to encourage students to take responsible action when another student or guest is at-risk due to the consumption of alcohol and/or drugs or other medical emergencies, but does not apply to other conduct violations such as, but not limited to, assault, harassment, hazing, vandalism, driving under the influence, property damage, or distribution of illicit substances.

Students for whom medical or staff assistance is necessary due to being dangerously intoxicated and/or under the influence of drugs will be granted amnesty from the College disciplinary process in accordance with the terms of this policy. The Springfield College student/guest who calls the Department of Public Safety on behalf of a student/guest in need will likewise be granted amnesty provided:

● The caller is a Springfield College student/guest, and
● The caller remains with the Springfield College student/guest in need until a Public Safety
   Officer and/or campus official arrives.

This policy applies only to those students who are actively seeking emergency medical assistance in connection with an alcohol or drug-related medical emergency and does not apply to individuals experiencing an alcohol or drug-related medical emergency who are found by employees of the College (ex:. , Public Safety, Resident Assistants, other Residence Education staff members, etc.), or where the reporting student(s) did not stay with them.

Please note that a Springfield College student who requires medical or staff assistance due to being dangerously intoxicated and/or under the influence of drugs on more than one occasion may be subject to disciplinary action. Students involved in an alcohol and/or drug-related emergency for which amnesty is granted are subject to mandatory educational or developmental interventions. A Springfield College student/guest who summons assistance for a student in need will receive amnesty on an

ongoing basis consistent with the terms of this policy. The College's response to these incidents is independent of any action taken by local law enforcement.

Medical amnesty applies only to alcohol or other drug-related medical emergencies but does not apply to other conduct violations such as, but not limited to, assault, harassment, hazing, vandalism, driving under the influence, property damage, or distribution of illicit substances.

Disclosure of Amnesty Incidents:
The College may disclose amnesty incidents with the student's consent. The College also may disclose an incident if a student is applying for a position within Housing and Residence Life, June Orientation, Pre-Camp, Cultural Connections and/or New Student Orientation (NSO), Center for Service and Leadership programs, and/or study abroad if an incident occurred within one year of application, or if the College has received subsequent alcohol or drug related incidents involving the student.

The following are not covered by the Medical Amnesty Policy:
- Students waiting until the police or other authority arrive before seeking assistance
- Action by police or other law enforcement personnel
- Violations of the Code of Conduct other than the alcohol/drugs policy
- Possession with the intent to distribute drugs.

Application to Student Organizations:
In circumstances where an organization is found to be hosting an event where medical assistance is sought for an intoxicated guest, the organization (depending upon the circumstances) may be held responsible for violations of the Alcohol Policy or Drug Policy. However, the organization's willingness to seek medical assistance for a member or guest will be viewed as a mitigating factor in determining a sanction for any violations of the Alcohol Policy or Drug Policy.

Medical Clearance Policy

During the course of the academic year, students may be inflicted with illness. The Health Center is the campus clearinghouse for all medical information and referrals. Students who are treated at the Health Center are released with permission to return to the classrooms, laboratories, gymnasia and/or residence halls.

It is the policy of Springfield College that students who have been ill and treated at an off-campus medical facility, whether or not hospitalized or placed on medical leave, provide written information relative to the diagnosis, treatment, discharge directions and follow-up necessary to the Director of the Health Center, in the case of medical matters, or the Director of the Counseling Center, in the case of psychological emergencies, in order to return to the College community. Following a review of the documentation provided and any discussion with the health care professional deemed appropriate by the Director, a recommendation is made to the Dean of Students concerning the student's return to normal routine activities at the College. At that point, a decision will be made in the sole discretion of the Dean of Students regarding permission to re-enter the College community. The student will be asked to meet with the Dean of Students and will be informed of the outcome. The decision will be available in written form outlining any conditions which have been established. The student may appeal the decision of the Dean of Students to the Vice President for Student Affairs, in writing, within three (3) business days of their meeting with the Dean of Students.

While it is the concern at Springfield College that the recovering student have the appropriate medical or psychological support, it is also the obligation of the College to ensure that this student does not pose any threat of spreading illness or inflicting harm to anyone else. Given the closeness of the campus community, threats might be apparent in the classroom, laboratory, residence or dining hall or athletic complex.

Non –Discrimination

Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities.

Inquiries regarding the application of this Notice of Non-Discrimination and Springfield College's non-discrimination policies may be referred to the following:

- Jonathan Howell, Director of Human Resources, Administration Building, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3118, Email: jhowell@springfieldcollege.edu;
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100, Telephone: 1-800-421-3481; or
- Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, Email: OCR.Boston@ed.gov.

The Equal Employment Opportunity Coordinator and Coordinator of the Age Discrimination Act of 1975 is Jonathan Howell, Director of Human Resources, Administration Building, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3118, Email: jhowell@springfieldcollege.edu

The Coordinator of Title IX of the Education Amendment of 1972 is Mary Simeoli, Title IX Coordinator & Access Officer, Campus Union Suite 325, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3248, Email: msimeoli@springfieldcollege.edu

The Coordinator of Section 504 of the Rehabilitation Act of 1973 is Mary Simeoli, Title IX Coordinator & Access Officer, Richard B. Flynn Campus Union, 263 Alden Street, Springfield, MA 01109-3797, Telephone: 413-748-3248, Email: msimeoli@springfieldcollege.edu.

Non-Retaliation Policy

It is unlawful to take adverse actions against any member of the Springfield College community for filing a complaint of harassment or discrimination, or for cooperating in an investigation of such a complaint. Retaliation against a member of the Springfield College community who, in good faith, reports alleged harassment or who participates in an investigation is a violation of the policy and is subject to appropriate discipline. Retaliation may have an adverse impact in the following areas: hiring, firing, promotions, demotions, compensation, benefits, grading, pressure to withdraw from class, ignoring, refusing requests for assistance. This list is not exhaustive.

Springfield College does not tolerate retaliation against any person who in good faith makes a report of a violation of college policy. The College maintains the right to take action against a student or employee for other legitimate reasons in accordance with College policies and procedures, even if that student or employee has filed a complaint with the College or otherwise participated in a protected activity. Any person who retaliates directly or indirectly against a victim, witness, person reporting a violation, a respondent and/or charged party or any person involved in the investigation of a violation of policy will be subject to discipline, up to and including termination (if an employee) or expulsion (if a student).

Examples of protected activity include but are not limited to:
● Participating in or otherwise assisting with a College investigatory procedure or law
   enforcement investigation;
● Filing a complaint alleging a College policy violation or a violation of law; or
● Filing a complaint about the College's policy for resolving alleged violations of policy.

Examples of adverse action include but are not limited to:
● Threats, intimidation, continued harassment or other misconduct;
● Discouraging an individual from participation in an investigation or adjudication process; and/or
● Adverse educational or employment consequences.

Pertaining to Confidentiality of Students Records /Annual Notice to Students Regarding Education Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Springfield College ("School") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The School official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the School official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

    A student who wishes to ask the School to amend a record should write the School official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the School decides not to amend the record as requested, the School will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    The School discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A School official is a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A School official also may include a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another School official in performing his or her tasks. A School official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

    Upon request, the School also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

    FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the School to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

    - To other School officials, including teachers, within the School whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§99.31(a)(1))
    - To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
    - To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of, or compliance with, Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
    - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
    - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
    - To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
    - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
    - To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
    - To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
    - Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
    - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information: At its discretion, the School may provide directory information in accordance with the provisions of FERPA to include, but is not limited to:

- Student's Name
- Address
- Telephone Listing
- Electronic Mail Address
- Photograph
- Date and Place of Birth
- Major Field of Study
- Grade Level
- Enrollment Status
- Dates of Attendance
- Participation in Officially recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Degrees, Honors and Awards Received
- Most Recent Educational Agency or Institution Attended

Students wishing to withhold this information from public disclosure must complete a "Request To Withhold Directory Information Form" with the Registrar's Office within the first two weeks of the start of the fall semester.

Additional Resources: The FERPA regulations referenced above are available here: https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=34:1.1.1.1.33

Pet Policy
http://springfield.edu/about/college-policies

Reporting Off-Campus Address Policy
Seniors who choose to live in non-college owned facilities after fulfilling the three-year residency requirement, graduate students who live in non-college owned facilities and undergraduate students who have been approved for commuter status by the Office of Housing and Residence Life are required to notify the College of their local address and phone number no later than September 15 of each year or within two weeks of assuming residence at that location. The information is critically important for the College to have on file in case of emergencies. A student can choose to restrict publication of the information which would then only permit access by the Office of Student Affairs and Public Safety. Failure to comply with this regulation may result in cancellation of registration.

Responsible Use of Information Technologies Policy
The Springfield College Responsible Use Policy is to serve as a guideline by which faculty, staff and students can review the requirements of ethical and legal behavior within the College community when using a computer, computer system, network or the Internet.

Access to, and use of computing and networking resources at Springfield College are privileges extended to members of the Springfield College community. The use of College computing resources, like any other College-related activity, is subject to the normal requirements of legal and ethical behavior within the College community. Members of the Springfield College community may use these resources for purposes related to their studies, their responsibilities for providing instruction, the discharge of their duties as employees, their official business with the College, and other College sanctioned or authorized activities.

Springfield College acknowledges that occasionally faculty, staff and students use College resources assigned to them or to which they are granted access for noncommercial uses are permitted by faculty, staff, and students, if they are not excessive, do

not interfere with the performance of any faculty, staff, and students, do not interfere with the efficient operation of the College or its computing resources, and not otherwise prohibited by this policy or any other College policy or directive.

Because computing systems have such great power, activities that might at first seem to be merely mischievous, can harm an entire College community and beyond. Any unauthorized access or interference with system functionality is unacceptable.

College-wide guidelines such as the Student Handbook, Sexual Harassment Policy and Copyright Policy apply to the use of computing resources, as do community standards of consideration for others, and the mission of the College. Federal, state and local laws and regulations also apply.

Springfield College computing resources may only be used for legal purposes and may not be used for any of the following purposes or any other purposes that is illegal, immoral, unethical, dishonest, damaging to the reputation of the College, inconsistent with the mission of the College or likely to subject the College to liability. Impermissible uses (some of which may constitute illegal uses) include, but are not limited to, the following:

- Harassment
- Libel or slander
- Fraud or misrepresentation
- Destruction of, or damage to equipment, software, or data belonging to the College or others
- Disruption or unauthorized monitoring of electronic communications
- Unauthorized copying or transmission of copyright protected material
- Use of the College's trademarks, logo, insignia, or copyrights without prior approval
- Violation of computer system security
- Unauthorized use of computer accounts, access codes (including passwords), or network identification numbers (including email addresses) assigned to others
- Use of computer communications facilities in ways that unnecessarily impede the computing progress of others
- Development or use of unapproved mailing list
- Use of computer facilities for private business purposes unrelated to the mission of the College or to College life
- Academic dishonesty
- Violation of software license agreements
- Violation of network usage policies and regulations
- Violation of privacy
- Viewing, posting, or sending obscene pornographic, sexually explicit, or offensive material
- Posting or sending material that is contrary to the mission and values of the College
- Intentional or negligent distribution of computer viruses

Responsibilities of Users

The user is responsible for correct and sufficient use of the tools available for maintaining the security of information stored on each computer system. The following precautions are strongly recommended:

- Computer accounts, passwords, and other types of authorization are not to be shared with others
- Understand the level of protection the computer systems automatically apply to files
- Be aware of computer viruses and other destructive computer programs, and take steps to avoid them
- Understand that the user has ultimate responsibility for resolution of problems related to the invasion of the user's privacy or loss of data
- Be sure to make backup copies of all important data
- Respect the privacy of others
- Be sure to comply with all federal, state and other applicable laws as well as College policies and regulations

Security

Springfield College will assume that users are aware that electronic files are not necessarily secure. Users of electronic mail systems should be aware that electronic mail is generally not secured and is extremely vulnerable to unauthorized access and modification. The Office of ITS will make available to interested persons information concerning reasonable methods for attempting to protect information on central computing systems from loss, tampering, unauthorized search, or other access.

Privacy and Confidentiality

Springfield College reserves the right to inspect and examine any Springfield College owned or operated communications system, computing resource, and/or files or information contained therein at any time, as well as personally owned computers linked to College servers and telecommunications equipment.

Authorized access to data or information entails both privilege and responsibility, not only for the user, but also for the system administrator. There is no expectation of privacy or confidentiality for documents and messages stored on College-owned equipment. Additionally, email and data stored on Springfield College network of computers may be accessed by the College for the following purposes:

- Troubleshooting hardware or software problems
- Preventing unauthorized access and system misuse
- Retrieving business related information*
- Investigating reports of violation of College policy or local, state or federal law
- Complying with legal requests for information
- Rerouting or disposing of undeliverable mail

* The system administrator will need specific approval from the Office of Human Resources or the appropriate designee to access these items. The extent of the access will be limited to what is essentially necessary to acquire the information.

Reporting Violations

All users should report any discovered unauthorized access attempts or other improper usage of Springfield College computers, networks, or other information processing equipment. If you observe, or have reported to you, a security or abuse problem, with any College computer or network facilities, including violations of this policy, you should notify the Chief Technology Officer, the Office of Human Resources or other appropriate administrator.

Violations of this policy may be treated as violation of College policy and/or violations of civil or criminal law. The Office of ITS in conjunction with the Office of Human Resources will investigate apparent or alleged violations of these guidelines. The College reserves the right to immediately suspend user privileges pending investigation. Such action will be taken to protect the security and integrity of the computer system and will take precedence over its impact on the individual work.

When appropriate, at the discretion of the Chief Technology Officer, cases of apparent abuse will be reported to the Vice President for Student Affairs (student cases), the Vice President for Academic Affairs (faculty cases), or the Director of Human Resources (staff cases). These offices are responsible for determining any further disciplinary action. Upon a finding of a violation, disciplinary measures may include warnings, suspension of user privileges (temporary or permanent), disciplinary action up to and including termination of employment. The College may also pursue civil and/or criminal charges if it deems appropriate.

Questions regarding this policy should be sent to the Director of Information Technology Services or the Director of Human Resources.

Computer Code of Ethics/Acceptable use of Campus Network and Computing Systems:

Computer abuse affects everyone who uses computing facilities and results in significant expense to the College. The same moral and ethical behaviors that apply in the non-computing environment apply in the computing environment. Springfield College treats access and use violations seriously. Access to the College computing facilities and information resources is a privilege granted to the College's students, faculty, administrators, and staff. Access to the College's computing facilities and information resources may be restricted or terminated at the College's sole discretion based on the following factors: failure to comply with relevant laws and contractual obligations (including the terms of any license agreements); the risk of damage or loss to the College; the impact of a violation upon the community or third parties; and costs incurred by the College in responding to abuses of the system.

It is the responsibility of each community member to use the services provided by the College's campus network and computing systems appropriately and in compliance with all College, town, county, state, and federal laws and regulations. Furthermore, users are expected to use computer, electronic mail, and network services in an effective, ethical, responsible, and efficient manner consistent with the instructional, research, public service, and administrative goals of the College. This policy covers all persons accessing a computer, telecommunications, or network resource at Springfield College, including the campus data network, electronic mail, file sharing, printing, Web services, telephone services and cable television.

College policy and relevant laws apply to use of the College's network and computing services. Actions that are unacceptable in the College community also are unacceptable on the network, computing systems, and other electronic services including:
- Harassment in any form.
- Failure to respect the rights and property of others.
- Forgery or other misrepresentation of one's identity. Distribution, redistribution, attempted downloading, or downloading of copyrighted materials without the permission of the copyright owner.

