

# THE COLLEGE OF PUBLIC AND COMMUNITY SERVICE

## ADMINISTRATIVE OFFICERS

Sarah Bartlett, EdM

Administrative Dean  
for Enrollment Management

Evelyn Wong, BA

Assistant Dean,  
Administrative Finance

### Overview

The College of Public and Community Service is a college for people who are seeking to make a difference – in their own lives and in the lives of others. CPCS provides an empowering and effective education to people who are committed to working for social justice, and who want to promote positive development in their communities.

The College offers innovative and exciting educational opportunities at the undergraduate and graduate levels for students pursuing professional careers in public and community service, policy, advocacy, and organizing.

CPCS is distinguished by its competency-based system of education, by the innovative learning options it provides, and by its commitment to interweaving college and community to promote full participation in society through educational programs and professional practice.

### A Different Kind of College for People Who Want to Make a Difference

For over 30 years, the College of Public and Community Service (CPCS) has been a recognized leader in education for social change. CPCS is a college for people who want to make a difference. It provides effective and empowering educational opportunities to students committed to working for change in their communities, workplaces, and professions.

### Outcome-Oriented

The College's undergraduate programs offer interested students a unique competency-based, outcome-oriented curriculum centered on the study of urban reality and positive social change. Its educational program is focused on helping students to develop deeper understanding about the type and nature of issues affecting urban life and supporting them in becoming effective professionals whose main focus is the enhancement of these communities.

### Innovative

The College curriculum is designed to meet students where they are and get them to where they want to go. The College provides students with *innovative learning options* that allow them to find their best learning style and put them to work toward earning a degree. The College offers undergraduate students four basic methods of evaluation for competencies at the College: classroom instruction, project-based learning, evaluation of prior learning and directed study. Based on assessment of their skills and needs, students are able to tailor a learning plan drawing on these different modes of learning and evaluation to move through the curriculum. The curriculum encourages students to draw on their professional and community work and apply it directly to their academic study.

### Empowering

Believing that both community and individual empowerment are enhanced the more community and college are interwoven, a central focus of the College's practice is centered on developing recruitment initiatives, educational programs, and research that bring the College and the community together to work on the shared goals of community empowerment.

### Diverse

In its practice and in the educational opportunities it provides, CPCS endeavors to function as an inclusive, democratic and participatory learning community which promotes diversity, equality and social justice. CPCS is a diverse learning community. The students who attend CPCS represent the diversity of the metropolitan community. They range in age from 18 to 80. A majority are from low-income areas; over 60% are women, and over 40% identify themselves as members of communities of color.

### Undergraduate Programs

At the undergraduate level, CPCS provides a comprehensive Bachelor of Arts degree program that integrates general education, skill development and support, with majors focused on professions related to public and community service.

CPCS offers majors and concentrations in the following areas:

- Community Media and Technology
- Community Planning
- Community Studies
- Gerontology
- Human Services
- Labor Studies
- Legal Education
- Non-Profit Management
- Organizing
- Training and Development
- Youth Work

## COMPETENCY-BASED EDUCATION

The CPCS educational program is organized around a competency-based, outcome-oriented curriculum. Students progress through the curriculum by demonstrating their competence in a variety of skill and knowledge areas. A CPCS student who demonstrates a competency is showing the ability “to do” something—to put knowledge and principles into practice.

The competency is the basic unit of academic credit at CPCS. Competencies are defined in competency statements. Each competency statement specifies the particular learning outcomes required. Students may demonstrate a competency through a number of learning options.

### Sample Competency Statement

#### Participation in Government

**Rationale:** Whether through passage of a new regulation at an agency, a new bill passed by the legislature, a budget allocation, or a court decision—nearly every day government institutions make decisions on issues that impact our lives, our communities, and the well-being of others. Sometimes the decisions are made amid a great deal of publicity and public debate; other times issues are decided with little or no notice. If you are not directly part of the decision-making process, it may be hard to know how or where you can weigh in on issues that are important to you, how you can push an issue forward, or what power you and others who are concerned about the issue may have to impact the decision-making process.

To be active and effective participants in a democracy it is necessary to understand how an issue makes its way to—and through—a decision-making process, to understand the extent and limitations of authority the different branches of our government may have on an issue, and, most importantly, to understand the ways in which you and others can impact the process.

