

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



UNDERGRADUATE CATALOG

2003-2004

Richard B. Flynn (1999), B.S., M.Ed., Ed.D.
President of the College

Jean A. Wyld (2001), B.A., M.S., Ph.D.
Vice President for Academic Affairs

M. Ben Hogan (2000), B.A., M.S., Ed.D.
Vice President for Student Affairs/Dean of Students

David J. Fraboni (2001), B.S.
Vice President for Institutional Advancement

John L. Mailhot (1988), B.S., M.B.A.
Vice President for Administration and Finance

Gretchen A. Brockmeyer (1979), B.A., M.S., Ed.D.
Associate Vice President for Academic Affairs

William J. Considine (1976), B.S., M.S., P.E.D.
Dean, School of Health, Physical Education, and Recreation

Mary D. Healey (1981), B.S., M.Ed., M.S., Ph.D.
Dean, School of Arts, Sciences and Professional Studies

Betty L. Mann (1984), B.S., M.Ed., D.P.E.
Dean, Graduate Studies

Robert J. Willey, Jr. (2002), B.S., M.A., Ph.D.
Dean, School of Human Services

Francine J. Vecchiolla (1990), B.S., M.S.W., Ph.D.
Dean, School of Social Work

Mary N. DeAngelo (1984), B.A., M.Ed.
Director of Undergraduate Admissions

John W. Wilcox (1970), B.S., M.Ed.
Executive Director of Enrollment Management

INTRODUCTION

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

Springfield College has educated more than 33,000 people who are at work throughout the United States and in more than sixty nations. Today, more than 5,000 students attend classes at the College's main campus in Springfield, Massachusetts, and at campuses in Boston, Massachusetts; Inglewood/Los Angeles and San Diego, California; Wilmington, Delaware; Tampa, Florida; Manchester, New Hampshire; Charleston, South Carolina; St. Johnsbury, Vermont; and Milwaukee, Wisconsin.

CONTENTS

6 ADMISSIONS INFORMATION

6	GUIDELINES FOR
	LEARNING DISABILITY DOCUMENTATION
6	TIME FOR APPLYING
6	ADMISSIONS DEADLINES
6	FIRST-YEAR STUDENT ADMISSIONS POLICY
7	REQUIREMENTS
7	APPLYING FOR ADMISSION
7	ADMISSIONS STAFF REVIEW
7	CONDITIONAL ACCEPTANCE
8	DEFERRED ADMISSION
8	EARLY DECISION
8	NEW STUDENT ORIENTATION WEEK
8	RE-ADMISSION
8	CHANGES IN ADMISSION

8 FINANCIAL AID

8	SERVICE
8	NEED-BASED FINANCIAL AID
9	APPLICATION PROCESS
9	UNDERGRADUATE STUDENTS
9	ACADEMIC ELIGIBILITY
9	FINANCIAL AID POLICY

10 TUITION AND FEES

10	UNDERGRADUATE STUDENT EXPENSES
10	BASIC CHARGES
11	RESIDENCE LIFE
11	REFUND POLICY
11	REFUND POLICY - TUITION AND HOUSING
11	REFUND POLICY - MEAL PLAN
11	PAYMENT PLAN OPTIONS
11	CREDIT BALANCE REFUND POLICIES
11	NONPAYMENT POLICY

12 ACADEMIC POLICIES AND PROCEDURES

12	ACADEMIC ADVISING
12	ACADEMIC CREDIT
12	ACADEMIC GRIEVANCE
12	ACADEMIC HONESTY AND INTEGRITY
14	ACADEMIC HONORS
14	ACADEMIC PROGRESS POLICY
15	ACADEMIC STANDING DEFINITIONS AND
	CLASSIFICATIONS
16	ACADEMIC STANDING
17	ATHLETICS POLICY
17	CANCELLATION OF CLASSES
17	CATALOG YEAR POLICY

17	CLASS ATTENDANCE POLICY
17	COURSE NUMBERING SYSTEM
17	CREDIT AND DEGREE REQUIREMENTS
17	COMMENCEMENT
17	CREDIT BY EXAMINATIONS PROGRAMS POLICY
18	CROSS-REGISTRATION BETWEEN THE SCHOOL OF
	HUMAN SERVICES AND TRADITIONAL
	UNDERGRADUATE SCHOOLS
18	DEAN'S LIST
18	DEGREES OFFERED
18	DEGREE REQUIREMENTS—UNDERGRADUATE LEVEL
19	DISTRIBUTION OF UNDERGRADUATE CREDITS
19	GRADES AND GRADING
19	AUDIT POLICY
19	INCOMPLETE GRADE POLICY
19	PASS/FAIL GRADING
20	GRADE CHANGES
20	REPEATING A COURSE
20	CALCULATION OF GPA

20 REGISTRATION AND RECORDS

20	CHANGE OF MAJOR
20	CHANGE OF SCHEDULE
20	COOPERATING COLLEGES CREDIT/CCGS
21	INTENSIVE ENGLISH PROGRAM
21	LEAVE OF ABSENCE FOR MATRICULATED STUDENTS
21	NONMATRICULATED STUDENT STATUS
21	REGISTRATION AND CHANGE OF SCHEDULE REQUESTS
21	SECOND BACHELOR'S DEGREE
21	STUDENT RECORDS
22	TRANSCRIPT OF ACADEMIC WORK
22	COURSE WITHDRAWAL POLICY
22	COLLEGE WITHDRAWAL POLICY
22	RESIDENCY CREDIT
22	TRANSFER CREDIT POLICY

CONTENTS

24 GENERAL EDUCATION PROGRAM

28 ACADEMIC AFFAIRS PROGRAM

29 UNDERGRADUATE CURRICULA

29	AMERICAN STUDIES
32	APPLIED EXERCISE SCIENCE
34	ART
38	ART THERAPY
41	ATHLETIC TRAINING
44	BIOLOGY
46	BUSINESS MANAGEMENT
48	COMMUNICATIONS/SPORTS JOURNALISM
50	COMPUTER AND INFORMATION SCIENCES
52	COMPUTER GRAPHICS
54	CRIMINAL JUSTICE
56	DANCE
58	EARLY CHILDHOOD TEACHER LICENSURE PROGRAM
60	ELEMENTARY EDUCATION TEACHER LICENSURE PROGRAMS
62	EMERGENCY MEDICAL SERVICES MANAGEMENT
64	ENGLISH
67	GENERAL STUDIES
68	HEALTH SERVICES ADMINISTRATION
70	HEALTH STUDIES MAJOR/TEACHER PREPARATION PROGRAM
73	HISTORY
76	MATHEMATICS
78	MATHEMATICS AND COMPUTER TECHNOLOGY
81	MOVEMENT AND SPORTS STUDIES & PHYSICAL EDUCATION TEACHER PREPARATION
85	OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM
88	PHYSICAL THERAPY
91	PHYSICIAN ASSISTANT
94	PSYCHOLOGY
97	RECREATION MANAGEMENT
100	REHABILITATION AND DISABILITY STUDIES
103	SECONDARY EDUCATION TEACHER LICENSURE PROGRAMS
104	SOCIOLOGY, APPLIED
106	SPORT MANAGEMENT
108	SPORTS BIOLOGY
110	THERAPEUTIC RECREATION SERVICES
112	UNDECLARED
113	YOUTH DEVELOPMENT

115	MINORS
	Art, Art Therapy, Athletic Coaching, Biology, Business Management, Chemistry, Computer Programming, Computer Science, Dance, Economics, English, Health Studies, History, Mathematics, Music, Nutrition, Philosophy, Political Science, Psychology, Rehabilitation and Disability Studies, Religion, Sociology, Spanish, Theatre Arts

120 UNDERGRADUATE COURSE DESCRIPTIONS

120	ANTHROPOLOGY
120	APPLIED EXERCISE SCIENCE
121	ART
123	ART EDUCATION
124	ART THERAPY
124	ATHLETIC TRAINING
126	BIOLOGY
129	CHEMISTRY
131	COMMUNICATIONS/SPORTS JOURNALISM
132	COMPUTER AND INFORMATION SCIENCES
133	CRIMINAL JUSTICE
134	DANCE
135	DRAMA
135	ECONOMICS
136	EDUCATION
139	EMERGENCY MEDICAL SERVICES MANAGEMENT
141	ENGLISH
144	ENGLISH AS A SECOND OR OTHER LANGUAGE
145	ENVIRONMENTAL SCIENCE
146	FRENCH
146	GEOGRAPHY
147	GERMAN
147	HEALTH, PHYSICAL EDUCATION, AND RECREATION
147	HEALTH STUDIES
149	HISTORY
151	MATHEMATICS
152	MANAGEMENT, BUSINESS
155	MOVEMENT AND SPORT STUDIES
155	MOVEMENT AND SPORT STUDIES ACTIVITY COURSES
156	MOVEMENT SCIENCES
156	MUSIC
157	OCCUPATIONAL THERAPY
159	PHILOSOPHY
159	PHYSICAL EDUCATION
161	PHYSICAL EDUCATION ACTIVITY COURSES

CONTENTS

163	PHYSICAL SCIENCE
163	PHYSICAL THERAPY
165	PHYSICIAN ASSISTANT
165	PHYSICS
166	POLITICAL SCIENCE
166	PSYCHOLOGY
169	REHABILITATION AND DISABILITY STUDIES
172	RELIGION
173	RESEARCH
173	SCIENCE EDUCATION
173	SOCIOLOGY
175	SPANISH
176	SPECIAL COURSES
176	SPORT MANAGEMENT
176	SPORT MANAGEMENT AND RECREATION
180	YOUTH DEVELOPMENT

182 TRUSTEES

183 ADMINISTRATIVE AND PROFESSIONAL STAFF

188 FACULTY

202 IMPORTANT TELEPHONE NUMBERS

ADMISSIONS INFORMATION

Springfield College attracts students motivated to serve others. Applicants need to be sensitive to this and supportive of the educational philosophy and focus of the College.

The Springfield College student is selected on the basis of leadership potential, character, and intellectual ability. The Office of Admissions seeks those who possess personal qualities required in the human-helping professions.

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

Guidelines for Learning Disability Documentation

In order to determine eligibility for services, students are asked to submit documentation for the purpose of determining appropriate academic adjustments and auxiliary aids. The following guidelines are provided to ensure that the evaluation reports are appropriate to document eligibility and determine reasonable accommodations:

1. Testing must be comprehensive and address aptitude, achievement, and information processing.
2. Testing must be current (within last three years).
3. Testing must show clear and specific evidence and identification of a learning disability.

It is the student's responsibility to self-identify and request support services. In addition to the foregoing, many of the College's departments have established technical standards which describe essential functions and which must be maintained to participate in that department.

Time For Applying

In an effort to be responsive to students who are sincerely interested in Springfield College, the Office of Admissions welcomes applications and supporting credentials from students upon completion of the junior year in high school. For those highly qualified students who indicate Springfield College as their first choice, there is an early decision program. For all other candidates, the Office of Admissions will attempt to make a decision as soon as sufficient evidence has been provided to indicate a candidate's appropriateness for the College.

Because Springfield College is one of the many institutions subscribing to the Candidate's Reply Date Agreement, it is necessary to have decisions made on all first-year candidates for September admission by the third week in April. In accordance with this agreement, accepted students must indicate their intention of enrollment with the payment of a nonrefundable acceptance fee of \$200 by May 1. No accepted first-year candidate (except those applying for early decision) is required to make such a commitment before this date. At this time, all accepted candidates who have not yet paid this fee will be withdrawn. It should be understood, however, that the acceptance fee cannot be waived nor can it be credited from any financial aid awarded. It must be a check or money-order payment. If necessary to complete the class, other offers of admission will be made to candidates in a group held for deferred action.

Admissions Deadlines

December 1—Last day on which early decision applications for first-year class enrollment can be received. Application deadline for the Athletic Training and Physical Therapy Programs.

January 1—Last day on which all supporting admissions credentials for early decision can be received.

January 15—Application deadline for the Physician Assistant and Occupational Therapy Programs.

January 15—Last day on which supporting credentials for physical therapy and athletic training candidates can be received.

January 30—Last day on which required financial aid application documents can be received for early decision candidates.

February 1—Admissions decision for early decision applicants.

February 1—Last day on which supporting credentials for physician assistant and occupational therapy candidates can be received.

February 15—Financial aid decision for early decision.

March 1—Deadline for receipt of \$200 for early decision (nonrefundable).

March 15—Deadline by which required financial aid information must be received for first-year students.

April 1—Last day on which applications for first-year enrollment can be received.

April 15—Last day on which supporting admissions credentials for first-year students can be received and still be considered with the original application.

May 1—Deadline for \$200 deposit for fall enrollment (nonrefundable). Deadline by which required financial aid information must be received for transfer students.

August 1—Last day on which transfer applications can be received for fall enrollment.

December 1—Last day on which applications for admission can be received for all students for January entrance.

First-Year Student Admissions Policy

Selection is based on the total preparation of the student. The final selection of an applicant is an individual decision. Many factors are considered, and among those given serious consideration are: secondary school achievement record; recommendation of secondary school authorities; motivation toward a career in the youth, community, and international service fields; capacity for leadership as evidenced by responsibilities successfully undertaken in school, church, and/or community; performance on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Program (ACT); and personal references.

Requirements

1. An application on the form provided by the Office of Admissions, submitted within dates indicated above.

2. A record indicating satisfactory achievement in a college preparatory program in an accredited secondary school. The course distribution should show competence in English, social studies, science, and mathematics. Due to the professional nature of many of Springfield College's programs, the evaluation of a candidate's high school record will be favorably affected by an emphasis on courses that relate to the student's intended major. For instance, candidates planning to major in applied exercise science, athletic training, biology, health studies, physical education, physical therapy, or physician assistant should include additional sciences in their high school curriculum.

3. Evidence of involvement in extracurricular activities. Since Springfield College seeks to educate those interested in human service careers, involvement in out-of-class experience is not only desired but also necessary for all candidates. This is viewed as evidence of motivation for the major chosen. School activities (clubs and teams), community activities (churches, public or private agencies), summer or weekend activities, or any experience that manifests the candidate's desire for involvement with people are considered. For those anticipating employment in the teaching field, experience as a teacher, informal though it may be and even though called by some other name (counselor, aide, leader, etc.), is appropriate. Those planning on careers in physical education should demonstrate experience in sport activities as well. Other career programs at Springfield College should be preceded by appropriate relevant experience.

4. A physical examination and immunization record is required after acceptance. The medical form must be returned prior to enrollment.

5. The results of the SAT (these will be received directly from the College Entrance Examination Board) or the ACT (these will be received directly from the American College Testing Program).

6. For applicants to the art curriculum, a portfolio of artwork. This should be sent to the chairperson of the Visual and Performing Arts Department by April 1.

Applying For Admission

1. Communicate with the Office of Admissions for necessary forms.

2. File the completed application with the required \$50 application fee (nonrefundable) at the Office of Admissions. It should not be sent to any person other than the director of admissions. All credentials should be mailed to: Springfield College, Office of Admissions, 263 Alden Street, Springfield, MA 01109-3797.

3. All other necessary forms, including a secondary school report form for distribution and completion, are included in the application packet provided in the back of the College's Undergraduate Admissions Viewbook. Candidates should follow all instructions carefully, accurately, and completely. Mistakes, incomplete information, or illegible entries all serve to delay the final decision. Additional application packets can be obtained by contacting the Springfield College Office of Admissions by phone at (413) 748-3136 or (800) 343-1257; by e-mail at admissions@spfldcol.edu; or by writing to Springfield College, Office of Admissions, 263 Alden Street, Springfield, MA 01109-3797.

4. The College encourages as many candidates as possible to visit the campus. However, students may arrange for an interview in their own community or nearby area. Springfield College is fortunate to have active,

specially trained alumni who serve as interviewers in their local communities. The candidate should contact the Office of Admissions for an off-campus interview if this is preferable.

Appointments for on-campus interviews can be scheduled between the hours of 9:00 a.m. and 3:00 p.m., Monday through Friday. Candidates should either write or call for an appointment. The Office of Admissions is open on Saturdays from 9:00 a.m. to 12:00 p.m. for scheduled interviews from October to March. General information sessions for students and parents take place in the Office of Admissions at 10:00 a.m. and 11:30 a.m. each Saturday from October to mid-March. Due to a limited number of available interviews on Saturday mornings, candidates should request an appointment in advance of their visit.

Arrangements should be made to take the SAT or the ACT. During the 2003-2004 academic year, the SAT will be given on the following dates (among others):

October 11, 2003

November 1, 2003

December 6, 2003

January 24, 2004

Students who take the ACT should check with their secondary school guidance counselor for test dates.

Admissions Staff Review

The admissions staff begin reviewing applications as they become complete. Hence, it is advantageous for all candidates to complete their folders as soon as possible. Final decisions, however, will be made no later than the third week in April on all first-year candidates whose folders are completed by April 15.

All applicants who are accepted before completion of their current year in secondary school should understand that acceptance is contingent upon successful completion of that year.

Conditional Acceptance

An applicant will be considered for conditional acceptance to Springfield College if she or he is in good standing and has met all admission requirements except proof of English proficiency as determined by a minimum recommended TOEFL score of 525. Although unavailable in certain programs, the conditional acceptance generally will be available to those applicants who have scored between 425 and 524 on the TOEFL. Students with a TOEFL result below 425, or those who present no TOEFL result, will apply directly to the Intensive English Program, International Center.

A conditionally accepted student will be granted full matriculation upon successful completion of either ESOL 6: English for Speakers of Other Languages—Level 6 or the TOEFL examination. Each conditionally accepted student must also obtain a letter of recommendation from an intensive English program faculty member.

Deferred Admission

Life experience outside of an academic environment and prior to continuing one's formalized learning at the collegiate level can be stimulating and beneficial. For this reason, Springfield College will consider, on an individual basis, requests for deferment of acceptance for one academic year. Due to the selective nature of the admissions process, however, it cannot be guaranteed in every situation. Consideration for such deferment is given until May 1 for a plan of activity for broadening the experience and general education of the individual. Enrollment in another institution, other than for language study in a foreign country, is not allowed. The College expects at least one report during the year from any student so deferred. Arrangements for these reports are to be made at the time of considering the request.

If the deferment is granted, the acceptance is extended to the following September only. The \$200 nonrefundable deposit is due no later than May 1 of the year preceding enrollment.

Early Decision

Highly qualified students whose first choice is Springfield College may request consideration for early decision. For consideration, the application must be filed by December 1, and all other supporting credentials must be furnished by January 1. The financial aid deadline is January 30, with decisions being made by February 15. A nonrefundable \$200 acceptance fee is due March 1. In cases where acceptance is not granted, the credentials will be kept and updated for a decision in the normal process. Acceptance via the early decision process is binding. It is expected that applications to other colleges or universities will be withdrawn if the candidate is accepted to Springfield College and, if qualified, receives a favorable financial aid award.

New Student Orientation Week

First-year and undergraduate transfer students come to campus for a four-day orientation immediately prior to the start of their first semester. The New Student Orientation program gives new students an introduction to the College and to the local community, in addition to preparing them for true-life experiences on the Springfield College campus. A group of upper-class leaders assist during this program. Notification of orientation dates is given upon receipt of the admissions deposit.

Re-Admission

Students who have separated from the College for two or more semesters must be re-admitted. Re-admission to the College must be effected through the Office of Admissions unless arrangements have been made with the dean of students prior to separation.

An interview with the director of admissions is a requirement for readmission. Substantiation by the student of the appropriateness of readmission must be given in writing; at least one reference is required; and, in nearly all cases, a new medical report must be submitted to update records already on file.

Initially, submission of the student's letter of substantiation or arrangements for the interview must be made no later than the beginning of the semester prior to the one in which re-enrollment is desired. All supporting papers must be received no later than four weeks prior to the intended enrollment date. A \$200 acceptance fee is requested within four weeks after the date of the acceptance letter. The fee is applied to tuition and is nonrefundable.

Changes in Admission

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

FINANCIAL AID

Service

Springfield College offers a comprehensive financing program to students who have matriculated in an eligible degree or certificate program. We know that financing a Springfield College education is a challenging task. Our staff is prepared to assist and advise students and family members involved in the financing process on the variety of financing options and application procedures.

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

The Office of Financial Aid is a resource for educational financing options beyond the need-based financial aid programs. Students and family members involved in the financing process are encouraged to contact financial aid staff for information and application procedures. Financial aid staff work closely with the bursar in the management of student accounts and are authorized to develop payment plans with students and/or parents.

Need-Based Financial Aid

Springfield College awards College grant funds primarily on the basis of financial need. Academic achievement, cocurricular/community activities, and leadership potential are also considered when making award decisions. State and federal funds are awarded and disbursed subject to the program regulations from the awarding agency.

All students who have been accepted into a degree or eligible certificate program may apply for assistance.

Unless otherwise indicated, aid is awarded on the basis of full-time enrollment (undergraduate, twelve credit hours per semester; graduate, nine credit hours per semester). Awards are subject to adjustment and/or cancellation if enrollment is less than full time. Students enrolled less than half time are not eligible for Springfield College grants, federal loans, and most state aid programs. Some students enrolled less than half time may be eligible for a small portion of their Federal Pell Grant eligibility. Springfield College grants are based on full-time enrollment.

Students must be in good academic standing. See the section on “Financial Aid.”

Application Process

Each year a determination of the family contribution to educational expenses is developed in the financial aid application process. Students are expected to take responsibility for the financial aid application process which must be completed for each year assistance is needed.

All applicants for need-based financial aid must file the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available in paper format from the Office of Financial Aid or can be completed on the Web (www.fafsa.ed.gov). Verification of data on the application forms is done by collecting appropriate year-end federal tax returns.

Undergraduate Students

Application information is sent to all applicants for admission. First-year students and transfer undergraduate students who wish consideration for Springfield College grant and scholarship funds are expected to file the College Financial Service PROFILE application. The priority application date for first-year students is March 15, transfers May 1. Late applications may reduce access to financial aid.

Returning undergraduate students who are expected to return the following year are sent the Springfield College financial aid application/information in January prior to the start of the upcoming academic year. The priority application date for returning students is May 1. Late applications may reduce access to financial aid.

Academic Eligibility

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degrees. Satisfactory progress is defined by the College and is reviewed each semester. The evaluation consists of a review of quantitative progress (semester hours earned per year) and qualitative achievement (cumulative GPA), (see Academic Progress Policy, page 14). The Office of Financial Aid will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses all eligibility for College, federal, and state assistance, including student/parent loans.

The Office of Financial Aid may grant a semester of financial aid probation if there are documented circumstances affecting the student's ability to maintain good academic standing. Requests for financial aid probation must be made in writing to the director of financial aid.

Financial Aid Policy

The College makes admissions decisions without regard for ability to pay educational expenses. All information in a student's financial aid file is treated in accordance with the Federal Family Rights and Privacy Act.

Unless otherwise indicated, aid is awarded on the basis of full-time enrollment (minimum of twelve credit hours per semester). Aid awards are subject to adjustment and/or cancellation if the student does not enroll full time.

The total financial assistance one can receive cannot exceed need as determined by the Office of Financial Aid. Students are required to advise the Office of Financial Aid of outside scholarship aid. If there is a gap between calculated need and the amount of aid in the student's financial aid package, the outside scholarship is allowed to fill that unmet need. If need has been met, outside aid reduces the loan component of the financial aid package first.

Students must make satisfactory academic progress toward their degrees to continue to receive financial aid (see section on “Academic Eligibility”). An award can be canceled during the academic year for failure to meet the academic requirements of the award, for failure to submit required documentation, for conduct inconsistent with the standards of the College, for failure to enroll, or if incorrect information was provided in the application process.

Students must complete the financial aid application process for each academic year in which assistance is needed. Renewal of awards is contingent upon the continued demonstration of financial need and availability of funds. Students who have received Springfield College funds in the prior academic year are given preference in the renewal process. Springfield College cannot guarantee the availability of College funds to all needy students.

Students are responsible for filing properly completed forms by the published deadline dates. Failure to complete the process in the required time may jeopardize eligibility for assistance. Students must also provide all documentation requested by the College's Office of Financial Aid. Failure to comply may result in a denial of assistance. All applicants should apply to their home state scholarship program. Aid is awarded on the basis of financial need and academic standing and is subject to federal, state, and College policies. Any change in a student's enrollment, financial, marital, or residential status must be reported promptly to the Office of Financial Aid. The financial aid award shall be void if and when incorrect or inconsistent information is revealed on forms or other documentation submitted in the application process. All awards are subject to verification. Cases of fraud are reported to the appropriate authorities. Students' accounts are credited when all documentation has been submitted and verification is complete. Students receiving tuition remission are not eligible for Springfield College grants or scholarships.

TUITION AND FEES

Undergraduate Student Expenses

The cost of attendance at Springfield College varies with the individual's program and personal expenditures (e.g., entertainment, travel, and personal goods). However, each student can compute basic costs from the information supplied within this section. The schedule of fees and charges described herein is neither intended to indicate that charges have been finally determined for the current academic year nor that charges and fees will not increase during the student's years at Springfield College. The following tables give the probable cost to a student who lives in the College residence hall and eats meals in the College dining facility for the 2003-2004 academic year.

Student basic charge (tuition and fees)	\$ 19,410
Residence hall double occupancy	\$ 3,780
Board (Flex Basic Plan*)	\$ 3,220
Estimated annual cost	\$ 26,410

Basic fees include class dues and student government fees.

* This figure is the minimum for resident students. See further details below under "Board."

Additionally, first-year and transfer students are billed for the following applicable nonrecurring items:

New Student Orientation	\$ 100
Outdoor pursuits	\$ 95
Athletic clothing	\$ 107

Basic Charges

Tuition and Fees—The flat rate tuition charge for full-time, undergraduate students covers twelve to eighteen credits per semester and basic fees. The 2003-2004 flat fee charge is \$19,410.

Part-time, undergraduate students (those taking fewer than twelve credits per semester) and full-time, undergraduate students taking more than eighteen credits per semester are charged \$582 per credit plus basic fees. Graduate students (both full- and part-time) are charged \$582 per credit plus basic fees. Part-time nonmatriculated students are charged \$269 per undergraduate credit, plus applicable fees.

Application Fee—A nonrefundable fee of \$50 must accompany each application for admission to the College.

Other Fees (if applicable)

Acceptance fee (applicable toward tuition)	\$ 200
Application fee for undergraduate admission	50
Application fee for graduate admission	50
Archery fee	18
Athletic clothing fee	107
Bowling lab fee	80
Change of room fee	35
Commencement fee	50
(all but undergraduate full-time students)	

Community Music School	610
Computer graphics fee (1st year students)	278
EMSM New York Trip Fee	1280
EMSM 350 Practicum Fee	300
First Aid/CPR certification fee	10
Golf lab fee	40
Health insurance	700
Late registration fee	50
Late payment fee (see nonpayment policy)	50
Lifeguarding certification fee	10
Laundry fee	30
Lock change fee	50
Loft disposal fee	50
Lost ID fee	15
Lost key fee	25
Music lab fee	300
New Student Orientation fee	100
Outdoor Pursuits fee	95
Physician Assistant Practicum fee (per semester if enrolled)	15%/cr
PE Professional uniform fee	165
Racquetball fee	7
Returned check charge	30
Rock climbing fee	20
Room cancellation fee (plus a percentage of housing cost after July 2)	200-400
Scuba lab fee	200
Skiing lab fee	160
Sports first aid certification fee	10
Sport Management and Recreation Expedition Fee	600
Transcript fee (official)	4-6
Water safety instructor certification fee	10

Board—The FLEX plans allow students to control their spending for meals. Students may opt for Cheney Dining Hall, the Cafe, and various concessions. Fifty percent of unused funds are reimbursed at the end of the academic year, however, students should note that they are billed for overspending their allowance. (Unused fall term balances carry over into the spring term.) The minimum meal plan required for resident students is the FLEX Basic Plan.

NOTE: The minimum meal plan requirement is not applicable to the students residing in the Townhouses, the Living Center, or off-campus housing.

Room Rental—Residence life is considered an integral portion of the student's educational experience at Springfield College. Residence in the College facilities is required of all students in the first-year, sophomore, and junior classes, except those students enrolled as commuters. Students desiring to live at home with their families and commute to the College should request a housing waiver form when applying for admission. Seniors, commuters, and married students may take the option of living in College facilities or in off-campus housing. For the 2003-2004 academic

year, the cost of living accommodations ranges from \$3,780 for most rooms to \$7,900 for some off-campus accommodations in the Living Center. Depending on a student's individual choice for room furnishings, a fee may be required.

Residence Life

The mission of the Office of Residence Life is to create a living environment that promotes academic achievement and personal growth. Because of the belief in the value gained from the residential experience, all students are required to live on campus through their junior year and many choose to live on campus through their senior year. Students whose families reside locally, who are married, or who are of non-traditional age are exceptions to this rule.

Refund Policy

The Business Office, or a designated representative, shall be responsible for refund calculations for tuition, room, and board charges for all students withdrawing from Springfield College. No refunds will be processed until all necessary withdrawal information has been completed and submitted for processing to the Dean of Students or Registrar. Please refer to the "Withdrawal Policy" section of this catalog for additional information.

Refund Policy—Tuition and Housing

NOTE: *The first day of classes referred to below is defined as the date on which classes officially begin for the course period, which is not necessarily the student's first class day.*

1. Tuition and housing will be refunded as follows:

College Withdrawal Date	Refund Percentage
Before classes begin	100%
During first week of classes	90%
During second week of classes	80%
During third week of classes	75%
During fourth week of classes	70%
During fifth week of classes	65%
During sixth week of classes	60%
During seventh week of classes	55%
During eighth week of classes	50%
During ninth week of classes	40%
After ninth week of classes	0%

2. An administrative fee equal to the lesser of \$100 or five percent of school charges will be assessed to the student's account.
3. Fees are non-refundable, unless official withdrawal is effective prior to the start of classes.
4. A \$200-\$400 room cancellation fee will be assessed to the student's account.
5. Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.
6. Financial aid received must be refunded to granting agencies based on the date of withdrawal and subject to funding source regulations and College policy.

Refund Policy—Meal Plan

Last Date of Plan Use	Refund Percentage
Before classes begin	100%
During first week of classes	90%
During second week of classes	80%
During third week of classes	75%
During fourth week of classes	70%
During fifth week of classes	65%
During sixth week of classes	60%
During seventh week of classes	55%
After seventh week of classes	50%

Payment Plan Options

The College offers several payment plan options. One option is to pay the balance, net of estimated financial aid, at the beginning of each semester (August 1 and January 1).

Another option, for undergraduates only, is to pay the balance, net of estimated financial aid, in nine monthly installments beginning August 1. The processing fee to participate in this plan is \$75 per year. In addition, a life insurance policy is included under this plan at no additional cost. The insurance covers the parent(s) or guardian(s) of the student, however, they must be under sixty-five years of age.

Graduate or part-time students may opt for a per semester payment plan. The processing fee to participate in this plan is \$25 per semester.

Credit Balance Refund Policies

If a student has a credit balance on their account, a refund check will be issued within fourteen days, unless the student authorizes the College in writing to hold the credit balance for a future semester. On the Friday following the refund check being generated, the refund check will be available for pick up at the Business Office cashier window. If the refund check is not picked up by 2:00 p.m., it will be mailed to the billing address on the student account. The refund check will be made payable to the student, unless the student requests in writing that the refund check be made payable to another party. Plus Loan refunds will be made payable to the parent borrower.

Nonpayment Policy

For currently enrolled students, non-enrolled students, students who have been separated, dismissed, suspended, expelled, disciplined, withdrawn, and/or are on a leave of absence, the College will withhold all official transcripts, access to registration for courses, selection of a residence hall room, and the mailing of diplomas or certificates to any student whose account is not paid in full when due. A late charge of \$50 will be assessed for each month that a payment is past due. The student, and/or party who is responsible for the payment of the student account, shall be jointly liable to the College for all costs of collection and reasonable attorney's fees incurred. The student is required to make full payment of all accounts prior to the deadline for Commencement (date established by the Registrar). Non-enrolled students with a balance on their account will be placed in collections.

Once a student registers for classes, they are responsible for the tuition incurred. Not attending classes does not constitute withdrawing or drop-

ping a class. Any changes to a student's course schedule requires the approval of an academic advisor and an official registration action.

ACADEMIC POLICIES AND PROCEDURES

Academic life at Springfield College is governed by a series of policies and regulations that insure consistency and permit fairness to all students. These policies are under the auspices of the Office of Academic Affairs and can be found in the Springfield College undergraduate and graduate catalogs. They are managed by the Office of the Registrar which is responsible for preparing class schedules, enrolling students in courses, and compiling and maintaining grade reports and records. Student's transcripts and certifying eligibility for loans takes place at the Office of the Registrar, which is located on the first floor of the Administration Building.

Academic policies apply to all students enrolled for the current academic year. Specific program requirements and course descriptions apply to entering matriculated students for the duration of their enrollment as degree seeking students.

Academic Advising

Academic advising is considered an integral part of a student's academic experience. Prior to beginning their first semester, all matriculated (degree-seeking) students are assigned an academic advisor, generally a faculty member in the student's major. The academic advisor and the student will work together to evaluate the student's educational development, select appropriate courses of study, and attempt to meet the student's educational goals. Advisors are available to guide and support students, but it is the responsibility of each student to be familiar with academic policies and programs and to assume responsibility for his or her academic program.

Undeclared majors are advised through the Academic Advising Office. When a student is accepted into a new major, a new academic advisor will generally be assigned by the chairperson of the student's new major.

Students must consult with their academic advisor before registering for courses or making changes to their academic schedule. Advisor approval is required on all course requests and change-of-schedule forms.

Academic Credit

The unit of measure for student progress at Springfield College is the "semester hour." One semester hour is generally equated with one hour of lecture each week through the duration of one fifteen-week semester.

Academic Grievance Policy

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

Step 1 (informal process):

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

Step 2 (informal process):

If the student and the instructor do not agree to a resolution, the student has 14 calendar days from the instructor's response to raise the concern with the chairperson of the department in which the grievance occurred or the campus director. The chairperson or campus director should respond to the student regarding this concern within 14 calendar days *and must notify the instructor of the continuation of the grievance process.*

Step 3 (formal process, if needed):

If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the dean of the school in which the grievance occurred within 14 days following the chairperson or campus director's response to the student. Upon receipt of the form, the school dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor. The dean will notify all parties involved in writing of her or his decision and any subsequent actions. The decision of the school dean regarding the grievance is final.

Note: A student should also use this process to resolve a dispute with a department, program coordinator, department committee, etc. In such a case, the student should raise the concern with the relevant department chair or campus director within 30 calendar days of the disputed action (extending into the next semester or term if necessary). The chairperson should respond within 14 days. If accord is not reached, the student should proceed to Step 3, filing a written grievance with the appropriate dean within 14 calendar days of the chairperson or campus director's response.

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

Academic Honesty and Integrity Policy

Springfield College students are expected to be academically honest. Misrepresentation of facts, omissions or falsifications in any connection with the academic process (including both course work and official college documents) are violations of the Academic Honesty and Integrity Policy, hereafter referred to as the Policy.

Students are urged to consider that the public value of their education depends on the integrity of the grading system, and that academic dishonesty in any form dilutes the value of those grades. The Policy is not intended to diminish collegiality at Springfield College. All of us learn from our colleagues and education is a cooperative enterprise. Simple justice requires, however, that students receive the quantity and quality of academic credit they have earned. Justice of this sort is compatible with the community values and shared experiences on which a liberal education is based. If students know of fellow students who are cheating, or taking unfair advantage of policies or procedures, they should bring that to the

attention of the course instructor and/or Dean of Students, (anonymously, if they wish).

Misunderstanding the Policy will not be accepted as an excuse for dishonest work. If a student is in doubt on some points as they affect work in a particular course or as they may be interpreted in practice, he or she should consult with the instructor in the course or the dean of the school in which the course is offered, so as to avoid the serious charge of academic dishonesty.

Academic achievement is generally evaluated on the basis of completed "Exercises" (defined hereinafter) that a student produces independently. Obtaining credit for work, words, or ideas which are not the products of a student's own effort is dishonest. Such dishonesty undermines the integrity of the academic standards of the College. Consequences of violating the Academic Honesty and Integrity Policy entail penalties ranging from failing an exercise to failing a course, reprimand, suspension, dismissal, expulsion from the College, forfeiture of a diploma and/or legal action. This Policy also applies to alumni, insofar as it relates to Springfield College transcripts and other records of work at Springfield College.

Basic Policy

A student's name on any "Exercise(s)", which term shall include, but not be limited to, a theme, oral report, notebook, report, computer program, course paper, quiz, examination or any other assignment related to a course or internship thereto, is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help. In some instances an instructor or department may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Students are not allowed to present the same "Exercise" previously or concurrently completed for another course, without the permission of the instructor(s) of the current course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses.

Offenses Against The Policy

Use of Sources

In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography/reference section.

For citations, references in text are required for all specific facts which are not common knowledge and which do not obtain general agreement. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or web page even when the student restates the matter in his or her own words. Word-for-word, including any part, even if only a phrase or sentence, from the written or oral statement of someone else (including the internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor.

Laboratory Work and Assignments

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

Creative Work

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

Examinations, Quizzes, and Tests

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

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

Internships

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

College Documents

Any misuse of official College documents connected with the academic process constitutes a violation of the Policy. Such documents include, but are not limited to registration cards, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, and transcripts. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, or misrepresentation of personal or academic information requested.

Violations of the Academic Honesty and Integrity Policy that fall under the paragraph entitled "College Documents," including but not limited to forging an advisor's signature on a registration form, should be considered an offense against the College rather than a course-related offense involving a specific instructor. As such, the procedure to be followed is described in the third paragraph under the heading "Procedure," i.e. the matter should be referred to the Dean of Students for further disciplinary action.

Other Offenses Against The Academic Policy

In addition to fraudulent uses of sources as described above, dishonesty includes a number of offenses that circumvent procedures set up to produce a fair grade. The use of services of commercial “research” companies is cheating and a punishable offense. Any falsification of records or routines for grading is dishonest, whether before or after graduation. Gaining access to a recommendation (without permission) once rights have been waived is a violation of the Policy. Withholding, removing or destroying materials needed by other students for class exercises is as much an offense against the Policy as is plagiarism. Lying in the course of an investigation or a hearing pursuant to the Policy shall also be deemed a violation of this Policy.

Students should be scrupulous in learning the principles that govern each new area of computer operations to which they are introduced. Unauthorized collaboration, unauthorized borrowing of someone else’s data or programs, and use of the Springfield College computer for unethical purposes and/or other purposes, which violate any of the terms of this Policy, are a violation of this Policy and are subject to disciplinary and/or legal action.

Procedures

All cases of suspected academic dishonesty shall be referred to the instructor of the course in which the offense occurred. The person alleging a violation of the Policy shall provide copies of the work in question to the instructor and indicate clearly the nature of the alleged violation in an accompanying narrative. In cases of plagiarism, the person making the charge shall provide copies of original sources, if available, marking plagiarized phrases, sentences, and/or paragraphs, and shall indicate borrowings in the accused’s text and in original sources. In the case of an examination, the person making the charge shall provide to the instructor copies of the examination in question, indicate specifically the grounds for the charge, and explain his or her process of discovery. Other alleged offenses against the Policy should be documented with equal thoroughness and in equal detail.

The instructor is expected to meet with the student and if applicable, sanction the student with respect to the course work for which the instructor is responsible, as provided in I, II, or III below. If assistance with the investigation is needed, the instructor may consult with or refer the matter to the Dean of Students or his/her designee. If the instructor determines that the student has violated the Policy, the sanction (I, II, or III) shall be assessed to the offender and that decision will be conveyed to the student in a letter from the instructor. The student will be informed in the letter that he or she has the right to appeal any decisions to the Dean of the School wherein the Policy violation occurred. The appeal must be in writing and include all materials the accused considers relevant, including a narrative clearly outlining the grounds of appeal. The decision of the Dean in response to this appeal will prevail.

