

March 7, 2002

**MEMORANDUM**

**To:** Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

**From:** Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing

**Consideration of Initial License Request**  
**Springfield College, Springfield, MA, at Charleston**  
**Bachelor of Science in Human Services and Master of Science in Human Services with concentrations in Organizational Management and Leadership and Community Counseling Psychology**

**Summary**

Springfield College requests approval of an initial license to offer programs leading to the Bachelor of Science in Human Services degree and the Master of Science in Human Services degree.

Springfield College is a non-profit, private, co-educational institution and is accredited by the New England Association of Schools and Colleges. The Council for Standards in Human Service Education approves the School of Human Services, Non-Traditional Weekend Program. In addition to its main campus, Springfield is approved/licensed to offer its programs in New Hampshire, Vermont, Delaware, California, Florida, and Wisconsin.

In 1885 Reverend David Allen Reed founded “A School for Christian Workers” to prepare youth for community service. Over its 116-year history, the name of the institution has changed (to the International Y.M.C.A. Training School in 1890; to the International Y.M.C.A. College in 1912; and finally to Springfield College in 1953). Springfield expresses its commitment to the education of the whole person – spirit, mind, and body – for service to humankind.

The target population for the Charleston location is the student who works in human service or community development agencies, programs, or institutions. They may be from the fields of nursing, ministry, childcare, law enforcement, teaching, community activism, or community service. Graduates expect to advance in their chosen careers by acquiring the necessary credentials to validate their knowledge and experience. They expect to utilize what they learn in the classroom on the weekend as they return to the workplace during the week. The approach Springfield uses in adult education and community-based problem solving is designed to empower human services providers and, in turn, the youth and families they serve, to become agents of positive and constructive change in their communities.

The Trident Urban League, Inc., supports Springfield College in its quest to locate a satellite campus in Charleston. In a letter dated July 25, 2001, Trident Urban League President/CEO Maxine Smith, Ed.D., offered technical support and assistance to Springfield in its recruitment efforts through the League's contacts in the business and civic communities.

Springfield College anticipates enrollment as follows:

	<b><u>African American</u></b>	<b><u>Caucasian</u></b>	<b><u>Other</u></b>	<b><u>Total</u></b>
2003-2004	78	39	13	130
2004-2005	159	80	26	265
2005-2006	225	113	37	375

As a part of the application material, the College provided the following demographic information for students enrolled in its existing programs in the May 2001 term: 74% female; 45% African American, 15% Hispanic, 32% Caucasian, 8% other/unknown; 35% between the ages of 30 and 39.

Library services are available through the main campus facility via electronic access to the electronic online catalog (Voyager) and over 25 bibliographic databases, including general databases, such as Expanded Academic ASAP, and more specialized databases, such as ERIC, PsycInfo, Sociological Abstracts and Social Work Abstracts. Off-campus students are supplied with handouts describing access to basic library information. Each site has a master copy of guides, handouts, and descriptions of databases. Each site also has a budget for a small reference collection, electronic network installation, and maintenance of phone lines. Springfield College will reimburse any Charleston student for library membership fees charged for access to a local college, university, or community library.

Springfield College is working with realtors in Charleston to obtain a facility. It is seeking approximately 6,000 square feet of space to house five classrooms, reception area, four offices, student resource center, lounge, and storage. The facility will be handicap accessible. It will be outfitted with appropriate office and classroom equipment, computers, and furniture to support the administrative, classroom, and support functions.

Each course requires a pre-assignment that includes both readings and a written assignment that must be completed for the first class. Each course meets for a minimum of seven and one-half hours on each of four weekends. Faculty members schedule the weekend meetings to meet the needs of the enrolled students. The proposed date of implementation is May 2003 with 18 students.

At the undergraduate level students expect to acquire skills to enable them to think critically; communicate effectively; articulate a philosophy of human services, community development, and social change; and develop practical skills in both direct services and social change.

The Bachelor of Science in Human Services is a degree-completion program. The curriculum consists of 120 credit hours of which a minimum of 48 hours must be completed at Springfield. Students typically complete the 48 credit hours in 16 to 24 months. Those 48 credit hours are the required 32-credit curriculum plus 16 hours in discipline electives. A maximum of 66 semester hours may be transferred from a two-year institution and a maximum of 72 hours may be transferred into the program. Because the program is writing-intensive, applicants also take a writing assessment as part of the application process. Students complete a required community research project that allows them to work together in study groups for the purpose of identifying a need, then 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 in their practice in work, family, and community settings. Tuition is \$250 per credit hour.