This competency enables students to develop the tools to map out a decision-making process for a particular policy issue or question, the roles and influences of stakeholders and decision-makers, and the ways in which they could or would be able to influence the outcome of the process. They will do so through researching and answering questions like: How do issues move from the back-ground to the forefront of political discussion? Who has a say in how a decision is made? Who has a stake in the decision? What kinds of power do people have in the process and how can they exercise it?

By focusing on a particular issue currently going through a decision-making process, students working on this competency will apply concepts and answer critical questions about democratic decision-making that can be applied to other issues and that will help them become more effective political participants and advocates.

Competency: Can identify and explain the decision-making process for a particular policy issue or question, the roles and influences of stakeholders, interest groups, and decision-makers, and some ways in which one could influence the outcome of the process. Can reflect back on the process and discuss pros and cons of participating in government decision-making.

#### Criteria:

1. Identify a policy issue currently before a decision-making body in the state or federal system. Summarize the key points of the issue in question and the alternative outcomes being considered.

2. Identify the people and groups who you think have a major stake or interest in the outcome of the decision-making process; for each, describe which position they support, what their interests are, and how you think they will be impacted by the alternative outcomes.
3. Identify all the formal bodies, groups, and strategies at the state or federal level that could influence a decision on this issue. Describe their decision-making authority and how you would influence them.
4. Trace the history of this issue on the policy agenda and give your assessment of why this issue has emerged on this particular decision-making agenda at this point in time. (What is happening on the state and federal levels to influence its emergence?)
5. Identify and describe the body or group that is currently charged with making a decision on this issue and outline the formal steps of the decision-making process.
6. Give your assessment of the decision-making process in terms of what you observed and how you think the democratic process worked in this instance. Include what you found encouraging or discouraging about the process and where you could see yourself engaging as an active participant.

#### Standards:

1. The policy must be one currently being decided upon or just recently implemented. It should affect large numbers of people and generate controversy. It must be approved by an evaluator. You should present your summary in three to five well-developed paragraphs.
2. For Criterion 2, your discussion should include at least five stakeholders. For each stakeholder describe:
  - a. its power;
  - b. its structure;
  - c. its relationship to the public and other branches of government
  - d. the qualifications of its members; and
  - e. how you would access or work with it (if it is not accessible, please discuss).

Present your discussion in two to three well-developed paragraphs on each stakeholder.
3. For Criterion 3, explain what strategies could be used in working with these branches/bodies. These could include:
  - working on an electoral campaign
  - initiating a ballot initiative
  - lobbying, sponsoring a bill
  - taking legal action
  - engaging tactics to influence an administrative office
  - serving as an expert witness or testifying before a legislative committee.

Explain the strategies in a 3- to 5-page essay.

## Competency-Based Education

4. For Criterion 4, explain the specific events/factors that brought this issue to the place it is currently at in the decision-making process. Refer to political, social, or economic factors and any related policy issues also being discussed at other levels and branches that provide a context for understanding the emergence of this policy at this time. Present the issue's history in a 5- to 8-page essay. Describe the decision-making body, its function, structure, and backgrounds of its members. How will it (or did it) actually reach its decision? What was the process? What internal or external factors may (have) influence(d) this? Did all stakeholders have their voices heard? Did the process represent each stakeholder equally?
5. Criteria 2-5 should be addressed together in a 5- to 8-page essay. This essay may be used to demonstrate Criterion 1a of the Writing portion of the Level II Communications Portfolio competency.
6. For Criterion 6, write a 3- to 5-page essay describing your reactions to the process and discussing your feelings about getting involved in decision-making. Were all stakeholders equally represented in the process? What are your thoughts about some of the systemic dilemmas and debates such as those over states rights vs. federal uniformity, whether elected or appointed officials are more accountable to the public, universal entitlements, the pros and cons of interest groups, the role of money, and the power of corporations vs. grassroots individuals or groups. After having looked at the process of policy-making, where could you envision yourself getting involved?

### *Examples of Demonstration:*

1. A student takes a course and completes all the assignments.
2. A student becomes involved with a policy decision that has recently been implemented or is about to be acted upon in the formal decision-making arena. S/he reflects on the issue, the process, and the outcome and, based on readings on formal decision-making, review of media coverage, and personal research (including Internet searches), writes papers that address all the criteria and standards.
3. A student who has worked on legislation for health care coverage in Massachusetts reflects on the issue, the process, and the outcome, refers to relevant readings, and writes papers and delivers oral presentations addressing all the criteria and standards.

