

**A GUIDE TO  
EXPERIENTIAL LEARNING**

**THE PORTFOLIO HANDBOOK**  
Bachelor of Science Degree in Human Services



**School of Human Services  
2010-2011**

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## INTRODUCTION

Adult students bring a wealth of personal and professional experiences to their academic program. This handbook is designed to help you understand how the knowledge you have gained from those experiences can help you earn college credits through the **Experiential Learning Process**. This is your guide to the Experiential Learning Process at Springfield College.

We at the School of Human Services (SHS) firmly believe in you. You learned much before you entered the School. You will learn more here, and your learning will continue after graduation. Your education is a lifelong process in which SHS can play several roles. We can:

- Facilitate your assessment of what you already know
- Assist in clarifying your academic and career goals
- Help you grow into a better-informed, educated citizen

Through an experiential learning assessment process called **Portfolio**, we can validate your previous learning and award credit for college-level knowledge that you have gained prior to entering the School of Human Services. The Portfolio is a written presentation of your knowledge, skills, and accomplishments.

The Portfolio process serves as a self-diagnostic tool, which is designed to be both enlightening and empowering to you. It helps you to identify and take pride in what you have learned. It also helps you see the ways in which you can learn and accomplish more. In the process of writing the Portfolio, you will clarify the depth and breadth of knowledge that you already have and gain a clearer view about your future and become more directed in planning it. Knowing “where you have been” provides the basis for making informed choices regarding future personal and educational decisions.

### **Portfolio Preparation and Assessment**

The Portfolio course, **HUSB 307: Human Services and Portfolio Development (HSPD)**, provides a framework to assist you in reflecting upon and articulating your college-level experiential learning. **The successful completion of two college writing courses is a Prerequisite for enrollment in the Portfolio class.** HSPD instructors help you identify the college-level knowledge that you have gained from your experiences through utilizing methodologies that enhance your ability to think conceptually and analytically.

Through the course, you will identify, categorize, and organize your knowledge and present this knowledge in a course-equivalent format. The SHS Experiential Learning policies and procedures are based upon guidelines articulated by the **Council for Adult and Experiential Learning (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 you with savings of both time and money.

The Portfolio must be submitted within one year after completing the Portfolio class, and at least six months prior to the anticipated date of graduation to allow for timely review and possible revisions.

**Students should not register for the Senior Seminar course until the Portfolio is submitted.**

### **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 you may request that only trainings, licenses, and certifications be evaluated for credit.** It is required that students be enrolled in the School of Human Services and complete 12 credits before this evaluation can occur. (Refer to Appendix 2.)

### **Professional Trainings Fee**

In the event that you request a review of professional trainings, licenses, and certifications without submitting a Portfolio, you will be assessed a \$100.00 nonrefundable fee. This fee will be charged to your account at the time of review.

### **Statute of Limitations**

**If the Portfolio is not submitted within four terms of taking the Human Services and Portfolio Development class (HUSB 307), you must re-take the class at your expense.**

## STEPS AND RESPONSIBILITIES IN THE PORTFOLIO PROCESS

1. Student attends the Human Services and Portfolio Development (HSPD) class which explains and supports the writing and organization of the Portfolio. The successful completion of the HSPD class is required before Portfolio submission.
2. Student submits the Portfolio at least six months before the anticipated date of graduation.
3. Each Portfolio is evaluated by two assessors.
4. When necessary, assessors give recommendations to the Assistant Director for Academic Services as to how the student can make the Portfolio stronger. The Assistant Director for Academic Services and student advisor work with students to incorporate assessors' suggestions until claims are ready for second review.
5. Assessors recommend the number of credits to be awarded the student, and the Portfolio is returned to the Assistant Director for Academic Services. Please note: Partial credit for claims is not an option.
6. The student receives a letter from the Assistant Director for Academic Services stating the number of credits awarded. This is also sent to the Registrar for posting to the student transcript.

### Credit Requirements

<b>Total number of credits required to graduate</b>	<b>120</b> semester hour credits
SHS <b>minimum</b> residency requirements	<b>48</b> semester hour credits *
Credits through a combination of transfer credits, additional residency credits, and/or credits from experiential learning	<b>72</b> semester hour credits **

\* New Hampshire campus students only: “No more than 50% of the credits required for a degree or other credential shall be awarded from experiential learning and/or for credits by examination.”

\*\* Florida/California campus students only: A total of 30 credits may be awarded for experiential learning.

## II. REQUIRED CONTENTS OF A PORTFOLIO

### A. INDEX or TABLE OF CONTENTS

Although the Index or Table of Contents is the first page of your Portfolio, it will be the last page typed. As you look over the contents of your Portfolio and begin to put them in order, we suggest that you assume the role of an assessor and think about how your Portfolio could be arranged for ease of reviewing. **Consider the following questions:**

1. What is the best way to organize your work so that it makes sense to the assessor? Submit claims in ascending numerical order (by course number).
2. Will you use sections and/or numbers to assist the assessor in finding your materials, claims for credit, verification letters, and other documentation?

**HINT:** Numbering of Letters and other Documentation – When you put your letters and other documentation in your Portfolio, it makes it easier for the assessors if you number documentation items and refer to them by number in the verification section of the **Claim for Credit Cover Page**.

### B. EXPANDED RESUME

You are required to write a **résumé** as part of your Portfolio. The résumé serves two primary purposes.

- First, it provides critical information about you, particularly the professional background for your credit requests.
- Secondly, it enables the assessors to learn about the context in which your experiential learning took place.

Therefore, it is important for you to write your résumé as it relates to the claims in your Portfolio. Your HSPD instructor will provide specific information and printed materials to facilitate the discussion about the writing of your expanded résumé.

### C. AUTOBIOGRAPHY OF CRITICAL INCIDENTS

The **Autobiography of Critical Incidents** is a detailed discussion of various aspects of your life. It provides us with an overview of the experiences that have contributed to your pool of human service knowledge (including jobs held, volunteer experiences, hobbies, and significant life experiences). The depth and breadth of this statement will give us the opportunity to understand your motivations and ideals, and the factors that resulted in your enrollment in SHS. Your writing style will be reflected in your autobiography. Some students have compared the experience of writing their autobiography to rummaging around in the

attic and coming up with bits of memory, thus providing them with a clearer understanding of their lives.