Solicitation Policy

The primary goal of Springfield College is fostering education and study. To achieve this, the College places restrictions on activities which might disrupt the operations of the College. For this reason, commercial groups not associated or affiliated with the College are not permitted on College-owned property for the purpose of solicitation without the advanced written permission of the Vice President for Student Affairs or Director of Student Activities and Campus Union. Such solicitation includes the distribution of flyers, announcements, and posters as well as door-to-door sales in the residence halls or other College buildings. The Student Activities and Campus Programs Office in the Flynn Campus Union arranges opportunities for outside vendors to sell their goods in the Campus Union during the academic year. Arrangements for such sales must be made through and approved by the Director of Student Activities and Campus Programs in advance and in writing.

Campus-recognized and affiliated groups are permitted to place announcements, flyers, and posters, for the purpose of advertising their group's events, ONLY after being approved by the Office of Student Activities and Campus Union. Flyers and posters can only be displayed on bulletin boards in which are found in numerous areas around the campus. Flyers, posters, and announcements placed on walls by College-recognized groups may be removed and discarded. No door-to-door solicitation is permitted in the residence halls or any College-owned buildings by anyone including recognized or affiliated Springfield College groups or individuals.

Banners may not be hung from any building on campus without written permission from the Director of Student Activities and Campus Union. There are designated areas on campus where banners may be hung for the purpose of advertising programs or events. Arrangements may be made to hang banners at these locations through the Office of Student Activities and Campus Union. Disciplinary action will be taken against the group or individuals who violate this policy.

Spectator Conduct Policy

The spectators attending Springfield College athletics events are expected to provide an environment of respect, dignity and civility for the College's guests. In essence, the College believes in providing a positive, meaningful, educational atmosphere for the conduct of its athletics events and behavior contrary to this intent will not be condoned. The College does not accept the use of profane and vulgar language or any form of disrespectful treatment of our guests (visiting teams, officials, etc.).

Artificial noisemakers, air horns and electronic amplifiers shall not be permitted, and such instruments shall be removed from the playing and spectator areas. Only signage properly located and pre-approved by the Athletics Office will be permitted at the site of an event. Bands or any component thereof shall not play while the game is in progress. The event manager shall be responsible for enforcing these provisions.

Alcoholic beverages shall not be sold or otherwise made available for public consumption at any athletics event sponsored by or administered by the College, nor shall any such beverages be brought to the site during such an event (i.e., during the period from the time access to the site is available to spectators until all patrons have left the facility or area used for competition).
The sale or distribution of newspapers, handbills, candy, food, raffles, flyers, memorabilia or promotional materials at the site of a Springfield College athletics event without the advance written approval of the Athletics Office is prohibited.

Smoke-free Tobacco-free Policy

https://springfield.edu/smoke-free-tobacco-free-campus/policy

Contraband is property that is against College policy, rules and regulations. Contraband is usually seized and disposed of. In some instances, contraband may be impounded at the discretion of Public Safety.

Student Demonstration Policy

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

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

Theft Policy

Actual or attempted theft of personal property, College property, public/private property or identity is prohibited. Additionally, the possession of stolen property is prohibited. College-owned furniture and equipment is placed in lounges and other locations/common areas on campus for the benefit of all students. Theft, removal, damage or possession of, and relocation to student rooms is prohibited. Students found responsible will face disciplinary actions and/or criminal prosecution. Removal of College furniture or property from public areas or student rooms will result in a fine equal to the cost of the missing furniture, and possibly other sanctions outlined in the Code of Conduct.

Vandalism/Damage Policy

Damage, destruction or defacement of/to personal property, College property, or public/private property, whether intentional or through negligence. Any report of vandalism or damage is a violation of the Community Standards and violators will be sanctioned appropriately.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report

Springfield College is committed to assisting all members of the Springfield College community in providing for their own safety and security. As required by federal law, each year Springfield College prepares an annual Security and Fire Safety Report, commonly referred to as the Clery Report. The Report contains information regarding campus security and personal safety including topics such as crime prevention, fire safety, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. It also contains information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Springfield College, and on public property within, or immediately adjacent to and accessible from the Springfield College campus, as well as fire statistics for the three previous calendar years concerning Springfield College's residence halls. A copy of the most recent report is at http://springfield.edu/department-of-public-safety/annual-campus-security-report. In addition, the Springfield College Department of Public Safety will provide a paper copy of the Report upon request.

Programs and Requirements

Graduate Degree Programs

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

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

Concentrations
Graduate students may select one of two concentrations:

- Organizational Management and Leadership
- Mental Health Counseling

Contact the Assistant Director of Recruitment and Admissions at the campus you wish to attend to learn which concentrations are offered at that campus.

Master of Business Administration (MBA)

The MBA program at Springfield College will prepare students with the knowledge, skill, and tools to:

- Comprehend the theories and practices of business, accounting, management, marketing, and economics as taught on the graduate level.
- Apply these theories and practices to decision-making, problem-solving, and managing strategically in business and nonprofit organizations
- Analyze problems and challenges facing businesses and nonprofits in the 21st century.
- Construct feasible and practical models and strategies to meet those problems and challenges.
- Evaluate the success of those strategies.
- Employ leadership and teambuilding skills to effectively attain those strategies.

Graduates will do so with awareness of the core values of Humanics, exploration of social responsibility of oneself and of business, and an understanding of the entrepreneurial spirit needed to address the ever-changing world of business and not-for-profit organizations.

Instruction

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

All classes in the School of Professional and Continuing Studies utilize the College's learning management system called Brightspace. Brightspace serves as the virtual classroom for instructors and students to engage outside regularly scheduled classroom time in what is called the web-enhanced portion of the course. Brightspace is required in all School of Professional and Continuing Studies classes.

Business Administration

The MBA requires a minimum of 30 semester hours of graduate credit. Coursework will culminate a master of business administration degree with a concentration in nonprofit management. All students will enroll in the nine core courses, and in addition, students will select an elective course from those listed below. The MBA at Springfield College is designed so that students may reasonably complete the degree requirements in one year. Alternatively, students may elect to complete courses at his/her own pace on a part-time basis.

Through coursework at the graduate and/or undergraduate level, or a combination of coursework and demonstrated professional experience, applicants must have a background in at least two of the following disciplines: Accounting, Finance, or Economics. Students not meeting these requirements must successfully complete BUSM 500, Foundations of Business, in their initial semester to be formally accepted into the program.

I. Core Requirements (27 credits)
- BUSM 625 - Marketing Management Credits: 3
- BUSM 642 - Financial Management Credits: 3
- BUSM 650 - Leadership and Governance for Nonprofits Credits: 3
- BUSM 652 - Accounting for Nonprofits Credits: 3
- BUSM 655 - Fund Development and Philanthropy Credits: 3
- BUSM 660 - Law, Ethics and Corporate Social Responsibility Credits: 3
- BUSM 679 - Human Resource Management **Credits: 3**
- BUSM 690 - Global Strategic Management Credits: 3
- ECON 601 - Economics of the Firm in Contemporary Society Credits: 3

II. Electives (3 credits)
Select two courses for a total of six credits from the following:
- BUSM 635 - Operations and Information Management **Credits: 3**
- BUSM 675 - Entrepreneurship **Credits: 3**
- BUSM 684 - Corporate Residency Fieldwork **Credits: 3**

III. Admissions requirements
Through coursework at the graduate and/or undergraduate level, or a combination of coursework and demonstrated professional experience, applicants must have a background in at least two of the following disciplines: Accounting, Finance, or Economics. Students not meeting these requirements must successfully complete BUSM 500, Foundations of Business, in their initial semester to be formally accepted into the program. In these instances, students will require a total of 33 credits to complete the program.
- BUSM 500 - Foundations of Business **Credits: 3**

Human Services – Graduate

Organizational Management and Leadership Concentration (36 credits)

The purpose of the Organizational Management and Leadership (MOML) concentration is to develop the leadership and management skills of people in human service organizations, both non-profit and for-profit, toward creating effective, sustainable programs focused on social and economic justice. Students develop technical and experiential competencies in community engagement and organizational development.

Degree Requirements

- MOML students must earn a total of 36 credits to graduate.
- A maximum of 6 credits may be transferred from a regionally accredited institution if a final grade of B or above was obtained for each of the courses.
- All MOML students must take the three Foundation courses.
- All MOML students must complete a graduate action research project (MOML 601-604).
- The College authorizes the awarding of a Master of Science degree in Human Services for the completion of 36 credits with a 3.00 cumulative grade point average.

Note: All MOML courses include an online component through Brightspace that allows instructors and students to remain in contact between sessions by continuing class discussions and providing additional learning resources.

- MOML 625 - Leadership: A Lifelong Journey **Credits: 2**
- MOML 626 - Economics and Social Change **Credits: 2**
- MOML 628 - Building Multicultural Communities and Organizations **Credits: 2**

Required Courses (32 credits)

- MOML 601 - Graduate Project I Credits: 3
- MOML 602 - Graduate Project II Credits: 3
- MOML 603 - Graduate Project III Credits: 3
- MOML 604 - Graduate Project IV Credits: 3
- MOML 625 - Leadership: A Lifelong Journey Credits: 2
- MOML 626 - Economics and Social Change Credits: 2
- MOML 628 - Building Multicultural Communities and Organizations Credits: 2
- MOML 657 - Strategic Planning Credits: 2
- MOML 659 - Fiscal Management Credits: 2
- MOML 661 - Organizational Change and Development Credits: 2
- MOML 662 - Staffing, Supervision, and Human Resource Management Credits: 2
- MOML 667 - Program Evaluation Credits: 2
- MOML 668 - Ethical Competence in Management and Leadership Credits: 2
- MOML 678 - Advocacy and Policy Analysis Credits: 2

Elective Courses (4 credits)

- MOML 650 - Special Project Credits: 3
- MOML 655 - Contradictions of Human Services Administration Credits: 2
- MOML 658 - Planning and Implementation Credits: 2
- MOML 660 - Management Information Systems in Human Services Credits: 2
- MOML 666 - Power and Accountability Credits: 2
- MOML 669 - Board Development for Nonprofit Organizations Credits: 2
- MOML 672 - Clinical Issues in Criminal Justice Credits: 2
- MOML 675 - Grantwriting Credits: 2
- MOML 676 - Conflict in the Workplace Credits: 2
- MOML 677 - Marketing and Public Relations for Nonprofit Organizations Credits: 2
- MOML 679 - Current Topics in Human Services Administration Credits: 2

Mental Health Counseling Concentration (60 credits)

The purpose of the Mental Health Counseling Program is to develop highly skilled counselors who are prepared to meet the mental health needs of their diverse communities in ways that promote social change and social justice. Students develop self-awareness as well as empathetic and empowering attitudes concerning the human conditions they encounter through a broad range of exposure, academic coursework, and supervision concerning counseling theories, ethical principles, and practical skills. Students build their own personal bridge between theory and the delivery of best practice skills to help promote people with whom they work.

The mental health counseling concentration in MHC meets the current education requirements in most states. Students are advised that there are additional steps for licensure beyond the academic degree. It is the responsibility of the student to keep current with the state requirements, such as postgraduate supervisor experience in the passing of state and national examinations.

Degree Requirements
- MMHC students must successfully complete a total of 60 semester hours.
- All MMHC students are required to complete 1000 hours of supervised work in the following four practicum/internship classes, MMHC 681, 682, 683, and 684 while enrolled in the master's program. The practicum/internship hours cannot be part of the students regular work hours.
- A maximum of 9 credits may be transferred from a regionally accredited institution if a final grade of B or above was

obtained for each of the courses.
- All MMHC students must complete a graduate research portfolio, designed to integrate applied learning from the concentration.
- The College authorizes the awarding of a Master of Science degree in Human Services for the completion of 60 credits with a 3.00 cumulative grade point average.

Note: All MMHC courses have a web-enhanced component using the Brightspace platform, the college's learning management system located on the Springfield College website. Due to this requirement, it is highly recommended that each student have his or her own personal computer with Internet access. At a minimum, one must have access to a computer 2 to 3 times per week.

Required Courses (57 credits)
- MMHC 612 - Psychopharmacology for Mental Health Counselors **Credits:3**
- MMHC 613 - Professional Orientation and Ethical Practice **Credits: 3**
- MMHC 617 - Diagnosis and Psychopathology **Credits: 3**
- MMHC 623 - Crisis Counseling Interventions **Credits: 3**
- MMHC 627 - Human Growth and Development **Credits: 3**
- MMHC 629 - Counseling Skills and Modalities **Credits: 3**
- MMHC 630 - Group Counseling Skills **Credits: 3**
- MMHC 635 - Marriage, Family, and Couples Counseling **Credits: 3**
- MMHC 637 - Psychological Testing and Assessment **Credits: 3**
- MMHC 639 - Alcohol and Substance Abuse Treatment **Credits: 3**
- MMHC 641 - Human Sexuality **Credits: 3**
- MMHC 643 - Career Development Theory and Practice **Credits: 3**
- MMHC 647 - Counseling Theories **Credits: 3**
- MMHC 648 - Multicultural and Diversity Counseling **Credits: 3**
- MMHC 667 - Research and Evaluation **Credits: 3**
- MMHC 681 - Clinical Mental Health Counseling Practicum/Internship I **Credits: 3**
- MMHC 682 - Clinical Mental Health Counseling Internship II **Credits: 3**
- MMHC 683 - Clinical Mental Health Counseling Internship III **Credits: 3**
- MMHC 684 - Mental Health Counseling Internship IV **Credits: 3**

Electives (3 credits)
Choose a course for a total of three credits from the following:

- MMHC 644 - Counseling in Community Settings **Credits: 3**
- MMHC 660 - Treatment Modalities **Credits: 3**

Undergraduate Degree Programs

Major Course Requirements

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

Course Prerequisites Policy

Students must successfully complete courses within a sequence and/or specified prerequisite courses to enroll in the next level of courses. Incomplete or "F" or "*" grades denote that a course has not been successfully completed.

Human Services - Undergraduate

Degree Information

Degree: Bachelor of Science (B.S.) with a major in Human Services. (120 credit hours) *Requirements are subject to change.*

Program Information

The Undergraduate Human Services program at the School of Professional and Continuing Studies of Springfield College is designed for the adult-learner who has a desire to start or continue in a career in the field of human services. Depending on the total number of transfer credits the student brings with them into the program, the student can complete their degree program in as little as 16 months.

Note: The length of time to complete the PCS Undergraduate Human Services Degree program is contingent upon the total number of transfer credits brought into the program and the status (full-time or part-time) of the student.

The PCS Undergraduate Human Services program is designed as a hybrid program, with courses meeting on weekends, nights, and online depending on class schedules and term course offerings. *NOTE: All courses offered at PCS have an online component requiring students to access the PCS Learning Management System - BrightSpace to obtain course information and announcements, complete assignments, participate in course discussions, and take required assessments. Additionally, Senior Seminar and all concentration courses in the Undergraduate Human Service program are offered ONLY as online courses.* Students may pursue their degree program as a full or part-time student. Full-time or part-time status does affect the student's financial aid award and should discuss this with the Office of Financial Aid.

Degree Requirements

In order to complete a baccalaureate degree at the School of Professional and Continuing Studies an undergraduate student must complete the following requirements:

1. A minimum cumulative GPA of 2.000
2. Successful completion of 120 credit hours
3. Successful completion of the General Education requirements.
4. Successful completion of all requirements for the declared major.
5. Fulfillment of residency requirement

Even if all requirements for a baccalaureate degree have been met, the sanctioning of a student pursuant to the Student Disciplinary Policy may prevent the awarding of such a degree.