The curriculum includes the following:

GENERAL EDUCATION (46-47 credit hours)

Laboratory course from biology, chemistry, physics, physical science .....	3
Computer science .....	3
Mathematics .....	3
Health .....	3
Physical education .....	4
English .....	6

Literature.....	3
Second Language/Culture.....	3
Visual and performing arts .....	3
Humanics, culture and society .....	9
Philosophy.....	3
Religion.....	3
MAJOR CORE (18 credit hours)	
Integrative CORE I: Education, oppression, social intervention.....	4
Integrative CORE II: Political economy, human services.....	4
Integrative CORE III: Social movements, change, alternative visions .....	4
Issues in research .....	3
Human services and portfolio development .....	3
SENIOR SEMINAR and PROJECT Community development and change ..	14

Admission requirements are a high school diploma or GED and applicants must be able to either transfer in credits from other accredited colleges or achieve credit for prior learning. The College accepts transfer credits, nationally scored tests such as C.L.E.P. and D.A.N.T.E.S., American Council on Education Military Evaluations Program recommendations, the National Guide to Educational Credit for Training Programs recommendations, and course-based equivalency challenges in several formats. Evaluation for credit through the prior learning process is based on the policies and procedures consistent with the principles of good practice established by the Council on the Assessment of Experiential Learning (CAEL). The development of a personal portfolio is the process by which prior learning credits may be awarded to a student. Completed portfolios are assessed by at least two faculty, or faculty-level professionals, who make recommendations regarding credit awards to the Prior Learning Assessment Coordinator, the administrator who is assigned faculty review responsibility. Faculty reviewers assess the requests for credit against all key course objectives and assign credits or recommend a rewrite/addendum where the claim falls short. All portfolios are reviewed by at least two faculty-level assessors, and if they agree, the claim passes. If they do not agree, the portfolio is assigned to a third assessor for resolution. Portfolios that require addenda or rewrites are then re-reviewed. Verification of claims for prior learning can be expressed through letters from supervisors or coworkers describing responsibilities and knowledge, certificates, books, books published, writing samples, proposals written, diplomas, newspaper clippings, job descriptions, awards, licenses, and evaluations. Verification documents must be on letterhead paper from the agencies/organizations concerned or must have notarized signatures. Administrators and faculty attend the annual CAEL conference each year as part of the review and validation process.

Each faculty member who teaches in the undergraduate program will hold a master's degree in the field in which he or she teaches, or a master's degree with a major in the teaching discipline. The institution will provide a disclosure to each applicant that the program does not lead to social worker or counselor licensure.

The Master of Science in Human Services consists of 36 credit hours. A maximum of six credit hours may be transferred from other regionally-accredited institutions. Full-time students (nine semester hours per term) will complete the program in four terms (16 months). Day-long classes meet one weekend per month on Fridays, Saturdays, and Sundays. At the graduate level students may expect to acquire an understanding of the systemic nature of social injustice and the connection between oppression and problems presented to human service practitioners; learn how to analyze policy in the light of the history of human services; use an understanding of individual and group development to problem-solve in a group context; and develop skills for effective change at the organizational and community levels. Admission requirements are a bachelor's degree from an accredited institution; four years of documented experience in human service work, paid or volunteer; demonstrated commitment to the human services; a résumé and a letter of reference. Tuition is \$354 per credit hour.

Each faculty member who teaches in the graduate program will hold a terminal degree in the field in which he or she teaches. The institution will provide a disclosure to each applicant that the programs do not lead to social worker or counselor licensure.

The curriculum is organized around a foundation core, one of two concentrations ((1) organizational management and leadership and (2) community counseling psychology), elective options, and a project that links classroom learning with real issues and concerns. Over the course of four terms, graduate students engage in an action research project that applies classroom knowledge to workplace and community issues. The project results in a tangible product, reflecting the knowledge, skills, and values expressed throughout the MSHS program. Students with a particular content focus can utilize the project and elective course work for in-depth study.

Students enrolled in either concentration take the following required courses:

MOML 625	Leadership: A Life-long Journey	2
MOML 626	Economics of Change	2
MOML 628	Building Multicultural Organizations and Communities	2
MHSA 373	Graduate Project (4 terms at 3 credit hours each)	12

(1) Organizational Management & Leadership Concentration students choose 18 credit hours in electives from the following courses or from the courses listed under additional content courses and electives. They may choose a content focus on criminal justice, gerontology, or alcohol and drug studies.