### **A Learning Process That Works for Students**

CPCS is committed to meeting students where they are, and helping them get where they want to be. Because the competency systems offers students different options for demonstrating competencies, students have more control in designing an educational plan that works for them within the curricular framework. As part of the entry process, students assess their accomplishments and learning needs to determine the support or leeway they need to get the education they want. Students at a certain level of accomplishment in their fields can build on what they already know to improve their effectiveness. Students who come to the College needing to bolster some of their foundational skills will find the support they need to do so through the competency-based curriculum.

## INNOVATIVE AND EXCITING WAYS TO LEARN

The College recognizes that there are many ways to learn and to develop and demonstrate competence. At CPCS students are encouraged to take advantage of a wide range of learning opportunities inside and outside of the classroom that suit their needs and interests.

### Courses

CPCS offers a wide range of classroom based learning options through which students work on developing and demonstrating competencies. In their class work, students will learn experientially, in small groups with other students, and through classroom based projects, and through assignments. Courses may address more than one competency and provide support for developing communication skills. Class sizes are small to allow students the opportunity to learn from each other and to work closely with the faculty.

### Sample Course Descriptions

#### Historical Change in the US:

##### American History through Popular Music

Reebee Garofalo

In this course we will explore twentieth century US history, using popular music and supplementary historical texts to tell the story. Popular music will be treated as commercial mass culture and discussed as a social indicator. We will analyze the economic imperatives, social forces, technological advances, aesthetic choices, multi-cultural influences and political tendencies that have contributed to the dynamic tension between popular music and significant moments in US history. Extensive use will be made of audio and video recordings.

##### Human Service Intervention (Practicum)

Carroy Ferguson

The purpose of the workshops is to assist and work with students as they create a practicum/internship at a human service agency and/or reframe prior experience at a human service agency in terms of a practicum/internship experience. The classroom component is organized around a series of six experiential Saturday workshops, whereby students will have an opportunity to sharpen their current intervention activities and enhance their current knowledge about appropriate intervention theories, models, and strategies. Emphasis, therefore, will be placed on experientially learning more about intervention with groups, intervention with individuals, crisis interventions, and work on a human service issue.

### Additional Learning Options

In these exciting and intensive learning projects, student work with faculty and community members to identify issues and needs of communities and to develop strategies for addressing them. The combination of study and practice provide rich, hands-on learning experiences for the students, as well as service to the communities. Students are able to demonstrate competencies through projects that address a variety of issues, such as the language needs of immigrants, affordable housing, media bias against Latinos; community control of development, youth leadership development, training needs of health care workers, teen girls legal rights. Along with specific research, planning, advocacy, or organizing skills that students practice and develop, students and community members who are engaged together in these projects grapple with the frustrations and celebrate the achievements of working as a team and being part of shared/ collaborative process. Students experience the excitement of working at the base, where the compelling, conflicting and critical urban problem and solutions begin to emerge.

### Sample Projects

#### Engaging Student Voices / Strategy and Proposal Development

Arches

This course is designed for students who want to work with an organization or community group on issues affecting their community. Students learn how to develop an action plan that addresses a problem, or set of problems, faced by the community group or organization. Specifically, students gain the following skills and knowledge: a) how to develop goals and objectives; b) how to analyze barriers and obstacles to changing communities; c) how to evaluate the impact of action strategies; and, d) how to develop proposals to implement specific aspects of the action plan.

#### Elder Action Research

Silverstein

This course is taught as an applied action-research project in partnership with a community organization about a particular health, social service or societal issue affecting the elderly. Students learn to clearly articulate significant questions, develop a research methodology, prepare instruments and gather data which inform debate on the issue. Students will demonstrate the required competencies by participating in the design and implementation of a group field project. This year's community partner is the Boston Commission on Affairs of the Elderly. We will conduct a follow-up study of the *Seniors Count* initiative—an outreach program begun in 1999. Over 5000 Boston elders were contacted by *Seniors Count* volunteers. We will survey a sample of those elders to learn how well needs identified through *Seniors Count* have been addressed; if new needs have arisen; and if the elders have additional concerns or recommendations to pass on to the Boston Commission on Affairs of the Elderly.

