



Human Services Program Manual

Updated: Spring 2026

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Welcome

We would like to ensure that your passage through the Human Services Program is enjoyable and rewarding. This manual is an aid to help you become oriented, to answer frequently asked questions, and to put in one place critical information you will need to succeed here at Fitchburg State University. It is to be used in conjunction with the Fitchburg State University Catalog, so plan to use both throughout your academic career.

Faculty members are happy to help with any concerns. Feel free to visit us during office hours, which are posted outside our individual offices and on the [Fitchburg State University website](#), or to speak to us before or after a face-to-face class. In particular, your advisor is an excellent source of information and advice about university requirements or educational and career choices, and of support when you need it. In addition, students already in the Program are a great resource for learning what you need to know about Fitchburg State and the Program.

Visit the [Program's website](#) for general information about the Program, links to faculty profiles, all necessary forms, and listings of agencies that provide practicum and internship experiences.

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Vision

To graduate reflective human service practitioners who utilize skills and knowledge to help support individuals in their efforts toward self-determination and to promote social justice.

Mission

The human services program supports students who are passionate about making a difference in the world around them. Through knowledge, skills, and experience, our faculty and students work together to develop strategies unique to them to enact social change. Our program integrates classroom learning with what happens in real life. We promote students' ongoing reflection on their own strengths as emerging professionals, and on the strengths and diversity of individuals and communities.

Admission to the Human Services Program

Students may enter the Human Services Program (major) in one of the following ways:

- by declaring it as a major upon admission to the university (as a freshman or transfer student from another school);
- by transferring into Human Services from another major at Fitchburg State (internal transfer); OR
- by being readmitted to the university after a prolonged absence.

Transfers from Another Major or Readmission

Students interested in transferring into the Human Services Program must meet with HMSV internal transfer advisor, to review their coursework and determine eligibility. Appointments can be made through the department's administrative assistant.

Admission eligibility requirements include:

- At least a 2.5 cumulative grade point average overall;
- A minimum cumulative grade point average of 2.5 in each of the following courses taken thus far: PSY 1100 Introduction to Psychological Science, PSY 1200 Lifespan Development, and SOC 1100 Introduction to Sociology);
- A minimum cumulative grade point average of 2.5 in all Human Services core courses taken thus far; AND
- Individual grades of at least 2.5 in each of the following Human Services skill component courses taken thus far: HMSV 2005 Social & Cultural Diversity, HMSV 2500 Interviewing Techniques, HMSV 3610 Assessment, HMSV 3620 Intervention, and HMSV 3700 Professional Issues.

Admission from Community Colleges

Students entering with Associates' degrees in Human Services from community colleges that Fitchburg State University has affiliation agreements with, and have met the criteria listed above, do not need to schedule an interview with the HMSV faculty to request entrance into the program.

Course Requirements

Staying on Track for Graduation:

The plan of study is the road map that will lead you to graduation; to complete your bachelor's degree, you must complete a minimum of 51 credits in General Education classes, 48 in the Human Services major, and the remainder in electives to total 120 credits.

Based on placement exam test results in writing and math upon admission; please remember that if you need to take any of the readiness courses (Basic College Writing, Quantitative Preparation), those classes do not count toward the 120 credits for graduation. Plan to take the exams as soon as possible so that you and your advisor can integrate remedial courses into your plan of study.

You may access your records and degree evaluation via [MyFalcon](#).

Plan to meet with your advisor at least once each semester: once well before the registration period to get an idea of what you need to take, and once during the advising period to set up a proposed schedule for the following semester. This will ensure that you stay on track, and that your advisor is aware of any changes in your goals, plans or aspirations. Good planning in advance can prevent considerable inconvenience and discomfort later on. You will register online and your advisor will give you the necessary information to do so each semester, including the Alternate Personal Identification Number (PIN) necessary to access the registration portal.