In addition to sanction I, II, or III, the instructor has the option of referring the matter to the Dean of Students or his/her designee to investigate whether further disciplinary action is warranted. The Office of the Dean of Students following a referral to its office may act on the offense pursuant to the Student Judicial Code (the “Code”). The student shall have all rights and remedies as provided in the Code. If the Dean of Students believes that a violation exists, he/she shall have the right to sanction a student in accordance with the Code, which may include, but not be limited to, suspension, dismissal, expulsion, revocation of degree, or legal action.

Course Related Sanctions

No student may withdraw from a course following an accusation of a violation of this Policy, unless it is determined that no such violation occurred. An instructor is authorized to enact any sanction under I, II, or III, which he/she judges to be appropriate with respect to the course in which the violation occurred.

I. Reprimand

In some cases in which a first offense has been judged to merit a minor penalty, the student will be allowed to repeat the exercise or complete an alternative assignment, as determined by the instructor of the course. Responsibility for evaluation of the student’s work in the course continues to belong to the instructor of the course. The instructor should keep documentation of the offense and the reprimand.

II. Loss of credit in the exercise

For most offenses the least severe penalty will be loss of credit in the exercise. The student may be required to repeat the exercise or complete an alternative assignment, although credit will not be given. The student will be allowed to continue in the course. The instructor should keep documentation of the offense and the resulting sanction.

III. A grade of “F” in the course

When the offense is sufficiently serious to merit failure in the course, the student will be removed from the course immediately and the instructor will give a grade of “F”. The instructor must write a letter notifying the student of his/her status. A copy of the letter should be sent to the Dean of Students for inclusion in the student’s permanent file.

Academic Honors

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

Summa Cum Laude—3.900 to 4.000

Magna Cum Laude—3.700 to 3.899

Cum Laude—3.500 to 3.699

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

Academic Progress Policy

The Academic Progress Policy applies to both full-time and part time matriculated undergraduate students enrolled in the School of Arts, Sciences and Professional Studies; the School of Health, Physical Education, and Recreation; and interdisciplinary programs at Springfield College. A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a degree seeking student.

A matriculated undergraduate student enrolled in the School of Arts, Sciences, and Professional Studies; the School of Health, Physical Education and Recreation; and interdisciplinary programs must have a cumulative grade point average of at least 2.000 to graduate from Springfield

College. The 2.000 cumulative is the minimum standard for the College; academic department may have higher standards for entrance into or continuation in their programs. Students must verify program standards with their department chair.

Standard Academic Progress

In order to be considered a full time student at Springfield College, a Student must enroll in at least 12 credit hours in a semester. Full time students are expected to earn a minimum of 24 credit hours in an academic year, comprising two semesters and a summer. (Specific requirements exists for full-time status for Athletic and Financial Aid eligibility.)

Academic Standing Review

Following the close of each full semester, the Undergraduate Records Review Committee is responsible for conducting a formal review to determine student academic standing classification. All undergraduate students enrolled in ASPS, HPER, and interdisciplinary programs are subject to Academic Standing Review, according to the criteria listed below.

Academic Standing Criteria

A student is expected to achieve the College's minimum cumulative GPA of 2.000 by the time 100 credits of course work have been attempted for completion. Prior to that point the cumulative GPA required is slightly below the standard of 2.000; however the criterion cumulative GPA is increased as students advance through the academic program.

There are four minimum cumulative GPAs that students must meet, depending upon the number of credit hours they have attempted (credits attempted for completion include Springfield College courses graded "A" through "F" plus transfer credits that have been accepted by the College). The minimum cumulative GPAs are as follows;

Credit Hours Attempted for Completion	Minimum GPA
After attempting the completion of 0.5-36.5 credits	1.750 GPA
After attempting the completion of 37-69.5 credits	1.850 GPA
After attempting the completion of 70-99.5 credits	1.950 GPA
After attempting the completion of 100+ credits	2.000 GPA

A student's cumulative GPA is calculated using the quality points for grades "A" through "F", received in a Springfield College course, divided by the number of credits a student has attempted for completion at Springfield College. When a student retakes a course, a Springfield College course and/or transfers in an approved replacement, the original Springfield College course is removed from the calculation of cumulative GPA.

Academic Progress status actions (Alert, Warning, Probation, Continued Probation, Off Probation, Return to Good Academic Standing, and Dismissal) go into effect immediately, upon verification of status by the Academic Progress Records Review Committee.

Academic Standing Definitions and Classifications

Good Academic Standing

A student whose cumulative GPA is above the minimum standards (as noted above), or who has fallen below those standards for the first time and has received an academic warning, is classified as student who meets the criteria for Good Academic Standing at the College. The student in Good Academic Standing is eligible for financial aid and participation in College activities, if otherwise qualified. A student may need to meet a higher standard for continuation in particular program or major.

Academic Alert

The Academic Alert is designed to notify the student that he or she is not making continuous progress toward a degree and to encourage that students to seek academic support. A student academic alert maintains "good academic standing" classification by definition. This action is advisory and will not be recorded on the student's academic transcript.

Academic Warning

At any academic standing review point, a student will be given an academic warning the first time he or she fails to meet the criterion cumulative GPA and the cumulative GPA is above a 1.000.

A student given an academic warning will maintain matriculation status and eligibility for financial aid and participation in College activities, if otherwise qualified. Academic Warning will not be recorded on the student's academic transcript.

A student will be removed from Academic Warning when he or she has successfully met the appropriate academic standing criterion, through the completion of an incomplete or the removal of an unsatisfactory grade received at Springfield College or by course work transferred from another accredited institution.

Academic Probation

At any academic standing review point, a student will be placed on academic probation if either of the following conditions is met.

Condition 1: The student received an Academic Warning in any previous semester and his or her cumulative GPA fails to meet the minimum required cumulative GPA for any subsequent semester. A student meeting this condition will be ineligible for financial aid, but may apply for financial aid probation. Appeals for financial aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status.

A student who is placed on probation is not in good academic standing at the College, and may be ineligible for participation in College activities for which good academic standing is a qualifications (e.g. NSO, Resident Assistant, Athletics).

Condition 2: The student has not previously received an Academic Warning, but his or her cumulative GPA is below 1.000. A student meeting this condition will be ineligible for financial aid, but is encouraged to apply for financial aid probation. Appeals for financial aid probation must be

made in writing to the Director Financial Aid. A student affected by this action will maintain matriculation status.

A student who is placed on probation is not in good academic standing and may be ineligible for participation in college activities for which good academic standing is qualification (e.g. NSO, Resident Assistant, Athletics).

A student placed on Academic Probation (Condition 1 or 2) does not maintain good academic standing status. This action will be recorded on the student's academic transcript. A student on probation may be required to take certain courses, limit the number of courses taken, or fulfill other conditions specified by the undergraduate records review committee or its designee.

A student will be removed from the Academic probation when his or her cumulative GPA officially meets or exceeds the required academic standing criterion. When a student is removed from academic probation, it will be so noted on the transcript.

Continued Academic Probation

Upon the Undergraduate Records Review Committee's assessment of end of semester grades, a student who was on Academic Probation during the semester of review may be granted an additional semester of probation if the student's semester GPA shows significant improvement, but his or her cumulative GPA remain below the required level. Significant improvement is generally defined as a student earning a semester GPA of at least 2.000 and having met the conditions of his or her probation. The student will be continued on Academic Probation and is subject to the conditions specified above. This action will be recorded on the student's academic transcript.

A student who is continued on probation does not achieve good academic standing status and may be ineligible for participation in college activities for which good academic standing classification is a qualification (e.g., NSO, Resident Assistant, Athletics).

A student will be removed from Academic Probation when his or her cumulative GPA officially meets or exceeds the required academic standing criterion. When a student is removed from Academic Probation, it will be so noted on the transcript.

Academic Dismissal

At any academic progress review point, a student who is currently on Academic Probation and whose cumulative GPA fails to meet the minimum required cumulative GPA will be dismissed unless the criteria for Continued Probation are met. This action will be recorded on the student's academic transcript. A student who is dismissed may not take courses at Springfield College for two academic semesters following dismissal, but may reapply for admissions thereafter. When the student is readmitted to the College, the student will be placed on academic probation unless he or she had raised her cumulative GPA to equal or exceed the appropriate academic standing criterion through course work transferred from another accredited institution.

Appeal Process

A student who has been dismissed may appeal the dismissal in person or by letter to the Undergraduate Dismissal Appeals Board. The timeline for the appeal will be specified in the letter of notification. Such an appeal

should contain information about circumstances affecting the student's academic performance and student's plans to remedy the situation. If the appeal is granted, the student will be contained on probation and may be required to take certain courses, limit the number of courses taken, or fulfill other conditions specified by the Dismissal Appeals Board or its designee. The appeal will be noted on the student's academic transcript.

If the student's appeal is not granted, and he or she has reasonable grounds to file a grievance, the student should notify the Vice President for Academic Affairs for his or her desire to grieve the Undergraduate Dismissal Appeal Board's decision. The notification must be in writing and be postmarked or received within seven days of notification of the Undergraduate Dismissal Appeals Board's action.

Reasonable grounds for a grievance include:

- New information acquired regarding the student's academic standing, not made available to the Dismissal Appeals Board.
- Procedural irregularities or improper applications of the policy; or,
- Imposition of an improper or excessive sanction.

If reasonable grounds exist, the Vice President for Academic Affairs will review the student's appeal and take appropriate action to refer the appeal back to the Undergraduate Dismissal Appeals Board.

Academic Standing

Definition of Academic Credit Loads Per Semester

Full-time undergraduate student—Enrolled for twelve or more credit hours

Half-time undergraduate student—Enrolled for six to eleven and one-half credit hours

Less-than-half-time undergraduate student—Enrolled for five and one-half or fewer credit hours

Full-time graduate student—Enrolled for nine or more credit hours

Half-time graduate student—Enrolled for four and one-half to eight and one-half credit hours

Less-than-half-time graduate student—Enrolled for fewer than four and one-half credit hours

Undergraduate Classifications

Earned 0 – 30.5 credit hours—FR, First-year student

Earned 31 – 61.5 credit hours—SO, Sophomore

Earned 62 – 92.5 credit hours—JR, Junior

Earned 93 and above credit hours—SR, Senior graduate

All graduate students—GR, Graduate

Determination of Class Year—Classification

A student is considered a matriculated (degree-seeking) student at Springfield College as soon as he or she is officially accepted by the Office of Admissions. Designation of classification is established by the total number of semester hours a student has earned, inclusive of transfer credit awarded. The determination of class year occurs at the time grades are calculated each semester.

Athletics Policy

Students are permitted to play on one team per season and must maintain full-time undergraduate standing. Additional information on student athletics is available in the Athletics Department's publication of policies and procedures.

Cancellation of Classes

Cancellation of classes because of inclement weather will be aired on radio stations WHYN, WAQY, WTTT, WNNZ, WHMP, and WMAS, and television stations Channel 22 and Channel 40. Students and faculty are advised to tune in to one of these stations on the morning in question. After 6:00 A.M., students may also call the school closing information line at (413) 748-5999 or refer to the Springfield College Cable TV station, which is aired in campus academic buildings and throughout the residence halls. Generally, if no cancellation is indicated by the 7:00 A.M. media announcements, classes will take place as scheduled.

Catalog Year Policy

Undergraduate students are responsible to complete the requirements for their major and for graduation that were in place upon their admittance to the College as a matriculated (degree-seeking) student. In certain circumstances, accompanied by approval of the dean of their school, department chairs or SHS campus directors may waive or substitute program requirements. Substitutions or waivers of general college requirements must be approved by the Vice-President for Academic Affairs or designee. All waivers or substitutions must be properly documented with the Registrar.

The College may approve changes to requirements that all students must fulfill, regardless of their date of entry. If a student is readmitted to the College following a withdrawal or dismissal, he or she is responsible to complete the requirements in place on the new matriculation date.

Class Attendance Policy

Springfield College students are expected to attend all class sessions for which they are registered; they are also responsible for the material covered in each class session and completion of assigned work by the announced due dates. Instructors are responsible to clearly communicate to the students via the syllabus their policies regarding class attendance and make-up work.

Certain situations are recognized as College-excused absences from class, including:

1. Participation in an athletic activity approved by the athletic director and on file in the dean of students' office.
2. Participation in a scheduled curricular or cocurricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

Instructors should excuse absences of the above nature if the student follows the guidelines listed below. If possible, the instructor should allow the student to make up the class work or complete an alternative assignment. A student who anticipates absences of this nature:

- must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or withdraw from the course.
- should arrange in advance of the absence for make-up of any work that will be missed.
- should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a team mid-season) and provide documentation if requested. Again, impact of the absence(s) must be discussed with the instructor.

Absences due to illness or emergency:

- In the event of illness or emergency, notify your professors as soon as possible and discuss your options for obtaining missed material. Leave a voice-mail message or use e-mail to contact them.

Course Numbering System

Generally, undergraduate courses are numbered as follows:

100	generally lower division - first year courses
200	generally lower division - second year courses
300	generally upper division - third year courses
400	generally upper division - fourth year courses

Credits and Degree Requirements

Commencement

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

A student who expects to complete a degree by the month of August after the May commencement ceremony can petition the registrar to walk in the May commencement ceremony. In order to be eligible to petition for participation in the May ceremony, a student must have a 2.000 GPA and be within six semester hours of completing degree requirements at the end of the spring semester.

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

Credit By Examination Programs Policy

The College awards credit to fulfill degree requirements for certain Advanced Placement (AP), DANTES Subject Standardized Test, and College-Level Examination Program (CLEP) standardized examinations. Credits awarded for examinations do not qualify for residency credit.

Credit will not be awarded for any course previously taken at the College with an unsatisfactory grade. Credits awarded for acceptable examination scores will be assigned a “P” (pass) grade. For a list of current AP, CLEP, DANTES examinations approved for Springfield College credit, contact the Office of the Registrar or the Office of Admissions.

Advanced Placement Credit Guidelines

The College awards credits for Advanced Placement (AP) coursework and examinations which have been approved as comparable to Springfield College courses or to college-level electives. In order to be approved, the registrar and the department chair, relative to the course and examination in question, must determine the passing score, the actual course equivalency, and the number of semester hours awarded.

College-Level Examination Program (CLEP) and DANTES Subject Standardized Test Guidelines

The College awards credits for certain CLEP and DANTES examinations which have been approved as measuring achievement comparable to specific Springfield College courses. In order to be approved, the registrar and the department chair, relative to the course equivalency in question, must determine the passing score, the actual course equivalency, and the number of semester hours awarded.

Cross-Registration Between the School of Human Services and Traditional Undergraduate School

Upon meeting the following conditions, traditional Springfield College students are eligible to register for a class offered by the School of Human Services through the course cross-registration process.

1. Prior approval of course cross-registration must be secured using the Springfield College Cross-Registration Form.
2. Students must fulfill course prerequisites, if any, prior to course cross-registration.
3. Undergraduate General Education Requirements may not be met through course cross-registration.
4. Undergraduate students are eligible to cross-register for undergraduate courses only.
5. Course cross-registration is limited to one course per semester, with a maximum course limit of three.
6. Course cross-registration is allowed only in those courses where space is available.
7. Course cross-registration is not allowed during Intersession and Summer Sessions (May term for the School of Human Services.)
8. Tuition charge for a cross-registration course is based on the rate applicable to the individual's degree program.

Dean's List

The Dean's List is published two times a year; in January, following completion of the fall semester, and in June, following completion of the spring semester.

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

1. The student must have completed a minimum of twelve credit hours of graded coursework for the semester, exclusive of “P” grades.
2. The student must not have any incompletes, missing grades or “CP”s in the designated semester.
3. The student must have a minimum semester grade point average of 3.500 for the semester.
4. The student must not have been barred from the Dean's List due to a disciplinary action.

If subsequent grade changes qualify a student for Dean's List honors for a previous semester, that designation will be reflected on the student's transcript.

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

Degrees Offered

Under the College's charter, degree programs leading to a bachelor of arts (B.A.), and a bachelor of science (B.S.) are available on the undergraduate level.

The College also offers graduate programs leading to a master of science (M.S.), master of education (M.Ed.), master of physical education (M.P.E.), master of social work (M.S.W.), certificate of advanced study (C.A.S.), and doctor of physical education (D.P.E.).

Honorary degrees are granted in limited number by the Board of Trustees to recognize preeminent achievement in the fields for which the College is noted.

Degree Requirements—Undergraduate Level

(Department requirements may vary. See specific major requirements within department.)

In order to complete a baccalaureate degree at Springfield College, an undergraduate student in the School of Arts, Sciences, and Professional Studies, or the School of Health, Physical Education and Recreation must complete the following requirements:

1. A minimum cumulative GPA of 2.000
2. Successful completion of 130 semester hours with a maximum of sixteen hours in activity courses
3. Successful completion of the General Education Program
4. Successful completion of all requirements for the major with a minimum C (2.000) GPA (Specific majors or programs may require a higher GPA.)
5. For the bachelor of arts degree, successful completion of a minimum of six credits of a language at the intermediate level or above
6. Fulfillment of residency requirement

Notwithstanding the foregoing, even if all of the foregoing requirements for a Baccalaureate Degree have been maintained, a student may be sanctioned pursuant to the Student Disciplinary Policy which may prevent the awarding of such a degree.

Distribution of Undergraduate Credits

The minimum credits required for a baccalaureate degree are generally distributed among the General Education Program; the requirements for a major; electives; and requirements for a minor, if applicable. Students majoring in certain programs may have additional requirements that decrease the number of electives in their program and/or increase their credit requirements for graduation.

Grades and Grading

Students' work will be evaluated by faculty members and course grades assigned. Examinations, written papers, oral assignments, and/or field-work may constitute the basis for the grade awarded in class. Faculty members generally outline the details for determining grades on the course syllabus. Often, any weighted factors for assignments will be outlined in the syllabus.

Grade points are assigned to each grade and used in the calculation of the student's GPA for the semester's work or cumulative average. The grades and point values are as follows:

Grade Equivalencies	Grade Points
A (Exceptional)	4.0
A-	3.7
B+	3.3
B (Good)	3.0
B-	2.7
C+	2.3
C (Fair)	2.0
C-	1.7
D+	1.3
D (Passing)	1.0
D- (Lowest Passing)	0.7
F (Failure)	0.0
P (Pass, C- or better)	0.0

I (Incomplete)

X (Audit)

W (Withdrawal)

*Grade not reported by faculty

IP (Course in progress)

CP (Credit pending)

*Faculty have sole responsibility for awarding all grades except CP, IP, W, X, and *.*

Audit Policy

Undergraduate students may audit one undergraduate course per semester on a space-available basis. The same tuition charges per credit hour

apply to audited courses as credited courses. Students are required to attend classes but are not required to complete course assignments or take exams. At the time of registration, students must designate audit status on their registration form for the audited course.

An audit carries no credit, has no grade point equivalent, and is recorded as an X on the transcript. Although the course is entered onto a transcript, it does not affect a student's full- or part-time status. Audited courses are not eligible for credit earned through proficiency examinations, nor can the audited course be repeated for credit in subsequent semesters.

Students may change from credit to audit or audit to credit status in a course through the end of the twelfth week of a semester.

Credit Pending Grade

The designation of "CP" (Credit Pending) is given only in courses in which work extends beyond the end of the semester; use of "CP" must be approved in advance by the Department Chair or Campus Director, and the Registrar. Courses eligible for "CP" include independent study, dissertation, thesis, research or courses designed to extend beyond the end of a typical semester. The designation of "CP" does not affect the GPA calculation. In order for a student to graduate a "CP" designation must be converted to a grade.

Incomplete Grade Policy

An instructor may give a grade of incomplete (I) following a student's request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined in the sole discretion of the instructor. A student will have a specified period of time, not to exceed two semesters exclusive of summer or prior to graduation, to complete incomplete work.

A contract for incomplete grades must be completed. A copy of this contract will remain with the student, the instructor, the registrar, and the academic department offering the course.

If the student does not meet the conditions of the contract for the completion of the incomplete by the time specified or prior to graduation, the registrar will automatically change the "I" grade to an "F" grade or an alternate grade designated by the instructor that is based on the work completed.

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

Pass/Fail Grading

During their sophomore, junior, and senior years, students may elect to take one course per term on a pass/fail basis. A maximum of eighteen semester hours is permitted, excluding courses that are automatically graded on a pass/fail basis. Courses taken on the pass/fail basis must be approved by the instructor and cannot be General Education Requirements or specific courses required in the student's major. Students wishing to take courses on a pass/fail basis must petition the Office of the Registrar at the time of course registration. Grades for approved pass/fail courses cannot be changed to conventional letter grades. A grade of "P" (pass), will not affect a student's GPA; however, a grade of "F" (fail) will affect the GPA.

Grade Changes

Instructors may not submit grade changes later than one calendar year following the semester or term in which a course was originally graded. This policy is not intended to supercede the academic grievance policy or the policy governing incompletes. If a grade was erroneously recorded or an incomplete grade needs to be changed, a form for grade changes is available in the Office of the Registrar. Only faculty may complete the form and submit it to the registrar. Students will receive notification of the grade change from the Office of the Registrar.

Graduate Credits as an Undergraduate

Undergraduate students wishing to take a course for graduate credit may do so with the permission of their major advisor, Department Chair, and the Dean of Graduate Studies. In order to be eligible, a student must:

- have no more than 18 semester hours of undergraduate requirements to be met in order to complete the requirements for the Bachelor's degree
- OR-
- have no more than 18 semester hours of required undergraduate work remaining, in addition to full-time off-campus fieldwork, that will be done in the following semester.

The *Petition for Approval to Take Courses for Graduate Credit While Still an Undergraduate* must be completed with the Office of Graduate Studies prior to completing the course.

Repeating a Course

Students may repeat a course in which they have received an unsatisfactory grade. To do so, they register again for the course at SC or for an approved equivalent course at another institution. When a new grade from SC or a "P" from another institution is submitted, the original grade is removed from the calculation of the cumulative GPA. If taken at SC, the new grade, whether higher or lower than the original grade, is used in calculating both the current semester and cumulative GPA.

Calculation of GPA

GPA is computed by dividing the total grade points earned by the total semester hours attempted. Academic and physical education activity courses are included in this computation.

For example:

Grades (for each course)	Semester Hours	Grade Points	Total Grade Points
A	3	x 4.0	12.00
B	3	x 3.0	9.00
C	3	x 2.0	6.00
D	3	x 1.0	3.00
Totals:	12		30

(total for all courses)

Calculation: Total grade points divided by total semester hours equals GPA
 $30 \text{ divided by } 12 \text{ equals } 2.500 \text{ GPA}$

Registration and Records

Change of Major

Undergraduate students may apply to a new major by meeting with the major's department chairperson and completing an Application to Change Major/Minor Form, available from the Office of the Registrar. Some majors also require a letter of application. The new major's department chairperson must approve and sign the application. In addition, the application must be signed by the chairperson of the student's previous major.

Students must generally be in good academic standing to be admitted into a new major. Some majors require higher GPAs to meet advanced standing standards or satisfactory completion of certain prerequisites. Certain majors are restricted in number and limit the number of new majors accepted. Applying to some majors, including physical therapy, requires a formal application and review process.

Change of Schedule - Add/Drop Period

Springfield College maintains a five-day add period and a ten-day drop period each semester (excluding summer). During the first five days of each semester, students may request additions to their schedule of courses. Students must complete a Change-of-Schedule Form to complete schedule additions. The form may be obtained from the Office of the Registrar. All Change-of-Schedule Forms must be signed by the student's advisor before they are brought to the registrar for processing. After the five-day add period, students may not make additions to their academic schedules. Students are urged to refer to the Academic Schedule each semester for more specific information.

During the first ten days of the semester, students may drop a course they have registered for. An approved Change-of-Schedule Form must be signed by the student's advisor. After the ten-day drop period, with the exception of physical education activities, students may, with the approval of their advisor and course instructor, withdraw (receive a grade of W) from a course anytime up to a point at which eighty percent of the course is completed (twelve weeks in a fifteen-week semester). Exceptions to the withdrawal deadline can be made only by the registrar. A W grade submitted for a student by the course instructor is recorded as a grade of F.

Cooperating College Credit

Springfield College (SC), in cooperation with seven of the area's finest public and private institutions, has established a cooperative association that has been specifically designed to enhance the educational experience through the use of cooperative programs and services, including cross-registration, student-faculty inter-college library privileges, joint student activities, academic cooperation, and student activity calendars.

Known as the Cooperating Colleges of Greater Springfield (CCGS), the association was formed in 1970 by the presidents of each of the charter institutions. The other members are American International College, Bay Path College, Elms College, Holyoke Community College, Springfield Technical Community College, Western New England College, and Westfield State College.

Springfield College undergraduate students may, with approval, enroll for cooperating college credit at any of the CCGS institutions in courses not offered in the curricula of Springfield College. Cooperating college credit is not available for internships and graduate courses. Students are limited to two courses or 6-8 credits per semester.

In Fall or Spring semesters: Students must be registered as full-time (combination of SC and cooperating college courses must total at least 12 credit hours) and complete CCGS cross-registration paperwork prior to taking the course. Tuition costs for courses taken for cooperating college credit are paid by student's home college. Grades for completed coursework are submitted to the SC Registrar by the CCGS institution. These grades are reflected on the SC transcript. Credit hours are applied as SC residential credit.

In Summer: Cooperating college credit (CCGS cross-registration) is not available during summer sessions. Students wishing to take a course at a CCGS institution during the summer should follow the procedure for obtaining transfer credit approval. Upon completion of coursework, students must request an official transcript be sent to the SC Registrar. Grades are not recorded on the SC transcript and hours are not applied as SC residential credit.

Intensive English Program

The intensive English program at Springfield College is an intensive program of English and culture for nonmatriculated students who are speakers of other languages. The program prepares students for matriculation into undergraduate or graduate programs at Springfield College or another institution of higher education. Conditionally accepted students may enter the program on a nonintensive basis. Students in the program have full access to all the resources on the campus, but are not eligible to work or participate on collegiate athletic teams. The intensive English program is affiliated with the International Center located on the lower level of Alumni Hall.

Leave of Absence for Matriculated Students

A student in good academic standing who wishes to temporarily interrupt his or her college program may request a leave of absence. Full-time students may have two consecutive semesters, and part-time students may have four consecutive semesters (exclusive of summer) from the date of the leave of absence. Leaves of absence are arranged through the Office of the Dean of Students. For students going on a leave of absence, the registrar will drop all courses if leave is requested during the first ten days of the semester, and issue a grade of W for all courses if the leave is initiated after the ten-day drop period.

The leave of absence option allows the student to re-enroll within the previously stated time period without going through readmission procedures. Extension of a leave, for not more than two semesters, may be obtained for extenuating circumstances by contacting the Dean of Students. If students do not enroll after the leave expires, they may lose their matriculation status, and may be required to reapply for admission.

Nonmatriculated Student Status

A student may include a maximum of thirty semester hours earned as a full-time or part-time, nonmatriculated student in the total hours required for graduation. Undergraduate courses are open to students who have earned a high school degree or GED. Students must have completed any prerequisites listed for courses for which they intend to register. Students may take classes for personal enrichment or as exploration for possible degree admissions. Students may not take more than thirty semester hours as an undergraduate, nonmatriculated student and apply them toward a degree. Further courses taken as a nonmatriculated student will require permission of the registrar.

Registration and Change of Schedule Requests

The registration of all students is conducted under the direction of the registrar, according to the schedule of classes for the College year. The official registration records are compiled and administered in the Office of the Registrar. All full-time, traditional undergraduate and graduate students are registered at specific times and dates as listed in the official calendar. The registrar publishes, in advance of each registration, specific instructions regarding procedures. Students who fail to register by the registration deadline may be required to pay a late-registration fee. Courses with low enrollments are subject to cancellation. Not all courses listed in the course description section of the Undergraduate Catalog are offered each semester.

All students are expected to carry between twelve and sixteen semester hours of academic work per semester and may qualify as full-time students with twelve hours. In addition, students should carry the physical education activity courses described by their major department.

Authorization forms must be presented at the time of registration for all Courses by Arrangement.

Students who wish to register for twenty-one semester hours or more must have the written approval of their advisor and the dean of the school in which their major resides.

Second Bachelor's Degree

Individuals may be eligible to obtain a second bachelor's degree from Springfield College only in areas where Springfield College does not offer a master's degree program.

To be eligible, candidates must meet the current General Education Requirements and residency requirements. Candidates must also meet all program requirements and specific index requirements for the major, and must successfully complete a minimum of twenty-four semester hours within the major at Springfield College.

Student Records

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

1. Directory information may be provided unless a student has filed a written request to withhold this information. Students must advise the Office of the Registrar in writing no later than September 15 of each academic year if they wish to restrict the release of this information.

Springfield College considers the following information as "directory information": name; campus mailbox, campus phone number, enrollment status, dates of attendance at the College, major, credit hours earned; degrees earned; honors received.

2. Information may be shared with and by Springfield College faculty and staff who have a legitimate educational interest in the student.

3. Academic information may be shared with parents of students who complete an authorization to release academic records information, or if parents provide the registrar with an annual copy of their federal income tax return documenting the student as a dependent.

In addition, any requests that come from officials of other institutions in which the student might be applying for transfer; government agencies and officials who provide proper identification; officers of the court; financial aid personnel to support a student's application for aid; as well as appropriate parties in health or safety emergencies will have access to information in the student's records. Students may also be asked to sign a written waiver granting permission for the release of information from the school records.

Students retain the right to review the contents of their educational and academic records. In order to do so, a formal written request must be made through the Office of the Registrar. In such cases, a meeting will be established within forty-five days of the request to permit the student to review materials. Springfield College will comply with a written request initiated by the student to supply information in their behalf. Such requests must be signed and dated and include the specific records or information to be disclosed, the purpose for the disclosure, and the individual(s) to whom the information should be released. Details concerning the Buckley Amendment are available at the Office of the Dean of Students and the Office of the Registrar.

Transcript of Academic Work

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

A \$4 fee is charged for transcripts requested to be officially sent to a third party. Official transcript requests must include name and address of the official to whom the information is to be mailed, along with a student's signature as permission to release a record.

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

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

Withdrawal Policy From a Course

Students, with the permission of their advisors and course instructors, may withdraw from a course at any time up to the point at which eighty percent of the course is completed. The end of the twelfth week is the last day to withdraw from a course that meets the entire semester.

Exceptions to the withdrawal deadline can be made only by the Registrar. A W grade submitted by the course instructor may be recorded as a grade of "F".

Withdrawal Policy From the College

To withdraw from Springfield College, a student must meet with a member of the Office of the Dean of Students staff for an exit interview at which time the various steps of the withdrawal process will be reviewed. The purpose of the interview is for the student to have an opportunity to review options and bring closure to the experience at the College. At that time, an effective date will be determined. This date will be used in processing any possible refunds. Students who are withdrawing from the College must return the Student Identification Card that was issued to them. Withdrawals will not be processed unless the Student Identification Card is returned.

If a withdrawn student wishes to return to Springfield College, they must apply for re-admission.

Residency Credit Requirement

In order to receive a baccalaureate degree, undergraduate students in the School of Arts, Sciences, and Professional Studies; the School of Health, Physical Education and Recreation; or interdisciplinary programs, must complete at least 60 credit hours through Springfield College. Of the last 30 semester hours, at least 15 hours must be taken through Springfield College. In addition, some departments may have specific residency requirements related to their programs.

Residency credit includes approved courses taken for cooperating college credit and certain study-abroad programs sponsored by the College. Residency credit does *not* include transfer credit (including CCGS courses not approved for cooperating college credit), credit-by-examination, portfolio credits, or prior learning credits.

Transfer Credit Policy

Undergraduate students enrolled in, or enrolling into, the School of Arts, Sciences, and Professional Studies; the School of Health, Physical Education and Recreation; and the Undeclared and General Studies majors are required to complete a minimum of 60 semester hours through Springfield College in order to fulfill the residency requirement. The remaining semester hours required to complete their undergraduate degree may be completed at the College or transferred in from other institutions.

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

1. completed at a regionally accredited institution of higher education. (Regional accrediting bodies are NEASC, MSACS, NCACS, NWASC, SACS, and WASC);
2. graded as a C- or better (grades of P (pass) will only be accepted if there is documentation that the P is equivalent to a C- or better);
3. completed within 10 years prior to the student's matriculation at Springfield College (exceptions to this may be approved, on petition, by the registrar and in some cases, the registrar may consult with the appropriate department chairperson).

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

- A. It must be equivalent to a course needed to fulfill an General Education Requirement. (Note that transfer courses cannot be used to fulfill Writing-Across-the-Curriculum requirements.)

- B. It must be approved to fulfill requirements for a major or minor by the chairperson of the relevant major or minor department. Generally, such coursework must be equivalent to courses offered by Springfield College, but the chairperson may accept coursework not offered by the College if it is judged applicable to major or minor requirements.
- C. It must be approved by the registrar for use as general elective credit, and it must be needed to fulfill degree requirements, based on the student's major. Courses used for general elective credit need not be equivalent to Springfield College courses.

A course catalog, course description, or course syllabus may be needed to appropriately assess the course.

Springfield College does not grant transfer credit for the following work completed at or assessed by other colleges: college-based credit by exam or challenge, correspondence courses, portfolio assessment, independent study, fieldwork, or cooperative education experience.

Credit for CLEP, AP, and DANTES examinations are assessed consistent with relevant College policy. Credit for armed services experience or employer training programs is assessed by the registrar based on American Council on Education (ACE) guidelines. Original documentation related to such coursework must be presented.

Courses accepted for transfer credit will be listed on the student's transcript with a designation of "TR," the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course. For direct equivalencies, courses will be transferred in with the Springfield College credit value. If there is no direct equivalent, it will be designated as an elective with the most closely associated academic program prefix. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students' totals of cumulative earned and attempted hours.

If a student with transfer credit changes major or minor after enrolling at the College, their transfer credits and previous transcripts will be reevaluated by the Registrar's Office to determine if any adjustment is necessary.

For incoming transfer students in majors that do not specifically require physical education activity courses (other than to complete the General Education Requirements), .5 semester hours of required activity courses

will be waived for every 18 semester hours of accepted transfer credit up to a maximum of 2 semester hours. The waiver does not carry credit and does not reduce the minimum semester hours required for graduation. The waiver is prorated for students who transfer in physical education skill credits.

For continuing students:

1. Currently enrolled students wishing to transfer credits to the College should submit the completed Transfer Credit Approval Form to the registrar for approval, *prior* to taking courses at another institution. This form is available in the Office of the Registrar. Requests for approval may also be submitted via fax or e-mail, if necessary. A course catalog, official course description, or course syllabus may be needed to appropriately assess the course.
 - a. Courses intended to fulfill major or minor requirements require the approval of the chairperson of the major or minor department and the registrar. The chairperson of that department may also require the student to obtain the approval of the chairperson of the department in which the course is offered.
 - b. Courses intended to fulfill electives or General Education Requirements require approval of the registrar; in some cases the registrar may need to consult with relevant department chairs or faculty before granting approval.
 - c. Failure to obtain appropriate approvals, *in writing*, prior to taking a course at another institution may preclude awarding of credit.
2. Courses accepted for transfer credit will be listed on a student's transcript with a designation of "TR," the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course.
 - a. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students' totals of cumulative earned and attempted hours.
 - b. If the approved transfer course is a repeat of a previously taken course, and it has now been passed with a C- or better, credit will be awarded. The original grade for the course will remain on the record but it is removed from the calculation of the cumulative grade point average. The new grade is not recorded and will not otherwise impact the grade point average.

GENERAL EDUCATION PROGRAM

RATIONALE

The emphasis at Springfield College is on our Humanics Philosophy, the education of the whole person—the spirit-mind-body—with motivation of service to humanity that is international, intercultural, interracial and interreligious. The Springfield College students must be educated for a dynamic world that requires an advanced level of interpersonal and communication skills. Students must be educated to enjoy a healthy and physically active lifestyle. Furthermore, they must be able to apply the Humanics Philosophy during their time in college and throughout their lives as vital participants in family and community.

The General Education Program provides every Springfield College student with the opportunity to develop as a literate, thinking, socially responsible person. To this end, Springfield College establishes a climate which fosters a spirit of inquiry into the nature of humankind and the universe. The general education of the Springfield student emphasizes and encourages: a search for personal and spiritual values; the acquisition of knowledge, understanding and competency essential for the improvement of humankind and society; and the development of an appreciation for and an understanding of human movement as it relates to health expression and physical well being.

Humanics and the General Education Program

To integrate Humanics into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

- I. HUMANICS AND SCIENTIFIC ENDEAVOR 10 S.H.**
The educated person will know, understand and nurture the scientific and logical dimensions of people and the environment in which they live.

One course from each subgroup:

- A. NATURAL SCIENCE 4 S.H.**
The General Education category in Science is fulfilled by curricular study that provides students with general theory in the natural sciences and exposes them to critical thinking and analysis via the scientific method applied in both theory and experiment.

BIOL 101/102 Basic Concepts of Modern Biology and Lab	4 S.H.
BIOL 121/122 Bioscience and Lab	4 S.H.
BIOL 130/132 Anatomy & Physiology I and Lab	4 S.H.
BIOL 131/133 Anatomy & Physiology II and Lab	4 S.H.
CHEM 121 General Chemistry	3 S.H.
CHEM 123 General Chemistry Lab	1 S.H.
CHEM 101 Chemistry Survey	3 S.H.
CHEM 102 Chemistry Survey Lab	1 S.H.
PHSC 105 Physical Science & The Environment	4 S.H.
PHYS 205 Physics for Movement Science	4 S.H.
PHYS 210/211 General Physics and Lab	4 S.H.

- B. MATHEMATICS 3 S.H.**
The General Education category in Mathematics is fulfilled by curricular study that provides students with the minimum level of proficiency in college algebra.

MATH 105 Survey of Mathematics	3 S.H.
MATH 115 College Algebra	3 S.H.
MATH 120 Business Mathematics	3 S.H.
MATH 125 Precalculus Mathematics	3 S.H.
MATH 131 Introduction to Calculus with Apps.	3 S.H.
MATH 140 Calculus I	3 S.H.
MATH 142 Calculus II	3 S.H.
MATH 215 Probability & Statistics	3 S.H.

- C. COMPUTER SCIENCE 3 S.H.**
The General Education category in Computer Science is fulfilled by curricular study that provides students with a minimum level of proficiency in the hardware components of a computer system and their use through the utilization of applications of software and elementary programming and computer ethics.

CISC 105 Introduction to Computer Concepts	3 S.H.
CISC 115 Microcomputer Applications	3 S.H.
CISC 165 Programming in BASIC	3 S.H.
CISC 175 Intro to Computer Science w/C++ and Java	3 S.H.

- II. HUMANICS HEALTH AND MOVEMENT 7 S.H.**
The educated person will know, understand, and nurture the role of Health and Physical Activity in human life.

- A. HEALTH 3 S.H.**
The General Education category in Health is fulfilled by curricular study that provides students with a basic knowledge of current personal health theory and wellness lifestyle, and assists them in daily decision-making and self-responsibility. (*Note: Students in the Physician Assistant major are waived from this requirement.*)

HLTH 103 Introduction to Personal Health	3 S.H.
--	--------

- B. PHYSICAL EDUCATION 4 S.H.**
The General Education category in Physical Education is fulfilled by curricular study that provides students with the opportunity to acquire increased skilled movement, develop an increased level of physical fitness, engage in an activity for recreational or competitive purposes, and incorporate physical activity as part of lifestyle.

1. PEAC 100 or PEPC 100 Fit for Life 1 S.H.
2. 3 S.H. from PEAC, PEPC, PEAI, MOSK courses 3 S.H.
Note: DANC 184 for .5 can be used only one time.

III. HUMANICS AND EXPRESSIVE AND

COMMUNICATIVE LIFE 15 S.H.

The educated person will know, understand and nurture people and their cultures through languages, literature and other symbolic forms of expression.

A. ENGLISH 6 S.H.

The General Education category in Written English is fulfilled by curricular study that trains students in academic discourse including formal research papers, formal oral presentation and text based analysis.

ENGL113 College Writing I 3 S.H.