Instruction

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

All classes in the School of Professional and Continuing Studies utilize the College's learning management system called Brightspace. Brightspace serves as the virtual classroom for instructors and students to engage outside regularly scheduled classroom time in what is called the web-enhanced portion of the course. Brightspace is required in all School of Professional and Continuing Studies classes.

Coursework

The School of Professional and Continuing Studies is a trimester program. Classes generally meet for four months each term with classes held on weekends, weeknight, and online. Students receive a syllabus for each course so they can plan ahead and stay abreast of classroom activities and course expectations. All courses include an online component. Brightspace allows instructors and class members to remain in contact between class sessions by continuing class discussions, researching and completing course assignments and accessing resources. The School of Professional and Continuing Studies also offers students the option to enroll in fully online courses.

The writing-intensive program is designed to enhance students' ability to write clearly, concisely, and creatively so they can compose reports, correspondence, client notes, grants, and other materials required in the workplace. Classroom instruction involves lectures, discussions, small group projects, visual presentations, fieldwork, research, reflections, and case studies. Students have ample opportunities to learn about theory, to practice their skills, and to demonstrate learning outcomes in a variety of ways. Course assignments and learning assessments generally include written papers, research projects, portfolios, and oral presentations. Students receive regular feedback on their classroom assignments to help them improve their performance.

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. All courses incorporate theory, practice, and critical thinking.

Distribution of Undergraduate Credits

The minimum credits required for a baccalaureate degree is generally distributed among the General Education curriculum; the requirements for a major; and electives (inclusive of requirements for a minor), if applicable. Students including concentrations as part of their course of study may have additional requirements that decrease the number of electives in their program and/or increase their credit requirements for graduation.

Contact Information

For more information about the Human Services major go to, http://springfield.edu/programs/human-services, or you may contact the Admissions Office at (800) 727-0004

General Education Requirements (42 credits)

The General Education program at Springfield College is informed by its century-old Humanics tradition of educating the whole person in spirit, mind, and body, for leadership in service to humanity. These requirements have the goal of developing literate, thoughtful, socially responsible students, and instilling in them a spirit of inquiry into the nature of humankind and the universe. Towards those ends, the requirements emphasize and encourage: the acquisition of knowledge, understanding, and competency essential for the improvement of the human condition in a diverse society; a search for personal and spiritual values; and the development of an understanding and appreciation of physical well-being. Recognizing that our students will specialize in a variety of specific majors, the General Education requirements ensure that all students will achieve a common set of learning objectives as part of their Springfield College experience. These common objectives embody the college's definition of an educated person and ensure that our graduates will be able to demonstrate the skills, knowledge, and understanding needed to achieve the mission of the college to educate students for leadership and lifelong service to humanity. The common learning

outcomes for all baccalaureate graduates include:

- The ability to provide leadership in service to humanity;
- The ability to communicate effectively in both written and oral form;
- The ability to think critically within and across disciplines, to interpret information, and to develop well-reasoned conclusions;
- The ability to read critically, interpretatively, and empathetically;
- The ability to reason quantitatively and to use mathematical and technological tools for problem solving and analysis;
- An understanding and appreciation of aesthetic, imaginative and creative expression;
- An understanding and appreciation of the scientific process of discovery, critical thinking, and analysis;
- An understanding and appreciation of the social sciences and historical perspective in comprehending the modern world;
- The ability to reflect critically on personal, spiritual, and cultural values in order to live an effective and fulfilling life;
- An understanding and appreciation of the importance of personal wellness and lifelong physical activity in the enrichment of human life;
- An understanding and appreciation of the opportunities and challenges inherent in a world that is increasingly diverse, multicultural, and international.

The following curricular requirements have been established in support of these outcomes. However, none can be fully achieved solely by taking a given course. Therefore, these outcomes will be reinforced across the General Education curriculum and within program majors and minors.

Part I - Competencies
College Writing: 6 credits total
- HUSB 119 - Communications Skills I **Credits: 3**
- HUSB 233 - Communications Skills II **Credits: 3**

Computer Applications: 3 credits total
- HUSB 124 - Web Design **Credits: 1**
- HUSB 125 - PowerPoint **Credits: 1**
- HUSB 128 - Word Processing **Credits: 1**
- HUSB 129 - Spreadsheet **Credits: 1**
- HUSB 238 - Data Systems **Credits: 3**
- HUSB 280 - Database Management **Credits: 3**

Part II - Domains of Knowledge / Understanding
Art and Humanities: 9 credits total (3 credits from each category)

Literary Studies: 3 credits
- HUSB 138 - Critical Thinking Through Literature **Credits: 3**
- HUSB 143 - Contemporary American Literature **Credits: 3**
- HUSB 222 - Exploring Women's Issues Through Literature **Credits: 3**
- HUSB 230 - Introduction to World Literature **Credits: 3**
- HUSB 239 - Exploring Racial Perspectives Through Literature **Credits: 3**

Visual / Performing Arts: 3 credits
- HUSB 121 - The Study of Theatre and Drama in Expressing Social Change and Social Justice **Credits: 3**
- HUSB 166 - Music and Empowerment **Credits: 3**
- HUSB 348 - Creative Writing For Social Change **Credits: 3**

Spiritual and Ethical Dimensions: 3 credits
- CJWB 239 - Ethics and Law **Credits: 3**
- HUSB 107 - Ethical Decision-Making **Credits: 3**
- HUSB 241 - Coping with Disease & Death **Credits: 3**
- HUSB 255 - Transformational Alternatives: The Complexities of Ethical Actions **Credits: 3**
- HUSB 325 - Politics and Philosophy of Education **Credits: 3**

- HUSB 347 - Contemporary Issues in Morality **Credits: 3**
- HUSB 350 - Race, Religion and Culture **Credits: 3**
- HUSB 368 - Social Philosophy **Credits: 3**
- HUSB 388 - World Views Analysis **Credits: 3**

Analytical and Natural Sciences: 6 credits total (3 credits from each category)

Quantitative Reasoning: 3 credits
- HUSB 151 - Mathematical Inquiry **Credits: 3**
- HUSB 171 - Statistics **Credits: 3**
- HUSB 205 - Financial Management **Credits: 3**

Natural Sciences: 3 credits
- HUSB 220 - Ecology **Credits: 3**
- HUSB 254 - Contemporary Issues in Human Biology **Credits: 3**

Social Sciences: 6 credits total (3 credits from each category)

Historical / Cultural Studies: 3 credits
- HUSB 301 - Integrative Core Seminar I: Education, Oppression, and Resistance **Credits: 3**

Behavioral and Social Sciences: 3 credits
- HUSB 303 - Integrative Core Seminar III: Social Transformation and Alternative Visions **Credits: 3**

International / Multicultural Studies: 6 credits total (3 credits from each category)

International Studies: 3 credits
- HUSB 136 - Puerto Rico: Analysis and Perspectives **Credits: 3**
- HUSB 284 - Current Events in an International Context **Credits: 3**
- HUSB 302 - Integrative Core Seminar II: Global Economy, Culture, and Community **Credits: 3**
- HUSB 350 - Race, Religion and Culture **Credits: 3**
- HUSB 366 - Culture & Political Thought of Third World People **Credits: 3**
- HUSB 379 - Cultural Change in the African Diaspora **Credits: 3**
- HUSB 388 - World Views Analysis **Credits: 3**

Multicultural Studies: 3 credits
- HUSB 260 - Race and Justice **Credits: 3**
- CYDL 310 - Transformative Cross-Culture Youth Leadership **Credits: 3**
- HUSB 136 - Puerto Rico: Analysis and Perspectives **Credits: 3**
- HUSB 150 - African-American History **Credits: 3**
- HUSB 235 - The Latino/Hispanic Experience in the U.S. **Credits: 3**
- HUSB 275 - Healing in Cross-Cultural Perspective **Credits: 3**
- HUSB 302 - Integrative Core Seminar II: Global Economy, Culture, and Community **Credits: 3**
- HUSB 314 - Counseling from a Racial Perspective **Credits: 3**
- HUSB 318 - Cross-Cultural Perspectives in Social Services **Credits: 3**
- HUSB 326 - Family Counseling and Understanding Diverse Cultures **Credits: 3**
- HUSB 350 - Race, Religion and Culture **Credits: 3**

Physical Education: 6 credits total (3 credits from each category)

Health & Wellness: 3 credits
- HUSB 112 - Social Factors on Health **Credits: 3**
- HUSB 242 - Public Health and Health Education **Credits: 3**
- HUSB 256 - Health and Society **Credits: 3**

- HUSB 257 - Health Care and Aging I **Credits: 3**
- HUSB 338 - Human Sexuality **Credits: 3**
- HUSB 339 - Preventive Holistic Health **Credits: 3**

Physical Activity: 3 credits
- HUSB 137 - Canoeing **Credits: 1**
- HUSB 139 - Hiking **Credits: 1**
- HUSB 155 - Yoga **Credits: 1**
- HUSB 360 - Fitness/Wellness I **Credits: 1**
- HUSB 361 - Fitness/Wellness II **Credits: 1**
- HUSB 362 - Fitness/Wellness III **Credits: 1**

Part III - Embedded Knowledge
Social Justice: 3 credits
- HUSB 303 - Integrative Core Seminar III: Social Transformation and Alternative Visions **Credits: 3**

Writing Across the Curriculum: 6 credits
- HUSB 301 - Integrative Core Seminar I: Education, Oppression, and Resistance **Credits: 3**
- HUSB 305 - Issues in Research **Credits: 3**

Information Literacy: 3 credits total
- HUSB 305 - Issues in Research **Credits: 3**

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:

Required of all students (32 credits)

- HUSB 301 - Integrative Core Seminar I: Education, Oppression, and Resistance **Credits: 3**
- HUSB 302 - Integrative Core Seminar II: Global Economy, Culture, and Community **Credits: 3**
- HUSB 303 - Integrative Core Seminar III: Social Transformation and Alternative Visions **Credits: 3**
- HUSB 304 - A Critical Overview of Human Services **Credits: 3**
- HUSB 305 - Issues in Research **Credits: 3**
- HUSB 307 - Human Services Portfolio Development **Credits: 3**
  or
  **HUSB XXX - any 200 level or above HUSB course NOT used to fulfill any other requirement if HUSB 307 is not taken. *Credits: 3*
- HUSB 330 - Group Project in Community Development and Change 1 **Credits: 4**
- HUSB 331 - Group Project in Community Development and Change 2 **Credits: 4**
- HUSB 332 - Group Project in Community Development and Change 3 **Credits: 4**
- HUSB 416 - Senior Seminar **Credits: 2**

Required of students in the Substance Use Disorder Counseling Concentration

(in place of HUSB 330, 331, 332)
- SUDC 330 - Group Project in Community Development and Change 1 **Credits: 4**
- SUDC 331 - Group Project in Community Development and Change 2 **Credits: 4**
- SUDC 332 - Group Project in Community Development and Change 3 **Credits: 4**

Required of students in the Community Youth Development and Leadership Concentration

(in place of HUSB 330, 331, 332)
- CYDL 330 - Group Project in Community Development and Change 1 **Credits: 4**
- CYDL 331 - Group Project in Community Development and Change 2 **Credits: 4**
- CYDL 332 - Group Project in Community Development and Change 3 **Credits: 4**

Required of students in the Criminal Justice Concentration

(in place of HUSB 330, 331, 332)
- CJWB 330 - Group Project in Community Development and Change 1 **Credits: 4**
- CJWB 331 - Group Project in Community Development and Change 2 **Credits: 4**
- CJWB 332 - Group Project in Community Development and Change 3 **Credits: 4**

Required of students in the Early Childhood Education Concentration

(in place of HUSB 330, 331, 332)
- ECED 330 - Group Project in Community Development and Change 1 **Credits: 4**
- ECED 331 - Group Project in Community Development and Change 2 **Credits: 4**
- ECED 332 - Group Project in Community Development and Change 3 **Credits: 4**

All additional hours can be acquired through any combination of the following:

1. Fulfillment of a concentration. (Total 24 credit hours)
2. Approved Prior Learning Experience (Limit 30 hours for Tampa students).
3. Approved Transfer Credits
4. Approved Other Professional and Continuing Studies elective courses.

Concentrations

Several concentrations are available to students in the Human Services program. In some cases, courses required for a concentration may extend the time required to complete the course of study. Concentration courses are offered exclusively on-line.

In the case of specific concentrations in the bachelor's degree program, students may be required to complete more than 120 semester hours to meet general education, core, and concentration requirements.

Substance Use Disorder Counseling Concentration Curriculum

Concentration Mission: The mission of the Substance Use Disorder Counseling Concentration is to prepare practitioners for professional service by providing access to the knowledge, skills, and attitudes that underlie evidence-based practices and to promote professional readiness and cross-cultural competence in order to meet the needs of diverse individuals, groups, and communities affected by addictions.

Policy Statement
- Students wishing to obtain the Substance Use Disorder Counseling Concentration may take the required/core courses and electives in residency, or the courses may be transferred in from other regionally accredited higher educational institutions or be awarded through the experiential learning process.
- Students enrolled in the Substance Use Disorder Counseling Concentration must fulfill their requirements for Group Project in Community Development and Change (twelve credits under the course numbers SUDC 330, 331, and 332) by completing a project that is in the field of addiction studies.

Required Courses: 12 credits
Introductory Course:

- SUDC 304 - Substance Use Disorder: Education and Prevention **Credits: 3**
  Issues Course:
- SUDC 327 - Social and Political Issues of Substance Use Disorder **Credits: 3**
  Skills Course:
- SUDC 417 - Addictions Counseling **Credits: 3**
  Practice Course:
- SUDC 437 - Ethical, Legal and Professional Standards for Substance Use Disorder Counselors **Credits: 3**

Electives: 12 credits
Courses may be taken from one focus area or a combination of areas based on the student's educational needs, prior experience, and professional goals.

Addiction Theory / Treatment Knowledge
- CYDL 185 - Adolescent Development in Context Credits: 3
- HUSB 126 - Social Service Networks Credits: 3
- HUSB 156 - Crisis Intervention Credits: 3
- HUSB 224 - Human Services Organizations Credits: 3
- HUSB 225 - Dynamics of Case Management Credits: 3
- HUSB 227 - Intake and Referral Credits: 3
- HUSB 236 - Human Growth and Development Credits: 3
- HUSB 241 - Coping with Disease & Death Credits: 3
- HUSB 275 - Healing in Cross-Cultural Perspective Credits: 3
- SUDC 380 - Nature, Assessment, and Treatment of Food Addiction Credits: 3
- SUDC 385 - Public Health Policies for Obesity and Food Addiction Credits: 3

Counseling Theory
- HUSB 109 - Group Techniques and Analysis Credits: 3
- HUSB 122 - Introduction to Basic Counseling Techniques Credits: 3
- HUSB 140 - Theories of Counseling Credits: 3
- HUSB 221 - Interviewing Techniques Credits: 3
- HUSB 240 - Introduction to Psychopathology Credits: 3
- HUSB 314 - Counseling from a Racial Perspective Credits: 3
- HUSB 316 - Psychology of Women: Theories and Practices Credits: 3
- HUSB 326 - Family Counseling and Understanding Diverse Cultures Credits: 3
- HUSB 337 - Confronted By Violence Credits: 3
- HUSB 369 - Victimization Credits: 3

Professional Readiness
- CJWB 239 - Ethics and Law **Credits: 3**
- HUSB 107 - Ethical Decision-Making **Credits: 3**
- HUSB 142 - Law and Legal Advocacy **Credits: 3**
- HUSB 234 - Health and Professionalism **Credits: 3**
- HUSB 318 - Cross-Cultural Perspectives in Social Services **Credits: 3**

Community Youth Development and Leadership Concentration Curriculum

Concentration Mission: The mission of the Community Youth Development and Leadership Concentration is to provide a transformational learning experience within which youth workers explore alternative approaches to youth work and their implications for practice. Youth workers develop knowledge, attributes, and skills necessary for creating opportunities for young people to develop into healthy, productive, and contributing members of their communities through maximizing their full leadership and civic potential.