You are invited to be creative in your approach as you write this section of your Portfolio. The autobiography is meant to be a careful examination of your experience, ideals, and aspirations.

**Suggested areas to touch on in the autobiography include:**

- Reflections upon your education/training – at all levels
- Your work experiences
- Your volunteer/community service work
- Significant experiences/critical incidents in your life
- Your philosophy, values, or ideals
- Your expectations from the School of Human Services

**Goals of the Autobiography of Critical Incidents (The Reflective Analysis)**

- To look at your past to see what patterns emerge
- To view the high and low points, dreams, hopes, aspirations gained and lost
- To determine your future direction; to view learning as a life-long process
- To reflect on significant learning and personal experiences; what were the lessons learned
- To identify those experiences that have shaped you personally and professionally, as well as your attitude toward education
- To understand how your experiences have influenced you

**Steps to Take**

1. Prepare and review a lifeline. Identify five or six of the most significant events or experiences from the lifeline. Examples might include a family crisis forcing you to learn about an illness; a move at a critical point in your life; a death; a change in employment, etc. Consider factors that have influenced you, pushed you in a particular direction and eventually led you to the Springfield College School of Human Services.
2. Identify what happened, how you responded, what you learned about the subject and yourself.
3. Look for patterns and themes. Make some conclusions about yourself as a learner. Using the theme of change and development, integrate your work and personal life, find the connections, and recognize the transitions. What was the impact of these events on you? **What did you learn?**
4. Finally, what made you decide to return to college? What are your goals upon completion of your education? Are there gaps in your education that you want to fill? Think critically and reflect on your experiences and their meaning to you.

## D. PROFESSIONAL LICENSES, CERTIFICATIONS AND TRAININGS

The School of Human Services has a process of awarding credits for college-level learning occurring through professional human service trainings, workshops, certifications, and licenses (such as Registered Nurse). Requests for credit for such learning must be documented. Several trainings have been reviewed and evaluated by the SHS Experiential Learning Committee, and the eligibility for credit established. However, many learning experiences need to be evaluated on an individual basis. In these situations, the student needs to present a case for credit to be awarded. Refer to Appendix 2 for details.

Essentially you are requesting that specific learning be “considered college level.” The Experiential Learning Committee urges you to submit these credit requests for human services training before submitting the remainder of your Portfolio. Your credit requests will be evaluated. The Assistant Director for Academic Services will keep your documentation on file and send you a memo with the recommended credit award. **This award will be sent to the Registrar and the credits posted to your transcripts. A timely review of your training credits is beneficial in portfolio planning and allows for an accurate determination of the number of written claims that you will submit.**

## E. CLAIMS FOR CREDIT

### What is a Claim for Credit?

A claim for credit is a written presentation and documentation of college level knowledge gained from experiential learning. SHS utilizes a course equivalent system of presenting experiential learning. Students review their college level learning and present that learning through the Portfolio process.

The most common method for presenting experiential learning is the written claim for credit. Course objectives for SHS courses are available to guide you in writing your claims. The objectives listed under these courses are the things that someone who has taken the class would know. For example, the components of a good interview or understanding a theory of counseling are the types of knowledge you might gain from an interviewing or counseling class.

Select college courses from the SHS catalog first. If you have college-level knowledge of a course not taught at SHS, you may claim that course using a course description from another college’s catalog. A copy of that course description plus the name of the college and the year of the catalog must be included with/on your claim. (Please discuss this option with your HSPD instructor, as you must have approval of the Assistant Director for Academic Services to claim courses for which we have not provided course objectives.)

## Rules and Guidelines for Presenting a Claim

- You cannot claim SHS Core courses; you must take these courses with SHS as part of the residency requirements.
- Undergraduate students cannot claim any graduate-level courses.
- Job experience may be considered a source of experiential learning as long as you can discuss the knowledge gained from the job and not describe the job itself.
- Longtime hobbies can also be used as the basis of a claim for credit if you have in-depth knowledge of a subject that would be considered college-level learning.
- It is expected that you will demonstrate college level writing.

**Class assignments must be submitted to your HSPD instructor and a grade received for the class before the Portfolio is submitted for review.**

HSPD instructors read claims and give feedback on clarity, presentation, and course objectives being met. **There is no guarantee given or implied that the claims submitted for class will be approved by the assessors.**

### A Short Summary of Claim Presentation Issues

A **Claim for Credit Cover Sheet** must be the first page of each claim. An example of a Claim for Credit Cover Sheet appears in **Appendix 3** on page 32.

#### 1. Introductory Paragraph(s) or Your “I” Statement

- a. What specifically did you do? (Don’t just say, “I was a counselor.” Instead say: “I counseled troubled adolescents who had drug problems.”)
- b. Where did the learning take place? (In what company, institution, agency, or other setting?)  
When did the learning take place? (What period of time was covered? If a job, was it part time or full time? If part time, how many hours per week? If volunteer, how many hours can you estimate?)  
Who was involved in this learning? (Supervisors, professionals, teachers, clients? This is primarily to determine who can provide verification or documentation for you.)
- c. How does the learning described relate to the claim you are presenting?

#### 2. Body, or the Rest of the Claim, Must Reflect Your Skills and Knowledge

- a. Articulate the transferable skills and knowledge gained from your experiences. (What did you learn about counseling adolescents that might be useful in counseling adults?)
- b. Use your concrete “how-to” skills as examples of the more general and higher level ideas that govern your field or profession.
- c. Demonstrate your skills and knowledge through answering the course objectives.

### 3. Knowledge and Experience

Students may write only about personal experiences, not vicarious ones. In other words, you may petition for credit in basic supervision or interviewing techniques only if you have directly supervised people or interviewed people in a variety of settings. The assessor examines the claim to see whether it contains both knowledge and experience.