All Fitchburg State University students must complete a minimum of 51 credits in General Education. The General Education requirements encompass three clusters (Foundation for Lifelong Learning, Exploration, and Integration).

The clusters and their associated course requirements are:

Foundation for Lifelong Learning – 15 credits required

- First Year Experience (3 credits)
- Writing I (3 credits)
- Writing II (3 credits)
- Quantitative Reasoning (3 credits) (we recommend Math 1700: Applied Statistics)
- World Languages, Speaking & Listening (3 credits)

Exploration – 27 credits required

- Civic Learning (3 credits)
- Diverse Perspectives (3 credits)
- Ethical Reasoning (3 credits)
- Fine Arts Expression and Analysis (3 credits)
- Historical Inquiry and Analysis (3 credits)
- Literary Inquiry and Analysis (3 credits)
- Personal Wellness (3 credits)

- Procedural and Logical Thinking (3 credits)
- Scientific Inquiry and Analysis (3 credits)

Integration -- 9 credits required

- Integrative Learning (6 credits)
- Integrative High Impact Practice (3 credits)
- OR
- Minor of Second Major

As part of the General Education requirements, Human Services students have designated courses to take:

- **Psychosocial Development:** To better understand how humans develop and learn, how they function in larger groups and societies, and understand psychological difficulties, **HMSV students are required to take three classes:**
 1. PSY 1100 - Introduction to Psychological Science
 2. PSY 1200 – Lifespan Development
 3. SOC 1100 – Introduction to Sociology

Each of these classes may be used to satisfy General Education requirements or a free elective. These classes may NOT serve as a Behavioral Sciences or Field of Choice elective.
- **Constitutional Knowledge:** To gain an understanding of the U.S. Constitution, the structure and function of governments, and the legal process, students may select one course from among the following:
 - POLS 1000 (U.S. Government) OR
 - POLS 1500 (State & Urban Government)

The Human Services Major:

Core Courses

- Introduction to Human Services (HMSV 1100)
- *Social and Cultural Diversity (HMSV 2005)
- Research Methods in Human Service Practice (HMSV 2050)
- * Interviewing Techniques (HMSV 2500)
- *Assessment in Human Services (HMSV 3610)
- *Intervention in Human Services (HMSV 3620)
- *Professional Issues in Human Services (HMSV 3700)
- *Internship in Human Services (9-12 credits)(counted as completion of IHIP General Education requirement for human services majors)
- And at least 2 Macro-Level courses:
 - Building Community Supports for Individuals with Disabilities (HMSV 3410)
 - Aging Social Welfare Policy (HMSV 3450)
 - Mental Health Policy (HMSV 3550)

* = Skill Component course — requires a minimum grade of 2.5.

The HMSV core courses are usually taken in sequence:

Course	Prerequisites
HMSV 1100: Introduction to Human Services	None
HMSV 2005: Social and Cultural Diversity	HMSV 1100
HMSV 2050: Research Methods in Human Services	HMSV 1100
HMSV 2500: Interviewing Techniques	HMSV 1100
<u>Two</u> of the following: HMSV 3410: Building Community Supports; HMSV 3450: Aging Social Welfare Policy HMSV 3550: Mental Health Policy	HMSV 1100
HMSV 3610: Assessment in Human Services	HMSV 1100, HMSV 2500, AND PSY 1200
HMSV 3620: Intervention in Human Services	HMSV 1100, HMSV 2500, AND PSY 1200
HMSV 3700: Professional Issues	HMSV 1100 AND junior or senior status
HMSV Electives - HMSV 2400: Crisis Intervention, HMSV 2900: Group Work, HMSV 2950: Addictive Behaviors, HMSV 3500: Abuse & Neglect in the Family	HMSV 1100 (HMSV 2400 also requires HMSV 2500 AND PSY 2350; HMSV 2900 also requires HMSV 2500)
HMSV 4890: Internship in Human Services	All other HMSV courses must be completed

Behavioral Sciences or Psychological Science Electives (6 credits total):

Two electives in the Behavioral Sciences (Human Services, Criminal Justice, or Sociology) or Psychological Science are required.