## THE CPCS CURRICULUM: EDUCATION THAT WILL MAKE A DIFFERENCE

### Directed Study

Individual students or small groups may wish to pursue an area of study outside of a structured class or project. CPCS provides the directed study option for these students. Typically, students would identify a competency or competencies they want to work on and coordinate with a faculty evaluator to develop a learning and demonstration plan for completing the competency. This is an excellent learning option for students who bring prior knowledge or experience in certain areas of the curriculum who want to build on that knowledge. It also extends the learning options for students who may wish to explore certain topics that are not addressed through organized learning activities in a given semester.

### Evaluation of Prior Learning

At CPCS, students with relevant prior experience may use that experience toward demonstration of competencies in the curriculum. Students who have experience that is consistent with the learning outcomes in a competency, may work with a faculty evaluator to demonstrate what they have done, what they have learned, and how it relates to the competency. Prior learning may also be used to get you partway through the demonstration of a competency. Then you can work with the evaluator to determine what new or additional learning you need to take on to get you the rest of the way.

### Distribution Requirements

The undergraduate curriculum is organized around four overarching learning outcomes:

- Language and technical skills necessary for purposeful inquiry and communication
- Professional competence to function effectively in a broad range of workplace and community-based roles and activities
- Critical consciousness needed to clarify and challenge prevailing values, ideologies, and practices
- Essential knowledge required for participating fully in society

In working toward meeting these overall learning outcomes and earning a degree, CPCS students are required to complete 40 (3 credit equivalent) competencies. The curriculum is organized into four developmental levels, with competencies at each successive level demanding more complex intellectual tasks. At each level students are provided multiple opportunities to develop and apply appropriate academic and practice-oriented skills. The forty competencies are clustered into three main curricular categories:

### Core Knowledge and Skills: Essential Tools for Change

The Core Knowledge and Skills area of the curriculum covers a wide range of skills and knowledge, including: critical thinking and argument; critical understanding of social issues and institutions, and developing the tools to understand and impact communities, institutions, and the democratic process. In demonstrating these competencies students will have the opportunity to deepen their understanding of culture and cultural influences, history, economics, and policy development. The intent of the Core Knowledge and Skills area is to ensure that students master the essential academic tools — how to analyze, advocate, critique, and evaluate. Of equal importance, the aim is to engage students with the most pressing issues of our times as they are developing these skills.

Students are required to complete 29 competencies in the Core Knowledge and Skills area. The competencies are organized in four levels culminating in a Capstone competency. The levels ensure that students build toward mastery of the essential academic tools — how to analyze, advocate, critique, and evaluate — by working with increasingly complex tasks and at higher levels of abstraction and independent thinking. While the competencies in this area define the skills and intellectual tasks that are required, students have a good deal of flexibility and choice in selecting the content they apply to the different competencies.

### Major/Concentration

The major consists of 10 competencies. The 10 competencies are comprised of 6 competencies from a foundational major and 4 competencies from a concentration (an area of specialization that a student links to a major). For example: A student majoring in Human Services interested in working with adolescents may choose to link her major with Youth Work. Another student majoring in Human Services interested in managing a non-profit organization may choose to major in Human Services with a concentration in Management. This combination approach allows students maximum flexibility in designing a major that is best suited to their learning and career goals, and offers them a range of opportunities to tailor their learning in directions that make sense for them.

### Writing Portfolio: Applied Communications Competency

Employers and graduate schools alike point to effective communication skills as an essential qualification that they seek from college graduates. CPCS takes this demand seriously and places a strong emphasis on the development and demonstration of effective oral and written communication skills as a central part of our curriculum. The development of writing, speaking, and presentation skills are interwoven into most of the competencies students work on at CPCS. Using an approach called Writing Across the Curriculum, students are given multiple opportunities to focus on the development of these different skills and to apply them in different contexts. Students are required to compile a portfolio of products that represents their best writing and other presentations for evaluation of these skills.

# The CPCS Curriculum

## The Learning Plan

Requirements for graduation are mapped out in what is called a "learning plan." This plan lists the competencies that a student is required to complete at CPCS and serves as a student's road map through the requirements and options in the curriculum.