ENGL114 College Writing II 3 S.H.

One course from each of the following subgroups:

B. LITERATURE 3 S.H.

The General Education category in Literature is fulfilled by curricular study focusing on the reading, critical analysis and discussion of literary texts.

ENGL209 Great Books 3 S.H.

ENGL215 Readings in Literature 3 S.H.

ENGL216 The Athlete in Literature 3 S.H.

ENGL230 Post Colonial Literature 3 S.H.

ENGL251 Survey of African American Literature I 3 S.H.

ENGL252 Survey of African American Literature II 3 S.H.

ENGL261 Survey of British Literature I 3 S.H.

ENGL262 Survey of British Literature II 3 S.H.

ENGL263 Survey of British Literature III 3 S.H.

ENGL270 American Nature Writing 3 S.H.

ENGL272 Native American Literature 3 S.H.

ENGL275 Women & Literature 3 S.H.

ENGL321 Chaucer & the Middle Ages 3 S.H.

ENGL325 Survey of American Drama 3 S.H.

ENGL332 The Victorian Period 3 S.H.

ENGL333 English Romantic Literature 3 S.H.

ENGL346 American Short Story 3 S.H.

ENGL349 Modern American Poetry 3 S.H.

ENGL350 Modern American Novel 3 S.H.

ENGL352 American Realism & Naturalism 3 S.H.

ENGL353 American Romanticism 3 S.H.

ENGL356 Readings in the English Novel I 3 S.H.

ENGL357 Readings in the English Novel II 3 S.H.

ENGL362 Celtic Literature 3 S.H.

ENGL428 Modern Drama 3 S.H.

ENGL459 The Contemporary Novel 3 S.H.

ENGL467 Shakespeare 3 S.H.

ENGL482 Seminar 3 S.H.

C. SECOND LANGUAGE/CULTURE 3 S.H.

The General Education category in Second Language/Culture is fulfilled by curricular study if a significant portion of its course content is the teaching of language elements of culture.

ESOL 250 ESOL Reading and Writing I - Advanced 3 S.H.

ESOL 260 ESOL Reading and Writing II - Advanced 3 S.H.

FREN 103 The Culture of France & Francophone World 3 S.H.

FREN 111 Elementary French I 3 S.H.

FREN 112 Elementary French II 3 S.H.

FREN 211 Intermediate French I 3 S.H.

FREN 212 Intermediate French II 3 S.H.

GERM 103 German Culture & Language 3 S.H.

SPAN 111 Elementary Spanish I 3 S.H.

SPAN 112 Elementary Spanish II 3 S.H.

SPAN 113 Communication in Spanish 3 S.H.

SPAN 211 Intermediate Spanish I 3 S.H.

SPAN 212 Intermediate Spanish II 3 S.H.

SPAN 103 Culture & Language of Spain 3 S.H.

SPAN 104 Latin American Culture & Language 3 S.H.

RHDS378 Introduction to Manual Communication 3 S.H.

RHDS379 Manual Communication and Culture 3 S.H.

D. VISUAL AND PERFORMING ARTS

must total 3 S.H.

The General Education category in Visual and Performing Arts is fulfilled by curricular study that gives students an understanding of the creative process and exposes them to aesthetic experiences. This can be accomplished through guided exposure to and/or creation of works of art.

ARTS 101 Materials and Techniques 3 S.H.

ARTS 102 Arts and Ideas 3 S.H.

CISC/ARTS103 Studio in Computer Graphics 3 S.H.

ARTS 104 Sensitivity and the Creative Process 2 S.H.

ARTS 105 Studio in Printmaking 3 S.H.

ARTS 108 Studio in Drawing 3 S.H.

ARTS 111 Studio in Design 3 S.H.

ARTS 116 Studio Painting 3 S.H.

ARTS 120 Contemporary Art 3 S.H.

ARTS 210 Figure Drawing 3 S.H.

ARTS 211 Studio in Sculpture 3 S.H.

ARTS 217 Eighteenth Century European Art 3 S.H.

ARTS 218 Modern European Art 3 S.H.

ARTS 219 American Art 1700-1900 3 S.H.

ARTS 221 Women Artists in History 3 S.H.

ARTS 223 Studio in Ceramics 3 S.H.

ARTS 225 Studio in Photography 3 S.H.

ARTS 228 Three-Dimensional Design 3 S.H.

ARTS 280 Integrating Art in the Classroom 3 S.H.

DANC 101 Dance Appreciation 3 S.H.

DANC 110 Laban Movement Analysis 3 S.H.

DANC 130 Ballet Theory & Technique I 3 S.H.

DANC 135 Modern & Post Modern Dance Theory & Technique I 3 S.H.

DANC 150 Jazz Dance Theory & Technique I 3 S.H.

DANC 184 Dance Performance Practicum .5-2 S.H.

DANC 215 Choreography I 3 S.H.

DRAM 101 Introduction to the Theater 3 S.H.

DRAM 110 Acting 3 S.H.

DRAM 115 Directing Workshop 3 S.H.

DRAM 130 Stage Production 3 S.H.

DRAM 140 Dramatic Workshop I 2 S.H.

DRAM 141 Dramatic Workshop II 2 S.H.

DRAM 150 Creative Dramatics and Improvisation 3 S.H.

DRAM 220 Scene Study 3 S.H.

DRAM 284 Theatre Performance Practicum 1-10 S.H.

ENGL226 Creative Writing 3 S.H.

ENGL306 Advanced Creative Writing 3 S.H.

ENGL343 Film as a Narrative Art 3 S.H.

ENGL388 Special Topics in Narrative Film 3 S.H.

MUSC 101 Basic Musicianship 3 S.H.

MUSC 108 Music Appreciation 3 S.H.

MUSC 112 SC Singers 1 S.H.

MUSC 113 SC College Band 1 S.H.

MUSC 115 Chamber Music Workshop 1 S.H.

MUSC 120 Basic Piano 1 S.H.

MUSC 121 Basic Guitar 1 S.H.

MUSC 130 Applied Music I 1 S.H.

MUSC 332 Music as a Form of Social Protest 3 S.H.

The following PEAC courses can apply only once - either as a VAPA general education course, or a PEAC general education course. These can also only be applied as general education courses if minimum activity courses have been met.

PEAC 127	Ballet I	.5 S.H.
PEAC 133	Dance—Modern	.5 S.H.
PEAC 137	Dance—Tap	.5 S.H.

IV. HUMANICS, CULTURE AND SOCIETY 9 S.H.

The educated person will know, understand and nurture the relationship of the self to community and diverse individuals and cultures.

One course from each subgroup:

A. HISTORY 3 S.H.

The General Education category in History is fulfilled by curricular study that uses a survey of world history to enhance the students' understanding of the present and increases their awareness and appreciation of the past in the context of their own lives.

HIST 101	Survey of the History of Western Civilization	3 S.H.
HIST 102	Making of the Modern World	3 S.H.
HIST 103	World History	3 S.H.

B. SOCIAL SCIENCE 3 S.H.

The General Education category in Social Science is fulfilled by curricular study that provides students with an introduction to the study of community, cultures, social institutions or government through the disciplines of social science.

ANTH 250	Cultural Anthropology	3 S.H.
ECON 200	Principles of Macroeconomics (effective with class of 2003)	3 S.H.
ECON 205	Principles of Microeconomics (effective with class of 2003)	3 S.H.
GEOG 200	Concepts of Geography	3 S.H.
GEOG 210	Cultural Geography	3 S.H.
HIST 106	Civil War to Modern America	3 S.H.
POSC 110	Introduction to American Government	3 S.H.
SOCI 101	Introduction to Sociology	3 S.H.

C. SOCIAL JUSTICE ISSUES 3 S.H.

The General Education category in Social Justice Issues is fulfilled by curricular study that examines issues defined within the context of United States culture such as sexism, racism, age discrimination, religious bigotry, homophobia or ablebodiedism.

ARTS 245	Contemporary Jewish Art	3 S.H.
BIOL 260	Ecology	3 S.H.
EDUC 237	Social Justice & Diversity Education	3 S.H.
ENGL 251	Survey African American Literature I	3 S.H.
ENGL 252	Survey African American Literature II	3 S.H.
ENGL 275	Women & Literature	3 S.H.
ENGL 272	Native American Literature	3 S.H.
*HIST 105	Colonial America to the Civil War	3 S.H.
HIST 210	African American History	3 S.H.
MUSC 332	Music as a Form of Social Protest	3 S.H.
RELI 220	Liberation Theology	3 S.H.
RHDS 230	Psychology of Disability	3 S.H.
RHDS 240	Independent Living Rehabilitation	3 S.H.
SMRT 272	Introduction to Therapeutic Recreation	3 S.H.
SMRT 281	Leisure Services Special Populations	3 S.H.
SOCI 210	Social Problems	3 S.H.
SOCI 245	Sociology of Genocide and the Holocaust	3 S.H.
SOCI 312	Women and Society	3 S.H.

SOCI 322	Racial and Ethnic Relations	3 S.H.
SOCI 332	Social Gerontology	3 S.H.
SOCI 410	Poverty and Wealth: Class in Society	3 S.H.

* HIST 105 must be completed at Springfield College in order to fulfill the social justice requirement. AP or CLEP credit for HIST 105 will NOT satisfy the social justice requirement. Students wishing to complete HIST 105 on a transfer basis to fulfill the social justice requirement must have the course approved in advance of registration by the Chair of the Social Justice Committee of the College Curriculum Committee.

V. HUMANICS AND THE SEARCH FOR MEANING 6 S.H.

The educated person will know, understand, and nurture a personal, spiritual and ethical value system about the ultimate questions of life and living.

One course from each subgroup:

A. PHILOSOPHY 3 S.H.

The General Education category in Philosophy is fulfilled by curricular study that involves the students in concept clarification through illuminating the possibilities in their search for meaning in life and the systematic examination of beliefs and value which influence both thought and action.

** Any course with a PHIL prefix satisfies this requirement.

B. RELIGION 3 S.H.

The General Education category in Religion is fulfilled by curricular study that provides students with an introduction to a spiritual value system or systems through the study of foundational texts, historical developments, theological concepts or representative personalities.

** Any course with a RELI prefix satisfies this requirement.

Notes Regarding General Education Program Courses:

- A course can only be used to satisfy one of the General Education requirements even if the course is listed in more than one General Education category.
- Courses designated 999 on a student's transcript are transfer courses that fulfill the General Education Program requirement.
- If students plan to take a course at another institution, the Springfield College Transfer Credit Guidelines form (available at the Office of the Registrar) must be approved and returned to the Registrar before the course is taken.
- The General Education Program Waiver Application and Substitution Application are available at the Office of the Registrar.
- The College reserves the right to add, cancel or change the General Education Program listings.

GENERAL EDUCATION PROGRAM

Continued

WRITING ACROSS THE CURRICULUM REQUIREMENT

6 S.H.

Undergraduate students must complete a minimum of two Writing Across the Curriculum (WAC) courses at Springfield College for a total of 6 semester hours. One course must be taken during or following the student's third college semester (sophomore, junior, or senior year); this course may be taken in any discipline. The second required course must be taken during or following the student's fifth college semester (junior or senior year) in the discipline of the student's major. A course used for WAC credit may also fulfill a General Education category if it is so eligible. The WAC requirement cannot be fulfilled with transfer credit.

Courses that fulfill the WAC requirement are:

(also designated in the comment area of the Academic Schedule)

AEXS 401	Management of Health/ Fitness Programs	3 S.H.
ARTS 102	Arts and Ideas	3 S.H.
ARTS 120	Contemporary Art	3 S.H.
ARTS 218	Renaissance to Contemporary	3 S.H.
ARTS 219	American Art 1700's - 1900's	3 S.H.
ARTS 382	Seminar in Teaching Art	2 S.H.
ATPY 309	Prepracticum in Art Therapy	3 S.H.
ATPY 203	Art Therapy with Special Needs Populations	3 S.H.
ATRN 305	Athletic Injury Rehabilitation	3 S.H.
ATRN 484	Senior Fieldwork in Sports Communication	1 S.H.
ATRN 485	Senior Fieldwork in Rehabilitation	2 S.H.
BIOL 230	Animal Biology	3 S.H.
BIOL 280	Genetics	4 S.H.
BIOL 260	General Ecology	3 S.H.
BIOL 420	Cellular Physiology	3 S.H.
CHEM 342	Analytical Chemistry Lab	2 S.H.
COMM 120	Introduction to Journalism	3 S.H.
COMM 211	Sports Information	3 S.H.
COMM 212	Sportswriting	3 S.H.
CRIM 325	Juvenile Delinquency	3 S.H.
CRIM 460	Criminology	3 S.H.
ECON 301	Managerial Economics I	3 S.H.
ECON 302	Managerial Economics II	3 S.H.
EDUC 160	Growth and Development	3 S.H.
EDUC 309	Children's Literature	3 S.H.
EDUC 327	Methods of Teaching Reading and Language Arts	3 S.H.
EDUC 237	Social Justice & Diversity Education	3 S.H.
EMSM 486	Management Internship	3 S.H.
EMSM 420	Senior Project	3 S.H.
ENGL 226	Creative Writing	3 S.H.
ENGL 241	Survey of American Literature I	3 S.H.
ENGL 242	Survey of American Literature II	3 S.H.

ENGL 261	Survey of British Literature I	3 S.H.
ENGL 262	Survey of British Literature II	3 S.H.
ENGL 270	American Nature Writers	3 S.H.
ENGL 301	Advanced Composition	3 S.H.
ENGL 302	Business Writing	3 S.H.
ENGL 305	Introduction to Writing as a Profession	3 S.H.
ENGL 306	Advanced Creative Writing	3 S.H.
ENGL 349	Modern American Poetry	3 S.H.
FREN 103	Culture of France and Francophone World	3 S.H.
HLTH 303	Methods and Materials	3 S.H.
HLTH 417	Organization, Administration and Assessment of School Health Programs	3 S.H.
HIST 388	Studies in History (Selected Courses Only)	3 S.H.
HIST 482	History Seminar	3 S.H.
MATH 101	Mathematics for Early Childhood/ Elementary Education	3 S.H.
MGTE 150	Introduction to Business	3 S.H.
MGTE 325	Marketing Management	3 S.H.
MGTE 305	Managerial Supervision	3 S.H.
MOST 224	Motor Learning and Skill Acquisition	3 S.H.
PAST 532	History Taking and Physical Assessment	3 S.H.
PHED 308	Adapted Physical Education Programming	3 S.H.
PHSC 105	Physical Science and the Environment	3 S.H.
POSC 340	Public Policy	3 S.H.
POSC 482	Political Science Seminar	3-4 S.H.
PSYC 211	Introduction to Statistics	3 S.H.
PSYC 250	Childhood and Adolescent Development	3 S.H.
PSYC 301	Experimental Design	3 S.H.
PSYC 413	Psychological Testing	3 S.H.
PHTH 203	Physical Therapy in the Health Care System	1 S.H.
PHTH 307	Clinical Concepts in Physical Therapy II	2 S.H.
RHDS 384	Practicum in Rehabilitation Services	3 S.H.
RHDS 386	Rehabilitation Internship	3 S.H.
RSCH 325	Foundations & Methods (PT SECTIONS ONLY)	3 S.H.
SMRT 350	Public Relations (also SMGT 150)	3 S.H.
SMRT 405	History and Philosophy of Leisure and Recreation	3 S.H.
SOCI 133	YMCA: Past, Present & Future	3 S.H.
SOCI 220	Families in Societies	3 S.H.
SOCI 233	YMCA: Management and Continuity	3 S.H.
SOCI 332	Social Gerontology	3 S.H.
SOCI 355	Theories and Methods of Case Management	3 S.H.
SOCI 415	Proposal Writing and Fund Raising	3 S.H.
SOCI 492	Social Research and Program Evaluation	3 S.H.

ACADEMIC AFFAIRS PROGRAM

UNDERGRADUATE DEPARTMENTS AND AREAS OF STUDY

NOTE: “Disciplines” are areas of course work that fall within departments. They should not be confused with “majors.”

I. Visual and Performing Arts Department

Disciplines: Art, Dance, Drama, Music

Majors: Art, Art Therapy, Computer Graphics, Dance

Minors: Art, Art Therapy, Dance, Music, Theatre Arts

Licensure Program: Teacher of Visual Arts (PreK–8, 5–12)

II. Biology/Chemistry Department

Majors: Biology, Sports Biology

Minors: Biology, Chemistry

Licensure Program: Teacher of Biology (5–8 and/or 8–12)

III. Mathematics/Physics/Computer Science Department

Majors: Computer and Information Sciences, Mathematics, Mathematics and Computer Technology

Minors: Computer Science, Computer Programming, Mathematics

Licensure Programs: Teacher of Mathematics (5–8 and/or 8–12), Elementary Teacher (1–6)

IV. Education Department

Licensure Programs: Early Childhood Education (PreK–2), Elementary Teacher (1–6), Secondary Education in the following disciplines: Art, Biology, English, Mathematics, History.

V. Emergency Medical Services Management Department

Major: Emergency Medical Services Management

VI. Exercise Science and Sport Studies Department

Majors: Applied Exercise Science, Athletic Training

Minor: Nutrition

VII. Humanities Department

Disciplines: Communication, English, Modern Languages, Religion, Philosophy

Majors: English, Communications/Sports Journalism

Minors: English, Philosophy, Religion, Spanish

Licensure Programs: Teacher of English (5–8 and/or 8–12), Elementary Teacher (1–6)

VIII. Interdisciplinary Programs

Majors and Programs: General Studies (self-designed major), Undeclared major (available for first two years), YMCA studies

IX. Management and Economics Department

Majors: Business Management, Health Services Administration

Minors: Business Management, Economics

X. Occupational Therapy Department

Major: Master's degree in Occupational Therapy with a Bachelor's degree in a related major

XI. Physician Assistant Department

Major: Master of Science Degree in Physician Assistant

XII. Physical Education Teaching and Administration Department

Majors: Movement and Sport Studies, Health Studies

Minor: Athletic Coaching, Health Studies

Licensure Programs: Teacher of Physical Education (PreK–8 and/or 5–12), Teacher of Health/Family and Consumer Sciences (all grades)

XIII. Physical Therapy Department

Major: Master of Science Degree in Physical Therapy

XIV. Psychology Department

Major: Psychology

Minor: Psychology

Licensure Program: Teachers of Students with and without Disabilities (PreK–2)

XV. Sport Management and Recreation Department

Majors: Recreation Management, Therapeutic

Recreation Services, Sport Management

Emphases: Child Life Specialist, Outdoor Recreation, Tourism

XVI. Rehabilitation and Disability Studies Department

Majors: Rehabilitation and Disability Studies

Minor: Rehabilitation and Disability Studies

XVII. Social Science Department

Disciplines: Criminology, History, Political Science, Sociology, Youth Development

Majors: American Studies, Applied Sociology, Criminal Justice, History, Youth Development

Minors: History, Political Science, Sociology

Licensure Program: Teacher of History (5–8 and/or 8–12), Elementary Teacher (1–6)

XVIII. School of Human Services (SHS)

Major: Bachelor of Science in Human Services

The SHS program and its courses are not described in this catalog. Because of the unique nature of the School of Human Services, it has its own student catalog. This can be obtained by calling (800) 727-0004 or (413) 748-3207, or by writing to Springfield College, School of Human Services, 263 Alden Street, Springfield, MA 01109-3797.

UNDERGRADUATE CURRICULA

AMERICAN STUDIES

(130 semester hours)

Requirements are subject to change.

There are two primary goals of the American Studies major. The first goal is to help students acquire an understanding of American thought, institutions, and culture, utilizing a historical and cultural approach. A knowledge of history, society, politics, and culture will enable students to better comprehend the world they live in, the problems of their society, and their own lives. This core of historical and cultural understanding will help students to function as educated and informed citizens in a democratic society. In addition, students will learn about the diversity and “meaning” of the American experience. A knowledge of the ethnic and cultural diversity which has created the present will help students to communicate and cooperate in a multicultural society.

The second goal of this major is to assist the student in developing his or her critical thinking skills: analysis, problem-solving, research, writing, and evaluation. The major not only emphasizes content and information, but is designed to foster the transferable skills and attitudes which will increase the ability of American studies majors to find employment, no matter what their occupational goals. The ability to make decisions, to solve problems, and to hold informed opinions are characteristics desired by employers everywhere. American studies majors may also opt to seek licensure as an elementary teacher.

For more information about the American Studies major, contact Dr. Herbert Zettl, chairperson of the Social Sciences Department, at (413) 748-3213 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (in addition to courses taken for the major, non-licensure students must complete 38 s.h.; elementary licensure students complete 12 s.h.)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see that section. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^w.

II. CORE REQUIREMENTS (21 s.h.)

- ARTS 219* American Art 1700-1900 (3 s.h.)
ENGL 241^w Survey of American Literature I (3 s.h.)
or
ENGL 242^w Survey of American Literature II (3 s.h.)
HIST 105* Colonial America to the Civil War (3 s.h.)
HIST 106* Civil War to Modern America (3 s.h.)
POSC 110 Introduction to American Government (3 s.h.)
RELI 104* Religion in America (3 s.h.)

In addition, select one of the following:

- ENGL 215* Asian American Literature (3 s.h.; this topic only—other topics with this same course number will not fulfill this requirement)
ENGL 251* Survey of African American Literature I (3 s.h.)
ENGL 252* Survey of African American Literature II (3 s.h.)
ENGL 272* Native American Literature (3 s.h.)
ENGL 275* Women and Literature (3 s.h.)

III. REQUIRED CONCENTRATION (15 s.h.)

Select one of the following concentrations:

A. U.S. HISTORY AND THE POLITICAL PROCESS (15 s.h.)

Select five of the following courses (at least three courses must be at the 300- or 400-level):

- HIST 210* African American History (3 s.h.)
HIST 360 Early American Thought and Culture (3 s.h.)
HIST 361 Modern American Thought and Culture (3 s.h.)
HIST 365 Environmental History of America (3 s.h.)
HIST 388 Studies in History (if it focuses on American history; 3 s.h.)
HIST 481 Recent American History (3 s.h.)
HIST 482^w History Seminar (3 s.h.)
or
POSC 482^w Political Science Seminar (3 s.h.)
POSC 330 State and Local Politics (3 s.h.)
POSC 340 Public Policy (3 s.h.)
POSC 360 Social Movement Organization (3 s.h.)
POSC 488 Special Topics (if it focuses on American social issues; 3 s.h.)

B. AMERICAN SOCIAL ISSUES (15 s.h.)

Required for this concentration:

- SOCI 101* Intro to Sociology (3 s.h.)

In addition, select four of the following courses (at least three courses must be at the 300- or 400-level):

- SOCI 210* Social Problems (3 s.h.)
SOCI 220^w Families in Society (3 s.h.)
SOCI 312* Women and Society (3 s.h.)
SOCI 322* Racial and Ethnic Relations (3 s.h.)
SOCI 332 Social Gerontology (3 s.h.)
SOCI 347 Social Welfare (3 s.h.)
SOCI 375 Cities and Communities (3 s.h.)
SOCI 410* Poverty and Wealth: Class in Society (3 s.h.)
SOCI 420 Media and Society (3 s.h.)
SOCI 430 Medical Sociology (3 s.h.)
SOCI 450 Social Change (3 s.h.)
CRIM 325^w Juvenile Delinquency (3 s.h.)
or
YDEV 340 Youth in Society (3 s.h.)
CRIM 370 Violence and Victimization (3 s.h.)
MUSC 332 Music As a Form of Social Protest (3 s.h.)

AMERICAN STUDIES CONTINUED

- POSC 320 Civil Liberties (3 s.h.)
 POSC 340 Public Policy (3 s.h.)
 POSC 360 Social Movement Organization (3 s.h.)
 POSC 488 Special Topics in Political Science (if it focuses on American social issues; 3 s.h.)

C. AMERICAN LITERATURE (15 s.h.)

Select five of the following courses, providing that they have not already been taken as a core requirement (at least three courses must be at the 300- or 400-level):

- ENGL 215 Asian American Literature (3 s.h.; this topic only—other topics with this same course number will not fulfill this requirement)
 ENGL 241^W Survey of American Literature I (3 s.h.)
 ENGL 242^W Survey of American Literature II (3 s.h.)
 ENGL 251 Survey of African American Literature I (3 s.h.)
 ENGL 252 Survey of African American Literature II (3 s.h.)
 ENGL 270^W American Nature Writers (3 s.h.)
 ENGL 272 Native American Literature (3 s.h.)
 ENGL 275 Women and Literature (3 s.h.)
 ENGL 325 Survey of American Drama (3 s.h.)
 ENGL 346 American Short Story (3 s.h.)
 ENGL 349^W Modern American Poetry (3 s.h.)
 ENGL 350 Modern American Novel (3 s.h.)
 ENGL 352 American Realism and Naturalism (3 s.h.)
 ENGL 353 American Romanticism (3 s.h.)
 ENGL 388 Special Topics (if the focus is American literature; 3 s.h.)
 ENGL 428 Modern Drama (3 s.h.)
 ENGL 459 Contemporary Novel (3 s.h.)
 ENGL 482 Senior Seminar (if the focus is American literature; 3 s.h.)
 ENGL 488 Special Topics (if the focus is American literature; 3 s.h.)

IV. ELECTIVES

Non-licensure students must complete 56 s.h. of electives to total 130 s.h. Elementary teacher licensure students must complete 2 s.h. of electives to total 130 s.h.

V. OPTION TO COMPLETE THE ELEMENTARY TEACHER LICENSURE PROGRAM (80 s.h.)

American studies majors may elect to seek licensure as an elementary education teacher (grades 1–6). Advisement is provided by a member of the American studies faculty and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found in the education section. American studies majors seeking licensure must complete all requirements for the major, including a concentration, plus the additional requirements listed below.

A. ADDITIONAL ARTS AND SCIENCES REQUIREMENTS (45 s.h.)

- ECON 200 Principles of Macroeconomics (3 s.h.)
or
 ECON 205 Principles of Microeconomics (3 s.h.)
 ENGL 113* College Writing I (3 s.h.)
 ENGL 114* College Writing II (3 s.h.)
 ENGL 209 Great Books (3 s.h.)
 ENGL 220 Traditional Grammar and Usage (3 s.h.)
 ENGL 309^W Children's Literature (3 s.h.)
 GEOG 200 Concepts of Geography (3 s.h.)
or
 GEOG 210 Cultural Geography (3 s.h.)
 HIST 103* World History (3 s.h.)
 HLTH 103* Personal Health (3 s.h.)
 MATH 101 Math for Early Childhood and Elementary Education (3 s.h.)
 MATH 105* Survey of Mathematics (3 s.h.)
 PEAC 100* Fit for Life (1 s.h.)
 PHSC 105* Physical Science and the Environment (4 s.h.)
or
 PHSC 110 Earth Science (4 s.h.)
 PSYC 250^W Childhood and Adolescent Development (3 s.h.)
 SCIE 144 Best Practices For Learning and Teaching Science (4 s.h.)

Recommended, but not required:

- MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)
 PEPC 179* Skill Themes (.5 s.h.)

B. ELEMENTARY TEACHER PROFESSIONAL PREPARATION REQUIREMENTS (35 s.h.)

- EDUC 100 Introduction to Education (2 s.h.)
 EDUC 162 Introduction to Special Education (3 s.h.)
 EDUC 232 Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)
 EDUC 237^W Foundations of Multicultural Education (3 s.h.)
 EDUC 305 Teaching Social Studies Through The MA Curriculum Frameworks (2 s.h.)
 EDUC 327 Methods of Teaching Reading and Language Arts: Theory to Practice (6 s.h.)
 EDUC 463 Practicum Seminar (3 s.h.)
 EDUC 468 Elementary Practicum (14 s.h.)

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

Non-licensure students will need to insure that the following General Education categories are fulfilled: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, History, and Philosophy. Elementary licensure students will need to insure that Computer Science, Physical Education, Second Language/Culture, and Philosophy are fulfilled.

AMERICAN STUDIES CONTINUED

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^w may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

All American studies majors

ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
HIST 105*	Colonial America to the Civil War (3 s.h.)
HIST 106*	Civil War to Modern America (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
POSC 110	Introduction to American Government (3 s.h.)
_____	General Education courses, licensure courses (if applicable), and/or electives to total at least 33 s.h. for both semesters

In addition, for students seeking elementary licensure:

EDUC 100	Introduction to Education (2 s.h.)
EDUC 232	Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)
MATH 101	Math for Early Childhood and Elementary Education (3 s.h.)
MATH 105*	Survey of Mathematics (3 s.h.)
PHSC 105*	Physical Science and the Environment (4 s.h.)
or	
PHSC 110	Earth Science (4 s.h.)
SCIE 144	Best Practices For Learning and Teaching Science (4 s.h.)

B. Sample Second Year

All American studies majors:

ECON 200	Principles of Macroeconomics (3 s.h.)
or	
ECON 205	Principles of Microeconomics (3 s.h.)
ENGL 241 ^w	Survey of American Literature I (3 s.h.)
or	
ENGL 242 ^w	Survey of American Literature II (3 s.h.)
_____	Concentration selective #1 (3 s.h.)
_____	General Education courses, licensure courses (if applicable), and/or electives to total at least 33 s.h. for both semesters

In addition, for students seeking elementary licensure:

EDUC 237 ^w	Foundations of Multicultural Education (3 s.h.)
ENGL 209	Great Books (3 s.h.)
ENGL 220	Traditional Grammar and Usage (3 s.h.)
GEOG 200	Concepts of Geography (3 s.h.)
or	
GEOG 210	Cultural Geography (3 s.h.)
HIST 103*	World History (3 s.h.)
PSYC 250 ^w	Childhood and Adolescent Development (3 s.h.)

C. Sample Third Year

All American studies majors:

ARTS 219*	American Art 1700-1900 (3 s.h.)
HLTH 103*	Personal Health (3 s.h.)
RELI 104*	Religion in America (3 s.h.)
_____	Concentration selective #2 and #3 (6 s.h.)
_____	General Education courses, licensure courses (if applicable), and/or electives to total at least 33 s.h. for both semesters

In addition, for students seeking elementary licensure:

EDUC 162	Introduction to Special Education (3 s.h.)
EDUC 305	Teaching Social Studies Through The MA Curriculum Frameworks (2 s.h.)
EDUC 327	Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)
ENGL 309 ^w	Children's Literature (3 s.h.)
_____	2 s.h. of electives

D. Sample Fourth Year

All American studies majors:

ENGL _____	Literature of diversity selective (see list of options)
_____	Concentration selective #4 and #5 (6 s.h.)
_____	Any uncompleted General Education courses, program requirements, licensure courses (if applicable), or electives to total 130 s.h.

In addition, for students seeking elementary licensure:

EDUC 463	Practicum Seminar (3 s.h.)
EDUC 468	Elementary Practicum (14 s.h.)

APPLIED EXERCISE SCIENCE

(132 semester hours)
Requirements are subject to change.

The applied exercise science major is designed as a professional preparation program, leading toward professional roles as directors and leaders in the health/fitness field in corporate, community, university, or commercial settings in which exercise programming is a primary focus. Our graduates are knowledgeable in both health and exercise science and are well prepared to be practitioners in a field that is expanding and taking on new dimensions. Coursework is designed to aid students in their preparation for nationally recognized certifications, including those offered through the American College of Sports Medicine, the National Strength and Conditioning Association, the YMCA, and the Aerobics and Fitness Association of America.

The program of study comprising the applied exercise science major is designed to develop knowledge and skills that will enable the graduate to:

1. Initiate and develop physical fitness/health assessment and exercise programs.
2. Interpret physical fitness/health assessment data.
3. Prescribe appropriate activities for individual and group programs.
4. Educate program participants in the safe conduct and benefits of exercise activities.
5. Organize and administer exercise/fitness programs and facilities.
6. Intervene in the practice of harmful health practices and effect attitudinal change toward the adoption of healthful activities.
7. Develop and implement strength and conditioning programs for athletes.

To support their professional development, all students majoring in applied exercise science are required to complete a 15-week fieldwork experience during their senior year.

For more information about the applied exercise science major, contact Dr. Forrest Tyson of the Exercise Science and Sports Studies Department at (413) 748-3386 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (33 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. APPLIED EXERCISE SCIENCE CORE (41–46 s.h.)

- AEXS 101 Introduction to Applied Exercise Science (1 s.h.)
- AEXS 230 Instruction and Presentation Techniques (2 s.h.)
- AEXS 260 Exercise Testing and Prescription (3 s.h.)
- AEXS 284 On-Campus Practicum (2 s.h.)
- AEXS 335 Measurement and Evaluation (3 s.h.)
- AEXS 350 Pre-Practicum in Health/Fitness (2 s.h.)
- AEXS 365 Exercise Testing and Prescription for Special Populations (3 s.h.)

- AEXS 377 Stress Management (3 s.h.)
- AEXS 401^W Management of Health/Fitness Programs (3 s.h.)
- AEXS 461 Electrocardiogram Interpretation and Graded Exercise Testing (3 s.h.)

or

- AEXS 470 Strength and Conditioning (3 s.h.)
- AEXS 486 Health/Fitness Fieldwork (10–15 s.h.)
- MSCI 313 Physiology of Exercise (3 s.h.)
- MSCI 319 Kinesiology/Biomechanics (3 s.h.)

III. RELATED REQUIREMENTS (45 s.h.)

- BIOL 130* Anatomy and Physiology I (3 s.h.)
 - BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
 - BIOL 131 Anatomy and Physiology II (3 s.h.)
 - BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
 - CHEM 101 Chemistry Survey (3 s.h.)
 - CHEM 102 Chemistry Survey Laboratory (1s.h.)
 - ENGL 302^W Business and Technical Writing (3 s.h.)
 - HLTH 103* Personal Health (3 s.h.)
 - HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
 - HLTH 261 Introduction to Nutrition (3 s.h.)
 - HLTH 361 Applied Nutrition (3 s.h.)
- or
- MSCI 440 Nutrition and Athletic Performance (3 s.h.)
 - MATH 115* College Algebra (or higher level mathematics; 3 s.h.)
 - MGTE 121 Marketing Principles (3 s.h.)
 - MOSK 101* Outdoor Pursuits (1 s.h.)
 - PEAC 100* Fitness for Life (1 s.h.)
 - PEAC 120* Relaxation (.5 s.h.)
 - PEPC 125* Resistance Training (1 s.h.)
 - PHYS 205 Physics for Movement Science (3 s.h.)
 - PHYS 207 Physics for Movement Science Laboratory (1 s.h.)
 - PSYC 101 Introduction to Psychology (3 s.h.)
- 2.5 s.h. of PEAC, PEPC, or approved PEA1 selectives, as follows:
- Aerobic skill selective (.5 s.h.)
 - Team skill selective (.5 s.h.)
 - Aquatic skill selective (.5 s.h.)
 - Racquet skill selective (.5 s.h.)
 - Skill elective (.5 s.h.; may include PEA1 credit)

IV. ELECTIVES (6–11 s.h., to complete 132 s.h.)

Recommended:

- AEXS 471 Strength and Conditioning Applications (1 s.h.)

V. PROGRAM STANDARDS

Applied exercise science majors must qualify for advanced standing in order to register for the third- and fourth-year sequences of required courses (including Pre-Practicum and Fieldwork). To qualify for advanced standing, the student must achieve and maintain the following standards by the conclusion of his or her sophomore year.

1. The student must have completed AEXS 284; BIOL 130, 131, 132, and 133; CHEM 101 and 102; HLTH 103 and 106; PHYS 205 and 207; and PEAC 100.
2. An overall GPA (all courses) of 2.500 or higher.
3. A grade of C- or better in all AEXS courses and MSCI 313. (Grades of D+ or less are unacceptable and courses will need to be retaken).

APPLIED EXERCISE SCIENCE CONTINUED

4. Proper professional and responsible behavior is expected of each applied exercise science student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

After achieving the minimum GPA and grade standards listed above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the applied exercise science faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

Appeal Process

A student may appeal any action taken by the department regarding his or her probation or dismissal from the major. In order to appeal, the student must submit a letter to the department chairperson requesting a review of their status. This appeal must be submitted within two weeks of the student being notified of his or her probation or dismissal. The applied exercise science program director will call a meeting of the appropriate faculty. The student will be notified within ten days of the meeting regarding the outcome of their appeal.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.50 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 6–11 s.h. of electives will be required to complete 132 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

- AEXS 101 Introduction to Applied Exercise Science (1 s.h.)
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

- HLTH 103* Personal Health (3 s.h.)
HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
MATH 115* College Algebra (or higher level mathematics; 3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PEAC 120* Relaxation (.5 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
_____ .5 s.h. of specified skill selective
_____ Up to 3 s.h. of General Education courses

First Year - Spring Semester

- BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 101 Chemistry Survey (3 s.h.)
CHEM 102 Chemistry Survey Laboratory (1 s.h.)
ENGL 114* College Writing II (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

- AEXS 284 On-Campus Practicum (2 s.h.)
MSCI 313 Physiology of Exercise (3 s.h.)

Second Year - Fall or Spring Semesters

- ENGL 302^W Business and Technical Writing (3 s.h.)
PEPC 125* Resistance Training (1 s.h.)
_____ 1 s.h. of specified skill selectives
_____ 15–17 s.h. of General Education courses

Second Year - Spring Semester

- AEXS 230 Instruction and Presentation Techniques (2 s.h.)
AEXS 260 Exercise Testing and Prescription (3 s.h.)
PHYS 205 Physics for Movement Science (3 s.h.)
PHYS 207 Physics for Movement Science Laboratory (1 s.h.)

C. Third Year - Fall Semester

- AEXS 335 Measurement and Evaluation (3 s.h.)
MSCI 319 Kinesiology/Biomechanics (3 s.h.)

Third Year - Fall or Spring Semesters

- HLTH 261 Introduction to Nutrition (3 s.h.)
MGTE 121 Marketing Principles (3 s.h.)
_____ 1 s.h. of specified skill selectives
_____ Up to 16 s.h. of electives
_____ Any uncompleted General Education courses

Third Year - Spring Semester

- AEXS 350 Pre-Practicum in Health/Fitness (2 s.h.)
AEXS 365 Exercise Testing and Prescription for Special Populations (3 s.h.)

D. Fourth Year - Fall Semester

- AEXS 377 Stress Management (3 s.h.)
AEXS 401^W Management of Health/Fitness Programs (3 s.h.)
AEXS 461 Electrocardiogram Interpretation and Graded Exercise Testing (3 s.h.)
or
AEXS 470 Strength and Conditioning (3 s.h.)
HLTH 361 Applied Nutrition (3 s.h.)
or
MSCI 440 Nutrition and Athletic Performance (3 s.h.)
_____ Any uncompleted program requirements, general education courses, or electives to complete 132 s.h.

Fourth Year - Spring Semester

- AEXS 486 Health/Fitness Fieldwork (10–15 s.h.)

ART

(130 semester hours; 134 with education licensure)
Requirements are subject to change.

The art major offers students an opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations. A full spectrum of studio courses affords students the development of their personal talents in the visual arts. An assortment of methods, techniques, materials, and philosophies challenge art majors to express themselves to their fullest potential. It is the underlying philosophy of this major that students maturing as artists have a responsibility to share and lead in developing a better and more meaningful society. This commitment to artistic and social responsibility by the Visual and Performing Arts Department, its faculty, and its students is the essence of the Springfield College humanics philosophy. The prime objectives of the art major are to:

- Develop the creative and imaginative skills of each student in the visual arts.
- Sensitize each student to the aesthetic needs of people.
- Encourage all students to use their talent in the visual arts for constructive change of the highest order within society.
- Help each student, as an emerging artist, to focus on the many new professional career opportunities in the visual arts.

Each student majoring in art must develop a specific area of concentration within the art program. Concentrations include studio art, scientific illustration, and arts management/event planning. Students who select studio art may also elect to seek licensure as a teacher of visual arts (PreK–8, 5–12).

All students select an internship or fieldwork placement in their senior year. This unique opportunity gives each student the chance to experience an on-the-job, real-world situation and is of great value in helping students make realistic choices about their future professional life.