Field of Choice Electives (6 credits total):

All Human Services majors must complete a minimum of 6 credits in electives related to the human services field. Classes may be HMSV electives, but may also be classes outside of the HMSV program. Your advisor and the Behavioral Sciences Department Chair **MUST** approve your Field of Choice electives. To add these classes to your degree evaluation, please complete the [Field of Choice Electives form](#) and submit to the Registrar's Office.

Free Electives:

In order to graduate, you will need to take enough courses in addition to those that meet the General Education requirements and the HMSV major to complete 120 credits. These courses are called “free electives” because, with some limits, you may take any courses in the university’s catalog.

Additional Plan of Study Information

Practicum Requirements

For a listing of current practicum sites, see [Current Internship/Practicum Sites](#).

Approval and Registration for HMSV 4890: Internship

Students must receive approval by the Human Services Review Committee in order to be permitted to register for HMSV 4890: Internship in Human Services. Details regarding the application, approval process, and registration are explained in detail at the mandatory Internship Planning Meeting the semester before internship.

Advance Planning

Here’s a list of courses for which you will need to plan ahead:

<i>Course</i>	<i>Fall Offering</i>	<i>Spring Offering</i>
HMSV 1100: Intro to Human Services	Yes	Yes
HMSV 2005: Social and Cultural Diversity	Yes	Yes
HMSV 2050: Research Methods	Yes	Yes
HMSV 2500: Interviewing Techniques	Yes	Yes
HMSV 3450: Aging Social Welfare Policy	Yes	No
HMSV 3550: Mental Health Policy	No	Yes
HMSV 3610: Assessment in Human Services	Yes	Yes
HMSV 3620: Intervention in Human Services	Yes	Yes
HMSV 3700: Professional Issues	Yes	Yes
HMSV 4890: Internship	Yes	Yes

Internship

An internship is a structured academic experience that allows seniors to integrate skills and theory in a community-based setting. Students conduct the internship under the supervision of qualified professionals in human service organizations such as mental health agencies, probation departments, residential programs, prisons, community advocacy organizations, school counseling departments, social service programs, elder services, and crisis intervention centers. Some students also choose placements in corporate settings and focus on such diverse areas as community relations, policy advocacy, employee assistance programs, human resources, and program development.

Site supervisors are expected to provide structured supervision as well as “on the job” training and technical/motivational support. Supervisors must have at least a Master’s degree in a related field, however a Bachelor’s degree with substantial experience can be substituted for the requirement.

Internship Choices

There are two options for completing the capstone Internship experience:

- (a) a placement of 30 hours per week over one semester, totaling 450 hours (12 credits) in a field setting, plus a seminar that meets weekly for two hours, OR
- (b) a placement of 22.5 hours per week, totaling 337.5 hours (9 credits) plus the seminar. All Human Service students must complete a 9-credit or 12-credit internship. Discuss with your advisor the best option to meet your needs.

Internships generally fall into one of four categories:

- Direct service -- e.g., case work, individual support, education, crisis intervention
- Non-direct service -- e.g., advocacy, referral, lobbying, community development
- Administration -- e.g., public relations, management of information, program development, community relations, human resources
- Research

Eligibility

Admission to internship is contingent on the student’s making satisfactory progress in any Human Services courses they are taking during the semester prior to internship.

Admission to the Human Services Program does **not** guarantee entry into the internship experience. All students must meet eligibility criteria established by the Human Services Review Committee and complete all steps in the internship process, including attending the mandatory internship planning meeting, and completing the internship application process prior to the stated deadlines. (Failure to adhere to deadlines may result in a student's denial of admission to internship.)