The Learning Plan follows a developmental framework in which skills build on each other as a student progresses to higher levels. Students have several options for demonstrating each competency in the learning plan. Instruction and support in reading, writing, speaking, computers, and quantitative reasoning are integrated throughout the curriculum to assist students in meeting the Portfolio requirements.

<b>CPCS Learning Plan</b>			
<b>Core Knowledge and Skills</b>			
Level I	Level II	Level III	Level IV
<b>Dimensions of Learning</b>	<b>Quantitative Reasoning</b>	<b>Social Research: Consumption and Design</b>	<b>CAPSTONE PROJECTS</b> <b>Choose One:</b> <ul style="list-style-type: none"> <li>• Doing Social Research</li> <li>• Critical Analysis</li> <li>• Public Advocacy</li> <li>• Reflective Social Action</li> </ul>
<b>Critical Inquiry</b>	<b>Participation in Government</b>	<b>Economic Distribution</b>	
<b>Reading Life Histories</b>	<b>Historical Change in the U.S.</b>	<b>Social Difference in Public and Community Services</b>	
<b>Media Literacy</b>	<b>Community Portraits</b>	<b>Critical Practice in Public and Community Services</b>	
<b>Understanding Arguments</b>	<b>Making Arguments</b>	<b>Choose Six:</b> <ul style="list-style-type: none"> <li>• Influencing Policy-Making</li> <li>• Debating Policy Issues</li> <li>• Models of Social Change</li> <li>• Exploring Community</li> <li>• Public &amp; Community Action III</li> <li>• Language Other than English III</li> <li>• Statistical Reasoning</li> <li>• Scientific Awareness</li> <li>• Critical Readings I-III</li> </ul> (Same competency may be done up to three times on three different topics)	
<b>Public &amp; Community Action I</b>	<b>Value Conflicts in Public &amp; Community Service</b>		
<b>Choose two:</b> <ul style="list-style-type: none"> <li>• Exploring Culture</li> <li>• Engaging Art</li> <li>• Language Other Than English I</li> </ul> Or <ul style="list-style-type: none"> <li>• Additional major or concentration</li> <li>• Courses from CLA or CSM</li> <li>• Additional Level II or III elective</li> </ul>	<b>Computer Competency</b>		
	<b>Choose Three:</b> <ul style="list-style-type: none"> <li>• Group Dynamics</li> <li>• Organizational Dynamics</li> <li>• Reflecting on Art</li> <li>• Language Other than English II</li> <li>• Crafting Art</li> <li>• Public &amp; Community Action II</li> </ul>		
<b>CPCS Majors: Select one major and one concentration</b>			
<b>Majors</b>		<b>Concentrations</b>	
<ul style="list-style-type: none"> <li>• Community Media and Technology</li> <li>• Community Planning</li> <li>• Community Studies</li> <li>• Gerontology</li> <li>• Human Services</li> <li>• Labor Studies</li> <li>• Legal Education Services</li> </ul>		<ul style="list-style-type: none"> <li>• Community Media and Technology</li> <li>• Community Planning</li> <li>• Community Studies</li> <li>• Gerontology</li> <li>• Human Services</li> <li>• Labor Studies</li> <li>• Legal Education</li> <li>• Non-Profit Management</li> <li>• Organizing</li> <li>• Training and Development</li> <li>• Youth Work</li> </ul>	
<b>Communications Portfolio</b>			
<b>Portfolio I</b>	<b>Portfolio II</b>	<b>Portfolio III</b>	

## MAJOR AND CONCENTRATION IN COMMUNITY MEDIA AND TECHNOLOGY

The Community Media and Technology program takes its cue from cutting-edge media and technology practice on the ground and is founded on a vision of activist education and learning in pursuit of social justice. At the core of the program is an inventive self-paced, competency-based curriculum in which prior learning is validated and collaborative projects are supported. Students are encouraged to become socially and politically active through partnerships with cultural groups, labor unions, non-profit service providers, and community media and technology organizations. The Community Media and Technology Program seeks to produce skilled activists, artists, and professionals who combine history, theory, aesthetics, and analysis with technical proficiency, social vision, and a commitment to non-profit culture and reflective community practice. No other educational program in the country delivers this unique combination of knowledge and skills.