**Experience provides a frame of reference for knowledge.** The claim cannot be just a nice story of your experience; nor can it be a research paper which presents only ideas and principles but never mentions your personal experience. There must be an obvious relationship in the claim between the knowledge you discuss and your experience. For example, it is not acceptable for you to write about your experience as a supervisor followed by a research paper on theories of supervision. There would be no obvious connection between your experiences as a supervisor and those theories.

Students must weave the experience as thread throughout the essay including thoughts and observations about the experience, and use examples from experience to illustrate principles and generalizations. Make a connection between knowledge and experience by discussing how knowledge gained has been used or applied. In other words, respond to each objective fully and provide examples from your experiences to support your statements where appropriate.

### 4. Evidence of Comprehension and Mental Processing

It is not sufficient for you to present a fact or a principle. An assessor might respond by saying, “So what? Do you understand what this means or implies? Can you explain it? Is there evidence that you have thought about this knowledge or what can be done with it?”

In other words, the assessor is looking for evidence that you have interacted with the knowledge and, in doing so, gained an understanding of it. You must be able to explain the subject, break it down, critique it, rearrange it; in short, demonstrate a thorough understanding of the subject discussed.

### 5. Other Hints to Guide Your Claim Presentation

- a. The body of the claim should be on plain paper following American Psychological Association format (APA).
- b. Number and type each objective, and then respond to it.
- c. If your learning involved substantial reading, include a bibliography of that reading. Cite all research and quotations used in your claim.
- d. If your learning involved discussions with professionals, paraphrase those discussions.
- e. If your learning involves training, present records of the training which show time spent and the subject matter (materials, course outlines, etc.).

- f. Name some of the important principles that underlie the knowledge you have. Articulate those principles.
- g. Present insights you have had from your learning.
- h. Discuss how your abilities have facilitated new tasks or how your activities have developed from those insights.

The guidelines above are aimed at getting you to **state the level of learning you experienced and how that learning is equivalent to a college-level course.**

- If writing is difficult for you, try recording your thoughts; then type them.
- If you need to research any part of an objective, i.e., theories or history, **you must cite your sources using the appropriate APA format.**

The claims and verifications make up your written requests for credit. They are reviewed by two assessors who evaluate your claims against the written course objectives. Course objectives are outcome statements of what would likely be learned by someone taking the class. A strong claim demonstrates your understanding of this information. Basically, the assessors ask the following question of each claim.

**“Does this person’s claim reflect knowledge equivalent to someone who has taken the formal class?”**

It is essential to go beyond the listing of skills you have acquired from your specific experience. You need to demonstrate an integration of theory and practice that can carry over to other situations. For example:

- What do you know about the principles of substance abuse that applies to all substance abusers, not just the 15-year-old with whom you work? Be specific about naming this generalized knowledge about the topic.
- What goes into a good decision? When is a fast reaction necessary, or when is a reflective response best?

## **F. DOCUMENTATION OF KNOWLEDGE/SKILLS/EXPERIENCE**

Documentation provides third-party verification for your claims. It is someone or something validating your specific knowledge. This documentation can be expressed through letters from supervisors describing your responsibilities and knowledge, certifications, books published, writing samples, written proposals, diplomas, newspaper clippings, job descriptions, awards, licenses, and evaluations.

Usually students supply several forms of documentation to back up each claim. These are the materials that strengthen and verify your claim. In some instances, one detailed letter can document several claims.

## **Important Facts to Remember about Documentation**

1. Letters of documentation to back up your claims for credit must be written on the agency's official letterhead stationery. All letters not written on official letterhead stationery of an agency/organization must be notarized.
2. Ask your verifiers to address their letters to: "Dear Assistant Director for Academic Services," **but have the letters sent to you** to put into your Portfolio.
3. When **professional trainings** are being used as part of the documentation for a claim, provide something that shows you were there, such as a certificate of attendance or specific references in your letters of documentation. The best validation is the letter from the instructor. The certificate by itself, though valuable, does not give enough information about what you actually did.

Also include any material you had from the session(s) that would give the assessors a fair idea of what was covered, the hours of attendance, and the knowledge you might have acquired.

4. Job Descriptions are good supplemental material in themselves, but they do not validate the courses. They only state the expected job duties. You need to document what you actually do or did, and demonstrate what you actually know; not what the job description says you ought to do and know. A **descriptive job evaluation** is much more effective as a documentation source. The best way to do this is to ask a supervisor to write a cover letter stating that the attached job evaluations are an accurate picture of what you do. If you do more than what is listed in the description, make sure the writer of the verification letter states that also.
5. Original documentation must be submitted for all claims.

### **Standardized Testing Credits**

Academic Credit may also be earned through standardized tests such as the College-Level Examination Program (**CLEP**), the DANTES Standardized Subject Test (**DSST**), and American College Testing Program(**ACT**)

See your HSPD instructor or Assistant Director for Academic Services for more information. SHS accepts the American Council on Education (**ACE**) recommended scores for testing credit awards.

### III. THE PORTFOLIO PROCESS AND PROCEDURES

#### A. WHAT HAPPENS AFTER I GATHER THE PORTFOLIO MATERIALS?

Assemble **two Portfolios**; one for yourself and one for the College. The Portfolio submitted to SHS should include the following **original documents**:

- Résumé
- Autobiography of Critical Incidents
- Claims for Credit
- Original Documentation for all Written Claims

1. All work submitted must be in the same type style/font.
2. Be sure to **proofread all writings** before they are submitted. The Portfolio is a formal academic presentation of knowledge and must reflect college-level writing. Grammatical errors and typos are not appropriate when submitting your Portfolio.
3. Submit your Portfolio in a 3-ring binder. Please affix your name on a label on the spine of the binder. It is preferred that you use a binder with inside pockets.
4. **Portfolios become a permanent part of your student record and will not be returned.** Therefore, if you want a copy, make one for yourself before you submit the original Portfolio.