Additionally, the following criteria must be met to be eligible for internship:

- An overall GPA of 2.5 or higher (this is a university requirement for any student seeking to complete an internship);
- A cumulative grade point average of at least 2.5 in required information courses (Introduction to Psychological Science, Lifespan Development, and Introduction to Sociology);
- Skills in written and oral communication, as exhibited by a cumulative grade point average of at least 2.5 in appropriate courses or by demonstration;
- A cumulative grade point average of at least 2.5 in required Human Services core courses (Introduction to Human Services, Research Methods, Interviewing Techniques, Social and Cultural Diversity, two Macro-Level courses, Assessment in Human Services, Intervention in Human Services, and Professional Issues in Human Services);
- Individual grades of 2.5 or higher in the skills component courses (Social & Cultural Diversity, Interviewing Techniques, Assessment in Human Services, Intervention in Human Services, and Professional Issues);
- Appropriate emotional stability and interpersonal behavior, as demonstrated in classroom deportment and a minimum equivalent grade of 2.5 in evaluations of each of the student's field practice (practicum) experiences (90 hours minimum);
- Positive recommendations from a majority of Human Services faculty;
- No incomplete grades or unresolved failures in any Human Services courses, and no probationary status in Human Services major;
- Successful completion of all Human Services required courses;
- A minimum of 90 hours of supervised practice in course-related practicums.

Students who do not meet these specific eligibility criteria for internship may request, in writing, that the Human Services Review Committee consider waiving the policy(ies) in question. Applications for waivers of criteria must be submitted at the same time as the application for an internship.

The Internship Planning Meeting

Internship planning begins the semester before you seek to complete your internship. You will be informed of the dates of the planning meeting and all other mandatory meetings and process deadlines through the Internship Calendar, which will be sent to your Fitchburg State University email address during the first week of classes.

You must attend the planning meeting held the semester before you anticipate going out into the field. This meeting is announced by the Fieldwork Coordinator at the beginning of each semester. At the planning meeting, the eligibility application process is outlined.

Verifying Your Eligibility

You will submit an intent to complete an internship form (provided at the planning meeting). The Human Services Fieldwork Coordinator will review your eligibility and notify you and your advisor if you are meeting the criteria to complete an internship. If you are not meeting or are missing any of the criteria, you will set up a meeting with your advisor to discuss a plan to become eligible.

Gathering Information on Potential Internship Sites

During the first few weeks of the semester prior to your internship, usually as you are completing your eligibility application form and/or awaiting a response from the Human Services Review Committee, you should investigate possible sites. Gather information using our online database, which contains a broad overview of potential sites for both practicum and internship placements, including information on target populations served, descriptions of responsibilities of past interns, and types of placements available. You may access the database at: [Current Internship/Practicum Sites](#).

The Review Process

When your application is complete (i.e., you have met all academic requirements for eligibility, you have completed the application form and have provided a letter requesting any necessary waivers), the Fieldwork Coordinator will bring it to the Human Services Review Committee for a determination. Your application will be reviewed for your academic and personal readiness to enter the field. You will be notified of the Committee's determination via email. Any conditions to your approval/denial will be explained in the email.

Exploring a Placement

Once the Committee has deemed you eligible, you should schedule an appointment to meet with the Fieldwork Coordinator using the directions provided.

Once you and the Fieldwork Coordinator have agreed on a potential site, the Coordinator will assist in contacting the site to discuss the particulars of an internship placement. You and the site supervisor will then set up a mutually convenient interview appointment. You will be given an internship summary flyer to take to the interview; take this, along with your résumé, to your interview. After your initial interview, mail the site supervisor a thank-you note. Include the names of three references and attach a résumé. This gives the potential supervisor time to check your references. If time does not permit, or the supervisor prefers that you bring that information to the interview, then do so. Agreeing to an exploratory interview does not commit you or the agency to an internship placement. During the interview, you should discuss with the potential supervisor, in as much detail as possible, what you would be doing as an intern, the hours you would work (including

any time off for personal needs), and the minimum required supervision hours (one hour of supervision per week).