Whenever possible, prospective students arrange to meet with the chairperson of the Visual and Performing Arts Department to review their art portfolios. Details of portfolio preparation and other related information can be obtained by contacting Professor Ron Maggio, chairperson of the Visual and Performing Arts Department, at (413) 748-3753. For general information about the art major, contact Professor Maggio or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (depending on the concentration and selectives chosen, 37–44 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (28 s.h.)

- ARTS 102 Arts and Ideas (3 s.h.)
- ARTS 103 Studio in Computer Graphics (3 s.h.)
- ARTS 108* Studio in Drawing (3 s.h.)
- ARTS 111 Studio in Design (3 s.h.)
- ARTS 116 Studio in Painting (3 s.h.)

- ARTS 210 Figure Drawing (3 s.h.)
- ARTS 386 Supervised Field Experience (10 s.h.; students seeking teacher licensure fulfill this requirement through Practicum)

III. CONCENTRATIONS (31–52 s.h.)

Students must select one of the following concentrations:

A. STUDIO ART (31–32 s.h.)

Additional art requirements:

- ARTS 104 Sensitivity and the Creative Process (2 s.h.)
- ARTS 105 Studio in Printmaking (3 s.h.)
- ARTS 190 Community Service Experience (2 s.h.; special 3 s.h. section required for licensure students)
- ARTS 211 Studio in Sculpture (3 s.h.)
- or
- ARTS 228 Three-Dimensional Design (3 s.h.)
- ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 223 Studio in Ceramics (3 s.h.)
- ARTS 225 Studio in Photography (3 s.h.)
- ARTS 248 Interarts Workshop (3 s.h.)
- or
- ARTS 280 Integrating Arts in the Curriculum (required choice for teacher licensure; 3 s.h.)
- ARTS 2__ Advanced Studio in Art (3 s.h.)

In addition, select two of the following art history courses:

- ARTS 120 Contemporary Art (3 s.h.)
- ARTS 218 Renaissance to Modern Art (3 s.h.)
- ARTS 219 American Art 1700-1900 (required choice for teacher licensure; 3 s.h.)
- ARTS 221 Women Artists in History (3 s.h.)
- ARTS 222 Asian Arts and Culture (3 s.h.)
- ARTS 245* Contemporary Jewish Art (3 s.h.)

B. SCIENTIFIC ILLUSTRATION (51–52 s.h.)

Additional art requirements:

- ARTS 202 Computer Animation (3 s.h.)
- ARTS 211 Studio in Sculpture (3 s.h.)
- or
- ARTS 228 Three-Dimensional Design (3 s.h.)
- ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 225 Studio in Photography (3 s.h.)
- ARTS 231 3-D Animation (3 s.h.)
- ARTS 2__ Advanced Studio in Art (3 s.h.)

In addition, select one of the following art history courses:

- ARTS 120 Contemporary Art (3 s.h.)
- ARTS 218 Renaissance to Modern Art (3 s.h.)
- ARTS 219 American Art 1700-1900 (3 s.h.)
- ARTS 221 Women Artists in History (3 s.h.)
- ARTS 222 Asian Arts and Culture (3 s.h.)
- ARTS 245* Contemporary Jewish Art (3 s.h.)

Science requirements:

- BIOL 121* Bioscience I (3 s.h.)
- BIOL 123* Bioscience Laboratory I (1 s.h.)
- BIOL 122 Bioscience II (3 s.h.)
- BIOL 124 Bioscience Laboratory II (1 s.h.)
- BIOL 130 Anatomy and Physiology I (3 s.h.)
- BIOL 132 Anatomy and Physiology Laboratory I (1 s.h.)
- BIOL 131 Anatomy and Physiology II (3 s.h.)
- BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)

ART CONTINUED

BIOL 264	Flora of New England (3 s.h.)
BIOL 266	Flora of New England Laboratory (1 s.h.)
CHEM 101	Chemistry Survey (3 s.h.)
CHEM 102	Chemistry Survey Laboratory (1 s.h.)
PHTH 308	Human Anatomy I (3 s.h.)

In addition, select one of the following science selectives:

BIOL 277	Field Ornithology (3 s.h.)
BIOL 311	Human Microscopic Anatomy (3 s.h.)
and	
BIOL 312	Human Microscopic Anatomy Laboratory (1 s.h.)
PHTH 309	Human Anatomy II (3 s.h.)

C. ARTS MANAGEMENT/EVENTS PLANNING (35 s.h.)

Additional art requirements:

ARTS 105	Printmaking (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)
ARTS 190	Community Service Experience (2 s.h.)

In addition, select one of the following three-dimensional courses:

ARTS 211	Studio in Sculpture (3 s.h.)
ARTS 223	Studio in Ceramics (3 s.h.)
ARTS 225	Studio in Photography (3 s.h.)
ARTS 228	Three-Dimensional Design (3 s.h.)

In addition, select one of the following art history courses:

ARTS 217	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218	Renaissance to Modern Art (3 s.h.)
ARTS 219	American Art 1700-1900 (3 s.h.)
ARTS 221	Women Artists in History (3 s.h.)
ARTS 222	Asian Arts and Culture (3 s.h.)
ARTS 245*	Contemporary Jewish Art (3 s.h.)

Management requirements:

ECON 200*	Principles of Macroeconomics (3 s.h.)
or	

ECON 205*	Principles of Microeconomics (3 s.h.)
ENGL 302 ^W	Business and Technical Writing (3 s.h.)
MGTE 121	Principles of Marketing (3 s.h.)
MGTE 150 ^W	Introduction to Business (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 318	Advertising (3 s.h.)

or

ARTS 203	Advanced Desktop Design (3 s.h.)
MGTE 280	Marketing for Non-Profits (3 s.h.)

IV. ELECTIVES

Depending on their choice of concentration, art majors must complete 13–27 s.h. of electives to total 130 s.h. The teacher of visual arts licensure program requires 134 to complete, so no electives are necessary.

Recommended electives for studio art majors not seeking teacher licensure:

ARTS 203	Advanced Desktop Design (3 s.h.)
ARTS 211	Studio in Sculpture (if not taken as a requirement; 3 s.h.)

or

ARTS 228	Three Dimensional Design (if not taken as a requirement; 3 s.h.)
ENGL 343	Film as a Narrative Art (3 s.h.)

Recommended electives for the arts management concentration:

ARTS 2__	Advanced Studio in Art (for Web design; 3 s.h.)
SOCI 415	Proposal Writing (3 s.h.)
MGTE 211	Principles of Accounting II (3 s.h.)
MGTE 375	Entrepreneurial Studies (3 s.h.)
MGTE 478	Business Law (3 s.h.)

V. OPTIONAL TEACHER OF VISUAL ARTS LICENSURE PROGRAM (46 s.h.)

Art majors may elect to seek licensure as a teacher of visual arts (grades PreK–8 and/or 5–12). Advisement is provided by a member of the Visual and Performing Arts faculty and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 118. Students seeking licensure must complete core requirements for the major, the studio art concentration requirements, and the additional requirements listed below.

Special Art Requirements for Licensure Students (completed as part of the studio art concentration)

ARTS 190	Community Service Experience (special section required for licensure students; 3 s.h.)
ARTS 219	American Art 1700–1900 (3 s.h.)
ARTS 280	Integrating Art in the Curriculum (3 s.h.)

Art Education Requirements (12 s.h.)

ARTS 255	Introduction to Art Education (3 s.h.)
ARTS 382 ^W	Seminar in Teaching Art (3 s.h.)
ATPY 105	Methods and Materials of Art Therapy and CMO Art Education for Adolescents and Adults (3 s.h.)
ATPY 309	Pre-Practicum in Art Therapy and Art Education (3 s.h.)

Teacher Licensure Requirements (31 s.h.)

EDUC 100	Introduction to Education (2 s.h.)
EDUC 234	Curriculum, Methods, and Organization for High School Teachers (must be concurrent with a pre-practicum; 3 s.h.)
EDUC 237* ^W	Foundations of Multicultural Education (3 s.h.)
EDUC 318	Pre-Practicum (3 s.h.)
EDUC 463	Practicum Seminar (3 s.h.)
PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)

In addition, a total of 14 s.h. from the following practicum options:

EDUC 469	Practicum (7–14 s.h.)
EDUC 464	Practicum: Middle School (7–14 s.h.)
EDUC 465	Practicum: High School (7–14 s.h.)

ART CONTINUED

VI. PROGRAM STANDARDS

In order to achieve advanced standing and be eligible for advanced courses and fieldwork experience, all art majors must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy toward others, aptitude, and aesthetic awareness. Students must also meet the following academic standards:

1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years (16.75 for licensure students).

*Courses marked with an * fulfill or partially fulfill an General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

All art majors:

ARTS 102*	Arts and Ideas (3 s.h.)
ARTS 108	Studio in Drawing (3 s.h.)
ARTS 111	Studio in Design (3 s.h.)
ARTS 116	Studio in Painting (3 s.h.)
ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
_____	General Education courses, concentration courses, licensure courses, and/or electives to total at least 33 s.h. for the year

In addition, for the studio art concentration:

ARTS 104	Sensitivity and the Creative Process (2 s.h.)
----------	---

In addition, for education licensure students:

ATPY 105	Methods and Materials of Art Therapy and CMO Art Education for Adolescents and Adults (3 s.h.)
EDUC 100	Introduction to Education (2 s.h.)

In addition, for scientific illustration concentration:

BIOL 130	Anatomy and Physiology I (3 s.h.)
BIOL 132	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 101	Chemistry Survey (3 s.h.)
CHEM 102	Chemistry Survey Laboratory (1 s.h.)

In addition, for arts management/event planning concentration:

MGTE 121	Principles of Marketing (3 s.h.)
MGTE 150 ^W	Introduction to Business (3 s.h.)

B. Sample Second Year

All art majors:

ARTS 103	Studio in Computer Graphics (3 s.h.)
ARTS 210	Figure Drawing (3 s.h.)
_____	General Education courses, concentration courses, licensure courses, and/or electives to total at least 33 s.h. for the year

In addition, for the studio art concentration:

ARTS 105	Studio in Printmaking (3 s.h.)
ARTS 190	Community Service Experience (2 s.h.; special section and 3 s.h. required for licensure students)
ARTS 223	Studio in Ceramics (3 s.h.)
ARTS 225	Studio in Photography (3 s.h.)
_____	Art history selective (see options above; 3 s.h.)

In addition, for education licensure students:

ARTS 219	American Art 1700–1900 (3 s.h.)
ARTS 255	Introduction to Art Education (3 s.h.)
ARTS 280	Integrating Arts in the Curriculum (3 s.h.)
EDUC 237* ^W	Foundations of Multicultural Education (3 s.h.)
PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)

In addition, for scientific illustration concentration:

ARTS 211	Studio in Sculpture (3 s.h.)
or	
ARTS 228	Three-Dimensional Design (3 s.h.)
ARTS 217	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 225	Studio in Photography (3 s.h.)
BIOL 121*	Bioscience I (3 s.h.)
BIOL 123*	Bioscience Laboratory I (1 s.h.)
BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)

In addition, for arts management/event planning concentration:

ARTS 105	Printmaking (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)
ARTS 190	Community Service Experience (2 s.h.)
ARTS _____	Three-dimensional selective (3 s.h.)
ECON 200*	Principles of Macroeconomics (3 s.h.)
or	
ECON 205*	Principles of Microeconomics (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)

ART CONTINUED

C. Sample Third Year

For all art majors:

_____ General Education courses, concentration courses, licensure courses (if and/or electives to total at least 33 s.h. for the year)

In addition, for the studio art concentration:

ARTS 211 Studio in Sculpture (3 s.h.)

or

ARTS 228 Three-Dimensional Design (3 s.h.)

ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)

_____ Art history selective (see options above; 3 s.h.)

In addition, for education licensure students:

EDUC 234 Curriculum, Methods, and Organization for High School Teachers (3 s.h.)

ATPY 309 Pre-Practicum in Art Education and Art Education (3 s.h.)

EDUC 318 Pre-Practicum (3 s.h.)

ARTS 382^W Seminar in Teaching Art (3 s.h.)

In addition, for scientific illustration concentration:

ARTS 202 Computer Animation (3 s.h.)

ARTS 231 3-D Animation (3 s.h.)

ARTS _____ Art history selective (3 s.h.)

BIOL 264 Flora of New England (3 s.h.)

BIOL 266 Flora of New England Laboratory (1 s.h.)

PHTH 308 Human Anatomy I (3 s.h.)

_____ Science selective (see options above; 3 s.h.)

In addition, for arts management/event planning concentration:

ARTS _____ Art history selective (3 s.h.)

ENGL 302^W Business and Technical Writing (3 s.h.)

D. Sample Fourth Year

All art majors:

ARTS 386 Supervised Field Experience (10 s.h.; students seeking teacher licensure fulfill this requirement through Practicum)

_____ Any uncompleted General Education courses, program requirements, and/or electives to complete 130 s.h.

In addition, for the studio art concentration:

ARTS 248 Interarts Workshop (for non-licensure students only; 3 s.h.)

ARTS 2____ Advanced Studio in Art (3 s.h.)

In addition, for education licensure students:

EDUC 463 Practicum Seminar (3 s.h.)

EDUC _____ A total of 14 s.h. of practicum options

In addition, for scientific illustration concentration:

ARTS 2____ Advanced Studio in Art (3 s.h.)

In addition, for arts management/event planning concentration:

MGTE 318 Advertising (3 s.h.)

or

ARTS 203 Advanced Desktop Design (3 s.h.)

MGTE 280 Marketing for Non-Profits (3 s.h.)

ART THERAPY

(130 semester hours; 138–139 with education licensure)

Requirements are subject to change.

Graduates in this major have the professional preparation necessary to work with people of all ages with varying degrees of functional or organic impairment, as well as with traditional populations in schools. Through art therapy, the therapist provides an opportunity for nonverbal expression and communication, which can promote a reconciliation of emotional conflicts and foster self-awareness and personal growth.

Graduates are prepared for work in a variety of settings, including psychiatric hospitals and clinics, community mental health centers, geriatric centers, drug and alcohol clinics, nursing homes, halfway houses, prisons, and special needs schools. Some may choose to work in private or public schools and institutions for emotional problems, learning differences, developmental delays, brain damage, deafness, vision impairments, physically challenged, and disabled children.

The curriculum is designed to prepare students for a graduate program in the art therapy field, as students wishing to become registered art therapists by the American Art Therapy Association must obtain a graduate degree. Students majoring in art therapy may also seek licensure as a teacher of visual arts (PreK-8, 5-12).

For more information about the art therapy major contact Dr. Simone Alter-Muri at (413) 748-3752 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41–44 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. ART REQUIREMENTS (29–30 s.h.)

ARTS 105 Studio in Printmaking (3 s.h.)
 ARTS 108* Studio in Drawing (3 s.h.)
 ARTS 111 Studio in Design (3 s.h.)
 ARTS 116 Studio in Painting (3 s.h.)
 ARTS 211 Studio in Sculpture (3 s.h.)

or

ARTS 228 Three-Dimensional Design (3 s.h.)
 ARTS 223 Studio in Ceramics (3 s.h.)
 ARTS 225 Studio in Photography (3 s.h.)
 ARTS ____ Advanced Studio in Arts (3 s.h.)

In addition, select two of the following art history courses:

ARTS 102 Arts and Ideas (3 s.h.)
 ARTS 104 Sensitivity and the Creative Process (2 s.h.)
 ARTS 120 Contemporary Art (3 s.h.)
 ARTS 217 Arts of Prehistory to the Renaissance (required choice for teacher licensure; 3 s.h.)

ARTS 218 Renaissance to Modern Art (3 s.h.)
 ARTS 219 American Art 1700-1900 (required choice for teacher licensure; 3 s.h.)
 ARTS 221 Women Artists in History (3 s.h.)
 ARTS 222 Asian Arts and Culture (3 s.h.)
 ARTS 245* Contemporary Jewish Art (3 s.h.)
 ARTS 407 Psychology of Art and Artists (3 s.h.)

III. ART THERAPY (AND/OR ART EDUCATION)

REQUIREMENTS (43-44 s.h. for general majors, 34 s.h. for teacher licensure students)

ARTS 190 Community Service (3 s.h.; teacher licensure students fulfill this through EDUC 364, Pre-Practicum)
 ATPY 101 Introduction to Art Therapy (3 s.h.)
 ATPY 105 Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
 ATPY 203^W Art Therapy with Special Needs Populations (3 s.h.)
 ATPY 309^W Pre-Practicum in Art Therapy and Art Education (3 s.h.)
 ATPY 482 Art Therapy Seminar (3 s.h.)
or
 ARTS 382^W Seminar in Art Education (required choice for teacher licensure; 3 s.h.)
 ATPY 484 Practicum in Art Therapy (non-licensure students must complete 8 s.h.; licensure students must complete 4 s.h.)
 PSYC 101 Introduction to Psychology (3 s.h.)
 PSYC 109 Human Development (3 s.h.)
 PSYC 221 Abnormal Psychology (3 s.h.)
 PSYC 422 Interviewing and Counseling (3 s.h.; waived for teacher licensure students)
 RSCH 141 Research in Art Therapy (2 s.h.)
or
 ARTS 255 Introduction to Art Education (required choice for teacher licensure; 3 s.h.)

In addition, select one of the following courses:

ARTS 280 Integrating Art in the Curriculum (required choice for teacher licensure; 3 s.h.)
 DANC 160 Dance and Somatic Movement Therapy (3 s.h.)
 DRAM 150 Creative Dramatics and Improvisation (3 s.h.)

IV. ELECTIVES

Art therapy majors must complete 13–17 s.h. of electives to total 130 s.h. The art therapy/art education program requires 138–139 s.h. to complete, so no electives are necessary.

Recommended electives for art therapy majors not pursuing teacher licensure:

PSYC 135 Personality and Personal Adjustment (3 s.h.)
 RHDS 230* Psychology of Disability (3 s.h.)
 SMRT 272* Introduction to Therapeutic Recreation (3 s.h.)

ART THERAPY CONTINUED

V. OPTIONAL TEACHER OF VISUAL ARTS LICENSURE PROGRAM

Art therapy majors may elect to seek licensure as a teacher of visual arts (grades PreK–8 and/or 5–12). Advisement is provided by a member of the Visual and Performing Arts faculty and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 118. Students seeking licensure must complete the requirements for the major and the additional requirements listed below.

Special Requirements for Licensure Students (these courses can also fulfill requirements for the art therapy major)

ARTS 217	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 219	American Art 1700–1900 (3 s.h.)
ARTS 255	Introduction to Art Education (3 s.h.)
ARTS 280	Integrating Art in the Curriculum (3 s.h.)
ARTS 382	Seminar in Art Education (3 s.h.)
ATPY 309	Pre-Practicum Art Therapy/Art Education (3 s.h.)

Additional Arts Requirements for Licensure Students (6 s.h.)

ARTS 103	Studio in Computer Graphics (3 s.h.)
ARTS 210	Figure Drawing (3 s.h.)

Teacher Licensure Requirements (22 s.h.)

EDUC 100	Introduction to Education (2 s.h.)
EDUC 234	Curriculum, Methods, and Organization for High School Teachers (must be concurrent with a pre-practicum; 3 s.h.)
EDUC 237 ^{*W}	Foundations of Multicultural Education (3 s.h.)
EDUC 364	Pre-Practicum (3 s.h.)
EDUC 462/3	Practicum Seminar (3 s.h.)

In addition, a total of 14 s.h. from the following practicum options:

EDUC 464	Practicum: Middle School (7–14 s.h.)
EDUC 465	Practicum: High School (7–14 s.h.)
EDUC 469	Practicum (7–14 s.h.)

V. PROGRAM STANDARDS

In order to achieve advanced standing and be eligible for advanced courses and fieldwork experience, all art therapy majors must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy toward others, aptitude, and aesthetic awareness. Students must also meet the following academic standards:

1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years (16.75 for licensure students).

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Philosophy, and Religion. Non-licensure students will also need to fulfill the Social Justice category.

*Courses marked with an * fulfill or partially fulfill an General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

All art therapy majors:

ARTS 108*	Studio in Drawing (3 s.h.)
ARTS 111	Studio in Design (3 s.h.)
ARTS 116	Studio in Painting (3 s.h.)
ATPY 101	Introduction to Art Therapy (3 s.h.)
ATPY 105	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
_____	General Education courses, to total at least 33 s.h. for the year

In addition, for teacher licensure students:

EDUC 100	Introduction to Education (2 s.h.)
----------	------------------------------------

B. Sample Second Year

All art therapy majors:

ARTS 105	Studio in Printmaking (3 s.h.)
ARTS 223	Studio in Ceramics (3 s.h.)
ARTS ____	Art history selective (2–3 s.h.)
RSCH 141	Research in Art Therapy (2 s.h.)
or	
ARTS 255	Introduction to Art Education (required choice for teacher licensure; 3 s.h.)
PSYC 109	Human Development (3 s.h.)
PSYC 221	Abnormal Psychology (3 s.h.)

In addition, one of the following courses:

ARTS 280	Integrating Art in the Curriculum (required choice for teacher licensure; 3 s.h.)
ATPY 407	Psychology of Art and Artists (3 s.h.)
DANC 160	Dance and Somatic Movement Therapy (3 s.h.)
DRAM 150	Creative Dramatics and Improvisation (3 s.h.)

_____ General Education courses, to total at least 33 s.h. for the year

ART THERAPY CONTINUED

In addition, for teacher licensure students

- ARTS 1031 Studio in Computer Graphics (3 s.h.)
 ARTS 2101 Figure Drawing (3 s.h.)
 ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
 EDUC 237*^W Foundations of Multicultural Education (3 s.h.)

C. Sample Third Year

All art therapy majors:

- ARTS 190 Community Service (3 s.h.; teacher licensure students fulfill this through EDUC 364, Pre-Practicum)
 ARTS 211 Studio in Sculpture (3 s.h.)
or
 ARTS 228 Three-Dimensional Design (3 s.h.)
 ARTS 225 Studio in Photography (3 s.h.)
 ARTS ____ Art history selective (2–3 s.h.)
 ARTS ____ Advanced Studio in Arts (3 s.h.)
 ATPY 203^W Art Therapy with Special Needs Populations (3 s.h.)
 ATPY 309^W Pre-Practicum in Art Therapy and Art Education (3 s.h.)
 EDUC 234 Curriculum, Methods, and Organization for High School Teachers (must be concurrent with a pre-practicum; 3 s.h.)
 _____ General Education courses and/or electives (for non-licensure students) to total at least 33 s.h. for the year

In addition, for teacher licensure students:

- ARTS 219 American Art 1700-1900 (3 s.h.)
 EDUC 234 Curriculum, Methods, and Organization for High School Teachers (3 s.h.)
 EDUC 364 Pre-Practicum (3 s.h.)

D. Sample Fourth Year

- ATPY 482 Art Therapy Seminar (3 s.h.)
or
 ARTS 382^W Seminar in Art Education (required choice for teacher licensure; 3 s.h.)
 ATPY 484 Practicum in Art Therapy (non-licensure students must complete 8 s.h.; licensure students must complete 4 s.h.)
 PSYC 422 Interviewing and Counseling (3 s.h.; waived for licensure students)
 _____ Any uncompleted General Education courses, program requirements, and/or electives to complete a minimum of 130 s.h.

In addition, for teacher licensure students:

- EDUC 463 Practicum Seminar (3 s.h.)
 A total of 14 s.h. from the following practicum options:
 EDUC 464 Practicum: Middle School (7–14 s.h.)
 EDUC 465 Practicum: High School (7–14 s.h.)
 EDUC 469 Practicum (7–14 s.h.)

ATHLETIC TRAINING

(132 semester hours)

Requirements are subject to change.

The athletic training major is a rigorous and demanding competency-based, professional preparation program leading toward eligibility to take the National Athletic Trainers Association Board of Certification (NATABOC) Exam. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). In addition to prescribed coursework, students complete a minimum of 800 clock hours of clinical experience under the direct supervision of NATABOC-certified and Massachusetts licensed athletic trainers. This clinical experience is sequenced to facilitate learning of both theoretical and clinical competencies and problem-solving skills needed by the athletic trainer. The supervised clinical experiences take place in Springfield College athletic training rooms as well as off-campus, JRC-AT-approved affiliate settings, including high schools and colleges.

Admission into the Athletic Training Education Program (ATEP) is competitive, with more applications than admission slots. As required by the JRC-AT, standards must be adhered to in order to retain program accreditation. Factors that will be examined in the selection process include high school science and mathematics grades, high school grade point average, SATs, and communication skills demonstrated in application essays and the Athletic Training Supplemental Application. The admissions process may include an interview conducted by the athletic training faculty. Students who are admitted enter the major directly; there is no secondary selection process.

For more information about the athletic training major, contact Professor Charles Redmond, program director and chairperson of the Exercise Science and Sports Studies Department at (413) 748-3178 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (33 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. ATHLETIC TRAINING CORE— DEPARTMENTAL REQUIREMENTS (32 s.h.)

ATRN 110	Introduction to Athletic Training (1 s.h.)
ATRN 114	Prevention of Athletic Injuries (3 s.h.)
ATRN 227	Assessment, Evaluation and Management of Injuries to the Hip, Pelvis and Lower Extremity (3 s.h.)
ATRN 228	Assessment, Evaluation and Management of Injuries to the Head and Upper Extremity (3 s.h.)
ATRN 284	Sophomore Practicum in Athletic Training I (1 s.h.)
ATRN 285	Sophomore Practicum in Athletic Training II (2 s.h.)

ATRN 305 ^W	Therapeutic Exercise and Sport Injury Rehabilitation (3 s.h.)
ATRN 307	Therapeutic Modalities and Sport Injury Rehabilitation (3 s.h.)
ATRN 320	Pathology and Athletic Training (3 s.h.)
ATRN 384	Junior Practicum in Athletic Training I (2 s.h.)
ATRN 385	Junior Practicum in Athletic Training II (1 s.h.)
ATRN 410	Administration/Education in Athletic Training (3 s.h.)
ATRN 482	Senior Seminar in Athletic Training (1 s.h.)
ATRN 484 ^W	Senior Fieldwork in Athletic Training: Sport Component (1 s.h.)
ATRN 485 ^W	Senior Fieldwork in Athletic Training: Rehabilitation Component (2 s.h.)

III. ATHLETIC TRAINING CORE—RELATED REQUIREMENTS (60 s.h.)

AEXS 260	Exercise Testing and Prescription (3 s.h.)
AEXS 377	Stress Management (3 s.h.)
BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 101	Chemistry Survey (3 s.h.)
CHEM 102	Chemistry Survey Laboratory (1 s.h.)
EMSM 114	CPR, Health Care Provider (.5 s.h.)
EMSM 115	Emergency Medical Technician—Basic (4 s.h.)
HLTH 103*	Personal Health (3 s.h.)
HLTH 261	Introduction to Nutrition (3 s.h.)
MATH 115*	College Algebra or higher level mathematics course (3 s.h.)
MOSK 101*	Outdoor Pursuits (1 s.h.)
MOST 410	Assessment in Sport and Movement (3 s.h.)
or	
PSYC 211	Introduction to Statistics (3 s.h.)
MSCI 313	Physiology of Exercise (3 s.h.)
MSCI 319	Kinesiology/Biomechanics (3 s.h.)
PEAC 120*	Relaxation (.5 s.h.)
PEPC 100*	Fit for Life (1 s.h.)
or	
PEAC 100	Fit for Life (1 s.h.)
PEPC 125*	Resistance Training (1 s.h.)
PHTH 308	Human Anatomy I (3 s.h.)
PHTH 309	Human Anatomy II (3 s.h.)
PHYS 205	Physics for Movement Science (3 s.h.)
PHYS 207	Physics for Movement Science Laboratory (1 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
PSYC 422	Interviewing and Counseling (3 s.h.)

IV. ELECTIVES (7 s.h., to complete 132 s.h.)

The following courses are recommended:

ATRN 487	Internship in Sports Injury Management (open only to eligible seniors, 5–15 s.h.)
AEXS 470	Strength and Conditioning (3 s.h.)
MOST 328	Psychology of Sport (3 s.h.)
MSCI 440	Nutrition and Athletic Performance (3 s.h.)
SMGT 360	Introduction to Sport Law (3 s.h.)
SOCI 360	Medical Sociology (3 s.h.)

ATHLETIC TRAINING CONTINUED

V. PROGRAM STANDARDS

In order to qualify for advanced standing as an athletic training major and to register for the third- and fourth-year sequences of athletic training courses, the student must meet the following standards.

1. The student must have completed ATRN 110, ATRN 114, ATRN 227, ATRN 228, ATRN 284, ATRN 285, and EMSM 115.
2. All ATRN courses must be completed with a grade of C- or better. Letter grades of D or F are unacceptable.
3. All other required courses must be completed with a passing grade. Grades of F or I are unacceptable.
4. A student must achieve and maintain a cumulative grade point average of 3.000 or higher at the conclusion of the sophomore year. At that point, students with a cumulative GPA below 2.750 will be dismissed from the program; students with a cumulative GPA between 2.750 and 2.999 may be placed on departmental probation. Probation may include a prescription and restriction from registering for any further ATRN courses until the prescription is met or until the cumulative grade point average reaches 3.000. Departmental probationary status is reviewed by the athletic training faculty on an individual basis after each semester.
5. Proper professional and responsible behavior is expected of each athletic training student at all times. This includes behavior while acting as a student athletic trainer and a member of the Springfield College family.
6. The student must meet the Athletic Training Technical Standards for admission and retention (available from the department).

Appeal Process

A Student may appeal any action taken by the department regarding his or her probation or dismissal from the major. In order to appeal, the student must submit a letter to the department chairperson requesting a review of their status. This appeal must be submitted within two weeks of the student being notified of his or her probation or dismissal. The athletic training program director will call a meeting of the appropriate faculty. The student will be notified within ten days of the meeting regarding the outcome of their appeal.

VI. TECHNICAL STANDARDS

The Athletic Training Major at Springfield College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of athletic health care employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Major establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, Commission on Accreditation of Allied Health Education Programs (CAAHEP). The following abilities and expectations must be met by all students admitted to the Athletic Training Major. In the event a student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

Candidates for selection to the Athletic Training Major must demonstrate:

1. the mental capacity to assimilate, analyze, integrate concepts and problem solve to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm;
2. sufficient postural and neuromuscular control, mobility, sensory function, strength, endurance and coordination to accurately, safely, and efficiently perform and/or provide;
 - a. appropriate physical examinations
 - b. emergency care skills and procedures including transportation techniques (lifts, carries, and litters)
 - c. appropriate therapeutic techniques including use of equipment and exercise techniques
3. the ability to communicate effectively and sensitively with patients, colleagues, other health care professionals including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. the ability to record the physical examination results and a treatment plan clearly and accurately;
5. the capacity to maintain composure and continue to function effectively and appropriately during periods of high stress;
6. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
7. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
8. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced

Candidates for selection to the athletic training educational program at Springfield College will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

Springfield College, office of student support services, will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/ patient safety, or the educational process of the student or the institution, including all course work, clinical experiences and field work deemed essential to graduation.

ATHLETIC TRAINING CONTINUED

VII. RECOMMENDED PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.50 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^w may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

ATRN 110	Introduction to Athletic Training (1 s.h.)
ATRN 114	Prevention of Athletic Injuries (3 s.h.)
BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
EMSM 114	CPR, Health Care Provider (.5 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 115*	College Algebra or higher level mathematics course (3 s.h.)

First Year - Fall or Spring Semesters

HLTH 103*	Personal Health (3 s.h.)
PEPC 100*	Fit for Life (1 s.h.)
or	
PEAC 100	Fit for Life (1 s.h.)

First Year - Spring Semester

BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 101	Chemistry Survey (3 s.h.)
CHEM 102	Chemistry Survey Laboratory (1 s.h.)
EMSM 115	Emergency Medical Technician—Basic (4 s.h.)
ENGL 114*	College Writing II (3 s.h.)
MOSK 101*	Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

ATRN 227	Assessment, Evaluation and Management of Injuries to the Hip, Pelvis and Lower Extremity (3 s.h.)
ATRN 284	Sophomore Practicum in Athletic Training I (1 s.h.)
PHTH 308	Human Anatomy I (3 s.h.)
PHYS 205	Physics for Movement Science (3 s.h.)
PHYS 207	Physics for Movement Science Laboratory (1 s.h.)

Second Year - Fall or Spring Semesters

HLTH 261	Introduction to Nutrition (3 s.h.)
PEAC 120*	Relaxation (.5 s.h.)
PEPC 125*	Resistance Training (1 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
_____	4–6 s.h. of General Education courses

Second Year - Spring Semester

ATRN 228	Assessment, Evaluation and Management of Injuries to the Head and Upper Extremity (3 s.h.)
ATRN 285	Sophomore Practicum in Athletic Training II (2 s.h.)
MSCI 313	Physiology of Exercise (3 s.h.)
PHTH 309	Human Anatomy II (3 s.h.)

C. Third Year - Fall Semester

ATRN 305 ^w	Athletic Injury Rehabilitation and Therapeutic Exercise (3 s.h.)
ATRN 384	Junior Practicum in Athletic Training I (2 s.h.)

Third Year - Fall or Spring Semesters

AEXS 260	Exercise Testing and Prescription (3 s.h.)
MOST 410	Assessment in Sport and Movement (3 s.h.)
or	
PSYC 211	Introduction to Statistics (3 s.h.)
MSCI 319	Kinesiology/Biomechanics (3 s.h.)
_____	13–15 s.h. of General Education courses

Third Year - Spring Semester

ATRN 307	Therapeutic Modalities Sport Injury Rehabilitation (3 s.h.)
ATRN 320	Pathology and Athletic Training (3 s.h.)
ATRN 385	Junior Practicum in Athletic Training II (1 s.h.)

D. Fourth Year - Fall Semester

ATRN 410	Administration/Education in Athletic Training (3 s.h.)
ATRN 482	Senior Seminar in Athletic Training (1 s.h.)

Fourth Year - Fall or Spring Semesters

AEXS 377	Stress Management (3 s.h.)
ATRN 484 ^w	Senior Fieldwork in Athletic Training: Sport Component (1 s.h.)
ATRN 485 ^w	Senior Fieldwork in Athletic Training: Rehabilitation Component (2 s.h.)
PSYC 422	Interviewing and Counseling (3 s.h.)
_____	Any uncompleted program requirements or General Education courses and electives to total 132 s.h.

BIOLOGY

(130 semester hours; 143 semester hours with secondary licensure)

Requirements are subject to change.

[Also see Sports Biology Major]

The biology major offers diverse exposure to the key areas of study in the life sciences. Undergraduate study may lead to acceptance to graduate schools, including schools of medicine and dentistry; careers in laboratory sciences in hospitals, government, or industry; and teacher licensure. Students who want to enter medical or dental school are advised by an interdepartmental preprofessional committee.

Biology majors may also opt to seek licensure as a teacher of biology at the secondary level. Students seeking licensure must complete all requirements for the major, plus the secondary education professional preparation requirements.

For more information about the biology major, contact Dr. Joseph Berger of the Chemistry/Biology Department at (413) 748-3337 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (37 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS (32 s.h.)

- BIOL 121 Bioscience I (3 s.h.)
- BIOL 123 Bioscience I Lab (1 s.h.)
- BIOL 122 Bioscience II (3 s.h.)
- BIOL 124 Bioscience II Lab (1 s.h.)
- CHEM 121/123 General Chemistry I and Lab (4 s.h.)
- CHEM 122/124 General Chemistry II and Lab (4 s.h.)
- CHEM 221/223 Organic Chemistry I and Lab (4 s.h.)
- CHEM 222/224 General Chemistry II and Lab (4 s.h.)
- PHYS 210 General Physics I and Lab (4 s.h.)
- PHYS 211 General Physics II and Lab (4 s.h.)

Select two of the following:

- MATH 125 Precalculus Math (3 s.h.)
- MATH 131 Intro to Calculus (3 s.h.)
- MATH 140 Calculus I (3 s.h.)
- MATH 142 Calculus II (3 s.h.)
- MATH 215 Probability and Statistics (3 s.h.)

All Biology Majors are required to select a concentration:

Comprehensive Biology Concentration:

- BIOL 250/252 Human Structure and Function I and Lab (4 s.h.)
- BIOL 251/253 Human Structure and Function II and Lab (4 s.h.)
- BIOL 270/271 Plant Biology and Lab (4 s.h.)
- BIOL 280/281 Genetics and Lab (4 s.h.)
- Three additional courses from selective group A, B, C or D (12 s.h.)

Cell/Molecular Biology Concentration:

- BIOL 280/281 Genetics and Lab (4 s.h.)
- BIOL 315/317 General Microbiology and Lab (4 s.h.)
- BIOL 408/409 Cell Biology and Lab (4 s.h.)
- BIOL 420/421 Cellular Physiology and Lab (4 s.h.)
- Three additional courses from selective group B, C or D (12 s.h.)

Biochemistry Concentration:

- CHEM 331 Biological Chemistry (4 s.h.)
- CHEM 341/342 Analytical Chemistry (4 s.h.)
- CHEM 351/352 Physical Chemistry with Biological Applications and Lab (4 s.h.)
- Two additional courses from selective group A and two courses from selective group B or C (16 s.h.)

Environmental Concentration:

- BIOL 260/261 General Exology and Lab (4 s.h.)
- BIOL 315/317 General Microbiology and Lab (4 s.h.)
- Five additional courses from selective group C (20 s.h.)

IV. BIOLOGY SELECTIVES

Make selective course choices from the following:

A. Cell and Molecular Biology

- BIOL 280^W Genetics (3 s.h.) *and*
- BIOL 281 Genetics Laboratory (1 s.h.)
- or*
- BIOL 315 General Microbiology (3 s.h.) *and*
- BIOL 317 General Microbiology Laboratory (1 s.h.)
- or*
- BIOL 408 Cell and Molecular Biology (3 s.h.) *and*
- BIOL 409 Cell and Molecular Biology Laboratory (1 s.h.)
- or*
- BIOL 420^W Cellular Physiology (3 s.h.) *and*
- BIOL 421 Cellular Physiology Laboratory (1 s.h.)

B. Human Biology

- BIOL 241 Developmental Biology (3 s.h.) *and*
- BIOL 242 Developmental Biology Laboratory (1 s.h.)
- or*
- BIOL 250 Human Structure and Function I (3 s.h.) *and*
- BIOL 252 Human Structure and Function Laboratory I (1 s.h.)
- and*
- BIOL 251 Human Structure and Function II (3 s.h.) *and*
- BIOL 253 Human Structure and Function Laboratory (1 s.h.)
- or*
- BIOL 311 Human Microscopic Anatomy (3 s.h.) *and*
- BIOL 312 Human Microscopic Anatomy Laboratory (1 s.h.)
- or*
- BIOL 316 Applied Microbiology and Immunology (3 s.h.)
- and*
- BIOL 318 Applied Microbiology and Immunology Laboratory (1 s.h.)

BIOLOGY CONTINUED

C. Environmental Biology

- BIOL 230^W Animal Biology (3 s.h.)
or
 BIOL 260*^W General Ecology (3 s.h.) *and*
 BIOL 261 General Ecology Laboratory (1 s.h.)
or
 BIOL 264 Flora of New England (3 s.h.) *and*
 BIOL 266 Flora of New England Laboratory (1 s.h.)
or
 BIOL 265 Introductory Horticulture (3 s.h.) *and*
 BIOL 267 Introductory Horticulture Laboratory (1 s.h.)
or
 BIOL 270 Plant Biology (3 s.h.) *and*
 BIOL 271 Plant Biology Laboratory (1 s.h.)
or
 BIOL 277 Field Ornithology (3 s.h.)
or
 BIOL 278 Aquatic Biology (3 s.h.) *and*
 BIOL 279 Aquatic Biology Laboratory (1 s.h.)
or
 BIOL 310 Evolution (3 s.h.)
or
 BIOL 380 Field Ecology (3 s.h.)

D. Chemistry

- CHEM 341/342 Analytical Chemistry and Lab (4 s.h.)
or
 CHEM 351/352 Physical Chemistry with Biological
 Applications and Lab (4 s.h.)