Policy Statements:
- Students wishing to obtain the Community Youth Development and Leadership Concentration may take the required/core courses and electives in residency, or the courses may be transferred in from other regionally accredited higher educational institutions or be awarded through the experiential learning process.

- Students enrolled in the Community Youth Development and Leadership Concentration must fulfill their requirements for Group Project in Community Development and Change (twelve credits under the course numbers CYDL 330, 331, and 332) by completing a project that is in the field of youth development.

Required Courses: 12 credits
- CYDL 185 - Adolescent Development in Context **Credits: 3**
- CYDL 210 - Alternative Theories in Youth Development **Credits: 3**
- CYDL 310 - Transformative Cross-Culture Youth Leadership **Credits: 3**
- CYDL 340 - Building Competencies in Community Youth Work **Credits: 3**

Electives: 12 credits
Courses may be taken from one focus area or a combination of areas based on the student's educational needs, prior experience, and professional goals.

General Courses

Organizational Courses
- HUSB 104 - Basic Management Skills **Credits: 3**
- HUSB 109 - Group Techniques and Analysis **Credits: 3**
- HUSB 130 - Introduction to Community Organizing **Credits: 3**
- HUSB 205 - Financial Management **Credits: 3**
- HUSB 225 - Dynamics of Case Management **Credits: 3**
- HUSB 318 - Cross-Cultural Perspectives in Social Services **Credits: 3**
- HUSB 325 - Politics and Philosophy of Education **Credits: 3**
- HUSB 451 - Grant Writing and Fundraising **Credits: 3**

Criminal Justice Courses
- CJWB 249 - Juvenile Justice **Credits: 3**
- CJWB 411 - Violence and Social Control in U.S. History and Society **Credits: 3**

Counseling/Psychology Courses
- SUDC 304 - Substance Use Disorder: Education and Prevention **Credits: 3**
- SUDC 417 - Addictions Counseling **Credits: 3**
- HUSB 122 - Introduction to Basic Counseling Techniques **Credits: 3**
- HUSB 236 - Human Growth and Development **Credits: 3**
- HUSB 326 - Family Counseling and Understanding Diverse Cultures **Credits: 3**
- HUSB 338 - Human Sexuality **Credits: 3**
- HUSB 367 - Psycho-Politics of Male-Female Relationships **Credits: 3**

Criminal Justice Concentration Curriculum

Concentration Mission: The mission of the criminal justice concentration is to provide students with a well-grounded overview of the criminal justice system that includes its three core components (police, courts, and corrections) The criminal justice concentration seeks to empower practitioners to advocate for meaningful change within the criminal justice system that will embrace a collaborative effort between communities and those charged with the administration of justice within those communities.

Policy Statements:
- Students wishing to enroll in the Criminal Justice Concentration may take the required courses and elective course in residency, the courses may be transferred in from other regionally accredited higher educational institutions, or be awarded through the experiential learning process.
- Students enrolled in the Criminal Justice Concentration must fulfill their requirements for Group Project in Criminal Justice (12 credits - CJWB 330, 331, and 332) by completing a project relevant to the field of criminal justice.

Required Courses: 21 credits
- CJWB 101 - Introduction to Criminal Justice **Credits: 3**
- CJWB 120 - Criminal Law and Procedure **Credits: 3**
- CJWB 130 - Criminology **Credits: 3**
- CJWB 152 - Police and the Modern Society **Credits: 3**
- CJWB 154 - Corrections **Credits: 3**
- CJWB 155 - The Criminal Court System **Credits: 3**
- CJWB 220 - The Intersection of the Criminal Justice and Mental Health Systems **Credits: 3**

Elective Courses: 3 credits
- CJWB 131 - Women and Crime **Credits: 3**
- CJWB 150 - Homeland Security and Terrorism **Credits: 3**
- CJWB 170 - Cyber Crime **Credits: 3**
- CJWB 239 - Ethics and Law **Credits: 3**
- CJWB 249 - Juvenile Justice **Credits: 3**
- CJWB 334 - Police Administration and Leadership **Credits: 3**
- CJWB 411 - Violence and Social Control in U.S. History and Society **Credits: 3**

Early Childhood Education Concentration Curriculum

Concentration Mission: The mission of the Early Childhood Concentration (ages birth - 8) is to educate students to serve as early childhood professionals who (1) create high quality, collaborative, comprehensive, consistent, culturally congruent learning environments for all children; and (2) support and validate parents and families, so that communities in which these families function will be empowered to achieve social and economic justice.

The Early Childhood Education Concentration does not lead to teacher licensure or certification. Prospective students who are interested in teacher licensure or certification are encouraged to contact the Department of Education of the respective state for information.

Students must complete a minimum of 24 semester hours focused on Early Childhood coursework. Students in the concentration must complete coursework in early childhood development and ethics and professional standards. Students choose between two areas of focus or tracks, one for classroom-based educators, and one for administrators. Students must successfully complete an Early Childhood Internship* that will focus on developing core competencies as identified by the National Association for the Education of Young Children (NAEYC).

Policy Statements:
- Students wishing to obtain the Early Childhood Education Concentration may take the required/core courses and electives in residency, or the courses may be transferred in from other regionally accredited higher educational institutions or be awarded through the experiential learning process.
- Students enrolled in the Early Childhood Education Concentration must fulfill their requirements for Group Project in Early Childhood Education (twelve credits under the course numbers ECED 330, 331, and 332) by completing a project that is in the field of early childhood education.
- Students who enter the School of Professional and Continuing Studies with a C.D.A. may be waived from ECED 210, ECED 310, ECED 410 and ECED 486.

Required Courses: 12 credits
- ECED 210 - Early Childhood Development **Credits: 3**
- ECED 325 - Ethical and Professional Standards for Early Childhood Educators **Credits: 3**
- ECED 340 - Diversity and Multicultural Perspectives in Early Childhood Education **Credits: 3**
- ECED 486 - Early Childhood Education Internship **Credits: 6-Mar**

Area of Focus
Select either the Classroom-Based or Administration Track.

Classroom-Based Track (12 credits)
- ECED 310 - Foundations of Early Childhood Education **Credits: 3**
- ECED 320 - Children with Special Needs **Credits: 3**
- ECED 410 - Early Childhood Education Classroom Management **Credits: 3**

- ECED 450 - Assessment and Documentation in Early Childhood Education **Credits: 3**

Administration Track (9 credits)
- ECED 310 - Foundations of Early Childhood Education **Credits: 3**
- ECED 420 - Basic Management Skills for Early Childhood Education **Credits: 3**
- ECED 460 - Program Evaluation on Early Childhood Education **Credits: 3**

Additional recommended Courses (toward a total of 24 credits in the concentration)
- HUSB 112 - Social Factors on Health **Credits: 3**
- HUSB 117 - Volunteerism and Human Services **Credits: 3**
- HUSB 122 - Introduction to Basic Counseling Techniques **Credits: 3**
- HUSB 126 - Social Service Networks **Credits: 3**
- HUSB 130 - Introduction to Community Organizing **Credits: 3**
- HUSB 140 - Theories of Counseling **Credits: 3**
- HUSB 156 - Crisis Intervention **Credits: 3**
- HUSB 211 - Effective Parent-Child Relationships **Credits: 3**
- HUSB 224 - Human Services Organizations **Credits: 3**
- HUSB 225 - Dynamics of Case Management **Credits: 3**
- HUSB 229 - Elementary Supervision **Credits: 3**
- HUSB 236 - Human Growth and Development **Credits: 3**
- HUSB 241 - Coping with Disease & Death **Credits: 3**
- HUSB 318 - Cross-Cultural Perspectives in Social Services **Credits: 3**
- HUSB 326 - Family Counseling and Understanding Diverse Cultures **Credits: 3**
- HUSB 337 - Confronted By Violence **Credits: 3**
- HUSB 451 - Grant Writing and Fundraising **Credits: 3**

Undergraduate Courses and Descriptions

Course Numbering System

Undergraduate Course Numbers

100-level:	These courses are broad surveys or an introduction to a discipline. They do not have prerequisites, unless it is a sequential course.
200-level:	These courses are introductions to, or principles of, areas of study within a discipline. They may or may not have prerequisites.
300-level:	These are advanced courses, providing depth of study in a specialized topic, or pre-practicums. They often have prerequisites, or assume readiness for advanced level study.
400-level:	These are highly specialized undergraduate courses, capstone seminars, or capstone practicums. Prerequisites, a level of readiness, or advancement within the major may be required for this advanced level of work.

UNDERGRADUATE – Business

HSBA 120 - Principles of Marketing
This course provides a solid understanding of the basic concepts, tools, strategies, and tactics necessary to develop effective marketing strategies for organizational sustainability and human services sector. Students will gain insight into real-world marketing strategies that will enable them to design effective marketing strategies. The focus is on the marketing mix, including determining customer's needs in order to provide the right product; choosing the most effective distribution channel; establishing suitable pricing levels by balancing profitability with customer appeal and motivating purchases through targeted promotions. Marketing strategies will be examined in the context of customer demographics, market competition, and business environments, considering the uniqueness of the human services sector.
Credits: 3

HSBA 130 - Principles of Economics
This course introduces students to the basic concepts of economics, the study of how people and organizations use their resources to achieve stated goals, including not-for-profit organizations with typically limited resources. Discussions of the economic theoretical framework will be applied to the Human Services sector. Focuses on understanding pricing strategies, marketing perspectives, inequality, supply and demand, economic growth, the labor market and business dynamics from a domestic and global perspective within the unique context of the Human Services sector.
Credits: 3

HSBA 140 - Principles of Accounting This course is an introduction to the basic concepts and standards underlying financial accounting systems, and is intended for students with no previous exposure to financial accounting. Concepts are studied from a decision-making perspective. Several important concepts will be studied in detail, including: revenue recognition, inventory, long-lived assets, present value, and long-term liabilities. The course emphasizes the construction of the basic financial accounting statements, the income statement, balance, and cash flow statement, as well as their interpretation.
Credits: 3

Community Youth Development

CYDL 185 - Adolescent Development in Context
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.
Credits: 3

CYDL 210 - Alternative Theories in Youth Development
This course is designed to provide the students with the historical view of youth work in the United States and an understanding of theories of youth work, such as the principles of youth work in the context of community. The students conduct a critical analysis of local, national, and international youth worker movements and community development projects that are responsive, inclusive, and culturally sensitive to the role youth workers play in facilitating the positive development of our youth.
Credits: 3

CYDL 251 - Special Topics

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.

Credits: 1-3

CYDL 310 - Transformative Cross-Culture Youth Leadership

This course is designed to provide participants with the opportunity to compare and contrast transformative with non-transformative models of youth leadership development in the context of communities. The students examine, analyze and reflection how personal identities as leaders and leadership practice have been influenced by the models of transformational leadership introduced in the course.

Credits: 3

CYDL 330 - Group Project in Community Development and Change 1

Group Project 1 provides the opportunity for direct involvement in a community-based action research project. Working in small groups, students develop group protocols and responsibilities. In partnership with members of the community, student groups work on understanding the strengths, challenges, and possibilities of the community while designing possible strategies to address community-identified issue(s). Student groups are responsible for submitting a formal research proposal for the work to be continued in Group Project 2 and 3.

Prerequisites & Notes
HUSB 305 - Issues in Research
Credits: 4

CYDL 331 - Group Project in Community Development and Change 2

Group Project 2 focuses on implementation of the project by the students working collaboratively with the community-based organizations and individuals. Group responsibilities include data collection, preliminary analysis of data, and mobilization of available community networks, resources, and stakeholders toward actively addressing a community-identified issue(s). Groups are responsible for submitting an updated research paper for the work to be continued in Project 3.

Prerequisites & Notes
CYDL 330 - Group Project in Community Development and Change 1
Credits: 4

CYDL 332 - Group Project in Community Development and Change 3

The third course in the Group Project sequence focuses on evaluation, documentation, and oral presentation of the group project. The course requires students to produce a written final report that assess the impact of the group project on the participants and the community. There is a formal group presentation of project findings to faculty and community partner(s).

Prerequisites & Notes
CYDL 331 - Group Project in Community Development and Change 2
Credits: 4

CYDL 340 - Building Competencies in Community Youth Work

Community youth development and leadership work involves special challenges that require unique skills and understanding. This course gives students the opportunity to explore the skills and knowledge needed to build the competencies required to work effectively with youth. Through readings from the course reader, case studies, classroom discussions, group experiential exercises, and videos, students are introduced to best practices in youth work.

Credits: 3

CYDL 391 - Independent Study I

Responding to changing currents in the field of human services, this course explores a topic of contemporary relevance. The course provides an introduction to the fundamental issues presented by the course topic.

Credits: 1-3

CYDL 420 - Counseling Youth

This course provides an introduction to counseling work with youth. Individual, group, family, peer and multisystemic counseling models found to be effective with adolescents are discussed. Emphasis is placed on the importance of considering the adolescents' gender, ethnic/racial background, family structure, economic status, sexual orientation, religious affiliation, etc. when designing counseling interventions.