### Requirements

Students in the major must complete:

- Media and Community Building
- Analyzing Media
- Developing a Media/Technology Strategy
- Communications Policy

And two of the following:

- Digital Video Production
- Multimedia Authoring
- Audio Production
- Computer Networking
- Database Management

Students in other majors who choose to do a concentration in Community Media and Technology complete: Media and Community Building, Analyzing Media, Developing a Media/Technology Strategy and Digital Video Production or Multimedia Authoring.

## MAJOR AND CONCENTRATION IN COMMUNITY PLANNING

The CPCS Community Planning Major is one of very few undergraduate planning programs in the United States. The program focuses on participatory approaches to planning with and for communities and groups that have at best been ignored and at worst harmed by prevailing planning and decision making practices.

The Community Planning Major emphasizes direct, firsthand work in community and agency situations. Students develop and demonstrate technical skills as well as the ability to analyze the political aspects and social values implicit in different approaches to community planning and management.

Community Planning students learn how to work with formal organizations and informal groups of people to assess needs and resources, set goals, develop and implement strategies and proposals for reaching these goals, predict impacts and evaluate results. Students in this major also develop the ability to compare and contrast different theories and methods of planning, in order to determine how to maximize community participation and power.

### Requirements

Students may choose Community Planning as a major or as a concentration linked to another major. Students who major in Community Planning are required to complete:

- Community Needs and Resource Analysis
- Planning Models and Theories
- Strategy and Proposal Development I and II
- Community Impact Assessment
- Program Evaluation

Students who choose Community Planning as a concentration, linked to one of the other CPCS majors, must complete:

- Community Needs and Resource Analysis
- Strategy and Proposal Development I and II
- Program Evaluation

## MAJOR AND CONCENTRATION IN COMMUNITY STUDIES

The major in Community Studies offers students a multi-disciplinary, applied approach to the study of human communities. The Community Studies major has four defining characteristics:

- a unifying theme focusing on human communities, their histories and cultures, their identities and values, their institutions and economies, their problems and prospects.
- a unique diversity of perspectives for learning about the human experience in communities, including the content and method drawn from the social sciences as well as the liberal arts, from various ethnic studies as well as global studies.
- an emphasis on experiential learning, particularly community service learning, balanced with classroom and distance learning.
- a strong orientation to social justice and human rights, along with a commitment to activism for democratic social change.

Community Studies will prepare students to be more effective in working in communities. The competency based curriculum takes students through course-based and on-hand practical experiences leading to a broader and deeper knowledge of characteristics and dynamics of human communities, to new abilities in assessing community problems and resources, and to concrete skills in conducting successful community interventions.

### Requirements

Students may choose Community Studies as a major or as a concentration linked to another major. Students who major in Community Studies are required to complete:

- Community and Identity
- Social Problems and Social Change in a Community Context.
- Social organization of communities
- Methods of Community Analysis.
- Communities in Global Context
- Dynamics of Community Change

Students who choose Community Studies as a concentration, linked to one of the other CPCS majors, must complete four of the six requirements.

## MAJOR AND CONCENTRATION IN GERONTOLOGY

The major in gerontology emphasizes three main areas reflecting the field's career options: social policy, advocacy and direct service. The Gerontology curriculum is designed to help professionals and others interested in the field to augment their credentials, while providing valuable learning experiences in the field of Gerontology for those who want to pursue rewarding careers built around issues of aging and public service. Whether it be in administration, management, direct care, advocacy, or peer support, our graduates have achieved high levels of accomplishment and assumed award-winning roles in their communities and professions. Some have won public recognition for dedication and service to their communities – a Neighborhood Crime Watch Senior Citizen of the Year award, and an AARP Andrus Award for Community Service serve as examples of this kind of recognition. Others have found professional fulfillment with such organizations as: area agencies on aging, assisted living and long-term care facilities, and local councils on aging.

### Requirements

Students majoring in Gerontology are required to complete six core competencies:

- Working with Elders
- Demographics and Economic of Aging
- Concepts of Aging
- Applied Research in Aging
- Health and Physical Aspects of Aging
- Intervention with Elders

To complete their major requirements, Gerontology majors may select the Advanced Practice or Social Policy concentrations in Gerontology or they may select one of the other concentrations available at CPCS. Students may also opt to do a four-competency concentration in Gerontology.