Most students do not write enough about their learned experiences. Do not be afraid to make strong statements of your knowledge. Credit recommendations from the assessors are made on the basis of the information you present.

#### B. WHEN ARE PORTFOLIOS DUE?

You must submit your Portfolio at least six months prior to your anticipated date of graduation. There are a number of reasons why this is an important deadline:

- **Course planning** is facilitated with completion of the Portfolio.
- Your **anticipated graduation date** will be affected if the Portfolio is not submitted in a timely fashion.
- Your **financial aid award** may be affected by the number of transfer credits.

Support is available to you from a number of sources, such as the:

- Academic Success Center
- HSPD Instructor
- Assistant Director for Academic Services
- Academic Advisor

Please let someone know if you need additional support or assistance. Remember it takes a minimum of two months to complete the assessment process. **Your graduation date can be delayed if your experiential learning credits are submitted late.**

## C. THE ASSESSMENT PROCESS

After a technical review by the Assistant Director for Academic Services, the Portfolio is sent to two faculty assessors, who assess it and make written recommendations about your requests for credit. Recommendations may include the following:

- Excellent written presentation of experiential learning: recommend credit.
- Does not cover all the course objectives sufficiently, or has not demonstrated skills/knowledge necessary: recommend revision.
- Sources have not been cited, or not properly cited: recommend revision and correction.
- Shows no theoretical, practical, or experiential knowledge in this area: no credit.

Written summaries providing feedback will be sent to you. In most cases, you will have a chance to make the additions, corrections, and revisions necessary for the assessment process to continue.

When the Portfolio has been reviewed and all corrections/additions made, you will receive a copy of your experiential learning credit award, which will be sent to the Registrar's office. Those credits will then be added to your transcript.

**Congratulations! Your work is done! Celebrate!**

## D. THE APPEAL PROCESS

After a Portfolio has been assessed, it is then approved for a credit award by the Assistant Director for Academic Services at the campus. A letter explaining the award is then sent to you. If you disagree with the decision, you have the right to appeal. This appeal process is described below:

1. The student appeals the decision in writing to the Assistant Director for Academic Services at the campus within 14 days of receiving the portfolio credit award decision. The Assistant Director for Academic Services must respond in writing to the appeal within 14 days.
2. If the issue is not resolved in the first step, the student appeals in writing to the Associate Director for Academic Services within 14 days of the Assistant Director for Academic Services' response. The Associate Director for Academic Services must respond to the student within 14 days and notify the Assistant Director for Academic Services of the continuation of the appeal process.
3. If the issue is not resolved in the second step, the student appeals in writing to the Dean of the School of Human Services within 14 days of the response from the Associate Director for Academic Services. The Dean must respond to the student within 14 days and notify all parties of his/her decision. The decision of the Dean is final.

The progression of the appeal process is as follows: (all with 14 day response time)

Student → Assistant Director for Academic Services (at campus) →  
Associate Director for Academic Services (Central) → Dean (final decision)

## **E. THE ACADEMIC HONESTY POLICY AND THE PORTFOLIO**

In the preparation, writing, and submission of the Portfolio, academic honesty requires that a student submit only his/her own work and identify the source of all supporting information and material. Students are expected, to be familiar with the School of Human Services' policy on **academic honesty**. Violations of this policy will be subject to discipline, whether committed by individuals or groups.

### **Academic dishonesty includes:**

- **Plagiarism:** representing the works of another as one's own. In the Portfolio process, plagiarism refers to the submission of any part of the written work or research of another person as one's own (including passages from published materials and all or parts of claim sheets written by others.)
- **Helping someone else commit academic dishonesty** in any aspect of the Portfolio process, including allowing another student to submit your work as their own.
- **Falsification** and/or invention of any information or citation in the Portfolio, including forging letters of documentation.

### **Procedures Following Suspected Academic Dishonesty**

In cases of suspected academic dishonesty, the entire Portfolio review process is suspended pending resolution of the issue by the Academic Standards Committee.

### **IN CONCLUSION**

We cannot stress enough that your HSPD instructor, the Assistant Director for Academic Services, and/or your academic advisor are available to facilitate your experiential learning process! Please feel free to ask questions of any of them.

# APPENDIX 1.

## PROGRAM PLANNING

As you plan your program of study, be mindful of the following information.

**There is a 120 credit graduation requirement.**

HUSB 301	Core 1	4 credits
HUSB 302	Core 2	4 credits
HUSB 303	Core 3	4 credits
HUSB 305	Issues in Research	3 credits
HUSB 307	HS Portfolio Development	3 credits
HUSB 330	Project 1	4 credits
HUSB 331	Project 2	4 credits
HUSB 332	Project 3	4 credits
HUSB 416	Senior Seminar	2 credits

- There is a **minimum residency requirement of 48 credits** that includes Cores 1, 2, and 3, the Human Services and Portfolio Development course, Issues and Research, Group Project 1, 2, and 3, and Senior Seminar.
- **General Education Requirements (GERs)** may be met through transfer credits or credits earned at Springfield College, to meet graduation requirements, or through the experiential learning process.

States may regulate the number of credits earned through experiential learning:

- **New Hampshire:** A maximum of 60 experiential credits can be used toward degree requirements.
- **Florida:** A maximum of 30 experiential credits can be used toward degree requirements.

**To better plan your academic program consider the following:**

- Long-term and short-term goals
- Graduate program Prerequisites
- Gaps in learning or basic skills desired
- Special areas of interest
- Number of transfer credits
- Possible credits from human services trainings
- CLEP or other tests credits
- Credits from military service

**Meeting the General Education Requirements (GERs)**

**Please Note:** General Education Requirements (GERs) can be met through transfer credits, experiential learning, national standardized testing programs, and through classes taken at SHS. See the SHS catalog for an explanation of GERs.