MHSA 350	Special Project	2
MHSA 355	Contradictions of Human Services Administration	2
MHSA 357	Strategic Planning	2
MHSA 358	Planning & Implementation	2
MHSA 359	Fiscal Management	2
MHSA 360	Management Information Systems in Human Services	2
MHSA 361	Organizational Transformation	2
MHSA 362	Staffing & Supervision	2
MHSA 363	Clinical Concepts & Clinical Languages	2
MHSA 364	Legal and Ethical Aspects of Non-Profit Management	2
MHSA 365	Advocacy Techniques	2
MHSA 366	Power and Accountability	2
MHSA 367	Program Evaluation	2
MHSA 370	Human Services Administration: Policies & Alternatives	2
MHSA 371	Current Topics in Human Services Administration	2
MOML 670	Issues in Law Enforcement Practice and Policy	2
MOML 671	Correctional Administration and Programming	2
MOML 672	Clinical Issues in Criminal Justice	2
MOML 673	Administration of Criminal Justice	2
MOML 674	Police and the Multicultural Society	2
MOML 675	Grant Writing	2

(2) Community Counseling Psychology Concentration students choose 18 credit hours in electives from the following courses or from the courses listed under additional content courses and electives. They may choose a content focus on criminal justice, gerontology, or alcohol and drug studies.

MCCP 313	Advanced General Psychology I	2
MCCP 314	Advanced General Psychology II	2
MCCP 315	Theories of Personality I	2
MCCP 316	Theories of Personality II	2
MCCP 317	Advanced Abnormal Psychology I	2
MCCP 318	Advanced Abnormal Psychology II	2
MCCP 319	Psychopharmacology I	1
MCCP 320	Psychopharmacology II	2
MCCP 329	Generic Counseling Skills I	2
MCCP 330	Generic Counseling Skills II	2
MCCP 331	Community Organization/Advocacy	2

MCCP 332	Case Management	2
MCCP 333	Child & Family Services I: Understanding Systems & Children & Families in Crisis	2
MCCP 334	Child & Family Services II: The Larger Context	2
MCCP 335	Child & Family Services III: Assessment & Intervention	2
MCCP 336	Child & Family Services IV: Children & Families-Outreach, Planning, & Administration	2
MCCP 337	Alcohol & Drug Abuse Services I: History & Concepts	2
MCCP 338	Alcohol & Drug Abuse Services II: Social Aspects of Dependency	2
MCCP 339	Alcohol & Drug Abuse Services III: Assessment & Intervention Strategies	2
MCCP 340	Alcohol & Drug Abuse Services IV: Outreach, Planning & Administration	2
MCCP 341	Adult Psychological Services I: History & Concept of Mental Health & Developmental Disabilities	2
MCCP 342	Adult Psychological Services II: The Social Context of Policy Development	2
MCCP 343	Adult Psychological Services III: Assessment & Intervention Strategies	2
MCCP 344	Adult Psychological Services IV: Community Strategies, Planning, & Administration	2
MCCP 347	Theories of Counseling & Psychotherapy	2
MCCP 348	The Use of Empowerment as a Counseling Tool in the Intervention Process	2
MCCP 349	Current Topics in Community Psychology	2
MCCP 352	Human Service Delivery Systems: Overview & Critique	2
MCCP 381-384	Practicum in Community Psychology I-IV	3
MCCP 670	Issues in Law Enforcement Practice and Policy	2
MCCP 671	Correctional Administration and Programming	2
MCCP 672	Clinical Issues in Criminal Justice	2
MCCP 673	Administration of Criminal Justice	2
MCCP 674	Police and the Multicultural Society	2
MCCP 675	Grant Writing	2
Additional Content Courses and Electives:		
MCBD 355	Historical Sociology & Economics of Community Development	2
MCBD 356	Case Studies of Cooperative Models for Sustainable Community-Based Development	2
MCBD 357	The Ethics of Development & Development Without Ethics	2
MCBD 358	Assessment, Marketing, & Financing for Community- Based Development	2

MCBD 360	Decision-Making, Management, Cooperation, & Politics in Community-Based Groups	2
MCBD 361	Community-Based Education of Liberation & Sustainable Community Development	2
MCBD 362	Design of Community-Based Ventures	2
MGER 380	Understanding the Process of Aging	2
MGER 382	Government & Agency Policies for the Aging	2
MGER 384	Agency Management	2
MGER 385	Case Management	2
MGER 386	Senior Power	2
MGER 388	Women's Issues in Aging	2
MGER 389	Law & the Elderly	2
MGER 390	Making an Impact on the System for Social Change	2
MGER 391	Biomedical Aspects of Aging	2

### **Recommendation**

The Committee recommends that the Commission approve initial licensure for five years of Springfield College to offer in Charleston the Bachelor of Science degree in Human Services and Master of Science degree in Human Services. The staff will inspect the facilities when completed and issue the license at that time.