Credits: 3

CYDL 486 - Internship

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. Credit hours awarded will vary depending on hours of internship performed at the chosen agency, in accordance with the School of Professional and Continuing Studies Guide for Internships.
Credits: 3-12

Criminal Justice

CJWB 101 - Introduction to Criminal Justice

This course provides an overview of crime and the criminal justice system in the United States. It examines the philosophical and historical background of the agencies composed criminal justice system. Emphasis will be placed on challenges related to race, gender, mental health, and social justice in the United States.
Credits: 3

CJWB 120 - Criminal Law and Procedure

This course covers the basic concepts of substantive criminal law and criminal procedure. Students gain knowledge of the criminal law and its procedural aspects as they relate to individuals constitutionally protected rights. The course covers the general principles of criminal liability, criminal defenses, and sentencing and punishment. Students examine structure of the legal system in the United States can understand constitutional safeguards and procedures from arrest through final disposition.
Credits: 3

CJWB 130 - Criminology

This course provides an overall introduction to the principles and theories in criminology. The course is organized around two central questions: 1) Why are certain behaviors categorized and treated as criminal, and 2) why do people engage in criminal behavior? The course is designed to provide a general understanding of classical, biological, psychological, sociological roots of crime as they impact race, gender, and socioeconomic factors. Since no single theoretical position can adequately account for the incidence of criminality, this course focuses on diverse explanations, comparing and contrasting theoretical approaches and assessing their strengths and limitations.
Credits: 3

CJWB 131 - Women and Crime

This course explores in depth three aspects of the relationship between women and crime: 1) women as offenders; 2) women as victims of crimes; 3) women as social control agents with special attention to women as police officers.
Credits: 3

CJWB 150 - Homeland Security and Terrorism

This course introduces students to the challenges of the post-9/11 world, homeland security and terrorism. The course explores the process and implications of the restructuring and re-missioning of federal agencies, including the creation of the Department of Homeland Security, in response to terrorist threats. The course focuses on domestic policies and programs created to address the perils of domestic and international terrorist acts and will examine the impact of United States policies on the criminal justice system. This broad overview of homeland security and terrorism includes emergency response techniques as they apply to anthropogenic (human made) and natural disasters and identifies the challenges of security with a multicultural, democratic society.
Credits: 3

CJWB 152 - Police and the Modern Society

This course provides an analysis of police, police systems, the police role, and examines limitations imposed on law enforcement in a democratic society in accordance with United States Constitution. Students examine problems affecting crime control and the interdependence of police and community. Students have opportunities to explore criminal investigation and evidence preservation techniques. Emphasis is placed on the challenges surrounding race, gender, social class, and current police practices.
Credits: 3

CJWB 154 - Corrections

This course examines the history and theories of punishment in the history of correctional institutions. Emphasis will be placed on correctional processes, trends, political influences, and practices of contemporary institutional corrections. The course will explore prisoner rights, healthcare/mental illnesses/disorders, parole, community, re-integration, recidivism, and support of ex-offenders.
Credits: 3

CJWB 155 - The Criminal Court System
This course examines the structure, functions, and jurisdictions of United States courts, the historical development of the American court system, and judicial decision-making. Emphasis will be placed on the Rules of Court participants, including the courtroom workgroup, jurors, and defendants.
Credits: 3

CJWB 160 - Criminal Law Concepts
This course covers the historical development and philosophy of criminal law. Criminal law will be examined within the historical, legal, and applied contexts.
Credits: 3

CJWB 170 - Cyber Crime
This course focuses on crimes of the Internet and computer crimes as well as the techniques and resources available to investigate these crimes. Topics include identity theft, cyber terrorism, cyber bullying, cyber stalking, cyber scams, and the threat to organizations through computer hacking. The course examines challenges to cybercrime investigations, including the delicate balance between the application of constitutional amendments to computer investigations and the need to protect citizens from harm, rapidly evolving computer technology, and the limitations to prosecutions of cybercrime. Protection measures, such as securing websites, strong password use, and protection of personal information will be covered. The course explores the new technology available to law enforcement to combat these rapidly evolving crimes.
Credits: 3

CJWB 220 - The Intersection of the Criminal Justice and Mental Health Systems
This course explores best practices in which criminal justice professionals respond to individuals with mental illnesses. The course will also examine mental disorders within the ranks of law enforcement. Students are provided guidance and identification and management of dysfunctional behaviors that are indicative of reactions to emotional distress caused by mental illnesses such as anxiety, depression, and other psychological and/or substance use disorders. Students learn the importance of developing effective partnerships between criminal justice professionals, mental health clinicians, and other human services professionals. The course offers students an overview of crisis intervention team training for law enforcement personnel. Students are also exposed to the workings of a community agency that provides mental health services. Finally, misconceptions, cultural differences, and attitudes about individuals with mental illnesses are reviewed.
Credits: 3

CJWB 239 - Ethics and Law
This course examines the specific nature of ethics and the criminal justice system evaluates methods of ethical reasoning. Students conduct inquiries into how moral and personal beliefs influenced the relationship between criminal justice and social justice.
Credits: 3

CJWB 240 - The Changing Nature of Criminal Justice
In order to prepare students within the criminal justice field for the challenges that lie ahead, this course assists students by exploring the significant major (and minor) changes that have occurred in the past several decades. Victimology, domestic and international terrorism, as well as changes in trends of violent crimes will be analyzed in depth. The focus of the course will be on offering students the opportunity of up-to-date knowledge in a changing American criminal justice system.
Credits: 3

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

CJWB 251 - Special Topics
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.
Credits: 1-3

CJWB 330 - Group Project in Community Development and Change 1

Group Project 1 provides the opportunity for direct involvement in a community-based action research project. Working in small groups, students develop group protocols and responsibilities. In partnership with members of the community, student groups work on understanding the strengths, challenges, and possibilities of the community while designing possible strategies to address community-identified issue(s). Student groups are responsible for submitting a formal research proposal for the work to be continued in Group Project 2 and 3.

Prerequisites & Notes
HUSB 305 - Issues in Research
Credits: 4

CJWB 331 - Group Project in Community Development and Change 2

Group Project 2 focuses on implementation of the project by the students working collaboratively with community-based organizations and individuals. Group responsibilities include data collection, preliminary analysis of data, and mobilization of available community networks, resources, and stakeholders toward actively addressing a community-identified issue(s). Groups are responsible for submitting an updated research paper for the work to be continued in Project 3.

Prerequisites & Notes
CJWB 330 - Group Project in Community Development and Change 1
Credits: 4

CJWB 332 - Group Project in Community Development and Change 3

The third course in the Group Project sequence focuses on evaluation, documentation, and oral presentation of the group project. The course requires students to produce a written final report that assess the impact of the group project on the participants and the community. There is a formal group presentation of project findings to faculty and community partner(s).

Prerequisites & Notes
CJWB 331 - Group Project in Community Development and Change 2
Credits: 4

CJWB 334 - Police Administration and Leadership

This course examines Police Department functions and oversights at the administrative level. Included are mechanisms such as inspection and internal control devices; leadership techniques; staff work; analysis; decision-making at various levels; and preparation of administrative procedural and policy guidelines.
Credits: 3

CJWB 345 - Politics of Prisons

This course examines how American prisons in the 19th and 20th centuries reflected external social forces. It examines conservative, liberal and radical approaches to prison reform from a critical perspective.
Credits: 3

CJWB 365 - Law and Social Change

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.
Credits: 3

CJWB 391 - Independent Study I

Responding to changing currents in the field of human services, this course explores a topic of contemporary relevance. The course provides an introduction to the fundamental issues presented by the course topic.
Credits: 1-3

CJWB 411 - Violence and Social Control in U.S. History and Society

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.
Credits: 3

CJWB 438 - Liability Issues for Public Officials

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.
Credits: 3

CJWB 486 - Internship
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. Credit hours awarded will vary depending on hours of internship performed at the chosen agency, in accordance with the School of Professional and Continuing Studies Guide for Internships.
Credits: 3-12

Early Childhood Education

ECED 210 - Early Childhood Development
The course will focus on the developmental impact of children 0-6 years of age. Discussion will be focused on the historical perspective of child development for infant, toddler and pre-school children and its impact on indicators such as physical, emotional, and cognitive development. Emphasis will be on its relationship to the field of human services, the delivery of services and the development of professional providers. The course is the pre-requisite for all courses in the early childhood development concentration.
Credits: 3

ECED 250 - Infants and Toddlers: Learning through Relationships
This course provides the development and education of infants and toddlers, it will emphasize relationships is the basis for learning and growth during this critical stage. The course will emphasize the important role of families and communities and infant toddler development. The course will emphasize the diverse social contexts in which early care and education for infants and toddlers exists. Additionally, the course will explore the socioeconomic and political issues and challenges family and caregivers face related to quality, accessibility to, and affordability of high-quality care and education programming for infants and toddlers.
Credits: 3

ECED 251 - Special Topics
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.
Credits: 1-3

ECED 310 - Foundations of Early Childhood Education
This course provides an overview of the foundations of early childhood education, while focusing on fostering professional development, reflective teaching and learning, and the best practices for children and their families. The course will also emphasize the integration of decision-making and teaching. This learning process will serve as a foundation for a lifelong journey for effectively working with young children, for infant, toddler and pre-school children and creating developmentally appropriate educational and care programs.
Credits: 3

ECED 320 - Children with Special Needs
This course reflects the many changes in professional thought and practice in developing and providing services to children with special needs, especially in early childhood serving infant, toddler and pre-school children. The course will focus on recent legislation, reform movements in general and special education such as No Child Left Behind, techniques for ongoing classroom assessment (curriculum-based measurement), and collaborative parent-professional.
Credits: 3

ECED 325 - Ethical and Professional Standards for Early Childhood Educators
This course explores ethics in early childhood education based on the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. Participants will examine the beliefs that will provide a foundation for the development of a professional approach to ethics, as well as expand the knowledge, skills and attitudes regarding ethical behavior and decisions. Emphasis will be placed on leadership development within the field of early childhood education, especially for infants, toddlers and pre-school children.
Credits: 3

ECED 330 - Group Project in Community Development and Change 1

Group Project 1 provides the opportunity for direct involvement in a community-based action research project. Working in small groups, students develop group protocols and responsibilities. In partnership with members of the community, student groups work on understanding the strengths, challenges, and possibilities of the community while designing possible strategies to address community-identified issue(s). Student groups are responsible for submitting a formal research proposal for the work to be continued in Group Project 2 and 3.

Prerequisites & Notes
HUSB 305 - Issues in Research
Credits: 4

ECED 331 - Group Project in Community Development and Change 2

Group Project 2 focuses on implementation of the project by the students working collaboratively with the community-based organizations and individuals. Group responsibilities include data collection, preliminary analysis of data, and mobilization of available community networks, resources, and stakeholders toward actively addressing a community-identified issue(s). Groups are responsible for submitting an updated research paper for the work to be continued in Project 3.

Prerequisites & Notes
ECED 330 - Group Project in Community Development and Change 1
Credits: 4

ECED 332 - Group Project in Community Development and Change 3

The third course in the Group Project sequence focuses on evaluation, documentation, and oral presentation of the group project. The course requires students to produce a written final report that assess the impact of the group project on the participants and the community. There is a formal group presentation of project findings to faculty and community partner(s).

Prerequisites & Notes
ECED 331 - Group Project in Community Development and Change 2
Credits: 4

ECED 340 - Diversity and Multicultural Perspectives in Early Childhood Education

This course examines the cultural and ethnic differences in values and its implications for instruction and curriculum development in early childhood education programs. In addition, this course explores how diversity in learning and development in young children should embrace individual differences. Tolerance, respect, bias, and prejudice will be explored as developmental concepts within young children. The role of the early childhood professional and community to promote multiculturalism and cultural competency will be discussed.
Credits: 3

ECED 350 - Early Childhood Health, Safety and Nutrition

To ensure that the early childhood educator understands and appreciates the developmental needs of young children in the preparation of a safe, culturally component environment, lesson plans based on best practices, and holistic learning experiences in the areas of health, safety and nutrition. Major emphasis will be given to positive, evidence-based health, safety, and nutrition practices that contribute to the wellness of children, from birth to age six. Special emphasis will be given to learning environments which promote cultural competence and partnerships with families. The importance of recognizing symptoms and reporting procedures for child abuse will be emphasized.
Credits: 3

ECED 391 - Independent Study I

Responding to changing currents in the field of human services, this course explores a topic of contemporary relevance. The course provides an introduction to the fundamental issues presented by the course topic.
Credits: 1-3

ECED 410 - Early Childhood Education Classroom Management

This course provides the early childhood teacher with strategies to identify and respond to challenging behaviors in the classroom serving infant, toddlers, and pre-school age children. It will focus on the elements within the classroom that help to create healthy environments conducive to learning and growing such as putting important focus on health, nutrition and safety. Emphasis will be placed on conditions that promote appreciation for multiculturalism, respect for students with special needs, identification of individual, family, school and community risk and protective factors, developmentally appropriate discipline, and strategies for parental and community involvement.
Credits: 3

ECED 420 - Basic Management Skills for Early Childhood Education
This course provides participants a knowledge base that will assist with the increasing complexity of the administrative demands in early childhood education services. Participants will learn skills that will assist with managing care and education centers for young children. Also, participants will be able to understand the nature of political and social changes affecting the provision of services.
Credits: 3

ECED 450 - Assessment and Documentation in Early Childhood Education
In this course, participants will develop knowledge and skills necessary for selecting, using, interpreting and evaluating measurements, screening instruments and providing documentation for techniques utilized and employed by professionals when assessing children (0-6 years of age). Participants will develop effective techniques for communicating assessment results to parents/guardians and other appropriate agency staff.
Credits: 3

ECED 460 - Program Evaluation on Early Childhood Education
This course reviews policy making in education and human services organizations and/or communities. Critiques surrounding administrative procedures planning, operations and social policies are important aspects of the course. The design of this course provides participants with hands on analysis of education and human service policies and procedures as it relates to evaluating early childhood educational centers. Early childhood education is a prerequisite for the course.
Credits: 3

ECED 486 - Early Childhood Education Internship
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. Credit hours awarded will vary depending on hours of internship performed at the chosen agency, in accordance with the School of Professional and Continuing Studies Guide for Internships.
Credits: 3-12

Human Services

HUSB 101 - Administration I
This course examines the dynamics, strategies and tactics of legal policies, personnel work and the development of a healthy work climate.
Credits: 3

HUSB 102 - Administration II
This course examines how power and politics influence organizational life, organizational change and the implementation of innovation.
Credits: 3

HUSB 104 - Basic Management Skills
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.
Credits: 3

HUSB 107 - Ethical Decision-Making
This course focuses on decision-making theory, options and implications as it relates to the work of human service professionals. Particular emphasis is placed on the influence and role of critical reflection and values, ethical standards, guidelines, and professional/legal responsibilities.
Credits: 3

HUSB 108 - Creation of Alternative Settings
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.
Credits: 3

HUSB 109 - Group Techniques and Analysis

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.
Credits: 3

HUSB 111 - Education, Work and Social Welfare

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

HUSB 112 - Social Factors on Health

This course explores how various social factors and physical conditions (e.g. poverty, quality housing, exposure to violence, educational and job opportunities, discrimination, physical barriers, environmental hazards) affect the health of the individual. Students also examine the interconnected relationship with the healthcare delivery system in the general human service system.
Credits: 3

HUSB 114 - Structural Analysis of American Society

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.
Credits: 3

HUSB 117 - Volunteerism and Human Services

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

HUSB 118 - Oral Communication

Is this course emphasizes the importance of effective oral communication. The role of oral communication in different settings will be reviewed. The principles and techniques of persuasive public speaking will be addressed with emphasis on developing skills and correct pronunciation, public speaking and effective communication in different settings.
Credits: 3

HUSB 119 - Communications Skills I

This course will not only help the student improve his or her writing skills, but allow the student to feel more comfortable with writing, so it becomes a regular part of critical analysis, of self-expression, and communication as a whole in one's professional development. This course will focus on the relationship between writing and the nurturing of perspective. It will concentrate on organizational structures, grammar, clarity of points of view, and the fundamentals of good writing-and in doing so will focus on the natural progression from reflective to issue-oriented writing.
Credits: 3

HUSB 120 - Human Behavior in the Social Environment

This course presents basic fundamental knowledge about human behavior and the social and cultural context of development in the human life cycle.
Credits: 3

HUSB 121 - The Study of Theatre and Drama in Expressing Social Change and Social Justice

The study of Theater and Drama in expressing Social Change and Social Justice will include a review of the historical development of the use of this art form to identify or express concerns of social change and social justice. Visual examples and demonstrations such as video, dramatic videodisk, scripts, and skits will be used to examine social issue events. The students will also participate in creating dramatic presentations, which expresses social change and social justice in our current society.
Credits: 3

HUSB 122 - Introduction to Basic Counseling Techniques
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.
Credits: 3

HUSB 124 - Web Design
The course is designed to teach students how to create, evaluate and publish web pages. Students will work with principles of web effective web design as well as the basics of maintenance and publishing.
Credits: 1

HUSB 125 - PowerPoint
This course is designed to allow students to explore the use of PowerPoint and the many options available with this program. The student will have the opportunity to learn and practice a variety of PowerPoint skills.
Credits: 1

HUSB 126 - Social Service Networks
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.
Credits: 3

HUSB 128 - Word Processing
This course is designed to allow students to explore the use of Microsoft Word and the many options available with this program. Students learn basic formatting and more advanced techniques such as creating a table of contents, changing headings in a document, changing and creating headers and footers and working with clipart.
Credits: 1