<b>General Education Requirements (GERs) Subject Areas</b>	<b>Required Credits</b>	<b>Transfer Credits</b>	<b>Experiential Learning Credits</b>	<b>Springfield College Credits</b>
College Writing	6			
Computer Applications	3			
Literary Studies	3			
Visual/Performing Arts	3			
Spiritual/Ethical Dimensions	3			
Quantitative Reasoning	3			
Natural Sciences	3			
International Studies	3			
Multicultural Studies	3			
Health/Wellness	3			
Physical Activity	3			

Think about goals, Prerequisites, basic skills and/or areas of knowledge desired. Determine which transfer credits and experiential learning credits complement desired outcomes. Identify School of Human Services courses needed to complement personal goals and meet GERs. Include internships or practicums for practical experience. Develop a plan to meet personal and graduation requirements.

Use the table below to assist you as you plan your program of study.

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Sub total \_\_\_\_\_

**TERM 2**

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Sub total \_\_\_\_\_

**SUMMARY of CREDITS**

Transfer \_\_\_\_\_  
CLEP/DSST \_\_\_\_\_  
Military \_\_\_\_\_  
HS training \_\_\_\_\_  
    *Sub total* \_\_\_\_\_  
Earned \_\_\_\_\_  
    *Sub total* \_\_\_\_\_  
Possible Claim \_\_\_\_\_

**TERM 3**

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Sub total \_\_\_\_\_

**TERM 4**

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Sub total \_\_\_\_\_

**TERM 8**

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Sub total \_\_\_\_\_

## APPENDIX 2.

# CREDIT REQUESTS FOR PROFESSIONAL LICENSES, CERTIFICATIONS, AND TRAININGS

### PROFESSIONAL TRAINING

The human services training credit process provides a means for awarding credit for college-level learning occurring primarily through licenses, certifications, and in-service trainings. This can be documented through certificates and/or letters verifying the training content and time involved.

Several licensed and professional trainings have been reviewed and evaluated by the Experiential Learning Committee, and the eligibility for credit established. See pages 23-29 for a detailed listing.

A professional course includes any formal classroom training offered by an organization. This can include corporate training, seminars, workshops, and courses in which continuing education units were awarded. For a course to be considered for credit, the Assistant Director for Academic Services must review documentation for authenticity, completeness, appropriateness, and content. The general guidelines for evaluating documenting learning are:

- Certificate or proof of course completion must include **date(s), number of hours, and description of training**. Contact hours must be documented as credit awards and based on the contact hour formula of 20 hours equals 1 credit.
- Letters of documentation must be written on letterhead or be notarized (signer of letter would have a notary public validated signature) and name the training, dates, and number of hours.
- Letters may be signed by the agency sponsoring the course, the instructor, your personnel officer or supervisor. Your personnel officer or supervisor may include your training record with a signed cover letter. The agency or institution sponsoring the training must be credible.

Whenever possible, the original training curriculum should be included. It should adequately describe the content and learning, and include:

1. A description of major topics covered in the training, and the number of hours spent on each topic covered.
2. Information on the agency or institution sponsoring the training.
3. Information on the instructor, including his/her qualifications.
4. Location of the training.
5. The format for the training (e.g., how much was lecture, group discussion, individual presentations, films, etc.)
6. List of books or other resources used.
7. Any outside reading or preparation time.
8. Goals or learning outcomes of the training.

In order for the Experiential Learning Committee to review your requests for credit you must:

- Organize your trainings and documentations.
- Present approved licensed trainings and certifications which have been given a specific credit evaluation first; including the dates of attendance and number of credits anticipated.
- List other specialized trainings with hours and dates on another summary sheet.
- Total number of hours.
- Complete the **Training Review Grid** (shown on page 35) and write a narrative or short description which describes the learning you received through your training and discuss how it relates to human services. You may wish to group the trainings on similar topics and summarize your learning in one paragraph.
- If you have two or more trainings on the same topic, it is your responsibility to demonstrate how the learning is different. Remember, we cannot give credit for duplicate learning; i.e., recertification.

Once you have completed the above:

- **Complete the Request for Credit for Human Services Trainings/Certificates cover sheet** (shown on page 33 in Appendix 3). Be sure to indicate if you will submit a Portfolio, including written claims for credit.
- **Complete the Training Review Grid** (page 35).
- **Include all documentation necessary to substantiate your request.**

- Include additional materials that strengthen your request.
- Submit all materials to the Experiential Learning Committee as soon as possible.

You will receive a memo stating the number of credits awarded for your professional licenses, certifications, and trainings. Submit the memo with your Portfolio.

**REMEMBER:**

1. 20 hours of classroom training/instruction = 1 credit.  
30 hours of clinical/instruction = 1 credit.
2. The maximum credit award for these trainings is 15 credits.  
(300 hours for classroom; 450 hours for clinical/instruction)
3. If you use certificates/workshops for a human services training evaluation, those certificates cannot be used for claim verification.
4. You want to make as strong a case as possible for your request.  
Therefore, any written material, brochures, etc. describing the experience should be included.
5. Documentation must be provided for all credits requested for human services trainings.

For example, if you are claiming Police Academy training, your documentation will include either a letter or certificate stating the dates of attendance, verification of training completion, and a copy of the training outline for the academy.

## DOCUMENTATION OF TRAINING

The Assistant Director for Academic Services will review documentation for authenticity, completeness, appropriateness, and content. The general criteria for evaluating these types of documented learning are listed below:

### 1. **Certificate or proof of course completion**

The assessor must be convinced that you have completed the course, school, or licensing/certification satisfactorily.

### 2. **The sponsoring agency must be credible**

Prior to the award of credit, the credibility of the sponsoring agency or institution must be verified.

### 3. **The course syllabus must adequately describe the course or training content**

The original course syllabus is preferable in all cases. A four or five line description of the course is not acceptable as a course syllabus. To be acceptable, the syllabus must include as much of the information listed as possible.

- a. Information on the sponsoring agency
- b. Information on the instructor, including his/her qualifications
- c. Location of the course/training
- d. The format for the course (e.g. how much was lecture, group discussion, individual presentations, films, etc.)
- e. List of books or other resources used
- f. Any outside reading or preparation time
- g. Goals of the course/training
- h. A description of major topics covered in the course/training and the number of hours spent on each topic covered

## HUMAN SERVICES TRAINING CREDIT OPTIONS

**PLEASE NOTE:** As a general rule, **15 credits is the maximum award** for formal, professional training based on 20 contact hours equaling 1 credit. Human Services Training (HST) must be appropriate to the human services major.