## MAJOR AND CONCENTRATION IN HUMAN SERVICES

The Human Services program at the College of Public and Community Service is designed to provide students with the knowledge and skills they need for employment in a wide range of social and government agencies, or for graduate study in social work, sociology, psychology, education, and other related fields.

The CPCS competency-based program is ideal for students considering entering the field, as well as for students who already have experience in human services. Students new to the field will gain an excellent foundation in theory and practice related to human services and will have the opportunity to gain hands-on experience through practica, internships, and field-based learning options. Students already experienced in human services can use and build upon their work experience while acquiring new knowledge, skills, and direction necessary to move into new or more advanced positions in the field of human services.

The content of the major has been carefully constructed to meet workforce needs. It is designed to provide professional orientation to the context and core values of human services practice and to the theoretical models and knowledge about individuals and society that form the foundation for human service education and work. As students progress through the curriculum, they will build on this foundation by integrating and applying these theories to work with individuals, groups, and agencies and by developing knowledge of issues in human services.

### Requirements

Students may select Human Services as a major or a concentration linked to another major at CPCS. Majors in Human Services complete 6 of the following competencies:

- Human Development
- Delivery of Services
- Development of Human Services
- Life Stages: Issues and Challenges
- Professional Responsibility and Ethics in Human Service Practice
- Social Construction of Relationships
- Human Service Intervention: Individual or Group

Students in other CPCS majors, including Community Planning, Gerontology, and Legal Education, who select Human Services as concentration, complete four of the competencies from this list.

## MAJOR AND CONCENTRATION IN LABOR STUDIES

The Labor Studies major prepares students to work in the labor movement and in organizations that promote economic justice for working people. Students learn skills that equip them to be leaders, advocates, and change agents in their unions, workplaces, and communities. Applying principles to practice, they engage in organizing, worker training, and collective bargaining. Courses and internships provide opportunities to think critically about solving workplace problems, developing innovative strategies, and building organizations that can address contemporary issues in a time of accelerated change.

An inter-disciplinary program, Labor Studies relates history, economics, law, and analysis of society, politics, and culture to the issues that affect workers and their organizations. The program teaches a variety of subjects, from applied research to public advocacy, from negotiation to globalization. Students participate in an adult-oriented, self-paced curriculum that allows flexible learning options and may apply relevant life and work experience. They also have opportunities to conduct collaborative projects, apply theories to practice in a range of community settings, and reflect on their experience in an environment that encourages critical engagement.

### Requirements

The requirements for students majoring in Labor Studies are:

- Analyzing the Problems of Workers and their Organizations
- Assessing Workers' Power
- Negotiation
- Legal Advocacy
- Leading & Strengthening Worker Organizations
- Strategic Analysis for Worker Organizations

Students in other majors at CPCS may also select to complete the Labor Studies concentration. Students selecting the concentration are required to complete:

- Assessing Workers' Power
- Negotiation
- Legal Advocacy
- Strategic Analysis for Worker Organizations

## MAJOR AND CONCENTRATION IN LEGAL EDUCATION

The Legal Education program is designed for students who want to study law and justice within a broad social context. The Legal Education programs provide students with a dynamic opportunity to develop a comprehensive understanding of the legal system; focus on particular areas of legal knowledge, such as environmental law, family law and workers' right; develop legal advocacy skills; and explore contemporary meanings of justice and injustice.

Whether you want to be a lawyer, work as an advocate in areas such as housing, benefits or domestic violence, or you're interested in becoming involved in government or public policy work, the Legal Education program will provide the skills and knowledge you need for work or further study in these areas. The Legal Education major is also designed to provide students who are interested in social issues with the opportunity to study law within a justice framework.

The Legal Education program helps prepare students for:

- advocacy work in a variety of legal and community settings;
- positions in government, agencies and the courts;
- advanced degrees in law, dispute resolution, criminal justice, public policy and other graduate programs.