Finalizing the Placement

If the interview is successful, you and the supervisor will complete the Internship Contractual Agreement, which you will then submit to the Fieldwork Coordinator. You must ensure that the site supervisor reviews and completes the list of safeguards on page 2 of the Internship Contractual Agreement. Contracts are due by the end of finals week the semester before completing internship. **Any student whose contract is not signed and returned by the add/drop date of the internship semester will be ineligible to complete an internship that semester.**

Registration

All students will register for one section of internship during the registration period. This allows your degree evaluation to be reviewed for completion by the Registrar's Office. Once the Fieldwork Coordinator has met with all students, students will be assigned a specific section of internship. The Registrar's Office will take care of updating your schedule to ensure you are in the correct section. Unfortunately, section requests for internship seminars cannot be guaranteed.

Policy on Paid Internship Experience

If you wish to conduct your internship at a place of employment, you must receive approval from the Human Services Review Committee and from the seminar instructor prior to beginning the placement. Approval may be granted only if:

- You are assigned separate supervisors: one who oversees your internship experience and who may have no prior or current supervisory or peer relationship with you, and the other who is responsible for supervising your employment.
- You and your potential site supervisor develop a clear job description for the internship experience that includes new responsibilities and does not simply mirror your paid employment. In cases where you have just begun paid employment, and are therefore learning the job, the internship experience may overlap.
- Care is taken to ensure that you are not permitted or required to work more than 40 hours per week at your paid position. This is particularly important in settings in which employees might be asked to work a double shift.

Some agencies may provide an educational stipend for interns. If your internship site offers a stipend, you are not required to receive approval from the Human Services Review Committee, as you would if you were proposing to conduct your internship at your current place of employment.

Internship Placement Tasks

Internship tasks will depend on the placement site. Students will create a learning agreement with their site supervisor, identifying tasks at each stage of internship development. While there is not a set list of tasks each intern needs to do on-site, there are several tasks that would be considered inappropriate for an internship placement.

Appropriate Internship Tasks	Inappropriate Internship Tasks
Providing direct service interventions to individuals served under the guidance of the site supervisor	Restraints/holds (even if the intern is trained)
Attending meetings with supervisors, contributing when appropriate	Acting as the sole decision-maker for a client on behalf of the agency
Visit clients in their home, school, or milieu along with their site supervisor	Conduct independent home visits
Assisting with needs assessments, program evaluations, and data collection	Clerical work (making copies, filing, etc.) beyond what supervisors do
Completing project-based tasks to achieve students' learning goals	Acting as an interpreter or translator (Students may use language skills, however this may not be in the place of direct service learning experiences. Please note, students are training as human service professionals, not interpreters.)
Planning, organizing, and executing agency events	Transporting clients in their personal vehicles

In addition, the Human Services Program prohibits students from sharing personal contact information (cell, email, social media account information, etc.) with clients. While independent home visits are not allowed, independent community work may be allowed on a case-by-case basis with approval from both the site and seminar supervisors.

If you have questions about whether or not a task would be seen as appropriate, please ask the Fieldwork Coordinator. Regardless of what tasks are assigned, we expect students to maintain the utmost professionalism throughout their internship experience. This includes skillfully and ethically working with the individuals served, interacting appropriately with colleagues and supervisors, dressing appropriately, and arriving on time and maintaining an agreed upon schedule.

Internship Seminar

Internship Seminar consists of group supervision meetings and individual supervision with the course instructor at Fitchburg State University. Week 1 is group supervision, week 2 is individual supervision for half of the class, and week 3 is individual supervision with the other half of the class. This rotation continues throughout the semester. The specific schedule is determined by the faculty instructor.

The seminar provides an overview of the three stages that form the basis of internship:

1. Orientation Learning,

2. Structured Supervised Learning, and
3. Independent Supervised Learning

Within the first weeks of the placement, the student and site supervisor will develop a Learning Agreement identifying learning objectives at each stage of learning. Seminar provides an opportunity for students to integrate their academic work with field experience. Seminar attendance is required. Missing more than two seminar classes (group or individual supervision) will result in a failing grade in internship.