**The following exceptions** are listed below and on the following pages. These exceptions have been made by the Experiential Learning Committee and may be cumulative up to a **maximum of 60 credits**. The number of credits transcribed through this process may be limited by state licensing requirements. Whenever possible, experiential learning credit evaluations are made course-specific. Review which courses are incorporated into the human services training awards.

<b>Approved Human Services Training Programs</b>		
<b>Category Titles</b>		<b>Credit Award</b>
<b>BEST Apprenticeship Program</b>		<b>23 credits</b>
Human Service Training	14 credits	
HUSB 109, Group Techniques and Analysis	3 credits	
CYDL 244, Internship: Youth Development	6 credits	
<b>Total 23 credits</b>		
<b>Certified Addictions Counselor (CAC)</b>		<b>36 credits</b>
HUSB 118, Oral Communications	3 credits	
HUSB 119, Communication Skills I	3 credits	
HUSB 122, Introduction to Basic Counseling Techniques	3 credits	
HUSB 225, Dynamics of Case Management	3 credits	
HUSB 126, Social Service Networks	3 credits	
HUSB 227, Intake and Referral	3 credits	
HUSB 156, Crisis Intervention	3 credits	
ADST 417, Addictions Counseling	3 credits	
ADST 244, Internship II: Supervised Addictions Counseling	12 credits	
<b>Total 36 credits</b>		
<b>Certified Alcohol and Drug Abuse Counselor (CADAC)</b>		<b>39 credits</b>
Note: All equivalent courses above for the CAC apply. When student is a CADAC the following course should also be considered:		36 credits
ADST 304, Substance Use & Abuse: From Prevention to Treatment	3 credits	
<b>Total 39 credits</b>		

<b>Category Titles</b>	<b>Credit Award</b>
<b>Child Development Associate (CDA)</b> ECED 210 Early Childhood Development 3 credits ECED 310 Foundations/ECE 3 credits ECED 410 Early Childhood Classrooms/Management 3 credits ECED 486 Early Childhood Internship 9 credits <b>Total 18 credits</b>	<b>18 credits</b>
<b>Certified Nurse Assistant (CNA)</b>	<b>3 credits</b>
<b>Licensed Practical Nurse</b>  HUSB 112, Human Services and Health 3 credits HUSB 254, Contemporary Issues in Human Biology 3 credits Licensed Practical Nurse 24 credits <b>Total 30 credits</b>	<b>30 credits</b>
<b>Registered Nurse ( 2 or 3 year Diploma Program)</b> HUSB 112, Human Services and Health 3 credits HUSB 254, Contemporary Issues in Human Biology 3 credits Registered Nurse 54 credits <b>Total 60 credits</b>	<b>60 credits</b>
<b>Military Training</b> Training completed while in the U.S. military can also be sources of college-level credit. Consult your Assistant Director for Academic Services for information regarding this process.	

<b>Category Titles</b>	<b>Credit Award</b>
<b>Police Academy Training 480 hour program</b> HUSB 360, Fitness/Wellness I 1 credit HUSB 361, Fitness/Wellness II 1 credit Police Academy 10 credits <p style="text-align: right;"><b>Total 12 credits</b></p>	<b>12 credits</b>
<b>Police Academy Training 880 hour program</b> CJWB 151, Criminal Justice: An Introduction 3 credits CJWB 160, Criminal Law Concepts 3 credits CJWB 152, Police and the Modern Society 3 credits HUSB 360, Fitness/Wellness I 1 credit HUSB 361, Fitness/Wellness II 1 credit PEAC 179, Self Defense I .5 credits PEAC 279, Self Defense II .5 credits PEAC 100, Fit for Life 1 credit  <b>Subtotal</b> ..... <b>13 credits</b> <b>Police Academy</b> ..... <b>7 credits</b> <p style="text-align: right;"><b>Total 20 credits</b></p>	<b>20 credits</b>
<b>Health Communications Initiative</b> <b>Certificates of Specialization</b> Addiction Counseling Skills 2 credits Adolescent and Family Treatment 2 credits Adolescent Addition 2 credits Anger and Trauma 2 credits Counseling Skills 2 credits Counseling Women’s Issues 2 credits Relationships, Shame and Sexuality 2 credits  <p style="text-align: right;"><b>Total 14 credits</b></p>	<b>14 credits</b>

<b>The Following Certifications are State Specific</b>		
<b>Category Titles</b>		<b>Credit Award</b>
<b>STATE OF FLORIDA</b>		
<b>CAAP-I: Certified Associate Addiction Prevention Professional -1</b>		<b>14 credits</b>
HST (CAAPP-I)	2 credits	
ADST 486, Internship/Addictions	3 credits	
ADST 304, Substance Use & Abuse, From Prevention to Treatment	3 credits	
HUSB 221, Interviewing Techniques	3 credits	
HUSB 122, Introduction to Basic Counseling Techniques	3 credits	
<b>Total</b>	<b>14 credits</b>	
<b>CCJAS: Certified Criminal Justice Addiction Specialist</b>		<b>14 credits</b>
HST (CCJAS)	5 credits	
ADST 304, Substance Use & Abuse, From Prevention to Treatment	3 credits	
CJWB 151, Criminal Justice: An Introduction	3 credits	
ADST 486, Internship/Addictions	3 credits	
<b>Total</b>	<b>14 credits</b>	
<b>CAS: Certified Addiction Specialist</b>		<b>14 credits</b>
HST (CAS)	2 credits	
ADST 486, Internship/Addictions	3 credits	
ADST 304, Substance Use & Abuse, From Prevention to Treatment	3 credits	
HUSB 221, Interviewing Techniques	3 credits	
HUSB 122, Introduction to Basic Counseling Techniques	3 credits	
<b>Total</b>	<b>14 credits</b>	
<b>CAAPP-II: Certified Associate Addiction Prevention Professional -2</b>		<b>30 credits</b>
HST (CAAPP-II)	3 credits	
ADST 486, Internship/Addictions	3 credits	
ADST 304, Substance Use & Abuse, From Prevention to Treatment	3 credits	
ADST 417 Addictions Counseling	3 credits	
ADST 327, Social and Political Issues of Addiction	3 credits	
ADST 437, Planning, Advocacy & Admin. Of Addiction Serv.	3 credits	
HUSB 225, Dynamics of Case Mgmt.	3 credits	
HUSB 227, Intake and Referral	3 credits	
HUSB 122, Introduction to Basic Counseling Techniques	3 credits	
HUSB 221, Interviewing Techniques	3 credits	
<b>Total</b>	<b>30 credits</b>	