HUSB 129 - Spreadsheet
This course is designed to allow students to explore the use of Microsoft Excel and the many options available with this program. The student will learn and practice a variety of skills and learn the benefits of using spreadsheets.
Credits: 1

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

HUSB 136 - Puerto Rico: Analysis and Perspectives
This course deals with the political, economic and social history of Puerto Rico and of Puerto Ricans in the United States.
Credits: 3

HUSB 137 - Canoeing
The course is intended to give students the opportunity to use environmental opportunities in their area for the purposes of improved fitness and stress reduction. Students will prepare for and complete a day canoeing trip with the class group, Students will then plan and complete a canoe trip of their own choosing.
Credits: 1

HUSB 138 - Critical Thinking Through Literature
This course uses current literature to illustrate alternative ways of thinking about the human condition and making sense of social issues. Discussion will compare and contrast students' present experiences with personal, institutional and cultural structures, assumptions and norms with the perspectives introduced in the literature. Students explore views that are grounded in body, mind, emotion and spirit with the goal of clarifying and enhancing their own critical processes. The course involves structured experience, imagery, discussion, reading, writing and creative expression.
Credits: 3

HUSB 139 - Hiking
This course is intended to give students the opportunity to use environmental opportunities offered by their area for the purpose of improved fitness and stress reduction. Students will prepare for and complete with the class a day hike; students will then plan and complete an additional day hike at a site of their own choice.
Credits: 1

HUSB 140 - Theories of Counseling
This course examines the different theories of psychotherapy and how these theories affect counselors and their clients.
Credits: 3

HUSB 141 - Computer Literacy
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.
Credits: 3

HUSB 142 - Law and Legal Advocacy
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.
Credits: 3

HUSB 143 - Contemporary American Literature
This course examines literature dealing primarily with the social issues contemporaneous with various authors. The content is diverse, reflecting gender, race, class and cultural issues.
Credits: 3

HUSB 146 - Writing Skills
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.
Credits: 3

HUSB 147 - Academic Skills
Utilizing substantive human resource development materials, this course develops the linguistic and academic skills useful for advanced academic study. These skills may be classified as receptive skills, productive skills and study skills.
Credits: 3

HUSB 150 - African-American History
Within an historical context, this course examines the impact that the African-American experience has had on social change movements in the United States. Beginning with early slave revolts and ending with more recent political activism, particular emphasis will be placed on the interplay between African-American social change theory and the promise of "The American Dream."
Credits: 3

HUSB 151 - Mathematical Inquiry
Mathematics is crucial to understanding many modern social issues since these issues are often presented as problems of quantity. To understand these issues students must be able to wrestle with quantitative language regarding factors such as the scale of need or the scope of available resources. In this course we will explore the practical mathematical tools that help us understand social problems and empower us to participate actively in decisions about them. These tools enable us to make better decisions as citizens, consumers, and human service advocates.
Credits: 3

HUSB 155 - Yoga

This course is an experiential class of yoga practice, meditation and relaxation which includes a pre-class assignment, discussion with small and large groups, exploring choices and ideas for stress reduction, and relaxation and mindfulness techniques to enhance the educational experience and for use in everyday life. It also includes a practice-focused post class assignment.
Credits: 1

HUSB 156 - Crisis Intervention

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

HUSB 165 - Public Speaking

This course provides an opportunity 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. Specifically, this brief, intense course in public speaking is designed for students who are required to speak in front of groups of people, whether it be academic, career, or life interests. The class atmosphere will be one of mutual encouragement and support towards helping each student reach his or her full potential as a public speaker. Course work will consist of several public speaking opportunities, guidance on the process of public speaking, detailed discussion of public speaking and communication issues, observation and analysis of professional public speakers, and constructive feedback from the instructor and classmates.
Credits: 2

HUSB 166 - Music and Empowerment

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.
Credits: 3

HUSB 167 - Domestic Violence

This course examines the causes and effects of domestic violence in the United States today. It examines the sociological and criminogenic effects on society and strategies for change.
Credits: 1

HUSB 171 - Statistics

This course is a basic level statistics course that is being offered to provide students with a fundamental understanding of statistics, including how to comprehend, interpret, evaluate and present data. The purpose is to provide students with a basic understanding of the fundamentals of statistics and its application to the field of human services. Topics covered in this course include measures of central tendency, probability, dispersion, confidence interval, and beginning level test statistics (e.g. null-hypothesis, chi-square).
Credits: 3

HUSB 203 - Administration: Finances

This is an intermediate course focusing on long-range planning and the role of grant writing, fund raising, fiscal management and agency relations.
Credits: 3

HUSB 205 - Financial Management

This course examines the dynamics and elements of financial management. Students will learn how to develop and assess financial plans, ensure accountability, and develop and manage a budget.
Credits: 3

HUSB 206 - Public Relations for Community Organizations

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

HUSB 211 - Effective Parent-Child Relationships
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.
Credits: 3

HUSB 220 - Ecology
This course examines the basic principles of ecology that help explain the relationship between social action and environmental conditions. Causes and effects of environmental change will be analyzed as well as how change can affect community health. Scientific methods of investigating and documenting environmental health threats to one's community will be represented.
Credits: 3

HUSB 221 - Interviewing Techniques
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.
Credits: 3

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

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

HUSB 225 - Dynamics of Case Management
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.
Credits: 3

HUSB 226 - Urban Politics and Decision-Making
This course analyzes how communities and agencies struggle to change the relationships between the "haves" and the "have nots' in historical contemporary urban political contexts. Participants analyze the changing configuration of power as it relates to a social problem and policy issue of concern to them, participate in a grassroots political process of change toward greater social justice, reflect upon and evaluate what was learned in the process.
Credits: 3

HUSB 227 - Intake and Referral
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.
Credits: 3

HUSB 229 - Elementary Supervision
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.
Credits: 3

HUSB 230 - Introduction to World Literature
The purpose of this course is to read, enjoy, examine, discuss, analyze and write about different genres of literature as presented in the works of major writers from around the world. These works range from those of classic writers such as William Shakespeare to the contemporary postcolonial work of Jamaica Kincaid.
Credits: 3

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

HUSB 233 - Communications Skills II
This course is a continuation of Communication Skills I, with a focus on developing advanced expository and analytical written and oral skills. In addition, this course will concentrate on the research paper regarding the tools necessary to complete one.
Prerequisites & Notes
HUSB 119 - Communications Skills I or equivalent.
Credits: 3

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

HUSB 235 - The Latino/Hispanic Experience in the U.S.
This course will examine Latino families and communities, the largest and most rapidly growing minority group in the U.S.; the U.S. Census (2010) projects that by 2050 it will comprise more than 30% of the U.S. population. The first part of the course will focus on understanding similarities and differences between Latino groups with respect to socio-political history, migration patterns, oppression, identity and cultural factors. The contributions of Latinos to the U.S. will also be examined. The second part of the course will explore specific needs and issues with regards to Latina/os as they relate to provision of human services (e.g., health, mental health, immigration, aging, education).
Credits: 3

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

HUSB 238 - Data Systems
This course explores techniques to increase the usefulness of word processing, spreadsheet and database applications through simple programming and integration. Topics include effective use of Microsoft Word, Power Point, Excel and Access and the appropriate navigation of data within all programs.
Credits: 3

HUSB 239 - Exploring Racial Perspectives Through Literature
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.
Credits: 3

HUSB 240 - Introduction to Psychopathology
This course is an introduction to the assumptions, theories and concepts of psychopathology. Emphasis is placed on the and etiology, symptomatology in treatment of various mental health disorders.
Credits: 3

HUSB 241 - Coping with Disease & Death
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.
Credits: 3

HUSB 242 - Public Health and Health Education

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

HUSB 251 - Special Topics in Human Services I

Responding to changing currents in the field of human services, this course explores a topic of contemporary relevance. The course provides an introduction to the fundamental issues presented by the topic, in a 1-dayclassroom setting.
Credits: 1-3

HUSB 254 - Contemporary Issues in Human Biology

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.
Credits: 3

HUSB 255 - Transformational Alternatives: The Complexities of Ethical Actions

This course will be a theoretical and experiential examination of the moral decision-making processes brought to bear in the personal and professional life of the criminal justice practitioner. Class participants will conduct an inquiry into various works of moral philosophy and will examine the ways that morality and ethics inform personal and professional behaviors. Through analyses of essays, short stories, poems, and research studies, students will consider applications of ethical actions as they pertain to issues of social justice. Finally, the student will be brought to an awareness of the necessity of the means for advocating significant and substantive change in the criminal justice workplace.
Credits: 3

HUSB 256 - Health and Society

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

HUSB 257 - Health Care and Aging I

The course reviews the physiological etiology of aging, the interrelationship between physiological change in mental health, self-assessment, needs assessment, status issues and work and family and institutional settings.
Credits: 3

HUSB 258 - Health Care and Aging II

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.
Credits: 3

HUSB 260 - Race and Justice

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

HUSB 265 - Professional Writing

This course teaches students how to approach and complete task commonly associated with professional writing: writing effective email, memos, and letters; crafting appeals for funding; writing reports; preparing agendas and minutes; composing, administering, tabulating and reporting on surveys, and preparing press releases as well as conducting presentations. In addition the course is designed to help students gain confidence in their overall ability to write effectively at work, at school, and in their personal lives.
Credits: 3

HUSB 270 - Reading and Notetaking Strategies

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

Credits: 2

HUSB 275 - Healing in Cross-Cultural Perspective

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

Credits: 3

HUSB 280 - Database Management

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

Credits: 3

HUSB 281 - Introduction to Community Video

This course provides an introduction to using the creative art of video to facilitate community development and education, and to promote social change. The course will emphasize the importance of exploring issues from multiple points of view and engaging community members. Students will learn how to reach audiences through social media and other emerging broadcast outlets, as well as through more traditional means, including community access and cable channels. The course will also facilitate an understanding of copyright laws, "fair use" exemption, privacy laws, and "best industry practices" related to the production and dissemination of community videos.

Credits: 3

HUSB 284 - Current Events in an International Context

The purpose of this course is to familiarize students with the major social forces as they relate to American international relations.

Credits: 3

HUSB 301 - Integrative Core Seminar I: Education, Oppression, and Resistance

Learners' personal experiences and the experiences of others, 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 those 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 learner' development; and an appreciation for how the creative arts can serve as a vehicle for empowerment.

Credits: 3

HUSB 302 - Integrative Core Seminar II: Global Economy, Culture, and Community

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

Prerequisites & Notes
HUSB 301 - Integrative Core Seminar I: Education, Oppression, and Resistance

Credits: 3

HUSB 303 - Integrative Core Seminar III: Social Transformation and Alternative Visions

Participants critically evaluate a range of political philosophies and their relationship to social change, the democratic process, and the privileges and consequences of injustice. Key issues within such social movements as the labor, racial and gender justice, global human rights and environmental movements are analyzed, compared and assessed. Participants' own unique process of individual and societal transformation, philosophic visions and approaches to social action and human service are clarified and refined.

Prerequisites & Notes

HUSB 301 - Integrative Core Seminar I: Education, Oppression, and Resistance and

HUSB 302 - Integrative Core Seminar II: Global Economy, Culture, and Community

Credits: 3

HUSB 304 - A Critical Overview of Human Services

Describe the political-historical evolution of human services in the United States. Analyze the root causes of service recipient problems and compare social control, adjustment, and transformative strategies of intervention. Examine the power relations and 'isms' embedded in human service bureaucracies; explore professional-client, management-labor relations, and common ethical dilemmas. Research exemplary human service models, define and creatively apply principles of progressive practice in one's own area.

Credits: 3

HUSB 305 - Issues in Research

This class introduces the theory and methodology of action research, descriptive statistics and qualitative data, 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.

Prerequisites & Notes

Two college-level writing courses or equivalent. This course is a prerequisite for Group Project I.

Credits: 3

HUSB 307 - Human Services Portfolio Development

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

Prerequisites & Notes

Two college-level writing courses or equivalent.

Credits: 3

HUSB 310 - Counseling: Theories & Perspectives

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.

Credits: 3

HUSB 314 - Counseling from a Racial Perspective

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

Credits: 3

HUSB 316 - Psychology of Women: Theories and Practices

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

Credits: 3

HUSB 318 - Cross-Cultural Perspectives in Social Services

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

Credits: 3

HUSB 323 - The Process of Practical Politics

This course provides students with an introduction to and an overview of state legislative political systems and the strategies utilized to affect political outcomes. The course covers the structure of the legislative and executive branches, their internal organization, the election process and the lawmaking process.
Credits: 3

HUSB 325 - Politics and Philosophy of Education

From a philosophical, historical and cross-cultural framework, participants examine the impact of power dynamics, economics and culture on the education process. This course explores the fundamental social philosophies and educational visions that underlie a variety of education policies and reform efforts across the political spectrum. Participants research an educational issue of great concern to them, and develop their own philosophical vision and practical agenda for change.
Credits: 3

HUSB 326 - Family Counseling and Understanding Diverse Cultures

This course will provide students numerous frameworks and examples that deepen their understanding of the sociopolitical contexts which affect families, and the intersection between race, culture, and gender in a multicultural society that affect clinical practice. The relationship among external dynamics such as racism, sexism, classism, and heterosexism; family of origin systemic factors; and internal psychological perception such as a sense of inferiority or superiority will be examined.
Credits: 3

HUSB 330 - Group Project in Community Development and Change 1

Group Project 1 provides the opportunity for direct involvement in a community-based action research project. Working in small groups, students develop group protocols and responsibilities. In partnership with members of the community, student groups work on understanding the strengths, challenges, and possibilities of the community while designing possible strategies to address community-identified issue(s). Student groups are responsible for submitting a formal research proposal for the work to be continued in Group Project 2 and 3.
Prerequisites & Notes
HUSB 305 - Issues in Research
Credits: 4

HUSB 331 - Group Project in Community Development and Change 2

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 grass roots work to impact a community's social dynamics and to practice the methodological skills acquired in HUSB 305. Learners' responsibilities include needs assessment and analysis, history of the issue and of the community, group development, problem framing and solving, formative and summative evaluation, and the practice skills needed to implement the project.
Prerequisites & Notes
HUSB 330 - Group Project in Community Development and Change 1
Credits: 4

HUSB 332 - Group Project in Community Development and Change 3

The third course in the Group Project sequence focuses on evaluation, documentation, and oral presentation of the group project. The course requires students to produce a written final report that assess the impact of the group project on the participants and the community. There is a formal group presentation of project findings to faculty and community partner(s).
Prerequisites & Notes
HUSB 331 - Group Project in Community Development and Change 2
Credits: 4

HUSB 337 - Confronted By Violence

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.
Credits: 3

HUSB 338 - Human Sexuality

This course intends to help students develop a broader understanding of human sexual functioning by examining a wide range of behaviors from a physiological, psychosocial, cultural, and behavioral frame of reference.
Credits: 3

HUSB 339 - Preventive Holistic Health
This course examines alternatives to the current health delivery system with particular reference to how people deal with their own health care as it relates to primary, secondary and tertiary prevention.
Credits: 3

HUSB 346 - Introduction to Developmental Disabilities
This course examines developmental disabilities with particular reference to methods designed to enhance the quality of life of developmentally disabled individuals.
Credits: 3

HUSB 347 - Contemporary Issues in Morality
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.
Credits: 3

HUSB 348 - Creative Writing for Social Change
This course develops creative thinking and writing skills for dealing with the issues of social change. After identifying a human services issue, students develop a piece of creative writing which carries a premise that promotes social change. Students learn fundamentals of writing lyrics, poems, short stories, plays and teleplays developed through improvisation.
Credits: 3