E. Other Electives

Depending on the concentration chosen, the Biology major (non-teacher licensure) requires 20-31 s.h. of electives to complete 130 s.h.

VI. PROGRAM STANDARDS

All biology majors must earn a grade of C- or better in all courses required for the major, including selectives.

VII. OPTIONAL SECONDARY TEACHER LICENSURE PROGRAM (37 s.h.)

Biology majors may elect to seek licensure as a teacher of biology at the secondary level (grades 5–8 and or 8–12). Advisement is provided by a member of the Chemistry/Biology Department and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 118. Biology majors seeking licensure should consult with their academic advisors regarding selectives needed for preparation for licensure exams. Biology majors seeking licensure must complete all requirements for the major plus the additional requirements listed below.

Secondary Teacher Professional Preparation Requirements (37 s.h.)

- EDUC 100 Introduction to Education (2 s.h.)
 EDUC 234 Curriculum, Methods, and Organization for
 Secondary Teachers (3 s.h.)
 EDUC 237*^W Foundations of Multicultural Education (3 s.h.)
 EDUC 318 Tutorial Pre-Practicum (3 s.h.)
 EDUC 364 Pre-Practicum—Teaching and Special Issues in
 Secondary Education (3 s.h.)
 EDUC 463 Practicum Seminar (3 s.h.)
 EDUC 471 Learning, Teaching, and Technology (3 s.h.)
 PSYC 250^W Childhood and Adolescent Development (3 s.h.)

In addition, select a total of 14 s.h. from:

- EDUC 464 Middle School Practicum (7–14 s.h.)
 EDUC 465 High School Practicum (7–14 s.h.)

BUSINESS MANAGEMENT

The business management major addresses the increasing need for managerial skills and techniques of business demanded by institutions of commerce and finance and human-helping agencies. By offering a combination of the traditional business core and exposure to the applied and behavioral sciences, the major educates students for entry-level positions in a wide variety of people-oriented management careers.

An understanding of human behavior and service to individuals is vital to the success of a manager. Included in the curriculum are courses designed to help students understand the world in which they will participate as leaders. It is becoming increasingly clear in today's society that the problem of scarce resources can only be alleviated by the proper management of these resources. The understanding of both economic and business principles, as well as the social and human dimension of contemporary problems, is addressed in the major and is intended to provide graduates with the knowledge needed to solve these problems.

The Department of Management and Economics offers several curriculum options to students. Beyond the core requirements, there are eight tracks from which students may choose: accounting, computer technology, economics, finance, general business, management, marketing, and not-for-profit studies. The student selects one of these tracks, consisting of four additional courses, to develop as a concentration.

For more information about the business management major, contact the chairperson of the Management and Economics Department at (413) 748-3200 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (35 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (66 s.h.)

Management and Economics Core Requirements

- ECON 200* Principles of Macroeconomics (3 s.h.)
- ECON 205* Principles of Microeconomics (3 s.h.)
- ECON 301^W Managerial Economics I (3 s.h.)
- ECON 302^W Managerial Economics II (3 s.h.)
- MGTE 121 Principles of Marketing (3 s.h.)
- MGTE 150^W Introduction to Business (3 s.h.)
- MGTE 210 Principles of Accounting I (3 s.h.)
- MGTE 211 Principles of Accounting II (3 s.h.)
- MGTE 215 Principles of Management (3 s.h.)
- MGTE 311 Managerial Accounting (3 s.h.)
- MGTE 315 Financial Management (3 s.h.)
- MGTE 360 Statistics for Business and Economics (3 s.h.)
- MGTE 402 Business Policy and Control (3 s.h.)
- MGTE 440 Quantitative Methods (3 s.h.)

(130 semester hours)

Requirements are subject to change.

- MGTE 478 Business Law (3 s.h.)
- MGTE 480^W Corporate Social Responsibility (3 s.h.)

Related Core Requirements

- CISC 105* Introduction to Computer Concepts (3 s.h.)
- CISC 115 Microcomputer Applications (3 s.h.)
- ENGL 302 Business and Technical Writing (3 s.h.)
- MATH 115* College Algebra (3 s.h.)
- MATH 120 Business Mathematics (3 s.h.)
- PHIL 225* Business Ethics (3 s.h.)

A maximum of 18 s.h. of core requirements and/or track requirements may be completed through credit-by-examination programs.

III. REQUIRED TRACKS (12 s.h.)

Select one of the following tracks:

A. ACCOUNTING (12 s.h.)

Select 12 s.h. from the following courses:

- MGTE 341 Business Management Field Experience (requires chair's approval in advance; 3–6 s.h.)
- MGTE 352 Accounting for Nonprofit Agencies (3 s.h.)
- MGTE 353 Income Taxes (3 s.h.)
- MGTE 361 Intermediate Accounting I (3 s.h.)
- MGTE 362 Intermediate Accounting II (3 s.h.)

B. COMPUTER TECHNOLOGY (12 s.h.)

Select four of the following courses:

- CISC 165 Programming in Basic (3 s.h.)
- CISC 175 Introduction to Computer Science with C++ and Java (3 s.h.)
- CISC 215 COBOL and File Processing (CISC 175 or permission is prerequisite; 3 s.h.)
- CISC 275 Data Structures Using C++ (CISC 175 or permission is prerequisite; 3 s.h.)
- CISC 315 Database Development and Management (CISC 275 or permission is prerequisite; 3 s.h.)
- CISC 320 Systems Analysis and Software Design (CISC 215 is prerequisite; 3 s.h.)
- MGTE 370 Electronic Commerce (3 s.h.)

Students pursuing this track may also wish to complete additional coursework for an official minor in computer science.

C. ECONOMICS (12 s.h.)

Select four of the following courses:

- ECON 190 Special Topics in Economics (3 s.h.)
- ECON 310 Money and Banking (3 s.h.)
- ECON 315 Business and Government (3 s.h.)
- ECON 350 Economics of Sport (3 s.h.)
- ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)
- ECON — Economics elective (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair's approval in advance; 3 s.h.)

D. FINANCE (12 s.h.)

Select 12 s.h. from the following courses:

- ECON 310 Money and Banking (3 s.h.)
- MGTE 230 Personal Finance (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair's approval in advance; 3–6 s.h.)
- MGTE 370 Electronic Commerce (3 s.h.)

BUSINESS MANAGEMENT CONTINUED

MGTE 375 Entrepreneurial Studies (3 s.h.)

E. GENERAL BUSINESS MANAGEMENT (12 s.h.)

The general business track requires 12 s.h. of courses in addition to the core requirements; these courses may be MGTE or ECON electives or any of the courses listed as components of tracks offered as part of this major. A maximum of 3 s.h. of MGTE 341, Business Management Field Experiences may be used for this track.

F. MANAGEMENT (12 s.h.)

Select four of the following courses:

- MGTE 305^W Managerial Supervision (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair's approval in advance; 3–6 s.h.)
- MGTE 375 Entrepreneurial Studies (3 s.h.)
- MGTE/
- SMRT 479 Personnel Management/
Human Resource Management (3 s.h.)

G. MARKETING (12 s.h.)

Select four of the following courses:

- MGTE 318 Advertising (3 s.h.)
- MGTE 325 Marketing Management (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair's approval in advance; 3 s.h.)
- MGTE 345 Consumer Behavior (3 s.h., note prerequisites)
- MGTE 350 Marketing for Nonprofit Organizations (3 s.h.)
- MGTE 370 Electronic Commerce (3 s.h.)
- SMRT 304 Sports Marketing (3 s.h.)
- SMRT 350 Public Relations (3 s.h.)

H. NOT-FOR-PROFIT STUDIES (12 s.h.)

Select four of the following courses:

- MGTE 305^W Managerial Supervision (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair's approval in advance; 3 s.h.)
- MGTE 350 Marketing for Nonprofit Organizations (3 s.h.)
- MGTE 352 Accounting for Nonprofit Agencies (3 s.h.)
- SOCI 415^W Proposal Writing and Fundraising (3 s.h.)

IV. ELECTIVES (17 s.h., to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy, and Religion. 17 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

- CISC 105* Introduction to Computer Concepts (3 s.h.)
- ENGL 113* College Writing I (3 s.h.)
- MATH 115* College Algebra (3 s.h.)
- MGTE 150 Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters

- PEAC 100* Fit for Life (1 s.h.)
- _____ 8–11 s.h. of General Education courses

First Year - Spring Semester

- CISC 115 Microcomputer Applications (3 s.h.)
- ENGL 114* College Writing II (3 s.h.)
- MATH 125 Business Mathematics (3 s.h.)
- MGTE 121 Principles of Marketing (3 s.h.)

B. Second Year - Fall Semester

- ECON 200* Principles of Macroeconomics (3 s.h.)
- MGTE 210 Principles of Accounting I (3 s.h.)

Second Year - Fall or Spring Semesters

- MGTE 215 Principles of Management (3 s.h.)
- PHIL 225* Business Ethics (3 s.h.)
- _____ 3 s.h. of track selectives
- _____ 3 s.h. of electives
- _____ 9–12 s.h. of General Education courses

Second Year - Spring Semester

- ECON 205 Principles of Microeconomics (3 s.h.)
- MGTE 211 Principles of Accounting II (3 s.h.)

C. Third Year - Fall Semester

- ECON 301^W Managerial Economics I (3 s.h.)
- MGTE 311 Managerial Accounting (3 s.h.)

Third Year - Fall or Spring Semesters

- ENGL 302 Business and Technical Writing (3 s.h.)
- MGTE 360 Statistics for Business and Economics (3 s.h.)
- _____ 3 s.h. of track selectives
- _____ 6 s.h. of electives
- _____ 6–9 s.h. of General Education courses

Third Year - Spring Semester

- ECON 302^W Managerial Economics II (3 s.h.)
- MGTE 315 Financial Management (3 s.h.)

D. Fourth Year - Fall Semester

- MGTE 440 Quantitative Methods (3 s.h.)
- MGTE 478 Business Law (3 s.h.)
- MGTE 480 Corporate Social Responsibility (3 s.h.)

Fourth Year - Fall or Spring Semesters

- _____ 6–9 s.h. of track selectives
- _____ Any uncompleted program requirements, electives, or General Education courses to complete 130 s.h.

Fourth Year - Spring Semester

- MGTE 402 Business Policy and Control (3 s.h.)

COMMUNICATIONS/ SPORTS JOURNALISM

(130 semester hours)
Requirements are subject to change.

The communications/sports journalism major is designed to educate students in the fields of print and electronic journalism so that they may work in the media profession and/or pursue graduate studies in communications. The major seeks not only to provide preprofessional training, but also to educate the student in the traditional liberal arts and humanities. The major is interdisciplinary, allowing the student to pursue individual interests and providing a broad cultural context for the specialized field of communications/sports journalism.

Communications/sports journalism majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications.

For more information about the communications/sports journalism major, contact Professor Dennis Gildea of the Humanities Department at (413) 748-3245 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (44 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. DEPARTMENTAL REQUIREMENTS (48–57 s.h.)

COMM 120 Introduction to Journalism (3 s.h.)
COMM 134 Introduction to Communications (3 s.h.)
COMM 207 Desktop Writing and Publishing (3 s.h.)
COMM 219 Television Journalism (3 s.h.)

or

COMM 288 Special Topics: Radio Journalism (3 s.h.)
COMM 224 Advanced Journalism (3 s.h.)
COMM 386 Journalism Internship (3–12 s.h.)
COMM 482 Seminar in Mass Communications (3 s.h.)
ENGL 241^W Survey of American Literature I (3 s.h.)
ENGL 242^W Survey of American Literature II (3 s.h.)
ENGL 261* Survey of British Literature I (3 s.h.)
ENGL 262 Survey of British Literature II (3 s.h.)
ENGL 375 Structure of American English (3 s.h.)

or

ENGL 377 The History of the English Language (3 s.h.)
ENGL 467 Shakespeare (3 s.h.)

Select three of the following courses:

COMM 211 Sports Information (3 s.h.)
COMM 212 Sports Writing (3 s.h.)
COMM 217 Sports, Gambling, and the Media (3 s.h.)
COMM 240 Literature of Journalism (3 s.h.)
COMM 260 The Press in America (3 s.h.)

COMM 288 Special Topics in Sports Journalism (3 s.h.)
ENGL 216 The Athlete in Literature (3 s.h.)
ENGL 301 Advanced Composition (3 s.h.)
ENGL 302 Business and Technical Writing (3 s.h.)
ENGL 303 Business and Professional Speaking (3 s.h.)
ENGL 305 Introduction to Writing as a Profession (3 s.h.)
SOCI 420 Media and Society
(SOCI 101 is a prerequisite; 3 s.h.)

III. JOURNALISM INTERNSHIP

All students in the communications/sports journalism major must complete COMM 386, Journalism Internship for a minimum of 3 s.h. and a maximum of 12 s.h. Prior to the internship, students must successfully complete COMM 120 and COMM 219 or COMM 288 (Radio Journalism). All internships are coordinated by the COMM 386 supervisor. Students seeking an internship need the permission of the COMM 386 supervisor and must consult with the supervisor the semester before registering for COMM 386.

IV. ELECTIVES (29–38 s.h., to complete 130 s.h.)

Students can choose from a wide variety of elective courses to complete their program, including such courses as Psychology of Sport, Sociology of Sport, Creative Writing, Film as Narrative Art, Public Relations, Principles and Problems of Coaching, Athletic Administration, and/or Introduction to Sports Laws.

V. PROGRAM STANDARDS

In order to continue in the communications/sports journalism major, students must:

1. Earn a grade of C or better in COMM 120, Introduction to Journalism.
2. Maintain an overall GPA of 2.500.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 29–38 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

COMM 120 Introduction to Journalism (3 s.h.)
COMM 134 Introduction to Communication (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

COMMUNICATIONS/ SPORTS JOURNALISM CONTINUED

First Year - Fall or Spring Semesters

PEAC 100 Fit for Life (1 s.h.)
 _____ 17–20 s.h. of General Education courses or
 _____ electives

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

COMM 207 Desktop Writing and Publishing (3 s.h.)
 ENGL 241^W Survey of American Literature I (3 s.h.)

Second Year - Fall or Spring Semesters

_____ 6 s.h. of COMM/ENGL selectives
 _____ 12–15 s.h. of General Education courses or
 _____ electives

Second Year - Spring Semester

COMM 219 Television Journalism (3 s.h.)
or
 COMM 288 Radio Journalism (3 s.h.)
 COMM 224 Advanced Journalism (3 s.h.)
 ENGL 242^W Survey of American Literature II (3 s.h.)

C. Third Year - Fall Semester

ENGL 261^W Survey of British Literature I (3 s.h.)
 ENGL 375 Structure of American English (3 s.h.)
or
 ENGL 377 The History of the English Language (3 s.h.)

Third Year - Fall or Spring Semesters

_____ COMM/ENGL selective (3 s.h.)
 _____ 25–27 s.h. of General Education courses or
 _____ electives

Third Year - Spring Semester

ENGL 262 Survey of British Literature II (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

COMM 386 Journalism Internship (3–12 s.h.)
 _____ Any uncompleted General Education courses,
 _____ program requirements, or electives to complete
 _____ 130 s.h.

Fourth Year - Spring Semester

ENGL 467 Shakespeare (3 s.h.)
 COMM 482 Seminar in Mass Communications (3 s.h.)

COMPUTER AND INFORMATION SCIENCES

(130 semester hours)

Requirements are subject to change.

The computer and information sciences major at Springfield College is a professional program that includes two tracks of study: management information systems and computer science. The management information systems track prepares computer professionals with advanced skills in computer information processing and business management. Students learn about the latest technological advances in both computer software and hardware applications within a business enterprise. The computer science track provides the student with a more traditional education in computer science. Both theoretical and applied aspects of computer science are stressed. Graduates of the computer science program track have the flexibility to obtain employment in a variety of industries requiring computational skills, as well as sound knowledge of computer systems hardware, computer programming, and the use of standard microcomputer applications programs.

Students in both tracks can tailor their electives to emphasize any combination of theoretical and applied computer science and mathematics courses, as well as pursue minors in programs such as mathematics and business management. Students are also strongly encouraged to pursue the cooperative education option in order to gain on-the-job experience. Students can postpone their decision on which track to follow until the end of the first year without any significant impact on their program curriculum.

In the computer systems seminar course, students enrich their knowledge of computer systems by pursuing areas of study such as advanced topics in database management systems, networking, and computer architecture.

For more information about the computer and information sciences major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/ Computer Science Department, at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (38–40 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (33 s.h.)

CISC 105*	Introduction to Computer Concepts (3 s.h.)
CISC 115	Microcomputer Applications (3 s.h.)
CISC 175	Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 235	Computer Logic Design (3 s.h.)
CISC 255	Data Communications and Distributed Processing (3 s.h.)
CISC 275	Data Structures Using C++ (3 s.h.)
CISC 315	Database Development and Management (3 s.h.)
CISC 482	Computer Systems Seminar (3 s.h.)

ENGL 302 ^W	Business and Technical Writing (3 s.h.)
MATH 215*	Probability and Statistics (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)

III. TRACK REQUIREMENTS (29–48 s.h.)

Choose one of the following tracks:

A. MANAGEMENT INFORMATION SYSTEMS TRACK (48 s.h.)

CISC 165	Programming in BASIC (3 s.h.)
CISC 215	COBOL and File Processing (3 s.h.)
CISC 316	Advanced Database Development and Management (3 s.h.)
CISC 320	Systems Analysis and Software Design (3 s.h.)
ECON 200*	Principles of Macroeconomics (3 s.h.)
ECON 205	Principles of Microeconomics (3 s.h.)
MATH 120	Business Mathematics (3 s.h.)
MGTE 121	Principles of Marketing (3 s.h.)
MGTE 150 ^W	Introduction to Business (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 211	Principles of Accounting II (3 s.h.)
MGTE 215	Principles of Management (3 s.h.)
MGTE 311	Managerial Accounting (3 s.h.)
MGTE 315	Financial Management (3 s.h.)
MGTE 440	Quantitative Methods (3 s.h.)

Select one of the following mathematics courses:

MATH 115	College Algebra (3 s.h.)
MATH 125	Precalculus Mathematics (3 s.h.)
MATH 140	Calculus I (3 s.h.)
MATH 142	Calculus II (3 s.h.)

B. COMPUTER SCIENCE TRACK (29 s.h.)

CISC 280	Object-Oriented Programming with Java (3 s.h.)
CISC 375	Computer Architecture (3 s.h.)
CISC 410	Fundamentals of Operating Systems (3 s.h.)
MATH 140 ¹	Calculus I (3 s.h.)
MATH 142	Calculus II (3 s.h.)
MATH 310	Linear Algebra (3 s.h.)
MATH 335	Discrete Mathematics II (3 s.h.)
—*	Laboratory sciences (8 s.h. to be selected with approval of student's academic advisor)

¹*Students who have a mathematics deficiency may be required to take MATH 115, College Algebra, or MATH 125, Precalculus Mathematics prior to taking MATH 140, Calculus I.*

IV. ELECTIVES (11–28 s.h., to complete 130 s.h.)

V. ADVANCED STANDING AND PROGRAM STANDARDS

In order to continue in the computer and information sciences major, students must qualify for advanced standing during the spring semester of their sophomore year, prior to registration for junior-level classes. In order to qualify for advanced standing as a computer and information sciences major, students must:

1. Achieve at least a 2.500 cumulative GPA.
2. Achieve at least a 2.500 GPA in their program requirements.
3. Complete all program requirements with a grade of C- or better. Courses in which unsatisfactory grades were received must be repeated.
4. Be making satisfactory progress toward the completion of their program of study, as determined by the academic advisor and the department.

COMPUTER AND INFORMATION SCIENCES CONTINUED

5. Have completed or be in the process of completing any program requirements in which an incomplete was received. (Incomplete grades in program requirements must be completed by the end of the semester following the receipt of the incomplete, unless an extended deadline has been negotiated.)

Students who do not meet these minimum standards are placed on departmental probationary status for a period of not more than one year. A student will be removed from departmental probationary status if and only if the minimum standards for advanced standing have been met. A student who is unable to meet the minimum standards during the probationary period will be subject to being dropped from the major. Once achieved, advanced standing must be maintained in order to continue in the major and complete the program.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy, and Religion. Depending on the track selected, the student may also need to fulfill Natural Science, Social Science, and the second Writing-Across-the-Curriculum course. 11–31 s.h. of electives will be required to complete 130 s.h.

Courses marked:

¹ are required for the management information systems track.

² are required for the computer science track.

* fulfill or partially fulfill a General Education category.

^w may fulfill a WAC requirement, depending on when taken.

A. First Year - Fall Semester

CISC 105*	Introduction to Computer Concepts (3 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 115 ¹	College Algebra or higher level math course (3 s.h.)
MATH 140 ²	Calculus I (3 s.h.)
MGTE 150 ¹	Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100*	Fitness for Life (1 s.h.)
_____	General Education courses to total 33–36 s.h. for the year

First Year - Spring Semester

CISC 115	Microcomputer Applications (3 s.h.)
CISC 175	Introduction to Computer Science with C++ and Java (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
MATH 120 ¹	Business Mathematics (3 s.h.)
MATH 142 ²	Calculus II (3 s.h.)

B. Second Year - Fall Semester

CISC 275	Data Structures Using C++ (3 s.h.)
CISC 315	Database Development and Management (3 s.h.)
ECON 200* ¹	Principles of Macroeconomics (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
MGTE 210 ¹	Principles of Accounting I (3 s.h.)
_____	General Education courses and electives to total 16–18 s.h.

Second Year - Spring Semester

CISC 165 ¹	Programming in BASIC (3 s.h.)
CISC 215 ¹	COBOL and File Processing (3 s.h.)
CISC 235	Computer Logic Design (3 s.h.)
CISC 280 ²	Object-Oriented Programming with Java (3 s.h.)
ECON 205 ¹	Principles of Microeconomics (3 s.h.)
MGTE 211 ¹	Principles of Accounting II (3 s.h.)
MGTE 215 ¹	Principles of Management (3 s.h.)
_____	General Education courses and electives to total 16–18 s.h.

C. Third Year - Fall Semester

MGTE 311 ¹	Managerial Accounting (3 s.h.)
-----------------------	--------------------------------

Third Year - Fall or Spring Semesters

ENGL 302 ^w	Business and Technical Writing (3 s.h.)
MATH 215*	Probability and Statistics (3 s.h.)
_____*	Laboratory sciences (4 s.h. ¹ or 8 s.h. ² , approved by advisor)
_____	General Education courses and electives (as applicable) to total 33–36 s.h. for the year

As offered; may need to be delayed to the fourth year:

CISC 255	Data Communications and Distributed Processing (3 s.h.)
CISC 320 ¹	Systems Analysis and Software Design (3 s.h.)
CISC 375 ²	Computer Architecture (3 s.h.)
CISC 410 ²	Fundamentals of Operating Systems (3 s.h.)
CISC 482	Computer Systems Seminar (3 s.h.)
MATH 310 ²	Linear Algebra (3 s.h.)
MATH 335 ²	Discrete Mathematics II (3 s.h.)

Third Year - Spring Semester

CISC 316 ¹	Advanced Database Development and Management (3 s.h.)
MGTE 121 ¹	Principles of Marketing (3 s.h.)

D. Fourth Year - Fall Semester

MGTE 446	Quantitative Methods (3 s.h.)
_____	Any uncompleted program requirements from third year
_____	General Education courses and electives (as applicable) to total 16–18 s.h. for the year

Fourth Year - Spring Semester

MGTE 315 ¹	Financial Management (3 s.h.)
_____	Any uncompleted program requirements, General Education courses, or electives to total 130 s.h.

COMPUTER GRAPHICS

(130 semester hours)

Requirements are subject to change.

The computer graphics major at Springfield College is a hands-on art program that emphasizes three main areas of study: 3-D animation, multimedia design, and graphic web design. These three areas prepare students with the necessary skills and knowledge to compete in the rapidly growing field of computer graphic web design and animation.

Students will explore traditional animation through the use of computers. Advanced students will work on state-of-the-art equipment, creating artwork, graphic designs, 3-D animation, and websites. In the senior year, students will select an internship/fieldwork placement. This will enable the student/computer artist to experience the job market—the “real world” of the computer graphic industry.

For more information about the computer graphics major, contact Professor Ruth West of the Visual and Performing Arts Department at (413) 748-3679 or by e-mail at Ruth_West@spfldcol.edu. Information is also available from the Admissions Office, (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41–44 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (50 s.h.)

- ARTS 102 Arts and Ideas (3 s.h.)
- ARTS 103 Studio in Computer Graphics (3 s.h.)
- ARTS 104 Sensitivity and the Creative Process (2 s.h.)
- ARTS 108 Studio in Drawing (3 s.h.)
- ARTS 111 Studio in Design (3 s.h.)
- ARTS 116* Studio in Painting (3 s.h.)
- ARTS 120 Contemporary Art (3 s.h.)
- ARTS 190 Community Service Experience (2 s.h.)
- ARTS 202 Computer Animation (3 s.h.)
- ARTS 203 Advanced Desktop Design (3 s.h.)
- ARTS 210 Figure Drawing (3 s.h.)
- ARTS 231 3-D Animation (3 s.h.)
- ARTS 260 Advanced Computer Graphics (3 s.h.)
- ARTS 386 Supervised Field Experience (10 s.h.)
- RSCH 141 Research Project in Computer Graphics (3 s.h.)

III. SELECTIVE REQUIREMENTS (15 s.h.)

Select one of the following art history courses:

- ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 218^W Renaissance to Modern Art (3 s.h.)
- ARTS 219 American Arts 1700–1900 (3 s.h.)
- ARTS 221 Women Artists in History (3 s.h.)
- ARTS 222 Asian Arts and Culture (3 s.h.)
- ARTS 245* Contemporary Jewish Art (3 s.h.)

Select one of the following studio courses:

- ARTS 211 Studio in Sculpture (3 s.h.)
- ARTS 223 Studio in Ceramics I (3 s.h.)
- ARTS 225 Studio in Photography (3 s.h.)
- ARTS 228 Three-Dimensional Design (3 s.h.)

Select 9 s.h. from these courses:

- ARTS 248 Interarts Workshop (3 s.h.)
- CISC 105* Introduction to Computer Concepts (3 s.h.)
- CISC 175* Computer Science with C++ and Java (CISC 105 or instructor's permission is prerequisite; 3 s.h.)
- CISC 280 Object-Oriented Programming with Java (3 s.h.)
- DRAM 130 Stage Production (3 s.h.)

IV. REQUIRED SPECIALIZATION (9 s.h.)

Select one of the following sequences:

Presentation and Web Sequence

Select three of the following courses:

- ARTS 260 Advanced Computer Graphics (3 s.h. in addition to those completed for the core)
- ARTS 263 Advanced Studio in Design—Portfolio Preparation (3 s.h.)
- CISC 335 Literacy, Hypermedia, and Modern Composition (3 s.h.)
- MGTE 318 Advertising (3 s.h.)

Animation Sequence

Select three of the following courses:

- ARTS 260 Advanced Computer Graphics (3 s.h. in addition to those completed for the core)
- DANC 110 Laban Movement Analysis (3 s.h.)
- ENGL 343 Film as a Narrative Art (3 s.h.)
- MUSC 133 Music Technology (3 s.h.)

V. ELECTIVES (12–15 s.h., to complete 130 s.h.)

Choose electives in consultation with an advisor.

VI. ADVANCE STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student's readiness for advanced courses, various fieldwork experiences, and professional responsibilities. All computer graphics majors must qualify for advanced standing in the semester prior to completing advanced courses, fieldwork, internship, or practicum. Students may apply for advanced standing in October, February, or in certain cases, May. (Students planning to do an internship, practicum, or fieldwork in the fall semester must apply by the previous February—the May deadline will only allow students to enroll in certain advanced courses.)

In order to achieve advanced standing, students must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy towards others, attitude, and aesthetic awareness. Students must also meet the following academic standards:

1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.
4. Presentation of an individually designed resume, a professional portfolio of art work, and a reel of video animation.

COMPUTER GRAPHICS CONTINUED

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 17.25 s.h. a semester to complete this program in four years (allowing for a 10 s.h. field placement in the spring of their senior year).

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, and Religion. In addition, the WAC requirements must be fulfilled. 12–15 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category; courses marked with a ^w may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

ARTS 103 Studio in Computer Graphics (3 s.h.)
ARTS 108 Studio in Drawing (3 s.h.)
ARTS 111 Studio in Design (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

CISC 105^{1*} Introduction to Computer Concepts (3 s.h.)
PEAC 100* Fit for Life (1 s.h.)
_____ Up to 9 s.h. of General Education courses

First Year - Spring Semester

ARTS 102 Arts and Ideas (3 s.h.)
ARTS 104 Sensitivity and the Creative Process (2 s.h.)
ARTS 210 Figure Drawing (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

ARTS 203 Advanced Desktop Design (3 s.h.)

Second Year - Fall or Spring Semesters

ARTS 116* Studio in Painting (3 s.h.)
ARTS 202 Computer Animation (3 s.h.)
ARTS _____ Art history selective (3 s.h.)
CISC 175^{1*} Computer Science with C++ and
Java (CISC 105 or instructor's
permission is prerequisite; 3 s.h.)
DRAM 130¹ Stage Production (3 s.h.)
_____ Up to 21 s.h. of General Education courses

Second Year - Spring Semester

ARTS 228 Three-Dimensional Design (3 s.h.)

C. Third Year - Fall Semester

ARTS 231 3-D Animation (3 s.h.)

Third Year - Fall or Spring Semesters

ARTS _____ Studio selective (3 s.h.)
ARTS 248¹ Interarts Workshop (3 s.h.)
ARTS 260 Advanced Computer Graphics (3 s.h.)
_____ Any uncompleted selective requirements
_____ Up to 18 s.h. of General Education courses
and/or electives

Third Year - Spring Semester

ARTS 120 Contemporary Art (3 s.h.)
CISC 280¹ Object-Oriented Programming with Java (3 s.h.)

D. Fourth Year - Fall Semester

ARTS 190 Community Service Experience (2 s.h.)
RSCH 141 Research Project in Computer Graphics (3 s.h.)
_____ Selected specialization courses
_____ Electives, chosen in consultation
with advisor, to complete 130 s.h.
_____ Any uncompleted program requirement or
General Education courses

Fourth Year - Spring Semester

ARTS 386 Supervised Field Experience (10 s.h.)

¹ if chosen as a selective requirement

CRIMINAL JUSTICE

(130 semester hours)

Requirements are subject to change.

The criminal justice major at Springfield College prepares students to carefully analyze criminal justice processes, with an emphasis on community-based, state, and federal responses to social control. Students learn not only how criminal justice agencies work, but why and with what consequences. The major emphasizes the development of communication and reasoning skills and fosters an understanding of the relationship between criminal justice and race, class, and gender, and social institutions (i.e., family, schools, political, and economic systems).

Criminal justice advisors assist students to discover their individual strengths, in making an appropriate selection of courses and internships to complement those strengths, and to develop a wider understanding of social processes.

The criminal justice major prepares students to make civic contributions as thoughtful, informed citizens and to engage in life-long learning. The major also prepares students for a variety of entry-level employment opportunities in law enforcement, court personnel, corrections, community mediation, and social justice organizing efforts. This combination leads to work supporting healthy alternatives to the currently dominant approaches to controlling crime.

For more information about the criminal justice major, contact Dr. Gordon Robinson of the Social Science Department at (413) 748-3256 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (39 s.h.)

CRIM 101	Introduction to Criminal Justice (3 s.h.)
CRIM 325 ^W	Juvenile Delinquency (3 s.h.)
CRIM 370	Violence and Victimization (3 s.h.)
CRIM 460	Corrections (3 s.h.)
CRIM 465 ^W	Criminology (3 s.h.)
CRIM 486	Supervised Internship in Criminal Justice (6 s.h.)
HLTH 260	Drugs and Society (3 s.h.)
POSC 110*	Introduction to American Government (3 s.h.)
POSC 320	Civil Liberties (3 s.h.)
SOCI 101	Introduction to Sociology (3 s.h.)
SOCI 210*	Social Problems (3 s.h.)
SOCI 492 ^W	Social Research and Program Evaluation (3 s.h.)

III. ELECTIVES (50 s.h., to complete 130 s.h.)

Criminal justice majors are encouraged to complete a minor or to select, in consultation with their advisor, electives which will complement their required coursework. Recommended electives include choices in political science, psychology, and sociology.

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to ensure that all requirements are met on a timely basis and that required prerequisite courses are completed before taking upper-level course requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Religion, and Philosophy. 50 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a (WAC) requirement, depending on the year taken.*

A. First Year - Fall Semester

ENGL 113*	College Writing I (3 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100*	Fit For Life (1 s.h.)
POSC 110*	Introduction to American Government (3 s.h.)
_____	17–20 s.h. of General Education courses and electives

First Year - Spring Semester

CRIM 101	Introduction to Criminal Justice (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

SOCI 210*	Social Problems (3 s.h.)
HLTH 260	Drugs and Society (3 s.h.)
_____	10–12 s.h. of General Education courses and electives

Second Year - Spring Semester

CRIM 325 ^W	Juvenile Delinquency (3 s.h.)
POSC 320	Civil Liberties (3 s.h.)
_____	10–12 s.h. of General Education courses and electives

CRIMINAL JUSTICE CONTINUED

C. Third Year - Fall Semester

CRIM 370 Violence and Victimization (3 s.h.)
_____ 13–15 s.h. of General Education courses and
electives

Third Year - Spring Semester

CRIM 460 Corrections (3 s.h.)
_____ 13–15 s.h. of General Education courses and
electives

D. Fourth Year - Fall Semester

CRIM 465^W Criminology (3 s.h.)
SO CI 492^W Social Research and Program Evaluation (3 s.h.)
_____ 8–10 s.h. of electives

D. Fourth Year - Spring Semester

CRIM 486 Supervised Internship in Criminal Justice (6 s.h.)
_____ Any uncompleted program requirements, General
Education courses, or electives to total 130 s.h.

DANCE

(130 semester hours)

Requirements are subject to change.

Dance is the art of movement and a fundamental expression of human experience. Through dance, as in all the arts, students develop the capacity to transform themselves, to become artist-leaders in their communities, and to effect positive social change. In the past two decades, the study and application of dance knowledge has crossed over into other areas: the humanities, health/fitness, medicine, rehabilitation, therapy, and education. Dance has been increasingly brought into the mainstream of the helping professions.

The dance major gives students the opportunity to develop their talents, creativity, and skills; study dance in depth; and prepare for a career in dance or a related field. The curriculum prepares students for graduate programs in dance performance and choreography, dance education, dance/movement therapy, somatics, and other related fields. Students may wish to combine dance in a double major with psychology as further preparation for a career in dance/movement therapy. They may also wish to take courses in management and economics to prepare for a career as an art administrator, independent consultant, or small business owner. Fieldwork and internships provide students with the opportunity to work closely with a dance professional, community project, in the schools, or established dance institution.

For more information about the dance major, contact Dr. Cynthia Noble of the Visual and Performing Arts Department at (413) 748-3158 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (40 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS (50 s.h.)

Core Dance Requirements (23 s.h.)

- DANC 101* Dance Appreciation (3 s.h.)
- DANC 110 Laban Movement Analysis (3 s.h.)
- DANC 130 Ballet Theory and Technique I (3 s.h.)
- DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
- DANC 150 Jazz Dance Theory and Technique I (3 s.h.)
- DANC 184 Dance Performance Practicum (2 s.h.)
- DANC 215 Choreography I (3 s.h.)
- ARTS 386 Supervised Field Experience (minimum of 3 s.h.)

Related Requirements (14 s.h.)

- BIOL 130* Anatomy and Physiology I (3 s.h.)
- BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
- BIOL 131 Anatomy and Physiology II (3 s.h.)
- BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
- MUSC 108 Music Appreciation (3 s.h.)

Select one of the following:

- ARTS 248 Interarts Workshop (3 s.h.)
- DRAM 101 Introduction to the Theatre (3 s.h.)
- DRAM 110 Acting (3 s.h.)
- DRAM 150 Creative Dramatics and Improvisation (3 s.h.)

Dance and Movement Selectives (13 s.h.)

Select a minimum of 2 s.h. from the following:

- PEAC 121* Tai Chi Chuan (.5 s.h.)
- PEAC 127* Ballet I (.5 s.h.)
- PEAC 227* Ballet II (.5 s.h.)
- PEAC 130* Ballroom Dance (.5 s.h.)
- PEAC 132* Multicultural Dance (.5 s.h.)
- PEAC 133* Modern Dance (.5 s.h.)
- PEAC 135* Square Dance (.5 s.h.)
- PEAC 137* Tap Dance (.5 s.h.)
- PEAC 140* Line Dancing (.5 s.h.)
- PEAC 145* Yoga (.5 s.h.)

In addition, select a minimum of 4 s.h. from the following:

- DANC 284 Dance Repertory (1-2 s.h.)
- RSCH 141 Independent Study (1-4 s.h.)

In addition, select a minimum of 7 s.h. from the following:

- DANC 201 Teaching Dance (3 s.h.)
- DANC 216 Choreography II (3 s.h.)
- DANC 260 Dance and Somatic Movement Therapy (3 s.h.)
- MOSK 230* Approaches to Dance Education (1 s.h.)

III. ELECTIVES (40 s.h. to complete 130 s.h.)

The following electives are highly recommended:

- ARTS 104 Sensitivity and the Creative Process (2 s.h.)
- ARTS 111 Studio in Design (3 s.h.)
- ARTS 210 Figure Drawing (3 s.h.)
- ATPY 101 Introduction to Art Therapy (3 s.h.)
- MGTE 121 Marketing Principles (3 s.h.)
- PSYC 101 Introduction to Psychology (3 s.h.)
- _____ Any selectives listed above which were not used to fill a requirement

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Mathematics, Computer Science, Health, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, Religion, and Writing-Across-the-Curriculum. Students must also insure that they fulfill their fourth credit of skills courses. 40 s.h. of electives will be required to complete 130 s.h.

DANCE CONTINUED

*Courses marked with an * fulfill or partially fulfill a General Education category; courses marked with a ^w may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

BIOL 130* Anatomy and Physiology I (3 s.h.)
 BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
 DANC 101* Dance Appreciation (3 s.h.)
 ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

PEAC ____* 1 s.h. of dance or movement skills selectives
 PEAC 100* Fit for Life (1 s.h.)
 _____ 5–8 s.h. of General Education courses

One of the following:

DANC 130 Ballet Theory and Technique I (3 s.h.)
 DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
 DANC 150 Jazz Dance Theory and Technique I (3 s.h.)

First Year - Spring Semester

BIOL 131 Anatomy and Physiology II (3 s.h.)
 BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
 DANC 110 Laban Movement Analysis (3 s.h.)
 ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

DANC 215 Choreography I (3 s.h.)
 MUSC 108 Music Appreciation (3 s.h.)
 DANC 284 Dance Repertory (1–2 s.h.)

Second Year - Fall or Spring Semesters

PEAC ____* 1 s.h. of dance or movement skills selectives
 _____ 12 s.h. of General Education courses
 _____ 4–7 s.h. of electives

The remaining two of the following:

DANC 130 Ballet Theory and Technique I (3 s.h.)
 DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
 DANC 150 Jazz Dance Theory and Technique I (3 s.h.)

One of the following:

ARTS 248 Interarts Workshop (3 s.h.)
 DRAM 101 Introduction to the Theatre (3 s.h.)
 DRAM 110 Acting (3 s.h.)
 DRAM 150 Creative Dramatics and Improvisation (3 s.h.)

Second Year - Spring Semester

DANC 216¹ Choreography II (3 s.h.)

C. Third Year - Fall Semester

MOSK 230* Approaches to Dance Education (1 s.h.)

Third Year - Fall or Spring Semesters

DANC 184 Dance Performance Practicum (2 s.h.)
 DANC 260¹ Dance and Somatic Movement Therapy (3 s.h.)
 _____ General Education courses or electives to total 33–36 s.h. for the year

Third Year - Spring Semester

DANC 201¹ Teaching Dance (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

ARTS 386 Supervised Field Experience (minimum of 3 s.h.)
 _____ Any uncompleted program requirements, General Education courses or electives to total 130 s.h.