Category Titles	Credit Award
<b>STATE OF FLORIDA (cont.)</b>	
<b>CCJAC: Certified Criminal Justice Addiction Counselor</b> HST (CCJAC) 3 credits ADST 486, Internship/Addictions 3 credits CJWB 151, Criminal Justice, An Introduction 3 credits CJWB 160, Criminal Law Concepts 3 credits CJWB 239, Ethics and Law 3 credits CJWB 210, Constitutional Interpretation 3 credits CJWB 240, The Changing Nature of Criminal Justice 3 credits CJWB 260, Race and Justice 3 credits ADST 304, Substance Use & Abuse, From Prevention to Treatment 3 credits HUSB 221, Interviewing Techniques 3 credits <p style="text-align: right;"><b>Total 30 credits</b></p>	<b>30 credits</b>
<b>Hanley Center Addiction Professionals Training Institute</b> HUSD 109 Group Techniques 3 credits HUSD 122 Intro. Basic Counseling Tech 3 credits HUSD 140 Theories of Counseling 3 credits ADST 304 Substance Use and Abuse 3 credits ADST 417 Addiction Counseling 3 credits ADST 327 Social & Political Issues of Addiction 3 credits <p style="text-align: right;"><b>Total 18 credits</b></p>	<b>18 credits</b>
<b>CAC: Certified Addiction Counselor</b> HST (CAC) 3 credits ADST 486, Internship/Addictions 3 credits ADST 304, Substance Use & Abuse, From Prevention to Treatment 3 credits ADST 417, Addictions Counseling 3 credits ADST 327, Social And Political Issues of Addiction 3 credits ADST 437, Planning, Advocacy & Administration of Addiction Services 3 credits HUSB 225, Dynamics of Case Mgmt 3 credits HUSB 227, Intake and Referral 3 credits HUSB 122, Introduction to Basic Counseling Techniques 3 credits HUSB-221, Interviewing Techniques 3 credits <p style="text-align: right;"><b>Total 30 credits</b></p>	<b>30 credits</b>

<b>Category Titles</b>	<b>Credit Award</b>
<b>STATE OF MASSACHUSETTS</b>	
<b>Community Health Education Center –Boston, Lowell, Massachusetts</b>	
	<b>3 credits</b>
<b>Outreach Education</b>	<b>3 credits</b>
HUSB 112, Human Services and Health	3 credits
<b>Total</b>	<b>3 credits</b>
<b>Westfield State College -- Massachusetts</b>	
<b>Addiction Counselor Education Program</b>	<b>15 credits</b>
ADST 304, Substance Use & Abuse, From Prevention to Treatment	3 credits
ADST 417, Addictions Counseling	3 credits
ADST 244, Internship: Substance Abuse	9 credits
<b>Total</b>	<b>15 credits</b>
<b>STATE OF NEW HAMPSHIRE</b>	
<b>Certified Public Manager Program (CPMP) (New Hampshire)</b>	<b>17 credits</b>
HUSB 101, Administration I	3 credits
HUSB 102, Administration II	3 credits
MGTE 305, Managerial Supervision	3 credits
MGTE 341, Business Field Expertise	3 credits
MGTE 479, Personnel Management/Human Resources Mgmt	3 credits
Human Service Training	2 credits
<b>Total</b>	<b>17 credits</b>
<b>Certified Public Supervisor Program (CPSP) (New Hampshire)</b>	<b>8 credits</b>
HUSB 229, Elementary Supervision	3 credits
HUSB 104, Basic Management Skills	3 credits
Human Service Training	2 credits
<b>Total</b>	<b>8 credits</b>
<b>STATE OF TEXAS</b>	
<b>Institute of Chemical Dependency Studies</b>	<b>Variable</b>
<b>Follow ACE recommendation for credit.</b>	
<b>Houston Educational Achievement Leadership Institute (HEAL)</b>	<b>up to 10 credits</b>

<b>STATE OF WISCONSIN</b>	
<b>State of Wisconsin Child Care Director Certification</b> Successful completion of <b>ALL</b> modules is required for this 8 credit award: Administrator/Director-Supervision Child Care Teacher Assistant Child Care Worker Infant/Toddler Child Care Worker Family Child Care Provider Family Care Center Director Assistant Child Care Teacher-School Age <div style="text-align: right;"><b>Total 8 credits</b></div>	<b>8 credits</b>
<b>CADCII, CADCIII (see page 23)</b>	
<b>39 credits</b>	
<b>Economic Support Specialist</b>	
<b>16 credits</b>	

Other training programs are listed in the *National Guide to Educational Credit for Training Programs*. Please contact the Assistant Director for Academic Services for information.

**Note:** All credit is expressed as the maximum award possible.  
 The actual award depends on an individual Portfolio review.

**Students must have passed the licensing exams to receive the above credit awards. It is preferred that the license be current at the time of enrollment at SHS.**

Number of credits awarded varies based upon numbers of hours of documented training and/or skill level.

If you have questions, comments, or suggestions, please speak to the Associate Director for Academic Services.