HUSB 350 - Race, Religion and Culture
This course investigates the interplay between race, religion and culture within societies and organizations attempting to move towards equality and democracy. A range of thinking is examined.
Credits: 3

HUSB 360 - Fitness/Wellness I
This three-part course teaches a student the value of physical activity as it relates to wellness in his/her life. The student learns to assess their own fitness level and develop a personalized program, a Fitness/Wellness Plan, to enhance his/her life. Topics covered include environmental issues, stress reduction, components of fitness, cardiopulmonary endurance, development of muscular strengths and endurance, development of flexibility, weight control and body composition, basic nutrition as it relates to fitness, common fitness injuries, drug and alcohol abuse issues, sexually transmitted diseases and lifetime fitness activities.
Credits: 1

HUSB 361 - Fitness/Wellness II
This three-part course teaches a student the value of physical activity as it relates to wellness in his/her life. The student learns to assess their own fitness level and develop a personalized program, a Fitness/Wellness Plan, to enhance his/her life. Topics covered include environmental issues, stress reduction, components of fitness, cardiopulmonary endurance, development of muscular strengths and endurance, development of flexibility, weight control and body composition, basic nutrition as it relates to fitness, common fitness injuries, drug and alcohol abuse issues, sexually transmitted diseases and lifetime fitness activities.
Credits: 1

HUSB 362 - Fitness/Wellness III
This three-part course teaches a student the value of physical activity as it relates to wellness in his/her life. The student learns to assess their own fitness level and develop a personalized program, a Fitness/Wellness Plan, to enhance his/her life. Topics covered include environmental issues, stress reduction, components of fitness, cardiopulmonary endurance, development of muscular strengths and endurance, development of flexibility, weight control and body composition, basic nutrition as it relates to fitness, common fitness injuries, drug and alcohol abuse issues, sexually transmitted diseases and lifetime fitness activities.
Credits: 1

HUSB 365 - Gambling as an Addiction
This course focuses on content related to gambling disorders and how gambling disorders manifest in clients in human service agencies and settings.
Credits: 1

HUSB 366 - Culture & Political Thought of Third World People

This course surveys the social, cultural and political aspects of several Third World countries and their cultural transformations in order to develop an understanding of the role of culture in the process of social change and liberation struggles. It develops an understanding of the cross-cultural factors that influence people of color living in Africa, Latin America and North America.
Credits: 3

HUSB 367 - Psycho-Politics of Male-Female Relationships

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.
Credits: 3

HUSB 368 - Social Philosophy

This course compares and contrasts a range of philosophers who have had a great impact on our social consciousness. It aims to help students master certain basic philosophical principles in relation to their social activities and enables them to develop a social consciousness that defines their social responsibilities.
Credits: 3

HUSB 369 - Victimization

This course provides an introduction to victimization including theory, social trends, intervention skills and the role of institutions and social attitudes in the dynamics of victimization. The importance of empowerment in overcoming victimization is stressed.
Credits: 3

HUSB 379 - Cultural Change in the African Diaspora

This course examines the role of culture and the development of social and political thought of Third World societies with emphasis on the peoples of the African Diaspora.
Credits: 3

HUSB 388 - World Views Analysis

This course investigates the nature of current global resources, development and environmental crises; and analyzes the world views or social values, structures and systems underlying these crises, as well as alternative world views for a peaceful and environmentally sustainable global society.
Credits: 3

HUSB 391 - Independent Study I

Responding to changing currents in the field of human services, this course explores a topic of contemporary relevance. The course provides an introduction to the fundamental issues presented by the course topic.
Credits: 1-3

HUSB 416 - Senior Seminar

Senior Seminar is a two day course that is taken in the final term. It serves as the culminating vehicle for reflection, analysis, and articulation of lessons learned and provides closure to the undergraduate experience. Students demonstrate their ability to integrate their Humanics education, service learning experiences, and competencies in preparation for application of ongoing service to the community, graduate school, and/or career advancement.
Prerequisites & Notes
To be taken in the final term of enrollment.
Credits: 2

HUSB 451 - Grant Writing and Fundraising

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

HUSB 486 - Internship
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. Credit hours awarded will vary depending on hours of internship performed at the chosen agency, in accordance with the School of Professional and Continuing Studies Guide for Internships.
Credits: 3-12

Substance Use Disorder Counseling

SUDC 251 - Special Topics
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.
Credits: 1-3

SUDC 270 - Substance Use Disorder and Intimate Partner Violence
This course will review the nature and prevalence of substance use problems and its association with violence against partners and explain the interrelated issues of substance use and intimate partner violence. This course will illustrate and describe the similarities, differences and relationship between substance abuse and intimate partner violence.
Credits: 3

SUDC 304 - Substance Use Disorder: Education and Prevention
This course will focus on evidence-based practices in prevention education for substance use. The goals are to build knowledge and skills of prevention practices K-12 and young adults ages 18 to 25. Special emphasis will be placed on theoretical models, social norming research and the intersection of social group identity development as it relates to prevention and education programs. Prevention training models and research through the Substance Abuse and Mental Health Service Administration, The Higher Education Center for Alcohol, Drug Abuse and Violence Prevention and the National Health Education Standards will be utilized to study the process of assessing, planning and implementing evidence-based prevention strategies.
Credits: 3

SUDC 310 - Counseling Gamblers I
This course is based on basic clinical elements and theories of counseling the problem gambler. Procedures and best practices introduced include the maintenance of record keeping and report writing, assessment and diagnosing. Introduction to the history, prevalence, social impact, and current significance will be investigated.
Credits: 3

SUDC 327 - Social and Political Issues of Substance Use Disorder
This course has been designed to study the social aspects, policy development, implementation, and economic forces in the field of addictions. The relationships between addiction service systems and local key organizations and institutions will be investigated. The roles of the substance abuse addictions professional will be clarified.
Credits: 3

SUDC 330 - Group Project in Community Development and Change 1
Group Project 1 provides the opportunity for direct involvement in a community-based action research project. Working in small groups, students develop group protocols and responsibilities. In partnership with members of the community, student groups work on understanding the strengths, challenges, and possibilities of the community while designing possible strategies to address community-identified issue(s). Student groups are responsible for submitting a formal research proposal for the work to be continued in Group Project 2 and 3.
Prerequisites & Notes
HUSB 305 - Issues in Research
Credits: 4

SUDC 331 - Group Project in Community Development and Change 2

Group Project 2 focuses on implementation of the project by the students working collaboratively with the community-based organizations and individuals. Group responsibilities include data collection, preliminary analysis of data, and mobilization of available community networks, resources, and stakeholders toward actively addressing a community-identified issue(s). Groups are responsible for submitting an updated research paper for the work to be continued in Project 3.

Prerequisites & Notes
SUDC 330 - Group Project in Community Development and Change 1
HUSB 330 - Group Project in Community Development and Change 1
Credits: 4

SUDC 332 - Group Project in Community Development and Change 3

The third course in the Group Project sequence focuses on evaluation, documentation, and oral presentation of the group project. The course requires students to produce a written final report that assess the impact of the group project on the participants and the community. There is a formal group presentation of project findings to faculty and community partner(s).

Prerequisites & Notes
SUDC 331 - Group Project in Community Development and Change 2
Credits: 4

SUDC 380 - Nature, Assessment, and Treatment of Food Addiction

This course teaches about the nature, assessment and treatment for food addiction as a chemical dependency. Students will learn about the new field of food addiction. They will look at the scientific arguments for and against food as a substance use disorder. The course is designed to introduce a variety of assessment tools and to give practice in using them. Students explore several models of treatment appropriate to early-stage, middle stage, and late stage food addiction. This course will also examine specific existing programs to treat addiction and how to refer clients to them.

Credits: 3

SUDC 385 - Public Health Policies for Obesity and Food Addiction

The obesity epidemic in the United States and worldwide continues unabated despite major efforts in the public and private sector to establish effective health policies. This course introduces students to US government public health policies of adult obesity as well as other current thinking in this area. Students will also examine the implications of new science on food addiction as it pertains to public health policy. The course will examine ways in which the different but often co-occurring diseases of obesity, eating disorders and chemical dependency on food overlap and how they also may require different public health policies. Students will consider what can be done by individuals, families, schools, private business, the food industry and government.

Credits: 3

SUDC 391 - Independent Study I

Responding to changing currents in the field of human services, this course explores a topic of contemporary relevance. The course provides an introduction to the fundamental issues presented by the course topic.

Credits: 1-3

SUDC 410 - Counseling Gamblers II

This course builds on the knowledge acquired from the Counseling Gamblers I course. Participants will focus on advanced clinical elements and theories of counseling the problem gambler. These elements include the application of evidence-based best practice clinical skills and strategies to assist the client and their families. The course also focuses on various recovery and relapse prevention models and strategies.

Credits: 3

SUDC 417 - Addictions Counseling

This course provides an opportunity to study addictions counseling concepts and skills such as assessment, intervention, treatment planning and implementation strategies with individual groups and families. Particular attention is given to recovery-oriented strategies. Throughout this course, the needs of special populations are examined.

Credits: 3

SUDC 437 - Ethical, Legal and Professional Standards for Substance Use Disorder Counselors

This course explores ethical and legal aspects and substance use disorder counseling. This course provides a foundation for the ethical practice of substance abuse disorder counseling focusing on such issues as ethical decision-making through an understanding of legal and ethical standards of practice for counselors including self-examination. Issues such as client rights, confidentiality, dual relationships, duty to warn, consent for treatment, and ethical consideration of special populations are reviewed. Licensing, federal, regional and state laws associated with mental health counseling and addictions will drive specific codes used within this course. Participants will examine the beliefs that will provide a foundation for the development of a professional approach to ethics, as well as expand the knowledge, skills and attitudes regarding ethical behavior and decisions.

Credits: 3

SUDC 486 - Internship

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. Credit hours awarded will vary depending on hours of internship performed at the chosen agency, in accordance with the School of Professional and Continuing Studies Guide for Internships.

Credits: 3-12

Graduate Courses and Descriptions

Course Numbering System

Graduate Course Numbers	
500-level:	These courses are generally introductory or entry level graduate courses.
600-level:	These courses are more advanced, in-depth and specialized graduate study associated with a profession or discipline.

Business

BUSM 500 - Foundations of Business
This course provides prospective MBA for Non-Profit students a graduate alternative for admissions prerequisites criteria. This course is only for applicants who have not completed coursework that satisfy the prerequisites. This *pass/fail course* covers the basics of economics, accounting and finance that is essential to understand the concepts presented in the MBA for Non-Profit..
Credits: 3

BUSM 625 - Marketing Management
Marketing Management emphasizes the utilization and understanding of modern marketing strategies. Through real world exposure, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix-product, price, place, and promotion. Through working on real life marketing plans, students gather data, analyze marketing options, and prepare workable solutions.
Credits: 3

BUSM 635 - Operations and Information Management
This course focuses on the business processes, procedures, and strategies used to transform various inputs into finished goods and services through an intensive study of the strategy, design, and operation of productive systems. The course also focuses on information, the design of systems used to manage it, and the benefits to be derived from it in an organizational and management context.
Credits: 3

BUSM 642 - Financial Management
Financial Management covers modern financial theory and the financial analysis techniques used to run business organizations effectively and efficiently. The course provides knowledge of Capital Markets and current financial events necessary to enable the student to make competent and effective business decisions as a leader of a business entity. The Efficient Market Hypothesis, the Capital Asset Pricing Model, and Efficient Asset Pricing are covered. Harvard Business School cases are employed to integrate financial issues into an appropriate managerial context.
Credits: 3

BUSM 650 - Leadership and Governance for Nonprofits
Leadership and Governance for Nonprofits teaches the knowledge and skills to lead nonprofit organizations, their boards and staff through an understanding of the theories and models of leadership, organizational behavior, volunteer management, and human resource management.
Credits: 3

BUSM 652 - Accounting for Nonprofits
Accounting for Nonprofits provides students with the accounting tools required to manage a nonprofit business. Major emphasis is on fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and the impact of legislative actions are also covered.
Credits: 3

BUSM 655 - Fund Development and Philanthropy
Fund Development and Philanthropy presents the principles, tools, and techniques of fundraising using a marketing foundation and a study of why individuals and corporations donate. It will encompass marketing, the principles of fundraising, and the tools and techniques to be used in fundraising, i.e., "the case statement," grant writing, annual gift campaigns, planned giving, capital campaigns, and special events.
Credits: 3

BUSM 660 - Law, Ethics and Corporate Social Responsibility
The course provides students with an overview of the principles of common legal issues in business. Topics include contracts, negotiable instruments, business organization alternatives, and consumer and antitrust law. In addition, the course covers matters related to business ethics and corporate social responsibility. Through readings and case studies, students learn to identify ethical issues, explore ethical decision-making, and consider the role of the business enterprise and society.
Credits: 3

BUSM 675 - Entrepreneurship
Entrepreneurship instructs entrepreneurship and an exploration of innovation, creativity and entrepreneurial history, economics and behavior on an individual basis and within the organization. Students will become familiar with current research, the basic theories, concepts, methods, and terminology used in the entrepreneurial process, patenting, intellectual property, and strategic planning. Students will learn how to formulate a business plan based on innovation development and be able to show the key components of an organization's strategic plan incorporating innovation management.
Credits: 3

BUSM 679 - Human Resource Management
This course serves as an introduction of Basic Human Resource Information and practices common in domestic (U.S.) businesses, nonprofit organizations, and healthcare agencies. The course is presented from three viewpoints: the strategic focus of HR as it fits within the mission and vision of the business, the day-to-day practical and tactical elements of HR; and the impacts of Federal, State and local legislation on HR practices. In addition, global human resource practices will be presented.
Credits: 3

BUSM 684 - Corporate Residency Fieldwork
The Corporate Residency Fieldwork is the elective field experience of the MBA program. It involves a one to two semester placement at an approved site. Students gain experience working fulltime in a business or organization setting using knowledge, skills and tools gained from the MBA courses.
Credits: 3

BUSM 690 - Global Strategic Management
This course is the culminating experience/capstone course for the Master of Business Administration degree. The course requires application of all previous learned educational experiences in accounting, economics, finance, management, and marketing. Extensive use of case analysis and strategic report writing is used to integrate all previous course materials in the analysis and resolution of complex strategic planning and management problems. The course develops a process for the entire life cycle of the strategy process and applies this process to real world and simulated strategic management situations found in the contemporary global marketplace.
Credits: 3

ECON 601 - Economics of the Firm in Contemporary Society
In this course, microeconomic theory is applied to the analysis of the business firm. Principals from economics and business are developed and integrated, with emphasis on management decision-making and policy formation. Economic tools important for optimal decision-making and effective corporate/business management are studied. Key teaching points involve the exploration of the rationale for the economic tools and their roles in market power, demand forecasting, and risk management, among other critical management decisions.
Credits: 3

Mental Health Counseling

MMHC 612 - Psychopharmacology for Mental Health Counselors
This course provides an introduction to basic neurobiology and psychopathology and frequently prescribed psychotropic medications used to treat mental health disorders. In addition, the course examines the role of the mental health counselor who, as a member of a psychopharmacological treatment team, assists with monitoring compliance with psychotropic treatment, identifies the efficacy and side effect manifestations of such treatment, and helps to integrate such treatment with nonpharmacological modalities.
Credits: 3

MMHC 613 - Professional Orientation and Ethical Practice

This course orients students to the profession of counseling, including its historical development, standards of practice, and credentialing process. Individuals will explore the nature and development of professional identity. This course provides a foundation for the ethical practice of counseling focusing on such issues as ethical decision-making through an understanding of legal and ethical standards of practice for counselors including self-examination. Issues such as client rights, confidentiality, dual relationships, duty to warn, consent for treatment, and ethical consideration of special populations are reviewed. Licensing, federal and regional laws associated with mental health counseling and addictions will drive specific codes used within this course

Credits: 3

MMHC 617 - Diagnosis and Psychopathology

This course addresses etiology, diagnosis, and treatment, including psychopharmacology and prevention of mental and emotional disorders, and dysfunctional behavior, including addictive behaviors. Utilizing DSM 5 and the Mental Status Exam, it explores the most frequently appearing psychopathologies in our multicultural and diverse population. General principles and practices for the promotion of optimal human development and mental health will be discussed to include issues of social and economic justice.