You will be responsible for several assignments, including exercises such as a research paper, an organizational review of your placement site, and a culminating introspective paper. The supervising professor will visit your placement site during the semester. Both your site supervisor and the supervising professor will evaluate your performance. Your supervising seminar professor holds the authority to determine your final grade.

At the end of your internship experience you will be asked to evaluate the site via an electronic survey. This will help ensure that students doing an internship in the future will be able to pick from placements that meet their needs and that are responsive to changes in the human services field.

Further details and answers to frequently asked questions are explained in the Human Services Undergraduate Internship Manual. If you have any further questions about internship, please see your advisor and/or Dr. Williams, Fieldwork Coordinator.

Expected Behaviors in the Human Services Program

The Human Services faculty are committed to your academic success and professional growth. To that end, we would like to take this opportunity to clarify some of the expectations that we, as faculty, have for our students. This is especially important given the sensitive nature of the work that Human Services professionals do.

Students are expected in class and in field placements to:

- Arrive on time for class
- Notify the professor/site supervisor if you are absent
- Demonstrate active listening
- Be respectful of others at all times, especially when you disagree with them
- Refrain from multi-tasking
- Comply with the individual professor's/site supervisor's cell-phone and laptop policy
- If you need to have your cell phone on during class due to a personal or work emergency, notify the professor at the beginning of the class of the possible need to leave the class for a short period of time to take the call.
- Engage in self-reflection of one's values and one's interactions with others
- Maintain confidentiality of those served at practicum/internship sites and colleagues in classes. Any information shared about service recipients at practicum/internship sites needs to be disguised to protect their identity.
- Work as a "team player", taking one's share of responsibility
- Accept feedback from peers, professors and site supervisors thoughtfully; this may require taking time to think things over before responding
- Ask for clarification when in doubt or confused
- Submit all assignments and complete all tasks "on time" unless other arrangements are made with a professor or site supervisor
- Be aware of when personal feelings, problems or prior experiences may be compromising your learning and meet with your professor and/or site supervisor to help learn ways to manage them so that they do not interfere with your performance in the classroom or in the field placement site

Students are asked to sign a document upon entering the program that verifies that these expectations are understood and agreed upon.

Human Services Review Committee and Student Monitoring

Beyond the expected behaviors previously described, the Human Services faculty work closely with students and monitor their progress regularly. Two committees govern the functioning of the program: the Human Services Program Committee (HSPC), composed of full time faculty in the program and a student representative, sets overall policies and procedures for the Program. The Human Services Review Committee (HSRC) is composed of full-time faculty in the Human Services Program. The HSRC is responsible for implementing all student-related policies of the Program, including those on review, retention, and dismissal of students. Students are expected to maintain the following :

- a cumulative grade point average of at least 2.5 in required General Education information courses (Introduction to Psychological Science, Lifespan Development, Introduction to Sociology);
- skills in written and oral communication as exhibited by a cumulative grade point average of at least 2.5 in appropriate courses or by demonstration; a cumulative grade point average of at least 2.5 in Human Services core courses
- individual grades of 2.5 or higher in the skill component courses (Social & Cultural Diversity, Interviewing Techniques,, Assessment in Human Services, Intervention in Human Services, and Professional Issues); and
- appropriate emotional stability and interpersonal behavior, as demonstrated in classroom deportment and a minimum grade equivalent of 2.5 in evaluations of each of the student's practicum experiences

A student who does not meet the above criteria will be reviewed by the Human Service Review Committee, comprised of all fulltime faculty in the program. All students are subject to retention review by the Human Services Review Committee following completion of each of the skill component courses. Typically, the Committee will follow these guidelines when a student's progress is in question:

- GPA in Human Services core courses falls between 2.0 and 2.49, and grade in each skill component course is at least 2.5: Student will be reviewed for retention in the Program and Committee may develop a written remedial plan in conjunction with the student.
- GPA in Human Services core courses is 2.0 or less, and grade of less than 2.5 in a skill component course (Interviewing Techniques, Social and Cultural Diversity, Assessment, Intervention, and Professional Issues): Student will automatically be reviewed, and a remedial plan will be developed, if advisable. A student who receives grades of less than 2.5 in any two of these five skill component courses would be deemed inappropriate for the Program and would typically be dismissed.
- Students who fail to complete a remedial plan developed by the Committee, and students who fail to demonstrate appropriate emotional stability and interpersonal behaviors will be reviewed for dismissal from the Program. If the Committee decides upon dismissal from the Program, the student will be informed in writing as to: (a) the reason for dismissal, and (b) the procedure for appeal. The Human Services Review Committee will notify the Chairperson of the Behavioral Sciences Department, who will then recommend to the Dean.

The Human Services Review Committee will also review a student's application for internship.

Eligibility for Graduation

Students must demonstrate proficiency as human service workers by achieving a satisfactory rating on the Field Supervisor's Evaluation of Internship and a minimum grade of 2.5 in Internship in Human Services (HMSV 4890) based on the criteria established in the syllabus. Any student whose Field Supervisor's evaluation is unsatisfactory and/or whose grade in the internship is within the passing range but below 2.5 will be required to meet with the Human Services Review Committee to establish a remedial plan. A remedial plan may include (but not be limited to) repeating the internship once in a future semester to receive a satisfactory evaluation and grade. In the event that a remedial plan is not appropriate, or the student does not agree to such, the student will be dismissed from the Human Services Program immediately. A student who, upon repeating internship, again fails to attain a satisfactory evaluation and grade will be dismissed from the Program.

Your Right to Appeal

If you have difficulties or grievances within the Human Services Program we urge you to discuss them directly with the individual faculty member involved. If the issue is not resolved, you are encouraged to speak with your advisor. If the issue is still not resolved, you may continue to appeal to the Human Services Review Committee, and then the Chairperson of the Behavioral Sciences Department.

If you have general program issues to bring to the attention of faculty, you may raise those issues with Human Services faculty, with the Program Coordinator, or with the student representative to the Human Services Curriculum Committee. The administrative assistant for the Behavioral Sciences Department will know who the student representative is. We welcome student feedback as it lets us know how well we are meeting students' needs.

If you wish to appeal a decision by the Human Services Review Committee, or any other institutional procedures, you begin with the Chairperson of the Behavioral Sciences Department and then continue as necessary to the Dean of Arts and Sciences, the Vice President for Academic Affairs, and finally the President of the university.

Awards

Human Services Award

This award is given annually by the Human Services Program faculty to a senior student who has demonstrated:

- Outstanding scholarship, as evidenced by high academic achievement, based on their overall GPA and grades earned in the core classes in the Human Services major;
- Community service — demonstrated by service to the university and/or larger community that reflects a commitment to the values and philosophy underlying the profession.

Human Services Students' Choice Award

This award is given annually by the students in the Human Services Program to a senior student who has demonstrated:

- High academic achievement, as evidenced by grades in core HMSV classes and overall GPA.
- A commitment to the ideals of the Human Services profession, as evidenced by outstanding performance that aids an individual or organization to meet challenges by, for example, providing excellent service to one or more individual clients, helping to redress a wrong, acting as a change agent or advocating strongly for a cause.

Human Services – Field of Choice Elective Form

Student Name: _____ Date: _____

ID: @ _____ FSU e-mail: _____

Advisor: _____

I elect to use the following courses for my field of choice electives:

Course Number (e.g. SPED 2210)	Course Title (e.g. Diversity and Disabilities)

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Department Chair Signature: _____ Date: _____

Please submit this form to the registrar's office in the Anthony building.