A total of 4 s.h. from the following:

RSCH 141 Independent Study (1–4 s.h.)
 DANC 284 Dance Repertory (1–2 s.h.)

¹ if chosen as a selective

EARLY CHILDHOOD TEACHER LICENSURE PROGRAM

(130 semester hours)
Requirements are subject to change.

The goal of the Education Department is to prepare undergraduate students for teacher licensure in one of the following areas: early childhood (PreK–2); elementary (1–6); or secondary (5–8 and/or 8–12) in biology, English, history, or mathematics. Additional teacher licensure programs offered by the College include health/family and consumer sciences (all grades), physical education (PreK–8 and/or 5–12), and visual arts (PreK–8 and/or 5–12). Students seeking teacher licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found in Section V below.

To comply with Massachusetts Department of Education regulations, students seeking early childhood licensure (teacher of students with and without disabilities, PreK–2) must earn a bachelor's degree that includes an arts and sciences major, additional coursework to meet the subject matter knowledge requirements and coursework to meet the professional standards for all teachers. In order to facilitate completion of the early childhood licensure program, it is recommended that students major in psychology (130 s.h. with licensure requirements). More information about requirements for the psychology major, including special requirements for students seeking licensure can be found on page 108–110. Professional courses required for licensure are listed below.

For more information about education programs, contact Dr. Linda Delano, director of educator preparation programs, at (413) 748-3155 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (47 s.h.)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the licensure requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS

See psychology requirements on page 108–110.

III. ARTS AND SCIENCES REQUIREMENTS FOR EARLY CHILDHOOD LICENSURE

- ENGL 113* College Writing I (3 s.h.)
- ENGL 114* College Writing II (3 s.h.)
- ENGL 220 Traditional Grammar and Usage (3 s.h.)
- ENGL 309^W Children's Literature (3 s.h.)
- GEOG 200* Concepts of Geography (3 s.h.)
- or
- GEOG 210* Cultural Geography (3 s.h.)

- HIST 103* World History (3 s.h.)
- HIST 105* Colonial America to the Civil War (3 s.h.)
- HIST 106 Civil War to Modern America (3 s.h.)
- HLTH 103* Personal Health (3 s.h.)
- MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)
- MATH 105* Survey of Mathematics (3 s.h.)
- MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
- PEPC 179* Skill Themes (.5 s.h.)
- PSYC 250^W Childhood and Adolescent Development (3 s.h.)
- SCIE 144 Best Practices for Learning and Teaching Science (4 s.h.)
- _____* Natural Science General Education course (4 s.h.)
- _____* Visual and Performing Arts General Education course (3 s.h.)

In addition to the above requirements, early childhood licensure students must fulfill the Computer Science, Literature, Second Language/Culture, Religion, Philosophy, and the remainder of the Physical Education General Education categories.

IV. EARLY CHILDHOOD TEACHER PROFESSIONAL PREPARATION REQUIREMENTS

- EDUC 100 Introduction to Education (2 s.h.)
- EDUC 162 Introduction to Special Education (3 s.h.)
- EDUC 225 Development of Mathematical Concepts in Young Children (2 s.h.)
- EDUC 237^W Foundations of Multicultural Education (3 s.h.)
- EDUC 305 Teaching Social Studies Through the MA Curriculum Frameworks (2 s.h.)
- EDUC 327^W Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)
- EDUC 463 Practicum Seminar (3 s.h.)
- EDUC 466 Early Childhood Practicum PreK–K (7 s.h.)
- EDUC 467 Early Childhood Practicum 1–2 (7 s.h.)

V. ADMISSION TO TEACHER PREPARATION PROGRAM

Once admitted to Springfield College, the student must meet the following requirements for admission to undergraduate teacher preparation programs:

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary; biology, English, history or mathematics for secondary; movement and sports studies for physical education; art/studio art concentration or art therapy for art; and health studies.
2. Complete all prerequisites identified for the specific program.
3. Earn a minimum 2.750 cumulative grade point average for all designated licensure courses. See teacher preparation handbook for a list of these courses for each licensure program.
4. Earn a minimum 2.500 cumulative grade point average.

EARLY CHILDHOOD TEACHER LICENSURE PROGRAM CONTINUED

5. Receive a score of 70 or higher on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
6. Earn minimum grades specified for designated courses.
7. Demonstrate the personal characteristics needed to become a teacher (for example, responsible, dependable, hard working, professional, committed to the teaching profession, etc.).
8. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. (For students in physical education and health, the only recommendation required is from the Physical Education Teaching and Administration Department.)

Note: Students who have been admitted to a teacher preparation program must maintain all the admissions requirements listed above through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience.

Once all admissions requirements have been met, the student must:

1. Fill out the top portion of the application for admission into a teacher licensure program. Applications are available from advisors, departments, or the Educator Preparation Office. Bring the application to the appropriate department(s) for recommendation(s)/signature(s) and attachment of required documents.
2. Hand-deliver a completed application to the Office of Educator Preparation & Licensure (Administration Building, room 209). Applications are complete once they have all necessary signatures and have required documentation attached. This typically occurs prior to the student's junior year (or the equivalent for transfer students).

The Director of Educator Preparation & Licensure will review the completed application and notify the candidate of the admission decision. If a student wishes to appeal this decision, a written appeal must be submitted to the Educator Preparation Council.

ELEMENTARY TEACHER LICENSURE PROGRAMS

(130–137 semester hours)
Requirements are subject to change.

The goal of the Education Department is to prepare undergraduate students for teacher licensure in one of the following areas: early childhood (PreK–2); elementary (1–6); or secondary (5–8 and/or 8–12) in biology, English, history, or mathematics. Additional teacher licensure programs offered by the College include health/family and consumer sciences (all grades), physical education (PreK–8 and/or 5–12), and visual arts (PreK–8 and/or 5–12). Students seeking teacher licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found in Section V below.

To comply with Massachusetts Department of Education regulations, students seeking elementary licensure must earn a bachelor's degree that includes an arts and sciences major, at least 36 hours of upper and lower-level arts and sciences coursework covering specific content, additional coursework to meet the subject matter knowledge requirements, and coursework to meet the professional standards for all teachers.

In order to facilitate completion of the elementary licensure program, it is recommended that students major in American studies (130 s.h. with licensure requirements), English (137 s.h. with licensure requirements), or mathematics and computer technology (137 s.h. with licensure requirements). More information on requirements for those majors can be found on pages 29–31, 74–76, and 90–92. Professional courses required for licensure are listed below. Elementary licensure students are advised by a faculty member from their major department and by an advisor from the Education Department.

For more information about education programs or the majors available to choose from, contact Dr. Linda Delano, director of educator preparation programs, at (413) 748-3155 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (47 s.h.)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the licensure requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS

See the American studies, English, or mathematics and computer technology pages for more information on major requirements.

III. ARTS AND SCIENCES REQUIREMENTS FOR ELEMENTARY LICENSURE (60 s.h.)

Per Massachusetts Department of Education regulations, upper- and lower-level arts and sciences coursework covering the following topics is required for elementary licensure: composition; American literature; world literature, including British literature; U.S. history from colonial times to the present; world history, including European history from ancient times to the present; geography; economics; U.S. government, including founding documents; child development; science laboratory work; and mathematics and science coursework appropriate for the elementary school teacher. To meet those regulations, the courses listed below are required for all elementary licensure students (some of these courses also satisfy a General Education category and/or a requirement for the major). Additional coursework to meet elementary subject matter knowledge requirements is also included in the list of requirements below.

ECON 200*	Principles of Macroeconomics (3 s.h.)
or	
ECON 205*	Principles of Microeconomics (3 s.h.)
ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
ENGL 209*	Great Books (3 s.h.)
ENGL 220	Traditional Grammar and Usage (3 s.h.)
ENGL 241 ^W	Survey of American Literature I (3 s.h.)
or	
ENGL 242 ^W	Survey of American Literature II (3 s.h.)
ENGL 309 ^W	Children's Literature (3 s.h.)
GEOG 200	Concepts of Geography (3 s.h.)
or	
GEOG 210	Cultural Geography (3 s.h.)
HIST 103*	World History (3 s.h.)
HIST 105*	Colonial America to the Civil War (3 s.h.)
HIST 106	Civil War to Modern America (3 s.h.)
HLTH 103*	Personal Health (3 s.h.)
MATH 101	Mathematics for Early Childhood and Elementary Education (3 s.h.)
MATH 105*	Survey of Mathematics (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
PHSC 105* ^W	Physical Science and the Environment (4 s.h.)
or	
PHSC 110	Earth Science (4 s.h.)
POSC 110	Introduction to American Government (3 s.h.)
PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)
SCIE 144	Best Practices for Learning and Teaching Science (4 s.h.)
_____*	Visual and Performing Arts General Education course (3 s.h.)

Recommended, but not required:

MOSK 140*	Movement Concepts and Fundamental Motor Patterns (1 s.h.)
PEPC 179*	Skill Themes (.5 s.h.)

In addition to the above requirements, elementary licensure students must fulfill the Computer Science, Physical Education, Second Language/Culture, Philosophy, and Religion General Education categories.

ELEMENTARY TEACHER LICENSURE PROGRAMS CONTINUED

IV. ELEMENTARY TEACHER PROFESSIONAL PREPARATION REQUIREMENTS (35 s.h.)

EDUC 100	Introduction to Education (2 s.h.)
EDUC 162	Introduction to Special Education (3 s.h.)
EDUC 232	Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)
EDUC 237 ^W	Foundations of Multicultural Education (3 s.h.)
EDUC 305	Teaching Social Studies Through the MA Curriculum Frameworks (2 s.h.)
EDUC 327 ^W	Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)
EDUC 463	Practicum Seminar (3 s.h.)
EDUC 468	Elementary Practicum (14 s.h.)

V. ADMISSION TO TEACHER PREPARATION PROGRAM

Once admitted to Springfield College, the student must meet the following requirements for admission to undergraduate teacher preparation programs:

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary; biology, English, history or mathematics for secondary; movement and sports studies for physical education; art/studio art concentration or art therapy for art; and health studies.
2. Complete all prerequisites identified for the specific program.
3. Earn a minimum 2.750 cumulative grade point average for all designated licensure courses. See teacher preparation handbook for a list of these courses for each licensure program.
4. Earn a minimum 2.500 cumulative grade point average.
5. Receive a score of 70 or higher on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
6. Earn minimum grades specified for designated courses.
7. Demonstrate the personal characteristics needed to become a teacher (for example, responsible, dependable, hard working, professional, committed to the teaching profession, etc.).
8. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. (For students in physical education and health, the only recommendation required is from the Physical Education Teaching and Administration Department.)

Note: Students who have been admitted to a teacher preparation program must maintain all the admissions requirements listed above through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience.

Once all admissions requirements have been met, the student must:

1. Fill out the top portion of the application for admission into a teacher licensure program. Applications are available from advisors, departments, or the Educator Preparation Office. Bring the application to the appropriate department(s) for recommendation(s)/signature(s) and attachment of required documents.
2. Hand-deliver a completed application to the Office of Educator Preparation & Licensure (Administration Building, room 209). Applications are complete once they have all necessary signatures and have required documentation attached. This typically occurs prior to the student's junior year (or the equivalent for transfer students).

The Director of Educator Preparation & Licensure will review the completed application and notify the candidate of the admission decision. If a student wishes to appeal this decision, a written appeal must be submitted to the Educator Preparation Council.

EMERGENCY MEDICAL SERVICES MANAGEMENT

Emergency medical services (EMS) systems have grown in size and in the complexity of issues facing EMS managers. This program is designed to provide the student with the technical EMS skills and the management tools necessary to participate in the operations of EMS systems in place today and to be prepared to lead systems into the future.

Certification-level courses are offered up to and including the EMT—Paramedic level, all of which have been approved by the Massachusetts Department of Public Health, Office of Emergency Medical Services. In addition, each certification course meets or exceeds the national training standards of the United States Department of Transportation. The technical courses are complemented with offerings in emergency management, business management, and the management internship program to provide the widest range of EMS experience available in higher education today. Successful completion of the major results in both certification at the EMT—Paramedic level and the bachelor of science degree.

For more information about this major, contact Professor Judith Moore, chairperson of the Emergency Medical Services Management Department, at (413) 788-2429 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (34 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. DEPARTMENTAL CORE REQUIREMENTS (45–45.5 s.h.)

EMSM 114	CPR—Basic Cardiac Life Support Provider (.5 s.h.) and
EMSM 115	Emergency Medical Technician— Basic (4 s.h.) or
EMSM 150	EMT—Intermediate (4 s.h.)
EMSM 135	EMS Career Planning (3 s.h.)
EMSM 200	EMT—Paramedic I (4 s.h.)
EMSM 201	Pre-Hospital Trauma Life Support (1 s.h.)
EMSM 250	EMT—Paramedic II (4 s.h.)
EMSM 251	Advanced Cardiac Life Support (1 s.h.)
EMSM 300	EMT—Paramedic III (4 s.h.)
EMSM 301	Pediatric Advanced Life Support (1 s.h.)
EMSM 325	EMS System Status Management (2 s.h.)
EMSM 335	Plan and Design of Emergency Vehicles and Facilities (2 s.h.)
EMSM 340	EMS Continuing Education and Basic Refresher (2 s.h.)
EMSM 350	EMT—Paramedic Clinical Affiliation (4 s.h.)
EMSM 375	Search and Rescue Management (3 s.h.)
EMSM 386	EMT—Paramedic Field Internship (4 s.h.)
EMSM 420 ^W	EMSM Senior Project (3 s.h.)
EMSM 486 ^W	Management Internship (3 s.h.)

(130 semester hours)

Requirements are subject to change.

The following courses are not required, but strongly recommended :

EMSM 160	Intermediate Clinical Affiliation (1.5 s.h.)
EMSM 186	Intermediate Field Internship (1.5 s.h.)
EMSM 211	Basic Cardiac Life Support Instructor (2 s.h.)
EMSM 374	Fundamentals of Search and Rescue (2 s.h.)

III. RELATED CORE REQUIREMENTS (48 s.h.)

AEXS 377	Stress Management (3 s.h.)
BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 101	Chemistry Survey (3 s.h.)
CHEM 102	Chemistry Survey Laboratory (1 s.h.)
ECON 200*	Principles of Macroeconomics (3 s.h.) or
ECON 205*	Principles of Microeconomics (3 s.h.)
ECON 360	Economics of Healthcare and Healthcare Reform (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 360	Statistics for Business and Economics (3 s.h.)
PSYC 221	Abnormal Psychology (3 s.h.)
RHDS 378*	Introduction to Manual Communication/Issues in Deaf Culture (3 s.h.)
SMRT 479	Personnel Management (3 s.h.)
SOCI 101	Introduction to Sociology (3 s.h.)
SOCI 322*	Racial and Ethnic Relations (3 s.h.)
SOCI 337	Sociology of Death and Dying (3 s.h.)
SOCI 430	Medical Sociology (3 s.h.)

IV. ELECTIVES (2.5–3 s.h. of electives, to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Mathematics, Philosophy, Second Language/Culture, Visual and Performing Arts, History, and Religion.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
EMSM 114	CPR—Basic Cardiac Life Support Provider (.5 s.h.) and
EMSM 115	Emergency Medical Technician— Basic (4 s.h.) or
EMSM 150	EMT—Intermediate (4 s.h.)

EMERGENCY MEDICAL SERVICES MANAGEMENT CONTINUED

First Year - Fall or Spring Semesters

SOCI 101 Introduction to Sociology (3 s.h.)
 _____ 10–12 s.h. of General Education courses

First Year - Spring Semester

BIOL 131 Anatomy and Physiology II (3 s.h.)
 BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
 ENGL 114* College Writing II (3 s.h.)
 EMSM 135 EMS Career Planning (3 s.h.)

B. Second Year - Fall Semester

AEXS 377 Stress Management (3 s.h.)
 CHEM 101 Chemistry Survey (3 s.h.)
 CHEM 102 Chemistry Survey Laboratory (1 s.h.)
 SOCI 337 Sociology of Death and Dying (3 s.h.)

Second Year - Fall or Spring Semesters

ECON 200* Principles of Macroeconomics (fall; 3 s.h.)
 or
 ECON 205* Principles of Microeconomics (spring; 3 s.h.)
 _____ 9–12 s.h. of General Education courses (12–15 if
 EMSM 160 and 186 are not taken)

Second Year - Spring Semester

EMSM 160 Intermediate Clinical Affiliation
 (recommended; 1.5 s.h.)
 EMSM 186 Intermediate Field Internship
 (recommended; 1.5 s.h.)
 EMSM 200 EMT—Paramedic I (4 s.h.)
 EMSM 201 Pre-Hospital Trauma Life Support (1 s.h.)
 MGTE 360 Statistics for Business and Economics (3 s.h.)

Second Year - Summer Session

EMSM 250 EMT—Paramedic II (4 s.h.)
 EMSM 251 Advanced Cardiac Life Support (1 s.h.)

C. Third Year - Fall Semester

EMSM 300 EMT—Paramedic III (4 s.h.)
 EMSM 301 Pediatric Advanced Life Support (1 s.h.)
 EMSM 340 EMS Continuing Education and
 Basic Refresher (2 s.h.)
 MGTE 210 Principles of Accounting I (3 s.h.)
 SOCI 322* Racial and Ethnic Relations (3 s.h.)
 SOCI 430 Medical Sociology (3 s.h.)
 _____ Up to 2 s.h. of General Education courses

Third Year - Spring Semester

EMSM 211 Basic Cardiac Life Support Instructor (recom-
 mended; 2 s.h.)
 EMSM 325 EMS System Status Management (2 s.h.)
 EMSM 335 Plan and Design of Emergency
 Vehicles and Facilities (2 s.h.)
 EMSM 350 EMT—Paramedic Clinical Affiliation (4 s.h.)
 EMSM 374 Fundamentals of Search and
 Rescue (recommended; 2 s.h.)
 EMSM 375 Search and Rescue Management (3 s.h.)
 EMSM 386 EMT—Paramedic Field Internship (4 s.h.)
 _____ Up to 3 s.h. of General Education courses or
 electives

D. Fourth Year - Fall Semester

EMSM 486^W Management Internship (3 s.h.)

Fourth Year - Fall or Spring Semesters

PSYC 221 Abnormal Psychology (3 s.h.)
 RHDS 378* Introduction to Manual
 Communication/Issues in Deaf Culture (3 s.h.)
 SMRT 479 Personnel Management (3 s.h.)
 _____ Any uncompleted General Education courses or
 electives to total 130 s.h.

Fourth Year - Spring Semester

ECON 360 Economics of Healthcare and
 Healthcare Reform (3 s.h.)
 EMSM 420^W EMSM Senior Project (3 s.h.)

ENGLISH

(130 semester hours; 137 with elementary teacher licensure)
Requirements are subject to change.

The English major is designed to increase students' abilities in oral and written expression, to develop their proficiency in reading and analyzing literature, and to stimulate their appreciation, awareness, and understanding of the fundamental human problems and situations revealed in great literature. It also seeks to further develop their skills and techniques in the communicative arts. English majors select from one of three concentrations: American literature, British literature, or generalist. English majors may also opt to seek licensure as a teacher of English at the secondary level or licensure as an elementary teacher.

English majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications. Effective for students entering in Fall 2002, English majors must successfully complete the department's writing portfolio requirement.

For more information about the English major, contact Dr. Margaret Lloyd, chairperson of the Humanities Department, at (413) 748-3217 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (in addition to courses taken for the major, non-licensure students must complete 38 s.h.; secondary licensure students complete 32 s.h.; elementary licensure students complete 18 s.h.)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (30 s.h.)

- ENGL 113* College Writing I (3 s.h.)
ENGL 114* College Writing II (3 s.h.)
ENGL 241^W Survey of American Literature I (3 s.h.)
ENGL 242^W Survey of American Literature II (3 s.h.)
ENGL 261*^W Survey of British Literature I (3 s.h.)
ENGL 262^W Survey of British Literature II (3 s.h.)
ENGL 301 Advanced Composition (3 s.h.)
or
ENGL 305 Introduction to Writing as a Profession (3 s.h.)
ENGL 375 The Structure of American English (3 s.h.)
or
ENGL 377 The History of the English Language (3 s.h.)
ENGL 467 Shakespeare (3 s.h.)
ENGL 482 Seminar (3 s.h.)

III. REQUIRED CONCENTRATION (15 s.h.)

Students must select one of the following concentrations:

A. GENERALIST CONCENTRATION (15 s.h.)

Generalists must complete a total of 15 s.h. of ENGL or COMM electives, excluding ENGL 100, 231, 232, 233 or 234. Students seeking elementary or secondary teacher licensure should select this concentration and complete it with courses specified for licensure (see information below).

B. CONCENTRATION IN BRITISH LITERATURE (15 s.h.)

Select 15 s.h. from the following courses:

- ENGL 321 Chaucer and the Middle Ages (3 s.h.)
ENGL 332 The Victorian Period (3 s.h.)
ENGL 333 English Romantic Literature (3 s.h.)
ENGL 356 Readings in the English Novel I (3 s.h.)
ENGL 357 Readings in the English Novel II (3 s.h.)
ENGL 362 Celtic Literature (3 s.h.)
ENGL 428 Modern Drama (3 s.h.)
_____ ENGL or COMM elective (maximum of 3 s.h., excluding ENGL 100, 231, 232, 233 or 234)

C. CONCENTRATION IN AMERICAN LITERATURE (15 s.h.)

Select 15 s.h. from the following courses:

- ENGL 251* Survey of African American Literature I (3 s.h.)
ENGL 252* Survey of African American Literature II (3 s.h.)
ENGL 270 American Nature Writing (3 s.h.)
ENGL 272 Native American Literature (3 s.h.)
ENGL 275* Women and Literature (3 s.h.)
ENGL 325 Survey of American Drama (3 s.h.)
ENGL 346 American Short Story (3 s.h.)
ENGL 349 Modern American Poetry (3 s.h.)
ENGL 350 Modern American Novel (3 s.h.)
ENGL 352 American Realism and Naturalism (3 s.h.)
ENGL 353 American Romanticism (3 s.h.)
ENGL 428 Modern Drama (3 s.h.)
ENGL 459 The Contemporary Novel (3 s.h.)
_____ ENGL or COMM elective (maximum of 3 s.h., excluding ENGL 100, 231, 232, 233 or 234)

IV. ELECTIVES

Non-licensure students must complete 47 s.h. of electives to total 130 s.h. Secondary licensure students must complete 13 s.h. of electives to total 130 s.h. The elementary licensure program requires 137 s.h. to complete, so no electives are necessary.

V. OPTIONAL SECONDARY TEACHER LICENSURE PROGRAM (40 s.h.)

English majors may elect to seek licensure as a teacher of English at the secondary level (grades 5–8 and or 8–12). Advisement is provided by a member of the English faculty and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program, typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 118. Students seeking secondary licensure must complete all requirements for the major, including a concentration, plus the additional requirements listed below.

Special English Requirements for Secondary Licensure (used to fulfill the generalist concentration)

- ENGL 209 Great Books (3 s.h.)
ENGL 220 Traditional Grammar and Usage (3 s.h.)
ENGL 230 Post-Colonial Literature (3 s.h.)

ENGLISH CONTINUED

In addition, select one of the following courses:

- ENGL 251 Survey of African American Literature I (3 s.h.)
- ENGL 252 Survey of African American Literature II (3 s.h.)
- ENGL 272 Native American Literature (3 s.h.)
- ENGL 275 Women and Literature (3 s.h.)
- ENGL 362 Celtic Literature (3 s.h.)

In addition, select one of the following courses:

- ENGL 226* Creative Writing (3 s.h.)
- ENGL 301 Advanced Composition (if not used as a core requirement; 3 s.h.)
- ENGL 302 Business and Technical Writing (3 s.h.)
- ENGL 303 Business and Professional Speaking (3 s.h.)
- ENGL 305 Introduction to Writing as a Profession (if not used as a core requirement; 3 s.h.)
- ENGL 306 Advanced Creative Writing (ENGL 226 is prerequisite; 3 s.h.)

Additional Requirement for Secondary Licensure (3 s.h.)

- RELI 103* Introduction to the Old Testament (3 s.h.)
- or*
- RELI 106* Introduction to the New Testament (3 s.h.)

Secondary Teacher Professional Preparation Requirements (37 s.h.)

- EDUC 100 Introduction to Education (2 s.h.)
- EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
- EDUC 237*^W Foundations of Multicultural Education (3 s.h.)
- EDUC 318 Tutorial Pre-Practicum (3 s.h.)
- EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
- EDUC 462/3 Practicum Seminar (3 s.h.)
- EDUC 471 Learning, Teaching, and Technology (3 s.h.)
- PSYC 250*^W Childhood and Adolescent Development (3 s.h.)

In addition, select a total of 14 s.h. from:

- EDUC 464 Secondary Middle School Practicum (7–14 s.h.)
- EDUC 465 Secondary High School Practicum (7–14 s.h.)

V. OPTIONAL ELEMENTARY TEACHER LICENSURE PROGRAM (74 s.h.)

English majors may elect to seek licensure as an elementary teacher (grades 1–6). Advisement is provided by a member of the English faculty and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 70. Students seeking elementary licensure must complete all requirements for the major, including a concentration, plus the additional requirements listed below.

Special English Requirements for Elementary Licensure (used to fulfill the generalist concentration)

- ENGL 209 Great Books (3 s.h.)
- ENGL 220 Traditional Grammar and Usage (3 s.h.)
- ENGL 230 Post-Colonial Literature (3 s.h.)
- ENGL 309*^W Children's Literature (3 s.h.)
- ENGL ____ 3 s.h. of ENGL electives (excluding ENGL 100, 231, 232, 233, or 234)

Additional Arts and Sciences Requirements for Elementary Licensure (39 s.h.)

- ECON 200* Principles of Macroeconomics (3 s.h.)
- or*
- ECON 205* Principles of Microeconomics (3 s.h.)
- GEOG 200 Concepts of Geography (3 s.h.)
- or*
- GEOG 210 Cultural Geography (3 s.h.)
- HIST 105* Colonial America to the Civil War (3 s.h.)
- HIST 106 Civil War to Modern America (3 s.h.)
- HIST 103* World History (3 s.h.)
- HLTH 103* Personal Health (3 s.h.)
- MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)
- MATH 105* Survey of Mathematics (3 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
- PHSC 105*^W Physical Science and the Environment (4 s.h.)
- or*
- PHSC 110 Earth Science (4 s.h.)
- POSC 110 Introduction to American Government (3 s.h.)
- PSYC 250*^W Childhood and Adolescent Development (3 s.h.)
- SCIE 144 Best Practices for Learning and Teaching Science (4 s.h.)

Recommended, but not required:

- MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)
- PEPC 179* Skill Themes (.5 s.h.)

Elementary Teacher Professional Preparation Requirements (35 s.h.)

- EDUC 100 Introduction to Education (2 s.h.)
- EDUC 162 Introduction to Special Education (3 s.h.)
- EDUC 232 Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)
- EDUC 237*^W Foundations of Multicultural Education (3 s.h.)
- EDUC 305 Teaching Social Studies Through the MA Curriculum Frameworks (2 s.h.)
- EDUC 327*^W Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)
- EDUC 463 Practicum Seminar (3 s.h.)
- EDUC 468 Elementary Practicum (14 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

ENGLISH CONTINUED

Non-licensure students will need to insure that the following General Education categories are fulfilled: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. Secondary licensure students will need to insure that Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, Visual and Performing Arts, History, Social Science, and Philosophy are fulfilled. Elementary licensure students will need to insure that Computer Science, Physical Education, Second Language/Culture, Visual and Performing Arts, Philosophy, and Religion are fulfilled.

Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^w may fulfill a WAC requirement, depending on the year taken.

A. Sample First Year

All English majors:

- ENGL 113* College Writing I (3 s.h.)
- ENGL 114* College Writing II (3 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
- _____ General Education courses and/or electives to total at least 33 s.h. for both semesters

In addition, for students seeking secondary licensure:

- EDUC 100 Introduction to Education (2 s.h.)

In addition, for students seeking elementary licensure:

- EDUC 100 Introduction to Education (2 s.h.)
- HIST 105* Colonial America to the Civil War (3 s.h.)
- HIST 106 Civil War to Modern America (3 s.h.)
- MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)
- MATH 105* Survey of Mathematics (3 s.h.)
- PHSC 105* Physical Science and the Environment (4 s.h.)
- or
- PHSC 110 Earth Science (4 s.h.)
- SCIE 144 Science and Technology for Elementary Educators (4 s.h.)

B. Sample Second Year

All English majors:

- ENGL 241^w Survey of American Literature I (3 s.h.)
- ENGL 242^w Survey of American Literature II (3 s.h.)
- ENGL 261^w Survey of British Literature I (3 s.h.)
- ENGL 262^w Survey of British Literature II (3 s.h.)
- _____ General Education courses, concentration courses, and/or electives to total at least 33 s.h. for both semesters

In addition, for students seeking secondary licensure:

- ENGL 220 Traditional Grammar and Usage (3 s.h.)
- EDUC 237*^w Foundations of Multicultural Education (3 s.h.)
- PSYC 250^w Childhood and Adolescent Development (3 s.h.)

In addition, for students seeking elementary licensure:

- ENGL 220 Traditional Grammar and Usage (3 s.h.)
- ECON 200* Principles of Macroeconomics (3 s.h.)
- or
- ECON 205* Principles of Microeconomics (3 s.h.)
- EDUC 232 Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)
- EDUC 237*^w Foundations of Multicultural Education (3 s.h.)

- HIST 103* World History (3 s.h.)
- POSC 110 Introduction to American Government (3 s.h.)

C. Sample Third Year

All English majors:

- ENGL 301 Advanced Composition (3 s.h.)
- or
- ENGL 305 Introduction to Writing as a Profession (3 s.h.)
- ENGL 375 The Structure of American English (3 s.h.)
- or
- ENGL 377 The History of the English Language (3 s.h.)
- HLTH 103* Personal Health (3 s.h.)
- _____ General Education courses and/or electives to total at least 33 s.h. for both semesters

In addition, for students seeking secondary licensure:

- ENGL 209 Great Books (3 s.h.)
- ENGL 230 Post-Colonial Literature (3 s.h.)
- ENGL _____ Literature of diversity selective (see selectives above)
- ENGL _____ Additional writing selective (see selectives above)
- ENGL 467 Shakespeare
- ENGL 482 Seminar
- EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
- EDUC 318 Tutorial Pre-Practicum (3 s.h.)
- EDUC 364 Pre-Practicum--Teaching and Special Issues in Secondary Education (3 s.h.)

In addition, for students seeking elementary licensure:

- ENGL 209 Great Books (3 s.h.)
- ENGL 230 Post-Colonial Literature (3 s.h.)
- ENGL 309^w Children's Literature (3 s.h.)
- ENGL 467 Shakespeare
- ENGL 482 Seminar
- EDUC 162 Introduction to Special Education (3 s.h.)
- EDUC 305 Teaching Social Studies Through the MA Curriculum Frameworks (2 s.h.)
- EDUC 327^w Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)
- GEOG 200 Concepts of Geography (3 s.h.)
- or
- GEOG 210 Cultural Geography (3 s.h.)
- PSYC 250^w Childhood and Adolescent Development (3 s.h.)

D. Sample Fourth Year

All English majors:

- ENGL 467 Shakespeare (3 s.h.) (if not previously taken)
- ENGL 482 Seminar (3 s.h.) (if not previously taken)
- _____ Any uncompleted General Education courses, concentration courses, or electives to total at least 130 s.h.

In addition, for students seeking secondary licensure:

- EDUC 462/3 Practicum Seminar (3 s.h.)
- EDUC 46_ A total of 14 s.h. of practicum options

In addition, for students seeking elementary licensure:

- ENGL _____ 3 s.h. of ENGL elective (excluding ENGL 100, 231, 232, 233, or 234)
- EDUC 463 Practicum Seminar (3 s.h.)
- EDUC 468 Elementary Practicum (14 s.h.)

GENERAL STUDIES

(130 semester hours)

Requirements are subject to change.

The general studies major allows students to complete a self-designed major, using a framework based on Springfield College's humanics philosophy. While that philosophy encompasses far more than can be summed up in any set of academic courses, a five-fold division—the humanics study core—has been established to allow students to explore a breadth of coursework and experience. In addition to that humanics studies core, general studies majors also complete a minor or a self-designed concentration (18 s.h.), to provide them depth of study in one discipline. The three parts of the general studies major—the General Education Program, the humanics studies core, and the minor or concentration allow students an excellent opportunity to design an interdisciplinary major, explore their own unique interests, and/or prepare for graduate school or a variety of careers.

For more information about the general studies major, contact Professor Judy Hartling at (413) 748-3379 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (up to 47 s.h.)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24.

II. HUMANICS STUDIES CORE (approximately 45 s.h.)

In addition to the General Education courses, students are required to take three courses in each of the five areas of humanics studies as described in the General Education Program. Those five areas and the departments which generally fall within them are:

A. Humanics and the Scientific Endeavor

Biology
Chemistry
Computer and Information Sciences
Environmental Science
Mathematics
Physical Science
Physics

B. Humanics, Health, and Movement

Applied Exercise Science
Art Therapy
Athletic Training
Emergency Medical Services Management
Health Studies
Movement and Sport Studies (excluding MOSK courses)
Movement Sciences
Occupational Therapy
Physical Education (excluding PEAC, PEPC, or PEAI courses)
Physical Therapy
Physician Assistant
Recreation and Tourism
Rehabilitation and Disability Studies
Sport Management

C. Humanics and Expressive and Communicative Life

Art
Communications/Sports Journalism
Dance
Drama
English
French
German
Music
Spanish

D. Humanics, Culture, and Society

Anthropology
Criminology
Economics
Education
Geography
History
Management (Business)
Political Science
Sociology
Youth Development

E. Humanics and the Search for Meaning

Philosophy
Psychology
Religion

III. CONCENTRATION OR MINOR (minimum of 18 s.h.)

In addition to the General Education courses and the humanics studies core, students are required to complete an official minor or design a concentration comprised of 18 s.h. in one undergraduate department or program. Concentrations must be approved in advance by the coordinator of the general studies major.

IV. ELECTIVES (to complete 130 s.h.)

V. ADDITIONAL REQUIREMENTS

30 s.h. in the student's program must be comprised of upper-level coursework. To ascertain whether a course qualifies as upper-level, the student must consult with the coordinator of the general studies major. Pursuant to College requirements, the student must have a 2.000 GPA to graduate.

HEALTH SERVICES ADMINISTRATION

Health services administration is concerned with the management and operation of those facilities that comprise the health-care industry. The goal of the program is to graduate qualified managers who are seeking careers in healthcare and to prepare students for more specialized study at the graduate level. Graduates are also prepared to enter and perform effectively in the business world.

The number of Americans working in healthcare administration from the supervisory level up is expected to increase dramatically within the next decade. This includes those employed or affiliated with public and private institutions, including long-term care facilities, health maintenance organizations, hospices, medical group practices, clinics, home health agencies, consulting firms, equipment manufacturers, pharmaceutical companies, voluntary health organizations, government publishing, insurance companies, and research firms.

Springfield College, with its long-standing tradition of preparing students for careers in the human-helping occupations, provides a well-rounded curriculum in which to train people as health service administrators in both proactive and therapeutic settings.

For more information about the health services administration major, contact the chairperson of the Management and Economics Department at (413) 748-3200 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (35 s.h. in

addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS (78 s.h.)

Management and Economics Requirements (51 s.h.)

ECON 200* Principles of Macroeconomics (3 s.h.)

ECON 205* Principles of Microeconomics (3 s.h.)

ECON 301^W Managerial Economics I (3 s.h.)

ECON 302^W Managerial Economics II (3 s.h.)

ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)

MGTE 150 Introduction to Business (3 s.h.)

MGTE 210 Principles of Accounting I (3 s.h.)

MGTE 211 Principles of Accounting II (3 s.h.)

MGTE 215 Principles of Management (3 s.h.)

MGTE 305 Managerial Supervision (3 s.h.)

MGTE 311 Managerial Accounting (3 s.h.)

MGTE 315 Financial Management (3 s.h.)

MGTE 341 Field Experience (3 s.h.)

MGTE 360 Statistics for Business and Economics (3 s.h.)

MGTE 402 Business Policy and Control (3 s.h.)

MGTE 440 Quantitative Methods (3 s.h.)

MGTE 478 Business Law (3 s.h.)

(130 semester hours)

Requirements are subject to change.

Health, Sociology, and Related Requirements (27 s.h.)

CISC 105* Introduction to Computer Concepts (3 s.h.)

HLTH 103* Personal Health (3 s.h.)

HLTH 210 Consumer Health (3 s.h.)

HLTH 261 Introduction to Nutrition (3 s.h.)

HLTH 343 Community Health Education (3 s.h.)

HLTH 425 Human Disease (3 s.h.)

SOCI 101 Introduction to Sociology (3 s.h.)

SOCI 332* Social Gerontology (3 s.h.)

SOCI 430 Medical Sociology (3 s.h.)

III. ELECTIVES (17 s.h., to complete 130 s.h.)

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 17 s.h. of recommended electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category; courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)

MGTE 150 Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters

CISC 105* Introduction to Computer Concepts (3 s.h.)

HLTH 103* Personal Health (3 s.h.)

SOCI 101 Introduction to Sociology (3 s.h.)

_____ 15–18 s.h. of General Education courses

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

ECON 200* Principles of Macroeconomics (3 s.h.)

MGTE 210 Principles of Accounting I (3 s.h.)

Second Year - Fall or Spring Semesters

MGTE 215 Principles of Management (3 s.h.)

_____ 6 s.h. of recommended electives

_____ 12–15 s.h. of General Education courses

Second Year - Spring Semester

ECON 205 Principles of Microeconomics (3 s.h.)

MGTE 211 Principles of Accounting II (3 s.h.)

HEALTH SERVICES ADMINISTRATION CONTINUED

C. Third Year - Fall Semester

ECON 301^W Managerial Economics I (3 s.h.)
HLTH 210 Consumer Health (3 s.h.)
MGTE 311 Managerial Accounting (3 s.h.)
SOCI 430 Medical Sociology (3 s.h.)

Third Year - Fall or Spring Semesters

HLTH 261 Introduction to Nutrition (3 s.h.)
MGTE 360 Statistics for Business and Economics (3 s.h.)

Third Year - Spring Semester

ECON 302^W Managerial Economics II (3 s.h.)
ECON 360 Economics of Healthcare and Healthcare
Reform (3 s.h.)
HLTH 343 Community Health Education (3 s.h.)
MGTE 315 Financial Management (3 s.h.)
SOCI 332* Social Gerontology (3 s.h.)

D. Fourth Year - Fall Semester

HLTH 425 Human Disease (3 s.h.)
MGTE 440 Quantitative Methods (3 s.h.)

Fourth Year - Fall or Spring Semesters

MGTE 305 Managerial Supervision (3 s.h.)
MGTE 341 Field Experience (3 s.h.)
MGTE 478 Business Law (3 s.h.)
_____ Any uncompleted program requirements, recom-
mended electives, or General Education courses to
total 130 s.h.

Fourth Year - Spring Semester

MGTE 402 Business Policy and Control (3 s.h.)

HEALTH STUDIES MAJOR/ TEACHER PREPARATION PROGRAM

The mission of Springfield College's health studies major is to advance the quality of life in our society by providing students with the knowledge, understanding, and skills needed to plan, implement, and evaluate health programs in schools, community organizations, healthcare organizations, and worksites. The program promotes the growth and development of students in health classes by fostering decision making, critical thinking, and communication skills that lead to personal and social responsibilities.