Credits: 3

MMHC 623 - Crisis Counseling Interventions

This course presents theories, strategies, and skills and overall introduction to clinical crisis counseling interventions. Models for assessing and responding to crisis are presented. Topics such as medical and psychological traumas, posttraumatic stress disorder and professional burnout will be included. Theoretical and ethical implications will be addressed. Emphasis is given to the understanding of disaster psychology, natural disasters, terrorism, school violence, and suicidality from a multicultural perspective.

Credits: 3

MMHC 627 - Human Growth and Development

This course examines currently held theories of human nature and needs of persons at all developmental levels across the life span. These theories will be examined in a multi-cultural context. These include individual and family development, learning and personality development, current understandings about neurological behavior, resilience, and framework for intervention strategies for exceptional abilities, disability, psychopathology, trauma, addiction and wellness.

Credits: 3

MMHC 629 - Counseling Skills and Modalities

This course provides an introduction and opportunity to practice basic counseling skills. It includes content in the following areas: the importance and role of self-awareness in the counseling process in a multicultural society; a review of the elements of an effective helping relationships and principles involved in establishing them; and knowledge and skills in the problem-solving process in counseling; and exposure to models of counseling that are consistent with current professional research and practice.

Credits: 3

MMHC 630 - Group Counseling Skills

This course addresses group therapy and practice in multiple settings with a variety of diverse populations and age groups. Major themes include group dynamics, group process, and group theory and application.

Credits: 3

MMHC 635 - Marriage, Family, and Couples Counseling

This course is designed to allow students the opportunity to explore and gain skill in assessment and intervention practices with families. The course includes surveying current approaches to family, marriage and couple counseling with an emphasis on a systemic conceptual model of family functioning with culturally sensitive, therapeutic interventions.

Credits: 3

MMHC 637 - Psychological Testing and Assessment

This course establishes an understanding of the basic elements of psychological testing. We will cover essential statistics for testing and test score interpretation, review methods of test construction and the concepts of reliability, validity and standardization, as well as discuss the advantages and disadvantages of psychological testing and how testing and test scores can be used as a tool to assist in treatment planning. Additionally, participants will be introduced to various psychological testing instruments.

Credits: 3

MMHC 639 - Alcohol and Substance Abuse Treatment
This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches.
Credits: 3

MMHC 641 - Human Sexuality
This course studies all forms of human sexual behavior, with emphasis on attitudes and practical concerns, such as interpersonal relationships, emotional involvement, and sexual difficulties, failures, and therapy.
Credits: 3

MMHC 643 - Career Development Theory and Practice
This course provides a framework for career development interventions across a variety of professional settings. Theory and research perspectives related to career development over the life span are offered as a basis for individual and group work in career planning, guidance, and employment counseling. Current issues such as college counseling, employment trends, assessment, multiculturalism, and the use of technology in career advisement are addressed.
Credits: 3

MMHC 644 - Counseling in Community Settings
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.
Credits: 3

MMHC 647 - Counseling Theories
This course presents an introduction to the major theories of counseling and psychotherapy. Students learn the central constructs and methods of the theories as well as their limitations and practical implications. Emphasis is placed on the applicability of the approaches to work with diverse client populations.
Credits: 3

MMHC 648 - Multicultural and Diversity Counseling
This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socio-economic status, sexual orientation, and physical challenges in a variety of counseling settings.
Credits: 3

MMHC 660 - Treatment Modalities
This course provides a review of Cognitive Behavioral Therapy, Feminist Therapy, Motivational Interviewing and Solution Focused Brief Therapy. Modalities of treatment will focus on individual counseling, family counseling, group counseling, crisis intervention and medication management. Emphasis will be placed upon the application of theories to practice, including case conceptualization and corresponding therapeutic interventions. Emphasis will be placed upon the application of theories to practice, including case conceptualization and corresponding therapeutic interventions.
Credits: 3

MMHC 667 - Research and Evaluation
This course provides experience with a sequential framework of the research process, including groundwork, measurement, design, analysis, and interpretation. Included are types of research, basic statistics, research report development and implementation. Program evaluation and needs assessment are also discussed. Legal and ethical issues are considered. Students will be introduced to the principles of the Institution Review Board process.
Credits: 3

MMHC 681 - Clinical Mental Health Counseling Practicum/Internship I
This course consists of 100 hours of supervised practicum and 150 hours of supervised internship consisting of applied experience in a mental health counseling setting and provides opportunity for practical application of skills, concepts, and theories of counseling learned in previous coursework. The student is exposed to the workings of a community agency that provides counseling services and develops skills in interviewing, assessment, and counseling. A group supervision class accompanies the internship.
Prerequisites & Notes
MMHC 613 - Professional Orientation and Ethical Practice
MMHC 617 - Diagnosis and Psychopathology
MMHC 629 - Counseling Skills and Modalities
MMHC 647 - Counseling Theories
and
MMHC 648 - Multicultural and Diversity Counseling
Credits: 3

MMHC 682 - Clinical Mental Health Counseling Internship II
This supervised internship consists of 250 hours of applied experience in a mental health counseling setting and provides opportunity for practical application of skills, concepts, and theories of counseling learned in previous coursework. The student is exposed to the workings of a community agency that provides counseling services and develops skills in interviewing, assessment, and counseling. A group supervision class accompanies the internship.
Prerequisites & Notes
MMHC 681 - Clinical Mental Health Counseling Practicum/Internship I
Credits: 3

MMHC 683 - Clinical Mental Health Counseling Internship III
This supervised internship consists of 250 hours of applied experience in a mental health counseling setting and provides opportunity for practical application of skills, concepts, and theories of counseling learned in previous coursework. The student is exposed to the workings of a community agency that provides counseling services and develops skills in interviewing, assessment, and counseling. A group supervision class accompanies the internship.
Prerequisites & Notes
MMHC 682 - Clinical Mental Health Counseling Internship II
Credits: 3

MMHC 684 - Mental Health Counseling Internship IV
This supervised internship consists of 250 hours of applied experience in a mental health counseling setting and provides opportunity for practical application of skills, concepts, and theories of counseling learned in previous coursework. The student is exposed to the workings of a community agency that provides counseling services and develops skills in interviewing, assessment, and counseling. A group supervision class accompanies the internship.
Prerequisites & Notes
MMHC 683 - Clinical Mental Health Counseling Internship III
Credits: 3

Organization Management and Leadership

MOML 601 - Graduate Project I
Graduate Project I is the first in a four-course sequence for students in the OML concentration, who will be conducting a qualitative research study. In this first course, students will be introduced to the principles of research, including research terminology, methodology, development of a research question, assessing research articles, and learning the basics of APA format.
Credits: 3

MOML 602 - Graduate Project II
This course continues the work begun in Project I. Students will refine and choose an appropriate research question/focus to guide their project. Students will develop a methodology to conduct their research, including any data collection protocols such as surveys, questionnaires, observations, focus groups, or interviews. The ethics of conducting good research will be examined, and students will complete and submit their "Institutional Review Board (IRB)" packets for approval.
Prerequisites & Notes
MOML 601 - Graduate Project I
Credits: 3

MOML 603 - Graduate Project III

The third in a four-course sequence, Graduate Project III is considered the "action" term of the project. In this course, students will engage in data collection in their community, as defined by their research methodology, and refine strategies as appropriate. Students will begin to reflect on the impact of their research on their community of interest.

Prerequisites & Notes
MOML 602 - Graduate Project II
Credits: 3

MOML 604 - Graduate Project IV

In this, the last course in the graduate project sequence, students will complete all data collection and synthesize the results of their study. This synthesis is presented in both a final research paper and oral presentation to faculty, students, interested community members, and other stakeholders.

Prerequisites & Notes
MOML 603 - Graduate Project III
Credits: 3

MOML 610 - Foundations of Research

This course introduces the graduate student to the fundamentals of research. It is intended to teach the graduate student the formal, systematic application of the scientific and disciplined inquiry approach to the study of problems, resulting in the student learning how to distinguish between qualitative and quantitative research, including the various methodologies appropriate for each type of research work.

Credits: 2

MOML 625 - Leadership: A Lifelong Journey

Participants explore historical and contemporary models of leadership and management and compare them to their own assumptions and experience within a context of unequal power relations and ongoing struggles for social justice. Participants reflect upon their own social background, culture and identity to better understand their own, and others', strengths and evolving approaches to leadership and change. Participants assess their own purposes, values, capacities and challenges to guide their journey through the program and beyond.

Credits: 2

MOML 626 - Economics and Social Change

The course content examines historical and contemporary perspectives regarding the causes and consequences of economic inequities within the United States of America and around the world, to include analysis of various ideologies and justifications that support existing political economies. Students have the opportunity to formulate their own ideas about what constitutes a *just* economic system, defend their theses regarding changes necessary to create such a system, and identify steps toward greater economic justice already being taken at local, national and/or international levels.

Credits: 2

MOML 628 - Building Multicultural Communities and Organizations

This course examines cultural diversity in today's environment based on such factors as race, gender, class stratification, age, ability status, religion, and sexual orientation. Students examine various approaches toward multiculturalism with the purpose of understanding the complexity and developing competency in its application to personal, organizational and community development.

Credits: 2

MOML 630 - Career Development and Social Change

This course examines a number of aspects of career development as it relates to leadership. A perspective of the field of career development and major career theories is reviewed, as well as the effect of career choices on leadership development. Also examined are the influences of gender, ethnicity/culture, and special populations on an individual's career growth, as well as the use of career development and career counseling as it relates to leadership in promoting social justice in both non-profit and for-profit organizations.

Credits: 2

MOML 650 - Special Project

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

MOML 655 - Contradictions of Human Services Administration

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

MOML 657 - Strategic Planning

This course focuses on the conceptual knowledge, technical skills, and critical leadership necessary to develop and implement an effective strategic plan. Understanding the connection between strengths, weaknesses, opportunities, and challenges within organizations as well as external environments forms the basis for successful priority-setting. The relationships between planning, implementation, and feedback systems are examined within the context of dynamic socio-economic, cultural and political forces. Students apply key principles to case studies as well as problem-posing sessions with human service organizations.
Credits: 2

MOML 658 - Planning and Implementation

This course examines technical planning procedures, the actualities of planning and implementation and the problems of creating new programs and agencies.
Credits: 2

MOML 659 - Fiscal Management

This course focuses on the skills needed to operate an agency with multiple funding sources. The course covers budget development, cash flow management, financial projections, annual reports/audits, grant applications and the use of financial tools to evaluate the fiscal health of an organization. Students analyze the influences of local, state and federal government policies and regulations and learn the importance of sound fiscal policies and grant management.
Credits: 2

MOML 660 - Management Information Systems in Human Services

This course examines how to operate information systems that effectively monitor and control both fiscal and program information. It involves an introduction to computers, including electronic spreadsheets. The course's central concern is the use of information systems to increase program effectiveness.
Credits: 2

MOML 661 - Organizational Change and Development

This course examines how leaders can promote the deliberate growth and development of their organizations. Basic elements of organizational analysis, organizational behavior, organizational communications, and organizational development, with an understanding of how organizational culture permeates all of these, will be examined in relation to their use by leaders to promote more effective, efficient, and socially responsive organizations.
Credits: 2

MOML 662 - Staffing, Supervision, and Human Resource Management

This course focuses on skills and knowledge necessary in staffing, supervising, and managing human resources in organizations. Emphasis is on supervisor's understanding the relationship of human resources as a strategic partner while identifying, and responding to, training needs, selecting, evaluating, motivating, promoting, compensating and terminating of staff.
Credits: 2

MOML 666 - Power and Accountability

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

MOML 667 - Program Evaluation

This course in program evaluation exposes students to current concepts, models and strategies used to evaluate human services programs. The primary focus of this course will be on the use of evaluation models used in qualitative evaluations. Students will focus on contemporary theorists and evaluate the extent to which assessment models can be used to appraise program outcomes.
Credits: 2

MOML 668 - Ethical Competence in Management and Leadership

This course explores what makes for ethical competence in decision-making, policy-making and ensuring rights and benefits for clients and staff. How hierarchical arrangements, current laws, and one's understanding of professionalism promote and/or inhibit ethical choices are examined. Ethical dilemmas faced by leaders and their impact on the organization and broader community are investigated through case studies and critical thinking dialogue.
Credits: 2

MOML 669 - Board Development for Nonprofit Organizations

This course will examine the various practical methods for building an effective Board of Directors and ways to utilize that Board to strengthen the operation of the non-profit organization. Issues such as recruitment of Board members, duties and responsibilities of Board members, and the relationship between the Board and organizational members will be discussed.
Credits: 2

MOML 672 - Clinical Issues in Criminal Justice

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

MOML 675 - Grantwriting

This course helps participants understand the processes of grantwriting and fundraising, including how to conduct research on funding sources and program development.
Credits: 2

MOML 676 - Conflict in the Workplace

This course prepares students to address conflict in the workplace by providing an opportunity to first analyze conflict and then develop individual and organizational strategies for addressing it. Students draw on insights and other courses and real life experiences. Self-reflective exercises and interactive, experiential learning activities are used to develop analytical and practical skills for understanding and addressing conflict.
Credits: 2

MOML 677 - Marketing and Public Relations for Nonprofit Organizations

This course introduces basic knowledge and understanding of strategic marketing and public relations for nonprofit organizations. Case studies are used to illustrate how nonprofit organizations effectively communicate with the client and the general public in order to build awareness, manage their public image and achieve their mission.
Credits: 2

MOML 678 - Advocacy and Policy Analysis

Policy formulation, policy analyses and advocacy are on the same continuum of skills necessary to lead human service organizations. Organizational leaders in the human service field need to understand the process of public policy making, its links to local, statewide and federal legislative processes. Advocates must understand how public policy is formulated, as well as having a clear grasp of the strategies to affect change. Such tactics involve determining specific advocacy activities, targeting and public education.
Credits: 2

MOML 679 - Current Topics in Human Services Administration
This course is devoted to new approaches that have been implemented or proposed in human services administration, special issues of major importance, and the implications of findings from current research.
Credits: 2

Faculty *All Faculty may be contracted to teach blended and/or online courses*

Boston

Crump-Swaby, Gayl
Assistant Professor
Ph.D., Nova Southeastern University
MSW, Boston University
BSW, Oakwood College

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MS, English, University of Massachusetts
Graduate Certificate, Educational Technology for
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BA, English, Mount Holyoke College

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Ph.D., Boston College
MBA, Bentley College
BS, Franklin Pierce University

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Ph.D., University of Texas; Behavioral Sciences and
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MA, University of Houston; Developmental Psychology
BS, University of Houston; in Pharmacy

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BS, Purdue University
AS, Purdue University

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ST. Johnsbury

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MS, Carlos Albizu University
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Ph.D., TUI University
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MSN, Hunter College
BS, Hunter College

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MS, Kansas State University
BS, Kansas State University

Adjunct Faculty

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MS, Reading Specialist K-12, West Chester University
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