### Requirements

Students who select Legal Education must complete:

- Concepts of Justice
- Legal Advocacy
- Legal Reasoning and Argument
- Legal Studies I and II
- Advanced Legal Advocacy

Students in other majors who select the Legal Education concentration must complete:

- Concepts of Justice or Legal Studies I
- Legal Advocacy
- Legal Reasoning & Argument
- Advanced Legal Advocacy

## CONCENTRATION IN NON-PROFIT MANAGEMENT

The non-profit management concentration responds to the management education needs of public and community service professionals. The concentration provides education for non-profit community-based, progressive organizations that promote the principles of "active democracy" by involving constituents directly in the governance and in shaping their communities. The concentration differs from traditional management education in that the mission, accountability, and performance measures are not related to profit. Instead, the mission focuses on societal transformation; accountability and performance are measured by organizational effectiveness in advancing the goals of social and economic justice. To advance the goals of social and economic justice, managers must be able to create sustainable organizations through the efficient and effective management of people, information and money. Non-profit organizations must be innovative, adaptive, and resourceful to meet the challenges of the 21<sup>st</sup> century.

The four competencies that comprise the management concentration provide the essential learning to be an effective manager. The development of communication, critical thinking, and computing skills are integrated into these competencies. Projects and assignments are designed to foster the continued development of these skills and to examine the moral and ethical issues that are relevant to the management competencies.

### Requirements

The management concentration may be linked with any of the CPCS majors. Students who select the concentration are required to complete the following four competencies:

- Management Theories and Practices
- Financial Management
- Human Resource Management
- Strategic Planning and Fundraising for Non-Profits

## CONCENTRATION IN ORGANIZING

Organizing is one of the fundamental activities of a functioning democracy. Organizers are concerned with improving social conditions, changing institutions and power relationships, delivering needed services, and strengthening community participation. Groups of all kinds that are involved in promoting democracy and social change – unions, community-based organizations, political campaigns and the like – all engage in organizing. Thus, organizing skills are greatly in demand in the workplaces, movements, and communities where CPCS students are graduates are likely to work. There is an increasing call for organizers within the labor movements and within community-based organizations, non-profits working for social change and within political campaigns.

The Organizing Concentration at CPCS offers a unique opportunity for students who are interested in or engaged in organizing to develop practical skills for organizing, gain a deeper understanding of the theory, values, and philosophy behind organizing work, and explore organizing strategies and models that have been developed.

### Requirements

Students who select the concentration in Organizing are required to complete four competencies:

- Methods and Goals of Organizing
- The Roles of Organizers
- Analyzing and Evaluating Organizing Strategies
- Action Research for Organizing

## CONCENTRATION IN TRAINING AND DEVELOPMENT

In the realm of public and human service work, education is a fundamental part of many organizations' work. In formal settings, an agency supervisor may have to design on-the-job training for new employees or conduct staff development. A community learning center may need teachers who are familiar with training and development methods to design and implement adult basic education programs. In working with individuals and community residents, human service providers may need training and development skills to define problems and identify solutions.

The Training and Development concentration provides students interested in a wide range of community or public service jobs with the opportunity to develop the practical skills of training and teaching, as well as the theoretical knowledge they need to be effective trainers. Students completing the concentration will develop and demonstrate competence in adult learning theory, designing and delivering curriculum modules suited to different learning styles; presentation and delivery skills; and skills and methodology to assess the effectiveness of different training models.

### Requirements

Students who select the concentration in Training and Development are required to complete four competencies in:

- Theories of Adult Education
- Assessing Training Needs
- Designing a Training Curriculum
- Implementing a Training

## CONCENTRATION IN YOUTH WORK

Youth Work is a growing and diversified field in the area of public and community service. Youth workers are engaged in developing and delivering programs in youth centers, schools, churches, non-profit agencies, community organizations, and state and local agencies. As the field grows, there is increasing demand for trained youth workers who bring understanding of youth development and youth culture, as well as models for effective practice in youth work.

The CPCS Youth Work concentration is one of very few higher education programs specifically designed to deal with issues, strategies, and practices specific to youth development. It is an ideal program for people interested in entering the field, and for those who are already in youth work who wish to build on their experiences. Students in the program will develop critical understanding of youth and youth culture, explore models of effective practice, analyze youth issues, and apply their practice in the field. The concentration focuses on a youth development perspective and emphasizes theories and practices to promote participatory practices that support youth and community development.

### Requirements

The Youth Work concentration is available to students who are majoring in: Community Planning, Community Studies, Criminal Justice, Human Services or Legal Education. In addition to the requirements in their selected major, students complete the following four competencies:

- Understanding Youth
- Models of Practice in Youth
- Analysis of a Youth Issue
- Working on a Youth Issue