Positions are available in the professional field for health educators in government and social agencies, public and private schools, and clinical settings such as hospitals and medical facilities (some of these positions may require preparation beyond the bachelor's degree). Specialists in this field also serve in public health departments; in social service agencies such as the American Heart Association, American Cancer Society, and the American Lung Association; and in the allied areas of research, medicine, patient education, schools, and health maintenance organizations. With increasing attention and concern focused on the state of health and health practices in all segments of American society, the future employment opportunities for qualified health educators are increasing and expanding.

The College offers an excellent curriculum for students interested in health studies. Students interested in seeking licensure as a teacher of health/family and consumer sciences select the health studies major and complete the teacher preparation program.

For more information about the health studies major, contact the Physical Education Teaching and Administration Department at (413) 748-3029 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (30 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. HEALTH REQUIREMENTS (23 s.h.)

- HLTH 103* Personal Health (3 s.h.)
- HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
- HLTH 210 Consumer Health Education (3 s.h.)
- HLTH 255 Human Sexuality (3 s.h.)
- HLTH 260 Drugs and Society (3 s.h.)
- HLTH 261 Introduction to Nutrition (3 s.h.)
- HLTH 343 Community Health (3 s.h.)
- HLTH 425 Human Disease (3 s.h.)

(132 semester hours)

Requirements are subject to change.

III. RELATED REQUIREMENTS (33 s.h.)

- BIOL 130* Anatomy and Physiology I (3 s.h.)
- BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
- BIOL 131 Anatomy and Physiology II (3 s.h.)
- BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
- CHEM 101 Chemistry Survey (3 s.h.)
- CHEM 102 Chemistry Survey Laboratory (1 s.h.)
- MOST 105 Lifespan Motor Development (3 s.h.)
- MOSK 101* Outdoor Pursuits (1 s.h.)
- MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)
- MOSK 230* Approaches to Dance Education (1 s.h.)
- MOST 105 Lifespan and Motor Development (3 s.h.)
- or
- PSYC 250^W Childhood and Adolescent Development (3 s.h.)
- PEPC 100* Fitness for Life (1 s.h.)
- PSYC 422 Interviewing and Counseling (3 s.h.)
- SOCI 101* Introduction to Sociology (3 s.h.)
- SOCI 220 Families in Society (3 s.h.)

In addition, select 2 s.h. from the following skills courses:

- PEAC 120 Relaxation (.5 s.h.)
- PEAC 127 Ballet (.5 s.h.)
- PEAC 130 Ballroom Dance (.5 s.h.)
- PEAC 140 Line Dance (.5 s.h.)
- PEAC 142 Tae Kwon Do I (.5 s.h.)
- PEAC 170 Golf (.5 s.h.)
- PEAC 179 Self Defense I (.5 s.h.)
- PEAC 204 Lifeguard Training (1 s.h.)
- PEAC 206 Water Safety Instructor (1 s.h.)
- PEPC 150 Field Hockey (.5 s.h.)
- PEPC 179 Skill Themes (.5 s.h.)
- PEPC 204 Swimming (.5 s.h.)
- PEPC 244 Basketball (.5 s.h.)
- PEPC 253 Coeducational Games in Physical Education (.5 s.h.)
- PEPC 254 New and Field Games (.5 s.h.)
- PEPC 255 Soccer (.5 s.h.)
- PEPC 256 Softball (.5 s.h.)
- PEPC 258 Volleyball (.5 s.h.)
- PEPC 263 Track and Field I (.5 s.h.)
- PEPC 264 Track and Field II (.5 s.h.)
- PEPC 265 Archery/Badminton (.5 s.h.)
- PEPC 279 Wrestling (.5 s.h.)
- PEPC 280 Outdoor Adventure (.5 s.h.)
- PEPC 281 Tennis (.5 s.h.)

IV. HEALTH EDUCATION AND TEACHER LICENSURE REQUIREMENTS

Health studies majors should begin their program requirements upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirement, they must apply for official admission to the teacher preparation program and be accepted. More information about requirements for admittance to the teacher preparation program can be found in Section VI below.

HEALTH STUDIES MAJOR/ TEACHER PREPARATION PROGRAM CONTINUED

Health Education Professional Preparation

Requirements (38 s.h.)

- EDUC 234 Curriculum Methods and Organization for Secondary Teachers (3 s.h.)
- EDUC 237*^W Foundations of Multicultural Education (3 s.h.)
- EDUC 455 Curriculum Development in Early Childhood Education and Care (3 s.h.)
- EDUC 463 Practicum Seminar (3 s.h.)
- HLTH 304 Methods and Materials in Health/Family and Consumer Sciences (3 s.h.)
- HLTH 386 Pre-Practicum in Health/Family and Consumer Science PreK-8 (2 s.h.)
- HLTH 387 Pre-Practicum in Health/Family and Consumer Science 5-12 (1 s.h.)
- HLTH 417 Organization, Administration, and Assessment for the School Health Program (3 s.h.)
- HLTH 484 Practicum in Health/Family and Consumer Sciences—Grades PreK–8 (7 s.h.)
- HLTH 485 Practicum in Health/Family and Consumer Sciences—Grades 5–12 (7 s.h.)
- HLTH 488 Special Topics for the Classroom Professional—Grades PreK–12 (3 s.h.)

V. ELECTIVES (6 s.h.)

VI. ADMISSION TO THE TEACHER PREPARATION PROGRAM

Once admitted to Springfield College, the student must meet the following requirements for admission to undergraduate teacher preparation programs:

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary; biology, English, history or mathematics for secondary; movement and sports studies for physical education; art/studio art concentration or art therapy for art; and health studies.
2. Complete all prerequisites identified for the specific program.
[For application to the health/family and consumer sciences licensure program, the prerequisite is PEPC 100.]
3. Earn a minimum 2.750 cumulative grade point average for all designated licensure courses. See teacher preparation handbook for a list of these courses for each licensure program.
[For application to the health/family and consumer sciences licensure program, the designated licensure courses include SOCI 101, SOCI 220, and all courses taken with the following prefixes: EDUC, HLTH, MOSK, MOST, PEAC, and PEPC.]
4. Earn a minimum 2.500 cumulative grade point average.

5. Receive a score of 70 or higher on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
6. Earn minimum grades specified for designated courses.
7. Demonstrate the personal characteristics needed to become a teacher (for example, responsible, dependable, hard working, professional, committed to the teaching profession, etc.).
[For application to the health/family and consumer sciences licensure program, this standard is demonstrated by:
 - a. having no more than one negative evaluation on file or having met the prescription requirements of the PETA department's Appraisal and Retention Committee.
 - b. meeting the technical standards for the department (available from the PETA department office).]
8. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. (For students in physical Education and health, the only recommendation required is from the Physical Education Teaching and Administration Department.)

Note: Students who have been admitted to a teacher preparation program must maintain all the admissions requirements listed above through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience.

Once all admissions requirements have been met, the student must:

1. Fill out the top portion of the application for admission into a teacher licensure program. Applications are available from advisors, departments, or the Educator Preparation Office. Bring the application to the appropriate department(s) for recommendation(s)/signature(s) and attachment of required documents.
2. Hand-deliver a completed application to the Office of Educator Preparation & Licensure (Administration Building, room 209). Applications are complete once they have all necessary signatures and have required documentation attached. This typically occurs prior to the student's junior year (or the equivalent for transfer students).

The Director of Educator Preparation & Licensure will review the completed application and notify the candidate of the admission decision. If a student wishes to appeal this decision, a written appeal must be submitted to the Educator Preparation Council.

HEALTH STUDIES MAJOR/ TEACHER PREPARATION PROGRAM CONTINUED

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Mathematics, Computer Science, Physical Education skills courses, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 6 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

CHEM 101	Chemistry Survey (3 s.h.)
CHEM 102	Chemistry Survey Laboratory (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
HLTH 103*	Personal Health (3 s.h.)

First Year - Fall or Spring Semesters

HLTH 106	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
PEPC 100*	Fitness for Life (1 s.h.)
PSYC 104	Educational Psychology (3 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)
_____	General Education courses to total 33 s.h.

First Year - Spring Semester

ENGL 114*	College Writing II (3 s.h.)
MOST 105	Lifespan Motor Development (3 s.h.)
or	
PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)
MOSK 101	Outdoor Pursuits (1 s.h.)
MOSK 140	Movement Concepts and Fundamental Motor Patterns (1 s.h.)

B. Second Year - Fall Semester

BIOL 130	Anatomy and Physiology I (3 s.h.)
BIOL 132	Anatomy and Physiology Laboratory I (1 s.h.)

Second Year - Fall or Spring Semesters

HLTH 255	Human Sexuality (3 s.h.)
HLTH 260	Drugs and Society (3 s.h.)
HLTH 261	Introduction to Nutrition (3 s.h.)
SOCI 220	Families in Society (3 s.h.)
_____	10–13 s.h. of General Education courses

Second Year - Spring Semester

BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)

C. Third Year - Fall Semester

EDUC 234	Curriculum Methods and Organization for Secondary Teachers (3 s.h.)
HLTH 210	Consumer Health (3 s.h.)
HLTH 387	Pre-Practicum in Health/Family and Consumer Science 5–12 (1 s.h.)
HLTH 417	Organization, Administration, and Assessment for the School Health Program (3 s.h.)
MOSK 230	Approaches to Dance Education (1 s.h.)

Third Year - Fall or Spring Semesters

EDUC 237* ^W	Foundations of Multicultural Education (3 s.h.)
HLTH 425	Human Disease (3 s.h.)
HLTH 488	Special Topics for Classroom Professionals (3 s.h.)
PSYC 422	Interviewing and Counseling (3 s.h.)
_____	General Education courses to total 37 s.h.

Third Year - Spring Semester

EDUC 455	Curriculum Development in Early Childhood Education and Care (3 s.h.)
HLTH 304	Methods and Materials in Health/Family and Consumer Sciences (3 s.h.)
HLTH 343	Community Health Education (3 s.h.)

D. Fourth Year - Fall Semester

HLTH 386	Pre-Practicum in Health/Family and Consumer Science PreK–8 (2 s.h.)
_____	Any uncompleted program requirements, General Education courses, or electives to total 132 s.h.

Fourth Year - Spring Semester

EDUC 462	Practicum Seminar (3 s.h.)
HLTH 484	Practicum in Health/Family and Consumer Sciences—Grades PreK–9 (7 s.h.)
HLTH 485	Practicum in Health/Family and Consumer Sciences—Grades 5–12 (7 s.h.)

HISTORY

(130 semester hours; 132 semester hours
with secondary licensure)

Requirements are subject to change.

The study of history at Springfield College is designed to provide students with a basic body of historical and related knowledge which will enable them to better understand the world they inhabit, the problems of their society, and their own lives. The College believes that this core of historical understanding enables students to function as educated and informed citizens in a democratic society. A knowledge of history and its methodology helps students understand the origins and background of contemporary problems, allowing them to deal more effectively with those problems. Furthermore, a knowledge of the ethnic and cultural diversity that has created the present will help students to communicate and cooperate in a multicultural society.

Another major goal of the history program is to assist students in developing analytical, problem-solving, research, and writing skills. The major emphasizes content and information, but is also designed to foster the skills and attitudes that will increase the ability of graduates to find employment, regardless of their occupational goals. Careers in government service, law, business, and teaching readily follow the training of those who major in this discipline.

Students complete core requirements in history and related social sciences, and they have the option to pursue a concentration, deepening their focus in a particular area or corollary of history. History majors may also opt to seek licensure as a teacher of history at the secondary level.

For more information about the history major, contact Dr. Dietrich Schlobohm of the Social Science Department at (413) 748-3201 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see that section. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS (57 s.h.)

History Core (36 s.h.)

- HIST 101* Survey of the History of Western Civilization (3 s.h.)
- HIST 102* The Making of the Modern World (3 s.h.)
- HIST 105* Colonial America to the Civil War (3 s.h.)
- HIST 106* The Civil War to Modern America (3 s.h.)
- HIST 482^W* History Seminar (3 s.h.)
- HIST ____ 6 s.h. of American history electives
- HIST ____ 6 s.h. of non-American history electives
- HIST ____ 9 s.h. of any history electives (excluding HIST 441)

Social Science Core (9 s.h.)

- POSC 110 Introduction to American Government (3 s.h.)
- POSC 130 Introduction to International Relations (3 s.h.)
- SOCI 101* Introduction to Sociology (3 s.h.)

Social Science Selectives (12 s.h.)

In consultation with the academic advisor, select at least one course from each of the disciplines below, to total 12 s.h. These are in addition to courses taken to fulfill core requirements and the General Education requirements..

- Economics
- Political Science (excluding POSC 386)
- Anthropology or Sociology (excluding SOCI 486)
- Geography

A maximum of 18 s.h. of major requirements listed above may be completed through credit-by-examination programs.

III. OPTIONAL CONCENTRATIONS (up to 21 s.h.; a portion may be completed as part of required history or social science selectives)

In consultation with their advisors, students may choose one or more of the following concentrations, which will be duly noted on the transcripts.

A. EUROPEAN STUDIES

This interdisciplinary concentration emphasizes Western Europe and covers fields from history to political science. Advanced study of one of the major European languages is strongly encouraged. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

- ENGL 467* Shakespeare
- GERM 103* German Culture and Language
- HIST 326 Medieval History

B. AMERICAN STUDIES

This interdisciplinary concentration covers all aspects American life from art to sociology. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

- ARTS 219* American Art 1700–1900
- HIST 360 Early American Thought and Culture
- RELI 104* Religion in America

C. WORLD CULTURE AND CIVILIZATION

This interdisciplinary concentration emphasizes areas beyond Western Europe and North America and covers fields from art history to political science. The advanced study of a foreign language is strongly encouraged. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

- ANTH 250* Cultural Anthropology
- HIST 335 Modern China
- SPAN 104* Latin American Culture and Language

HISTORY CONTINUED

D. HISTORY AND PUBLIC SERVICE

This interdisciplinary concentration focuses on European, American, and Latin American culture, including recreation, business, and human services and administration. Advanced study of a foreign language is strongly advised. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

HIST 365 Environmental History of America
MGTE 150^W Introduction to Business
SMRT 103 Introduction to Recreation and Leisure Services

IV. ELECTIVES (up to 32 s.h., to complete 130 s.h.)

Requirements for the teacher licensure program total 132 s.h., so no electives need be taken.

V. PROGRAM REQUIREMENTS

All history majors must have a 2.500 combined GPA in the history and social science core requirements to graduate as a history major.

VI. OPTIONAL SECONDARY TEACHER LICENSURE PROGRAM (37 s.h.)

History majors may elect to seek licensure as a teacher of history at the secondary level (grades 5–8 and or 8–12). Advisement is provided by a member of the Social Sciences Department and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 118. History majors seeking licensure must complete all requirements for the major plus the additional requirements listed below.

Social Science Requirements for Licensure

Include the following course as part of the 36 s.h. required history core:

HIST 210* African American History (3 s.h.; if necessary, ENGL 251* or ENGL 252* may be substituted with advance permission)

Take the following courses to satisfy the required 12 s.h. of social science selectives:

ECON 200 Principles of Macroeconomics (3 s.h.)

or

ECON 205 Principles of Microeconomics (3 s.h.)

GEOG 200 Concepts of Geography (3 s.h.)

or

GEOG 210 Cultural Geography (3 s.h.)

POSC 110 Introduction to American Government

POSC 130 International Relations

Additional requirements for History/Secondary Education students can be satisfied from the following areas: economics, geography, political science, sociology.

Secondary Teacher Professional Preparation Requirements (37 s.h.)

EDUC 100 Introduction to Education (2 s.h.)
EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 237^W Foundations of Multicultural Education (3 s.h.)
EDUC 318 Tutorial Pre-Practicum (3 s.h.)
EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 463 Practicum Seminar (3 s.h.)
EDUC 471 Learning, Teaching, and Technology (3 s.h.)
PSYC 250^W Childhood and Adolescent Development (3 s.h.)

Select a total of 14 s.h. from:

EDUC 464 Middle School Practicum (7–14 s.h.)

EDUC 465 High School Practicum (7–14 s.h.)

VI. PROGRAM REQUIREMENTS

All history majors must have a 2.500 combined GPA in the history and social science core requirements to graduate as a history major.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample for a history major who is not seeking teacher certification. Courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, Religion, and the second Writing-Across-the-Curriculum course (fulfilled by EDUC 237 for students seeking secondary education certification). Non-teacher preparation students will need up to 32 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

All history majors:

ENGL 113* College Writing I (3 s.h.)

ENGL 114* College Writing II (3 s.h.)

HIST 101* Survey of the History of Western Civilization (3 s.h.)

HIST 102* The Making of the Modern World (3 s.h.)

HIST 105* Colonial America to the Civil War (3 s.h.)

HIST 106* The Civil War to Modern America (3 s.h.)

PEAC 100* Fit for Life (1 s.h.)

SOCI 101* Introduction to Sociology (3 s.h.)

— General Education courses to complete 33–36 s.h. for the year

HISTORY CONTINUED

In addition, for secondary education licensure students:

EDUC 100 Introduction to Education (2 s.h.)

B. Sample Second Year

All history majors:

GEOG 200* Concepts of Geography (3 s.h.)

or

GEOG 210* Cultural Geography (3 s.h.)

HIST ____ American history elective (3 s.h.; secondary licensure students should select HIST 210)

HIST ____ Non-American history elective (3 s.h.)

POSC 110* Introduction to American Government (3 s.h.)

POSC 130 Introduction to International Relations (3 s.h.)

____ General Education courses to complete 33–36 s.h. for the year

In addition, for secondary education licensure students:

PSYC 250^W Childhood and Adolescent Development (3 s.h.)

EDUC 237^W Foundations of Multicultural Education (3 s.h.)

C. Sample Third Year

All history majors:

ECON ____ Economics elective (3 s.h.; secondary licensure students must select ECON 200 or 205)

HIST ____ American history elective (3 s.h.)

HIST ____ Non-American history elective (3 s.h.)

HIST ____ History elective (excluding HIST 441; 3 s.h.)

POSC ____ Political science elective (3 s.h.)

____ Anthropology or sociology elective (3 s.h.; secondary licensure students must take ANTH 250 or SOCI 210)

____ General Education courses, optional concentration courses, and electives (for non-licensure students) to complete 33–36 s.h. for the year

In addition, for secondary education licensure students:

EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)

EDUC 318 Tutorial Pre-Practicum (3 s.h.)

EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)

EDUC 471 Learning, Teaching, and Technology (3 s.h.)

D. Sample Fourth Year

All history majors:

HIST 482^{W*} History Seminar (3 s.h.)

HIST ____ 6 s.h. of any history electives (excluding HIST 441)

____ Any uncompleted major requirements or optional concentration courses

____ Any uncompleted General Education courses

____ For non-licensure students, any uncompleted electives, to total 130 s.h.

In addition, for secondary education licensure students:

EDUC 463 Practicum Seminar (3 s.h.)

A total of 14 s.h. from:

EDUC 464 Middle School Practicum (7–14 s.h.)

EDUC 465 High School Practicum (7–14 s.h.)

MATHEMATICS

(130 semester hours)

Requirements are subject to change.

The mathematics major at Springfield College offers students a broad and solid background in the field, preparing them to immediately pursue a professional career in government, business, and various industries that require mathematical discipline. Students also have the option to proceed to graduate school for further study in mathematics, statistics, or applied mathematics.

Offerings in mathematical analysis, linear algebra, discrete mathematics, and probability theory are supplemented by courses in abstract algebra, geometry, and mathematics seminar. Mathematics majors have the opportunity to complete a minor, including computer science, computer programming, business management, and economics. All students are assigned an academic advisor who assists them in the development of their course of study.

Students may also opt to seek licensure as a teacher of mathematics at the 5–8 and/or 8–12 grade levels by completing the secondary education licensure core in addition to requirements for the major. (Students who are interested in teaching at the elementary level should consider the mathematics and computer technology major.)

For more information about the mathematics major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department, at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41–47 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. PROGRAM REQUIREMENTS (42 s.h.)

CISC 105*	Introduction to Computer Concepts (3 s.h.)
CISC 165	Programming in BASIC (3 s.h.)
or	
CISC 175	Introduction to Computer Science with C++ and Java (3 s.h.)
MATH 140 ¹	Calculus I (3 s.h.)
MATH 142	Calculus II (3 s.h.)
MATH 205	Geometry (3 s.h.)
MATH 215*	Probability and Statistics (3 s.h.)
MATH 220	Calculus III (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
MATH 305	Elementary Differential Equations (3 s.h.)
MATH 310	Linear Algebra (3 s.h.)
MATH 335	Discrete Mathematics II (3 s.h.)
MATH 382	Mathematics Seminar (3 s.h.)
MATH 405	Mathematical Analysis (3 s.h.)
MATH 415	Abstract Algebra (3 s.h.)

¹ Students who have a deficiency in their mathematics preparation may be required to take MATH 115, *College Algebra*, and/or MATH 125, *Precalculus Mathematics*, before taking MATH 140, *Calculus I*.

III. ELECTIVES (41 – 47 s.h., to complete 130 s.h.; or 7 s.h. if seeking secondary licensure)

Mathematics majors who are not pursuing secondary licensure are encouraged to complete a minor in computer programming or computer science as part of their electives.

IV. ADVANCED STANDING AND PROGRAM STANDARDS

In order to continue in the mathematics major, students must qualify for advanced standing during the spring semester of their sophomore year, prior to registration for junior-level classes. (Students seeking secondary teacher licensure must also meet certain standards to be accepted into the teacher preparation program. More information about those requirements can be found on page 118). In order to qualify for advanced standing as a mathematics major, students must:

1. Achieve at least a 2.500 cumulative GPA.
2. Achieve at least a 2.500 GPA in their program requirements.
3. Complete all program requirements with a grade of C- or better. Courses in which unsatisfactory grades were received must be repeated.
4. Be making satisfactory progress toward the completion of their program of study, as determined by the academic advisor and the department.
5. Have completed or be in the process of completing any program requirements in which an incomplete was received. (Incomplete grades in program requirements must be completed by the end of the semester following the receipt of the incomplete, unless an extended deadline has been negotiated.)

Students who do not meet these minimum standards are placed on departmental probationary status for a period of not more than one year. A student will be removed from departmental probationary status if and only if the minimum standards for advanced standing have been met. A student who is unable to meet the minimum standards during the probationary period will be subject to being dropped from the major. Once achieved, advanced standing must be maintained in order to continue in the major and complete the program.

V. OPTIONAL SECONDARY TEACHER LICENSURE PROGRAM (37 s.h.)

Mathematics majors may elect to seek licensure as a teacher of mathematics at the secondary level (grades 5–8 and or 8–12). Advisement is provided by a member of the Mathematics/Physics/Computer Science Department and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 118. Mathematics majors seeking licensure must complete all requirements for the major plus the additional requirements listed below.

MATHEMATICS CONTINUED

Secondary Teacher Professional Preparation Requirements (37 s.h.)

EDUC 100	Introduction to Education (2 s.h.)
EDUC 234	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 237 ^{*w}	Foundations of Multicultural Education (3 s.h.)
EDUC 318	Tutorial Pre-Practicum (3 s.h.)
EDUC 364	Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 463	Practicum Seminar (3 s.h.)
EDUC 471	Learning, Teaching, and Technology (3 s.h.)
PSYC 250 ^w	Childhood and Adolescent Development (3 s.h.)

Select a total of 14 s.h. from:

EDUC 464	Middle School Practicum (7–14 s.h.)
EDUC 465	High School Practicum (7–14 s.h.)

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the general mathematics major will need to fulfill the following General Education categories: Natural Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, Religion, and Writing-Across-the-Curriculum (WAC). Up to 38 s.h. of electives will be required to complete 130 s.h. Students must insure that both WAC requirements are fulfilled.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a w may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

All mathematics majors:

CISC 105*	Introduction to Computer Concepts (3 s.h.)
ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
MATH 140	Calculus I (3 s.h.)
MATH 142	Calculus II (3 s.h.)
PEAC 100*	Fitness for Life (1 s.h.)
—	General Education courses to complete 33–36 s.h. for the year

In addition, for secondary education licensure students:

EDUC 100	Introduction to Education (2 s.h.)
----------	------------------------------------

B. Sample Second Year

All mathematics majors:

CISC 165	Programming in BASIC (3 s.h.)
or	
CISC 175	Introduction to Computer Science with C++ and Java (3 s.h.)
MATH 215*	Probability and Statistics (3 s.h.)
MATH 220	Calculus III (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
MATH 305	Elementary Differential Equations (3 s.h.)
—	General Education courses and electives (as applicable) to complete 33–36 s.h. for the year

In addition, for secondary education licensure students:

EDUC 237 ^{*w}	Foundations of Multicultural Education (3 s.h.)
PSYC 250 ^w	Childhood and Adolescent Development (3 s.h.)

C. Sample Third Year

All mathematics majors, as offered (may need to be delayed to the fourth year):

MATH 205	Geometry (3 s.h.)
MATH 310	Linear Algebra (3 s.h.)
MATH 335	Discrete Mathematics II (3 s.h.)
MATH 382	Mathematics Seminar (3 s.h.)
MATH 405	Mathematical Analysis (3 s.h.)
MATH 415	Abstract Algebra (3 s.h.)
—	General Education courses and electives (as applicable) to complete 33–36 s.h. for the year

In addition, for secondary education licensure students:

EDUC 234	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 318	Tutorial Pre-Practicum (3 s.h.)
EDUC 364	Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 471	Learning, Teaching, and Technology (3 s.h.)

D. Sample Fourth Year

All mathematics majors:

—	Any uncompleted major requirements
—	Any uncompleted General Education courses
—	Any uncompleted electives, to total 130 s.h.

In addition, for secondary education licensure students:

EDUC 463	Practicum Seminar (3 s.h.)
A total of 14 s.h. from:	
EDUC 464	Middle School Practicum (7–14 s.h.)
EDUC 465	High School Practicum (7–14 s.h.)

MATHEMATICS AND COMPUTER TECHNOLOGY

Springfield College's mathematics and computer technology major provides students with a basic program of study in mathematics, computer science, and computer graphics that will prepare students for entry-level positions that require skills in those areas. Mathematics and computer technology majors may also opt to seek licensure as an elementary teacher (grades 1–6).

Students enrolled in the major are required to complete a core curriculum consisting of computer science, computer graphics, and mathematics courses plus one of three concentrations: computer science, mathematics, or mathematics and computer technology learning applications (for students completing the elementary teacher licensure program). Students not seeking licensure are encouraged to pursue a cooperative education assignment in a local business or industry in order to gain “real-world” experience.

For more information about the mathematics and computer technology major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department, at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (in addition to courses taken for the major, non-licensure students must complete 38 s.h.; elementary licensure students complete 12 s.h.)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. PROGRAM REQUIREMENTS (36 s.h.)

- CISC 103* Studio in Computer Graphics (3 s.h.; cross-listed as ARTS 103)
- CISC 105* Introduction to Computer Concepts (3 s.h.)
- CISC 115 Microcomputer Applications (3 s.h.)
- CISC 202 Computer Animation (3 s.h.; cross-listed as ARTS 202)
- CISC 335 Literacy, Hypermedia, and Modern Communications (3 s.h.)
- CISC 482 Computer Systems Seminar (3 s.h.)
- MATH 140*¹ Calculus I (3 s.h.)
- MATH 142 Calculus II (3 s.h.)
- MATH 205 Geometry (3 s.h.)
- MATH 215 Probability and Statistics (3 s.h.)
- MATH 235 Discrete Mathematics I (3 s.h.)
- MATH 382 Mathematics Seminar (3 s.h.)

¹ Students who have a deficiency in their mathematics preparation may be required to take MATH 115, College Algebra and/or MATH 125, Precalculus before taking MATH 140, Calculus I.

(130 semester hours; 137 with elementary teacher licensure)
Requirements are subject to change.

III. REQUIRED CONCENTRATION (18–19 s.h.)

Select one of the following concentrations:

A. COMPUTER SCIENCE CONCENTRATION (18 s.h.)

- CISC 175 Introduction to Computer Science with C++ and Java (3 s.h.)
- CISC 235 Computer Logic Design (3 s.h.)
- CISC 255 Data Communications and Distributed Processing (3 s.h.)

In addition, select three of the following:

- CISC 275 Data Structures Using C++ (3 s.h.)
- CISC 280 Object-Oriented Programming with Java (3 s.h.)
- CISC 315 Database Development and Management (3 s.h.)
- CISC 375 Computer Architecture (3 s.h.)
- CISC 410 Fundamentals of Operating Systems (3 s.h.)

B. MATHEMATICS CONCENTRATION (18 s.h.)

- MATH 220 Calculus III (3 s.h.)
- MATH 305 Elementary Differential Equations (3 s.h.)
- MATH 310 Linear Algebra (3 s.h.)

In addition, select three of the following:

- MATH 222 Calculus IV (3 s.h.)
- MATH 335 Discrete Mathematics II (3 s.h.)
- MATH 405 Mathematical Analysis (3 s.h.)
- MATH 415 Abstract Algebra (3 s.h.)

C. MATHEMATICS AND COMPUTER TECHNOLOGY LEARNING APPLICATIONS (19 s.h.)

Students must be accepted into the teacher preparation major to complete this concentration.

- MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)
- EDUC 232 Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)
- EDUC 468 Elementary Practicum (14 s.h.)

IV. ELECTIVES

Students who are not seeking elementary teacher licensure must complete 38 s.h. of electives to total 130 s.h. They are encouraged to pursue a cooperative education assignment in a local business or industry in order to gain “real-world” experience. With the elementary licensure program, students must complete 137 s.h., so no electives are necessary.

V. ADVANCED STANDING AND PROGRAM STANDARDS

In order to continue in the mathematics and computer technology major, students must qualify for advanced standing during the spring semester of their sophomore year, prior to registration for junior-level classes. (Students seeking elementary licensure must also meet certain requirements to be accepted into the teacher preparation program. In some cases, those requirements are higher than the standards listed below. More information about those requirements can be found on page 70.) In order to qualify for advanced standing, all mathematics and computer technology majors must:

1. Achieve at least a 2.500 cumulative GPA.
2. Achieve at least a 2.500 GPA in their program requirements.
3. Complete all program requirements with a grade of C- or better. Courses in which unsatisfactory grades were received must be repeated.

MATHEMATICS AND COMPUTER TECHNOLOGY CONTINUED

4. Be making satisfactory progress toward the completion of their program of study, as determined by the academic advisor and the department.
5. Have completed or be in the process of completing any program requirements in which an incomplete was received. (Incomplete grades in program requirements must be completed by the end of the semester following the receipt of the incomplete, unless an extended deadline has been negotiated.)

Students who do not meet these minimum standards are placed on departmental probationary status for a period of not more than one year. A student will be removed from departmental probationary status if and only if the minimum standards for advanced standing have been met. A student who is unable to meet the minimum standards during the probationary period will be subject to being dropped from the major. Once achieved, advanced standing must be maintained in order to continue in the major and complete the program.

VI. OPTIONAL ELEMENTARY TEACHER LICENSURE PROGRAM (70 s.h.)

Mathematics and computer technology majors may elect to seek licensure as an elementary teacher (grades 1–6). Advisement is provided by a member of the Mathematics/Physics/Computer Science faculty and a member of the Education Department. Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 70. Students seeking licensure must complete all requirements for the major, including the learning applications concentration, plus the additional requirements listed below.

Additional Arts and Sciences Requirements (51 s.h.)

ECON 200* Principles of Macroeconomics (3 s.h.)

or

ECON 205* Principles of Microeconomics (3 s.h.)

ENGL 113* College Writing I (3 s.h.)

ENGL 114* College Writing II (3 s.h.)

ENGL 209* Great Books (3 s.h.)

ENGL 220 Traditional Grammar and Usage (3 s.h.)

ENGL 241^W American Literature I (3 s.h.)

or

ENGL 242^W American Literature II (3 s.h.)

ENGL 309^W Children's Literature (3 s.h.)

GEOG 200 Concepts of Geography (3 s.h.)

or

GEOG 210 Cultural Geography (3 s.h.)

HIST 103* World History (3 s.h.)

HIST 105* Colonial America to the Civil War (3 s.h.)

HIST 106 Civil War to Modern America (3 s.h.)

HLTH 103* Personal Health (3 s.h.)

PEAC 100* Fit for Life (1 s.h.)

PHSC 105* Physical Science and the Environment (4 s.h.)

POSC 110 American Government (3 s.h.)

PSYC 250^W Childhood and Adolescent Development (3 s.h.)

SCIE 144 Best Practices for Learning and Teaching Science (4 s.h.)

Recommended, but not required:

MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)

PEPC 179* Skill Themes (.5 s.h.)

Elementary Teacher Professional Preparation Requirements (19 s.h.)

EDUC 100 Introduction to Education (2 s.h.)

EDUC 162 Introduction to Special Education (3 s.h.)

EDUC 237^W Foundations of Multicultural Education (3 s.h.)

EDUC 305 Teaching Social Studies Through the MA Curriculum Frameworks (2 s.h.)

EDUC 327^W Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)

EDUC 463 Practicum Seminar (3 s.h.)

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Non-licensure students must average a minimum of 16.25 s.h. a semester to complete this program in four years; licensure students must average 17.25 s.h.

Non-licensure students will need to insure that the following General Education categories are fulfilled: Natural Science, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, and Religion. Licensure students will need to insure that Physical Education, Second Language/Culture, Philosophy, and Religion are fulfilled.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

All mathematics and computer technology majors:

CISC 103* Studio in Computer Graphics (3 s.h.; cross-listed as ARTS 103)

CISC 105* Introduction to Computer Concepts (3 s.h.)

CISC 115 Microcomputer Applications (3 s.h.)

ENGL 113* College Writing I (3 s.h.)

ENGL 114* College Writing II (3 s.h.)

— Non-licensure students should take General Education courses and/or electives to total at least 33 s.h. for both semesters; licensure students should total at least 35 s.h.

Students who have a deficiency in their mathematics preparation may be required to take MATH 115, College Algebra, and/or MATH 125, Precalculus, before taking MATH 140, Calculus I.

In addition, for students seeking elementary licensure:

EDUC 100 Introduction to Education (2 s.h.)

EDUC 232 Teaching Elementary Mathematics Through the MA Curriculum Frameworks (2 s.h.)

HIST 106 Civil War to Modern America (3 s.h.)

MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)

MATHEMATICS AND COMPUTER TECHNOLOGY CONTINUED

PHSC 105*	Physical Science and the Environment (4 s.h.)
or	
PHSC 110	Earth Science (4 s.h.)
POSC 110	American Government (3 s.h.)
SCIE 144	Best Practices for Learning and Teaching Science (4 s.h.)

B. Sample Second Year

All mathematics and computer technology majors:

MATH 140*	Calculus I (3 s.h.)
MATH 142	Calculus II (3 s.h.)
MATH 205	Geometry (3 s.h.)
_____	Non-licensure students should take General Education courses, concentration courses, and/or electives to total at least 33 s.h. for both semesters; licensure students should total at least 35 s.h.

In addition, for students seeking elementary licensure:

ECON 200*	Principles of Macroeconomics (3 s.h.)
or	
ECON 205*	Principles of Microeconomics (3 s.h.)
EDUC 237 ^W	Foundations of Multicultural Education (3 s.h.)
ENGL 220	Traditional Grammar and Usage (3 s.h.)
ENGL 241 ^W	American Literature I (3 s.h.)
or	
ENGL 242 ^W	American Literature II (3 s.h.)
ENGL 309 ^W	Children's Literature (3 s.h.)
GEOG 200	Concepts of Geography (3 s.h.)
or	
GEOG 210	Cultural Geography (3 s.h.)
HIST 103*	World History (3 s.h.)
HIST 105*	Colonial America to the Civil War (3 s.h.)
PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)

C. Sample Third Year

All mathematics and computer technology majors:

CISC 202	Computer Animation (3 s.h.; cross-listed as ARTS 202)
CISC 335	Literacy, Hypermedia, and Modern Communications (3 s.h.)
HLTH 103*	Personal Health (3 s.h.)
MATH 215	Probability and Statistics (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
_____	Non-licensure students should take General Education courses, concentration courses, and/or electives to total at least 33 s.h. for both semesters; licensure students should total at least 35 s.h.

In addition, for students seeking elementary licensure:

EDUC 162	Introduction to Special Education (3 s.h.)
EDUC 305	Teaching Social Studies Through the MA Curriculum Frameworks (2 s.h.)
EDUC 327 ^W	Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms (6 s.h.)
ENGL 209*	Great Books (3 s.h.)

D. Sample Fourth Year

All mathematics and computer technology majors:

CISC 482	Computer Systems Seminar (3 s.h.)
MATH 382	Mathematics Seminar (3 s.h.)
_____	Any uncompleted General Education courses, concentration courses, licensure courses (if applicable), and/or electives to total at least 130 s.h.

In addition, for students seeking elementary licensure:

EDUC 463	Practicum Seminar (3 s.h.)
EDUC 468	Elementary Practicum (14 s.h.)

MOVEMENT AND SPORTS STUDIES & PHYSICAL EDUCATION TEACHER PREPARATION

Springfield College has long been recognized as an undisputed leader in the fields of physical education, movement studies, and sport. Excellent faculty, modern equipment and facilities, and majors that equally emphasize theoretical and practical achievement are the hallmarks of the College's movement and sports studies programs.

The movement and sports studies major provides students with a comprehensive understanding of the scientific and social foundations of movement and its cultural forms of dance, sport, games, and exercise. Science is at the foundation of the major, with students taking courses in anatomy, physiology, and biomechanics of movement. A strong emphasis on the psychology and sociology of sports supports the major's framework. The major offers students the opportunity to prepare for licensure as a teacher of physical education; entry-level positions in coaching; and for graduate study in movement and sports studies, sport management, allied health fields, rehabilitation, and teacher preparation.

Students seeking licensure as a teacher of physical education complete the movement and sports studies major, related physical education courses, and an extensive practicum component. Students may also complete the movement and sports studies major without seeking licensure as a teacher. Those students complete an approved minor to complement their movement studies coursework.

For more information about these programs, contact Dr. Stephen C. Coulon, chairperson of the Physical Education Teaching and Administration Department, at (413) 748-4002 or 3399, or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (In addition to courses taken for their major, teacher preparation students complete 24 s.h.; non-teacher preparation students complete 27 s.h.)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (52.5 s.h.)

Movement Studies Requirements (24 s.h.)

- MOSK 101* Outdoor Pursuits (1 s.h.)
- MOSK 140* Movement Concepts (1 s.h.)
- MOSK 230 Approaches to Dance Education (1 s.h.)
- MOST 105 Lifespan Motor Development (3 s.h.)
- MOST 224^W Motor Learning and Skill Acquisition (3 s.h.)
- MOST 328 Psychology of Sport (3 s.h.)
- MOST 410 Assessment in Movement and Sport (3 s.h.)
- MOST 428 Sociology of Sport (3 s.h.)

(133 semester hours)

Requirements are subject to change.

MOST 429 Heritage and Values of Movement and Sport (3 s.h.)

MSCI 313 Physiology of Exercise (3 s.h.)

MSCI 319 Kinesiology/Biomechanics (3 s.h.)

Related Requirements (24 s.h.)

BIOL 130* Anatomy and Physiology I (3 s.h.)

BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)

BIOL 131 Anatomy and Physiology II (3 s.h.)

BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)

HIST 102* The Making of the Modern World (3 s.h.; non-teacher preparation students may also complete HIST 101* to fulfill this requirement)

HLTH 103* Introduction to Personal Health (3 s.h.)

PHYS 205 Physics for Movement Science (3 s.h.)

MOSK 206 Physics for Movement Science Laboratory (.5 s.h.)

PHYS 206 Physics for Movement Science Laboratory (.5 s.h.)

SOCI 101* Introduction to Sociology (3 s.h.)

In addition, select one of the following mathematics courses:

MATH 115* College Algebra (3 s.h.)

MATH 125* Precalculus Mathematics (3 s.h.)

MATH 131* Introduction to Calculus with Applications (3 s.h.)

MATH 140* Calculus I (3 s.h.)

Required Skills Courses (4.5 s.h.)

MOSK 101* Outdoor Pursuits (1 s.h.)

MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)

MOSK 230* Approaches to Dance Education (1 s.h.)