**Please Note: The maximum number of credits for all reviewed credentials will be awarded only if there is no duplication of course work in either transfer credits or courses taken at SHS.**

# APPENDIX 3

## Credit for YMCA Modules

The partnership between Springfield College and the YMCA dates back to the earliest days of the College's history. For over one hundred years, Springfield has provided the educational foundation for many of the Y movement's greatest leaders. Today, the partnership between and the Y and Springfield College continues to grow and flourish through expanding academic opportunities. Academic credit is available through Springfield College for many of the training courses, management modules and certification programs offered by the YMCA of the USA. Descriptions of these modules are included in this handbook.

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

## YMCA Training Module Courses

### **SHSY 110: Principles and Practices 2 credits**

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

### **SHSY 120: YMCA Problem Solving and Decision Making 1 credit**

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

### **SHSY 121: Financial Development 1 credit**

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

**SHSY 122: Fiscal Management and Budgeting 1.5 credits**

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

**SHSY 123: Not-for-Profit Strategic Marketing 2 credits**

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

**SHSY 124: Strategic Planning 1 credit**

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

**SHSY 126: Program Management 1.5 credit**

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

**SHSY 127: Facilities Management 2 credits**

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

**SHSY 128: Supervision 1 credit**

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

**SHSY 129: YMCA Fitness Specialist 3 credits**

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

**SHSY 130: Training of Trainers: Design and Delivery Skills 2 credits**

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

**SHSY 135: YMCA Group Work 1 credit**

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

**SHSY 137: Volunteerism and the YMCA 1 credit**

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

**SHSY 149: YMCA Group Exercise Instructor 5 credit**

This course is designed to train staff members in the basics of conducting group exercise classes. Course content includes the components of an exercise class, basic exercise selection, the practical application of exercise science, qualities of an exercise instructor, nutrition information and practical sessions. Other topics include choreography, cueing,

music selection, safety and liability. Prerequisites and Notes: current CPR, Principles of Health and Fitness certification, and 25 hours of practical experience.

### **SHSY 150: YMCA Day Camp Director 1 credit**

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

### **SHSY 151: Youth Super Sports Director .5 credit**

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

### **SHSY 152: Youth Fitness Instructor .5 credit**

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

### **SHSY 155: Aquatic Facility Manager 2 credits**

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

**SHSY 156: Walk Reebok Instructor 1 credit**

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

**SHSY 157: Arthritis Foundation/YMCA Aquatic Program Instructor 1 credit**

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

**SHSY 158: Active Older Adult Exercise Instructor (Land) 1 credit**

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

**SHSY 160: Aquatics for Special Populations Instructor 1 credit**

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

**SHSY 162: Synchronized Swimming Instructor 1 credit**

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

**SHSY 163: Gymnastics Instructor .5 credit**

This course focuses on the YMCA of the USA progressive gymnastics program. It is designed for staff members who have major roles in teaching, coaching and administering

YMCA gymnastics programs. Content includes program planning and organization, teaching techniques, safety precautions, skill development and spotting. It is required that students have completed “Working With 10-to-14 Year Olds.” Prerequisites and Notes: minimum 25 hours experience as gymnast, leader, student teacher or gymnastics coach, minimum age 18, recommended by supervisor.

### **SHSY 164: Open Water Scuba Diver 1 credit**

This entry-level Scuba certification course takes approximately 32 hours to complete during day or evening classes from a couple of weekends to several weeks. In order to earn a Scuba certification, you will participate in classroom sessions and practice essential diving skills in a pool. Finally, you will test your knowledge on a written exam and apply your skills during training dives in a lake, quarry, spring, or ocean.

### **SHSY 165: Silver Scuba Instructor 1 credit**

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

### **SHSY 167: YMCA Lifeguard Instructor 1 credit**

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

### **SHSY 170: Infant-Toddler/Preschool Child Care Director 6 credits**

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

### **SHSY 171: School Age Child Care Director 6 credits**

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

**SHSY 172: Teen Leadership Director 1 credits**

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

**SHSY 174: Active Older Adults Program Director 1 credit**

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

**SHSY 181: Working with People with Disabilities .5 credit**

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

**SHSY 187: International Initiatives 1 credit**

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

**SHSY 188: Collaboration Skills 1 credit**

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

**SHSY 189: Conflict Management and Negotiation 1 credit**

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

# APPENDIX 4.

## PORTFOLIO FORMS

### SPRINGFIELD COLLEGE SCHOOL OF HUMAN SERVICES

#### PORTFOLIO SUBMISSION CHECKLIST (*Submit with your Portfolio*)

1. \_\_\_\_\_ Have you received a grade for HSPD?
2. \_\_\_\_\_ Is the Portfolio logically and carefully organized?
3. \_\_\_\_\_ Do the “I” statements adequately explain how this learning was acquired?
4. \_\_\_\_\_ Is the documentation for all claims detailed and identified appropriately?
5. \_\_\_\_\_ Does the Portfolio follow the academic plan made in conjunction with your advisor?
6. \_\_\_\_\_ Is it six months prior to graduation and less than a year after completion of HSPD?
7. \_\_\_\_\_ Have you carefully and thoroughly proofread your Portfolio?
8. \_\_\_\_\_ Submit your Portfolio to an SHS administrator. Be sure to get a Portfolio receipt.

**SPRINGFIELD COLLEGE  
SCHOOL OF HUMAN SERVICES**

**CLAIM FOR CREDIT – COVER SHEET**

Student's Name: \_\_\_\_\_

College and Course #:

Course Title:

Credits Claimed:

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Verification:

(Identify your documentation and indicate its location.)

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**Equivalent learning, knowledge, skills, and experiences:**

Introductory Paragraph: "I" statement

Please present your learning. Include:

1. What you did.
2. Where you did it.
3. When it happened.
4. Who was involved in the learning.
5. How the learning relates to the claim.

Only the first page of your Claim for Credit should be on this form. If you require more space for your "I" statement, please continue on plain paper.





## TRAINING REVIEW GRID

Licensed Training	Credentials of Instructors	Materials Used Books, etc.	# Hours Training	Theoretical Base Learning Outcomes: What did you learn ? Be specific.					