PEPC 100* Fit for Life (1 s.h.)

PEPC 211 Aerobic Activities (.5 s.h.)

Movement and sports studies majors must complete either the teacher preparation program listed in Section III or the general (non-teaching) requirements listed in Section V.

III. TEACHER PREPARATION REQUIREMENTS

Movement and sports studies majors may elect to seek licensure as a teacher of physical education (PreK-8 and/or 5-12). Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. More information about requirements for admittance to the teacher preparation program can be found in Section IV below. Students seeking licensure must complete all requirements for the major plus the additional requirements listed below.

MOVEMENT AND SPORTS STUDIES & PHYSICAL EDUCATION TEACHER PREPARATION CONTINUED

Education Core (34 s.h.)

EDUC 237 ^{*W}	Foundations of Multicultural Education (3 s.h.)
PHED 102	Instructional Strategies in Physical Education (3 s.h.)
PHED 226	Physical Education Design and Implementation PreK–12 I (3 s.h.)
PHED 227	Physical Education Design and Implementation PreK–12 II (3 s.h.)
PHED 308 ^W	Adapted Physical Education Programming (3 s.h.)
PHED 212	Principles and Problems of Coaching (2 s.h.)
PHED 346	Pre-Practicum—Elementary Level (2 s.h.)
or	
PHED 347	Pre-Practicum—Secondary Level (2 s.h.)
PHED 357	Pre-Practicum Seminar (1 s.h.)
PHED 484	Practicum in Physical Education PreK–8 (7 s.h.)
PHED 485	Practicum in Physical Education 5–12 (7 s.h.)
	<i>14 s.h. of PHED 494 may be substituted for PHED 484 and 485 by petition.</i>

Notes:

- *Physical education teacher preparation students must be certified in CPR and first aid prior to beginning their pre-practicum.*
- *A grade of B or better in PHED 346 or 347 and a grade of C or better in PHED 308 are required prerequisites for PHED 484 and 485 (Practicum).*
- *14 s.h. of PHED 494 may be substituted for PHED 484 and 485 by petition.*

Concentration or Elective Requirements (15 s.h.)

Teacher preparation students must complete 15 s.h. of physical education concentration courses, or electives, chosen in consultation with their academic advisor.

Required Skills Courses (9 s.h.)

PEAC 205	Lifeguard Training (1 s.h.)
or	
PEAC 206	Water Safety Instructor (1 s.h.)
PEPC 179 [*]	Skill Themes (.5 s.h.)
PEPC 180	Educational Gymnastics (.5 s.h.)
PEPC 280	Outdoor Adventure (.5 s.h.)

Complete .5 s.h. from the following wellness selectives:

PEAC 120	Relaxation (.5 s.h.)
PEAC 121	Tai Chi Chuan (.5 s.h.)
PEPC 110	Conditioning & Fitness Programs (.5 s.h.)
PEPC 213	Variable Resistance Training (.5 s.h.)
PEAC 103	In-Line Skating (.5 s.h.)
PEAC 116	Jogging (.5 s.h.)
PEAC 124	Walking (.5 s.h.)
PEAC 145	Yoga (.5 s.h.)

Complete 1.5 s.h. from the following team selectives:

PEPC 150	Field Hockey (.5 s.h.)
PEPC 244	Basketball (.5 s.h.)
PEPC 253	Coeducational Games in Physical Education (.5 s.h.)
PEPC 254	New and Field Games (.5 s.h.)
PEPC 255	Soccer (.5 s.h.)
PEPC 256	Softball (.5 s.h.)
PEPC 258	Volleyball (.5 s.h.)
PEAI ____	Option (.5 s.h.)

Complete 1.5 s.h. from the following individual/dual selectives:

PEAC 170	Golf (.5 s.h.)
PEPC 263	Track and Field I (.5 s.h.)
PEPC 264	Track and Field II (.5 s.h.)
PEPC 265	Badminton/Archery (.5 s.h.)
PEPC 279	Wrestling (.5 s.h.)
PEPC 281	Tennis (.5 s.h.)

Complete .5 s.h. from the following dance/rhythmic selectives:

PEAC 127	Ballet (.5 s.h.)
PEAC 130	Ballroom Dance (.5 s.h.)
PEAC 132	Multicultural Dance (.5 s.h.)
PEAC 133	Modern Dance (.5 s.h.)
PEAC 135	Square Dance (.5 s.h.)
PEAC 137	Tap Dance (.5 s.h.)
PEAC 140	Line Dancing (.5 s.h.)

Complete .5 s.h. from the following outdoor leisure selectives:

PEAC 114	Hiking and Backpacking (.5 s.h.)
PEAC 117	Mountain Biking (.5 s.h.)
PEAC 129	Rock Climbing (.5 s.h.)
PEAC 191	Orienteering (.5 s.h.)
PEAC 134	Cross Country Skiing (.5 s.h.)
PEAC ____	Skiing and Snowboarding (.5 s.h.)

Complete .5 s.h. from the following martial arts selectives:

PEAC 123	Ti Ji Jian (.5 s.h.)
PEAC 142	Tae Kwon Do I (.5 s.h.)
PEAC 143	Tae Kwon Do II (.5 s.h.)
PEAC 147	Martial Arts (.5 s.h.)
PEAC 175	Karate I (.5 s.h.)
PEAC 179	Self Defense I (.5 s.h.)
PEAC 273	Karate II (.5 s.h.)
PEAC 279	Self Defense II (.5 s.h.)

VI. ADMISSION TO THE TEACHER PREPARATION PROGRAM

Once admitted to Springfield College, the student must meet the following requirements for admission to undergraduate teacher preparation programs:

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary; biology, English, history or mathematics for secondary; movement and sports studies for physical education; art/studio art concentration or art therapy for art; and health studies.
2. Complete all prerequisites identified for the specific program.
[For application to the physical education licensure program, prerequisites are: PEPC 100, PHED 102, PHED 226, and PHED 227.]
3. Earn a minimum 2.750 cumulative grade point average for all designated licensure courses. See teacher preparation handbook for a list of these courses for each licensure program.
[For application to the physical education licensure program, the designated licensure courses include all courses taken with the following prefixes: EDUC, HLTH, MOSK, MOST, MSCI, PHED, PEAC, and PEPC.]

MOVEMENT AND SPORTS STUDIES & PHYSICAL EDUCATION TEACHER PREPARATION CONTINUED

4. Earn a minimum 2.500 cumulative grade point average.
5. Receive a score of 70 or higher on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTTEL).
6. Earn minimum grades specified for designated courses.
[For application to the physical education licensure program, minimum grades of C or better in the following courses are required: PEPC 100, PHED 102, PHED 226, and PHED 227.]
7. Demonstrate the personal characteristics needed to become a teacher (for example, responsible, dependable, hard working, professional, committed to the teaching profession, etc.).
[For application to the physical education licensure program, this standard is demonstrated by:
 - a. having no more than one negative evaluation on file or having met the prescription requirements of the PETA department's Appraisal and Retention Committee.
 - b. meeting the technical standards for the department (available from the PETA department office).]
8. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. (For students in physical education and health, the only recommendation required is from the Physical Education Teaching and Administration Department.)

Note: Students who have been admitted to a teacher preparation program must maintain all the admissions requirements listed above through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience.

Once all admissions requirements have been met, the student must:

1. Fill out the top portion of the application for admission into a teacher licensure program. Applications are available from advisors, departments, or the Educator Preparation Office. Bring the application to the appropriate department(s) for recommendation(s)/signature(s) and attachment of required documents.
2. Hand-deliver a completed application to the Office of Educator Preparation & Licensure (Administration Building, room 209). Applications are complete once they have all necessary signatures and have required documentation attached. This typically occurs prior to the student's junior year (or the equivalent for transfer students).

The Director of Educator Preparation & Licensure will review the completed application and notify the candidate of the admission decision. If a student wishes to appeal this decision, a written appeal must be submitted to the Educator Preparation Council.

V. ADDITIONAL CURRICULAR REQUIREMENTS FOR GENERAL (NON-TEACHER PREPARATION) MAJORS

In addition to the core requirements listed in Section II, general movement and sports studies majors (who are not seeking teacher licensure) must complete an official minor or an individually-designed concentration (minimum 18 s.h.), approved in advance by the chairperson of the Physical Education Teaching and Administration Department (PETA).

In addition, general majors must complete the following courses:

PEAC 205	Lifeguard Training (1 s.h.)
or	
PEAC 206	WSI (1 s.h.)
PHED 342	Sports First Aid and Injury Prevention (3 s.h.; can be waived with documentation of current certification)
PSYC 107	Career Planning for Life (1 s.h.)
_____	.5 s.h. of the team selectives listed in Section III (PEAC or PEAI versions may be substituted)
_____	.5 s.h. of the individual/dual selectives listed in Section III (PEAC or PEAI versions may be substituted)
_____	.5 s.h. of the wellness selectives listed in Section III
_____	.5 s.h. of the martial arts selectives listed in Section III
_____	Up to 27.5 s.h. of electives, to complete 132 s.h.

VI. PROGRAM STANDARDS FOR MOVEMENT AND SPORTS STUDIES MAJORS

All MOST majors, including students following both the general and teacher preparation programs, must meet the following standards by the end of their sophomore year to continue in the major:

1. Meet or exceed a 2.75 professional cumulative index, consisting of any courses taken with the following prefixes: EDUC, HLTH, MOSK, MOST, MSCI, PHED, PEAC, and PEPC (cumulative indexes will be from the last semester completed).
2. Earn a minimum 2.500 cumulative grade point average.

VII. SAMPLE PROGRAM BY YEAR (TEACHER PREPARATION)

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the responsibility of students to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.75 s.h. a semester to complete this program in four years.

In addition to the courses identified below, teacher preparation students will need to complete the following General Education categories for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, and Religion. General MOST majors will need to fulfill those categories, plus Social Justice and the second Writing-Across-the-Curriculum requirement.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)

MOVEMENT AND SPORTS STUDIES & PHYSICAL EDUCATION TEACHER PREPARATION CONTINUED

HLTH 103*	Personal Health (3 s.h.)
MOSK 101*	Outdoor Pursuits (1 s.h.)
MOSK 140*	Movement Concepts and Fundamental Motor Patterns (1 s.h.)
MOST 105	Lifespan Motor Development (3 s.h.)
PEPC 100*	Fit for Life (1 s.h.)
One of the following mathematics courses:	
MATH 115*	College Algebra (3 s.h.)
MATH 125*	Precalculus Mathematics (3 s.h.)
MATH 131*	Introduction to Calculus with Applications (3 s.h.)
MATH 140*	Calculus I (3 s.h.)

In addition, for students seeking teacher licensure:

PHED 102	Instructional Strategies in Physical Education (3 s.h.)
PEPC 179	Skill Themes (.5 s.h.)
PEPC 280	Outdoor Adventure (.5 s.h.)
PEAC ____	.5 s.h. of dance selectives
____	3 s.h. of General Education courses

In addition, for general (non-licensure) majors:

____	6-9 s.h. of General Education courses
------	---------------------------------------

B. Sample Second Year

HIST 102*	Making of the Modern World (3 s.h.; non-licensure students may also opt to complete HIST 101 to fulfill this requirement)
MOSK 230*	Approaches to Dance Education (1 s.h.)
MOST 224 ^W	Motor Learning and Skill Acquisition (3 s.h.)
MSCI 313	Physiology of Exercise (3 s.h.)
PHYS 205	Physics for Movement Science (3 s.h.)
MOSK 206	Physics for Movement Science Laboratory (.5 s.h.)
PHYS 206	Physics for Movement Science Laboratory (.5 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)
PE ____	Individual/dual selective (.5 s.h.)

In addition, for students seeking teacher licensure:

PHED 212	Principles and Problems of Coaching (2 s.h.)
PHED 226	Physical Education Design and Implementation: PreK-9 (3 s.h.)
PHED 227	Physical Education Design and Implementation: 5-12 (3 s.h.)
PEPC 180*	Educational Gymnastics (.5 s.h.)
PEPC ____	Team selective (.5 s.h.)
PEAC 205	Lifeguard Training (1 s.h.)
<i>or</i>	
PEAC 206	Water Safety Instructor (1 s.h.)
PEAC ____	Outdoor/Leisure Selective (.5 s.h.)
____	6 s.h. of General Education courses

In addition, for general (non-licensure) majors:

PE ____	Team selective (.5 s.h.)
____	15-18 s.h. of General Education courses and/or minor or concentration requirements

C. Sample Third Year

MSCI 319	Kinesiology/Biomechanics (3 s.h.)
MOST 328	Psychology of Sport (3 s.h.)
PHED 342	Sports First Aid and Injury Prevention (if not certified; 3 s.h.)
MOST 410	Assessment in Movement and Sport (3 s.h.)
MOST 428	Sociology of Sport (3 s.h.)
MOST 429	Heritage and Values of Movement and Sport (3 s.h.)
PEPC 211	Aerobic Activities (.5 s.h.)
PEAC ____	.5 s.h. of martial arts selective
PE ____	.5 s.h. of wellness selective

In addition, for students seeking teacher licensure:

EDUC 237* ^W	Foundations of Multicultural Education (3 s.h.)
PHED 308 ^W	Adapted Physical Education Programming (3 s.h.)
PHED 346	Pre-Practicum—Elementary Level (2 s.h.)
<i>or</i>	
PHED 347	Pre-Practicum—Secondary Level (2 s.h.)
PHED 357	Pre-Practicum Seminar (1 s.h.)
PE ____	1 s.h. of individual/dual selectives
PEPC ____	1 s.h. of team selectives
____	6 s.h. of electives or concentration courses
____	12-15 s.h. of General Education courses, minor or concentration courses, and/or electives

In addition, for general (non-licensure) majors:

PSYC 107	Career Planning for Life (1 s.h.)
PEPC 205	Lifeguard Training (1 s.h.)
<i>or</i>	
PEPC 206c	WSI (1 s.h.)

D. Sample Fourth Year

For students seeking teacher licensure:

PHED 484	Practicum in Physical Education PreK-9 (7 s.h.)
PHED 485	Practicum in Physical Education 5-12 (7 s.h.)
____	9 s.h. of electives or concentration courses, to total 133 s.h.
____	9 s.h. of General Education courses

For general (non-licensure) majors:

____	Any uncompleted program requirements, minor or concentration requirements, or General Education courses
____	Electives to total 132 s.h.

OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM

The occupational therapy dual degree program is a unique plan, allowing students interested in occupational therapy to complete, in five years, a bachelor's degree in a related field and a master's degree in occupational therapy. Students enter the dual degree program as first-year students and are simultaneously enrolled in a major related to occupational therapy. (Students who wish to apply to occupational therapy in their junior year should see Section VII below for a description of the advanced senior program.)

The selection of undergraduate majors approved for the dual degree program includes rehabilitation and disability studies, psychology, biology, art therapy, dance, gerontology, and general studies (occupational therapy concentration). Other majors related to occupational therapy that are of interest to the student may also be an option. (Students who do not have a particular interest in a separate major may wish to consider the general studies major with choices tailored to both occupational therapy and students' unique needs.)

For the first four years of the dual degree program, students engage in courses required for their occupational therapy degree, their undergraduate degree, and the General Education program. The professional portion of the program begins in the student's fourth year and continues on into the fifth, or graduate year, including two summers. Students are advised by both a faculty member from their undergraduate major and an occupational therapy faculty mentor from the beginning of their Springfield College experience. It is a challenging, accelerated program, but one that enriches students' background experiences and provides them with two different degrees.

Throughout the occupational therapy program, students engage in a mix of classroom, laboratory, group project, and fieldwork experiences. Students become practiced in entry level occupational therapy theory, evaluation and treatment techniques, clinical reasoning, research, teaching skills, management skills, and teamwork. There is also an option for additional experience in the writing of a research project in an occupational therapy area of interest. Fully encompassing the College's humanics philosophy, the occupational therapy program emphasizes that health and learning are best gained through an approach that unifies spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and the strong interpersonal skills necessary to be understood by clients, their families and healthcare professionals alike.

The occupational therapy component of the program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc.¹ and will qualify the student to sit for the examination given by the National Board for Certification in Occupational Therapy, Inc.². Passing this examination is required to practice occupational therapy.

Admission to the Program

Candidates must have a rigorous background in the sciences and mathematics; coursework in psychology and sociology or anthropology is recommended. Documentation of experience in occupational therapy or other human service endeavors is also mandatory. January 15 is the deadline for the application, and

(undergraduate degree in a related major, followed by a master's degree in occupational therapy)
Requirements are subject to change.

February 1 is the deadline for all supporting documents. Later application packets will be reviewed on a space available basis. Transfer students from other colleges, as well as internal transfers, may also be accepted to the dual degree program on a space available basis.

For more information about the occupational therapy dual degree program, please contact the Occupational Therapy Department at (413) 748-3692 or the Admissions Office at (800) 343-1257. More information can also be found on our web site at www.spfldcol.edu/ot.

¹The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc.; 4720 Montgomery Lane, P.O.Box 31220, Bethesda, MD 20824-1220; (301) 652-2682.

²National Board for Certification in Occupational Therapy, Inc., 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150, (301) 990-7979, www.nbcot.org.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (as specified for the undergraduate major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. Students may choose courses which simultaneously fulfill a General Education category, an occupational therapy professional requirement, and a requirement for the undergraduate major. Courses listed below that fulfill a General Education category are marked with an asterisk; courses that fulfill a WAC requirement are marked with a ^W.

II. UNDERGRADUATE MAJOR REQUIREMENTS

Students complete requirements for their undergraduate major. (Some departments may modify requirements or available concentrations to accommodate the occupational therapy preprofessional courses.)

III. OCCUPATIONAL THERAPY PREPROFESSIONAL REQUIREMENTS (43–44 s.h.)

BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
MATH 115*	College Algebra or higher level mathematics course (3 s.h.)
OCTH 101	Survey of Occupational Therapy (3 s.h.)
OCTH 284	OT Practicum and Seminar (3 s.h.)
OCTH 303	Preclinical Education (2 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
PSYC 211 ^W	Introduction to Statistics (3 s.h.)
PSYC 221	Abnormal Psychology (3 s.h.)
PHTH 308	Human Anatomy I (3 s.h.)
PHTH 309	Human Anatomy II (3 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)
_____	Physical science elective (3–4 s.h.)
_____	Sociology, anthropology, or psychology elective (3 s.h.)

OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM CONTINUED

IV. OCCUPATIONAL THERAPY PROFESSIONAL REQUIREMENTS (69–72 s.h.)

OCTH 401 ^W	Occupational Therapy Fundamentals (3 s.h.)
OCTH 405	Group Process (1 s.h.)
OCTH 412	Neuroscience and Occupation I (3 s.h.)
OCTH 413	Neuroscience and Occupation II (1 s.h.)
OCTH 420	Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy (3 s.h.)
OCTH 421	Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood (4 s.h.)
OCTH 425	Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents (3 s.h.)
OCTH 484	Clinical Education I (3 s.h.)
OCTH 531	Occupation, Dysfunction, and Adaptation in Adults I (3 s.h.)
OCTH 532	Occupation, Dysfunction, and Adaptation in Adults II (3 s.h.)
OCTH 533	Occupation, Dysfunction, and Adaptation in Adults III (4 s.h.)
OCTH 534	Occupation, Dysfunction, and Adaptation in Adults IV (4 s.h.)
OCTH 535	Development and OT Adaptation for the Older Adult (3 s.h.)
OCTH 550	Occupational Therapy Management (3 s.h.)
OCTH 582	Graduate Seminar (3 s.h.)
OCTH 583	Research in OT Practice (2 s.h.)
OCTH 586	Clinical Education II (10 s.h.)
OCTH 587	Clinical Education III (10 s.h.)
OCTH 686	Specialty Clinical Education (optional; 3 s.h.)
RSCH 610	Fundamentals and Methods of Research (3 s.h.)

V. PROGRAM STANDARDS

Students will be expected to maintain performance standards required for their undergraduate major as they progress through their undergraduate years. In addition, they will also be required to follow the standards outlined in the Occupational Therapy Student Manual, which include both academic requirements and professional behaviors. Academic requirements include the following:

1. A 3.000 average in the OT preprofessional social sciences.
2. A 3.000 average in the OT preprofessional physical sciences.
3. A 3.000 average in other occupational therapy preprofessional requirements.
4. A 3.000 overall GPA.

Before continuation into the professional portion of the occupational therapy program (after approximately five semesters or 85 credits), students will be reviewed by the Occupational Therapy Review Committee to determine if all standards have been accomplished.

Clinical Education Courses

Several courses include fieldwork experiences, allowing students numerous opportunities to work with occupational therapy clinicians and clients throughout the greater Springfield area. In addition, the Occupational Therapy Department has fieldwork contracts with over 300 sites throughout the United States where students may engage in the 3-week and 3-month long fieldwork experiences. It is the responsibility of the student to absorb expenses and plan logistics related to these experiences, including travel, living arrangements, uniforms and liability insurance.

Minimum Competencies

It is also the responsibility of the student to meet the requirements of the Occupational Therapy Program Minimum Competencies as described in the Occupational Therapy Student Manual, which is available upon request from the Admissions Office. These standards include, but are not limited to, skills in observation, communication, sensory and motor coordination and function, cognition, and behavioral and social attributes. All standards must be met for the student to continue through and complete the program. Requests for reasonable accommodations will be addressed on a case-by-case basis.

VI. SAMPLE PROGRAM BY YEAR

Because the occupational therapy dual degree program can be completed with a variety of undergraduate majors, a sample undergraduate plan is not included. Year-by-year sample schedules for almost all of the approved undergraduate majors are available upon request from the Admissions Office or the Occupational Therapy Department. Combining other majors with occupational therapy is also possible; questions regarding these programs should be directed to the Admissions office. Students should meet with both their major advisor and their occupational therapy mentor before beginning the program and routinely while pursuing the two degrees. Completing 17 to 18 s.h. each semester is strongly recommended. Suggested timing for preprofessional requirements and a sample plan for the professional requirements are noted below. Depending on the major selected or the fieldwork opportunities available, students may need to complete coursework or a practicum during one of their undergraduate summers.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

Preprofessional Requirements

A. First Year

MATH 115*	College Algebra or higher level mathematics course (3 s.h.)
OCTH 101	Survey of Occupational Therapy (3 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)
_____	Physical science elective (3–4 s.h.)
_____	General Education courses and major requirements

B. Second Year

BIOL 130*	Anatomy and Physiology I (3 s.h.)
BIOL 132*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
OCTH 284	OT Practicum and Seminar (3 s.h.)
PSYC 211 ^W	Introduction to Statistics (3 s.h.)
PSYC 221	Abnormal Psychology (3 s.h.)
_____	Sociology, anthropology, or psychology elective (3 s.h.)
_____	General Education courses and major requirements

OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM CONTINUED

C. Third Year

OCTH 303	Preclinical Education (2 s.h.)
PHTH 308	Human Anatomy I (3 s.h.)
PHTH 309	Human Anatomy II (3 s.h.)
_____	General Education courses and major requirements

Professional Component

D. Fourth Year - Fall Semester

OCTH 401 ^W	Occupational Therapy Fundamentals (3 s.h.)
OCTH 412	Neuroscience and Occupation I (3 s.h.)
OCTH 484	Clinical Education I (3 s.h.)
RSCH 610	Fundamentals and Methods of Research (3 s.h.)
_____	Any uncompleted major requirements

Fourth Year - Spring Semester

OCTH 405	Group Process (1 s.h.)
OCTH 413	Neuroscience and Occupation II (1 s.h.)
OCTH 420	Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy (3 s.h.)
OCTH 421	Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood (4 s.h.)
OCTH 425	Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents (3 s.h.)
_____	Any uncompleted major requirements

E. Fifth Year - Summer Semester

OCTH 531	Occupation, Dysfunction, and Adaptation in Adults I (3 s.h.)
OCTH 532	Occupation, Dysfunction, and Adaptation in Adults II (3 s.h.)
OCTH 535	Development and OT Adaptation for the Older Adult (3 s.h.)

Fifth Year - Fall Semester

OCTH 533	Occupation, Dysfunction, and Adaptation in Adults III (3 s.h.)
OCTH 534	Occupation, Dysfunction, and Adaptation in Adults IV (4 s.h.)
OCTH 550	Occupational Therapy Management (3 s.h.)
OCTH 582	Graduate Seminar (3 s.h.)

Fifth Year - Spring and Second Summer Semester

OCTH 586	Clinical Education II (January–March; 10 s.h.)
OCTH 587	Clinical Education III (April–June; 10 s.h.)
and	Final Week Seminar (on-campus; late June)

VII. ADVANCED SENIOR OPTION

In addition to the dual degree program, the Occupational Therapy Department offers an advanced senior program. Qualified students may apply to the program in the second semester of their junior year. Students must complete an application packet, including a resume, references, and a personal statement. To be eligible for the advanced senior program, students must document that they have completed or will complete the following before the start of their senior year:

1. All requirements for a related undergraduate major.
2. 101 undergraduate credits, including the General Education Program courses.
3. The occupational therapy prerequisites (see below). A 3.000 overall minimum GPA and a 3.000 average for the occupational therapy prerequisites are also required. If accepted, students begin taking occupational therapy courses in their senior year. They graduate in May of their senior year with an undergraduate degree in a related major and an accelerated start to their graduate requirements.

The occupational therapy prerequisites for the advanced senior program include the following courses or equivalents:

BIOL 130	Anatomy and Physiology I
BIOL 132	Anatomy and Physiology Laboratory I
BIOL 131	Anatomy and Physiology II
BIOL 133	Anatomy and Physiology Laboratory II
PSYC 101	Introduction to Psychology
PSYC 211	Introduction to Statistics
or	
MATH 215	Probability and Statistics
PSYC 221	Abnormal Psychology
SOCI 101	Introduction to Sociology
_____	Sociology, anthropology, or psychology elective
_____	Physical science elective

The advanced senior program is designed for students who discover their interest in occupational therapy after their first years of baccalaureate study. The dual degree program is designed for students who have developed a career goal for occupational therapy before they enter college. The advantages of the dual degree include guaranteed admittance to the professional level of the program (as long as all program standards are met), the opportunity for students to work with an occupational therapy faculty mentor from their first entry into the College, and earlier exposure to occupational therapy coursework and practicums.

PHYSICAL THERAPY

The program in physical therapy is an entry-level master's degree program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Coursework in physical therapy enables students to develop advanced problem-solving skills in examination, program planning, and treatment of those who need physical therapy services. Graduates possess a broad knowledge in the science and practice of physical therapy, as well as a basic understanding of administration and research. In addition, students have the opportunity for advanced study in selected areas of physical therapy. The program integrates the humanics philosophy in total patient care, including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic context.

The program in physical therapy requires five and one-half years for completion. Students enter as first-year students and immediately begin a two-year, preprofessional component. This is followed by three and one-half years of professional preparation. After four years, the student earns a bachelor of science degree in undergraduate studies and continues with the professional component. Upon successful completion of all program requirements, the graduate is awarded a master of science degree in physical therapy and is eligible to apply for state licensure.

The preprofessional courses include preparation in the basic sciences, social sciences, and liberal arts. The professional component includes courses in anatomy, exercise physiology, kinesiology, clinical sciences, organization and delivery of healthcare, research methodology, and statistics, as well as full-time clinical experiences in approved clinical education facilities. The preprofessional and professional components are subject to modification to ensure a comprehensive, integrated sequence of experiences leading to a physical therapy education of the highest possible quality.

Admission to the Program

Candidates applying for admission to the physical therapy program are required to have a rigorous background in the sciences and mathematics along with exposure to physical therapy practice in a healthcare setting. December 1 is the admissions deadline for all admissions materials for physical therapy applicants. Further details about the application procedure are available from the Admissions Office. Students already enrolled at Springfield College may transfer into physical therapy as undergraduates following an application and review by the department. Applicants from other colleges and universities are considered for admission into the professional component of the program on a space-available basis only; such applicants must have completed a bachelor's degree and satisfied all program prerequisites.

For more information about the physical therapy major, contact the chairperson of the Physical Therapy Department at (413) 748-3369 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information

(bachelor's degree in pre-physical therapy, followed by a master of science degree in physical therapy)

Requirements are subject to change.

about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. PREPROFESSIONAL COMPONENT REQUIREMENTS

BIOL 121*	Bioscience I (3 s.h.)
BIOL 123*	Bioscience Laboratory I (1 s.h.)
BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)
BIOL 250	Human Structure and Function I (3 s.h.)
BIOL 252	Human Structure and Function Laboratory I (1 s.h.)
BIOL 251	Human Structure and Function II (3 s.h.)
BIOL 253	Human Structure and Function Laboratory II (1 s.h.)
CHEM 121	General Chemistry I (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
MATH 215	Probability and Statistics (3 s.h.)
or	
PSYC 211 ^W	Introduction to Statistics (3 s.h.)
MATH 131*	Introduction to Calculus with Applications (3 s.h.)
or	
MATH 140*	Calculus I (3 s.h.)
PHTH 203 ^W	Physical Therapy in the Healthcare System (1 s.h.)
PHYS 210	General Physics I (4 s.h.)
PHYS 211	General Physics II (4 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
or	
PSYC 135	Personality and Personal Adjustment (3 s.h.)
RHDS 230*	Psychology of Disability (3 s.h.)

III. PROFESSIONAL COMPONENT REQUIREMENTS

MSCI 313	Physiology of Exercise (3 s.h.)
PHTH 302	Clinical Concepts in Physical Therapy I (3 s.h.)
PHTH 304	Clinical Medicine/Pathology (4 s.h.)
PHTH 307 ^W	Clinical Concepts in Physical Therapy II (2 s.h.)
PHTH 308	Human Anatomy I (3 s.h.)
PHTH 309	Human Anatomy II (3 s.h.)
PHTH 315	Clinical Education Seminar (1 s.h.)
PHTH 316	Clinical Kinesiology (3 s.h.)
PHTH 420	Clinical Competency Laboratory I (1 s.h.)
PHTH 421	Physical Therapy Management of Patients with Musculoskeletal Conditions I (4 s.h.)
PHTH 422	Physical Therapy Management of Patients with Musculoskeletal Conditions II (4 s.h.)
PHTH 423	PT Management for Patients with Acute Medical Conditions (3 s.h.)
PHTH 424	Physical Therapy Management of Patients with Disorders of Upright Mobility (3 s.h.)
PHTH 425	Clinical Case Competency Laboratory II (1 s.h.)
PHTH 430	Neuroscience (3 s.h.)
PHTH 431	PT Management for Patients with Neuromuscular Conditions I (3 s.h.)
PHTH 450	Clinical Pharmacology (3 s.h.)
PHTH 466	PT Management of Patients with Cardio-pulmonary Conditions I (2 s.h.)
PHTH 468	PT Management of Patients with Cardio-pulmonary Conditions II (1 s.h.)
PHTH 486	Clinical Education Experience I (3 s.h.)
PHTH 626	Applied Research in Physical Therapy (3 s.h.)

PHYSICAL THERAPY CONTINUED

PHTH 660	Education in Physical Therapy Practice (3 s.h.)
PHTH 664	PT Management of Patients with Spinal Disorders (2 s.h.)
PHTH 665	Physical Therapy Management of Patients with Neuromuscular Conditions II (4 s.h.)
PHTH 673	Administration and Management in Physical Therapy (3 s.h.)
PHTH 675	Niche Practices in Physical Therapy (2 s.h.)
PHTH 685	Clinical Education Experience II (6 s.h.)
PHTH 686	Clinical Education Experience III (6 s.h.)
PHTH 687	Clinical Education Experience IV (2 s.h.)
RSCH 620	Educational and Psychological Statistics I (3 s.h.)
RSCH 610 ^W	Foundation and Methods of Research (3 s.h.)

In addition, students must select one of the following courses:

PHTH 680	Advanced Orthopedics (3 s.h.)
PHTH 681	Clinical Ergonomics (3 s.h.)
PHTH 682	Pediatric Neurology (3 s.h.)
PHTH 683	Sports Physical Therapy (3 s.h.)
PHTH 684	Adult Neurology (3 s.h.)

Elective Courses:

PHTH 390/690	Service Learning in PT (1 s.h.)
PHTH 301/601	Introduction to Human Anatomy (2 s.h.)

IV. PROGRAM STANDARDS

Students are required to follow the policies and procedures of the Department of Physical Therapy as presented in the Physical Therapy Student Handbook. Students are admitted to the physical therapy program as first-year students and are required to maintain a 3.000 cumulative grade point average to be eligible to continue into the final three and one-half years of the professional program. A grade of C- or better is required in all courses. The academic records of the students are reviewed by the Physical Therapy Review and Evaluation Committee at the end of the second year to determine if the students have satisfied the requirements to continue. This is not meant to be a secondary application process, but rather a reasonably accurate indication of success in completing a rigorous professional program.

Clinical Education Courses

Students are required to successfully complete all clinical education courses. Clinical education sites have been established throughout the Northeast; Pennsylvania; Virginia; Washington, D.C.; North Carolina; and Florida. Selected sites are established in other areas of the United States. Physical therapy students are responsible for additional costs incurred during the clinical affiliations. These costs include travel, living expenses, uniforms, and professional liability insurance.

Program Essential Functions and Technical Standards

Each student admitted to the program is required to complete the essential functions of the program with or without reasonable accommodation. Program essential functions include participation in classroom, laboratory, and clinical functions, as well as performance of professional functions such as examination, treatment, and education of individuals in a timely and safe manner. Minimum academic standards and technical standards necessary for completion of the program essential functions must be met for continuation in and graduation from the program. Technical standards define the individual physical, senso-

ry, cognitive, behavioral, and social attributes or outcomes necessary to complete the program essential functions. More information on the program technical standards is available from the Office of Admissions and can be found in the Physical Therapy Student Handbook.

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students should seek to complete 18 s.h. each semester for the first three years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, and Religion.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

BIOL 121*	Bioscience I (3 s.h.)
BIOL 123*	Bioscience Laboratory I (1 s.h.)
CHEM 121	General Chemistry I (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 131*	Introduction to Calculus with Applications (3 s.h.)
or	
MATH 140*	Calculus I (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
_____	3 s.h. of General Education courses

First Year - Spring Semester

BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
or	
PSYC 135	Personality and Personal Adjustment (3 s.h.)
_____	4 s.h. of General Education courses

B. Second Year - Fall Semester

BIOL 250	Human Structure and Function I (3 s.h.)
BIOL 252	Human Structure and Function Laboratory I (1 s.h.)
PHYS 210	General Physics I (4 s.h.)

Second Year - Fall or Spring Semesters

MATH 215	Probability and Statistics (3 s.h.)
or	
PSYC 211	Introduction to Statistics (3 s.h.)
PEAC __*	1 s.h. of skill electives
PHTH 203 ^W	Physical Therapy in the Health Care System

PHYSICAL THERAPY CONTINUED

(1 s.h.)

12 s.h. of General Education courses

Second Year - Spring Semester

BIOL 252 Human Structure and Function II (3 s.h.)

BIOL 253 Human Structure and Function Laboratory II (1 s.h.)

PHYS 211 General Physics II (4 s.h.)

C. Third Year - Fall Semester

MSCI 331 Physiology of Exercise (3 s.h.)

PEAC ____* 2 s.h. of skill electives

PHTH 302 Clinical Concepts in Physical Therapy I (3 s.h.)

PHTH 304 Clinical Medicine/Pathology (4 s.h.)

PHTH 308 Human Anatomy I (3 s.h.)

____ 3 s.h. of General Education courses

Third Year - Spring Semester

PHTH 307^W Clinical Concepts in Physical Therapy II (2 s.h.)

PHTH 309 Human Anatomy II (3 s.h.)

PHTH 315 Clinical Education Seminar (1 s.h.)

PHTH 316 Clinical Kinesiology (3 s.h.)

PHTH 466 PT Management of Cardio-pulmonary Conditions I (2 s.h.)

RHDS 230* Psychology of Disability (3 s.h.)

____ 4 s.h. of General Education courses

D. Fourth Year - Fall Semester

PHTH 420 Clinical Competency Laboratory I (1 s.h.)

PHTH 421 Physical Therapy Management of Patients with Musculoskeletal Conditions I (4 s.h.)

PHTH 422 Physical Therapy Management of Patients with Musculoskeletal Conditions II (4 s.h.)

PHTH 430 Neuroscience (3 s.h.)

PHTH 450 Clinical Pharmacology (3 s.h.)

RSCH 610^W Foundation and Methods of Research (3 s.h.)

Fourth Year - Winter Session

PHTH 486 Clinical Education Experience I (3 s.h.)

Fourth Year - Spring Semester

PHTH 423 PT Management for Patients with Acute Medical Conditions (3 s.h.)

PHTH 424 Physical Therapy Management of Patients with Disorders of Upright Mobility (3 s.h.)

PHTH 425 Clinical Case Competency Laboratory II (1 s.h.)

PHTH 431 PT Management for Patients with Neuromuscular Conditions I (3 s.h.)

PHTH 468 PT Management of Cardio-Pulmonary Conditions II (1 s.h.)

RSCH 612 Proposal Design (2 s.h.)

RSCH 620 Educational and Psychological Statistics (3 s.h.)

E. Fifth Year - Summer Session

RSCH 612 Proposal Design (3 s.h.)

PHTH 660 Education in Physical Therapy Practice (3 s.h.)

PHTH 664 Physical Therapy Management of Patients with Spinal Disorders (2 s.h.)

PHTH 665 Physical Therapy Management of Patients with Neuromuscular Conditions II (4 s.h.)

Fifth Year - Fall Semester

PHTH 685 Clinical Education Experience II (6 s.h.)

PHTH 686 Clinical Education Experience III (6 s.h.)

Fifth Year - Spring Semester

PHTH 626 Applied Research in Physical Therapy (3 s.h.)

PHTH 673 Administration and Management in Physical Therapy (3 s.h.)

PHTH 675 Niche Practices in Physical Therapy (2 s.h.)

PHTH 687 Clinical Education Experience IV (2 s.h.)

Select one of the following courses:

PHTH 680 Advanced Orthopedics (3 s.h.)

PHTH 681 Clinical Ergonomics (3 s.h.)

PHTH 682 Pediatric Neurology (3 s.h.)

PHTH 683 Sports Physical Therapy (3 s.h.)

PHTH 684 Adult Neurology (3 s.h.)

PHYSICIAN ASSISTANT

The physician assistant program is offered jointly by Springfield College and Baystate Health System (BHS), the largest tertiary care center in Western Massachusetts. The mission of the SC/BHS program is to educate students in spirit, mind, and body for leadership in clinical, community, and academic service to humanity, building upon the College's foundations of humanics and academic excellence. The SC/BHS physician assistant program trains primary care physician assistants eligible for employment in a wide variety of medical settings and specialties.

This is a five-year program with students earning a bachelor of science degree and a master of science degree in physician assistant studies upon successful completion of the program. The program is divided into two distinct phases: a preprofessional phase in which students complete the General Education Program and basic science program requirements, and the professional phase, which includes 16 months of didactic education and 11 months of clinical rotations. The didactic portion includes courses in clinical medicine, pharmacology, applied clinical skills, history taking and physical assessment, mental health issues, clinical decision making, foundations of research, advanced statistics, computer concepts in research, and seminar courses. Clinical education includes inpatient medicine, family medicine, psychiatry, pediatrics, obstetrics and gynecology, surgery, and emergency medicine. Graduates of the program are eligible to sit for the National Commission of Certification of Physician Assistants (NCCPA) Certification Examination and to apply for state licensure.

A graduate program for students with a bachelor's degree is also available. The graduate program allows the student to complete the professional phase of the program in 27 months and be awarded a Master of Science degree in Physician Assistant Studies.

For more information about the physician assistant program, contact Jennifer Hixon, M.S., P.A.-C, the physician assistant program director, at (413) 748-3554 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (46 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. PREPROFESSIONAL PHASE CORE (46 s.h.)

BIOL 121*	Bioscience I (3 s.h.)
BIOL 123*	Bioscience Laboratory I (1 s.h.)
BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)
BIOL 250	Human Structure and Function I (3 s.h.)

BIOL 252	Human Structure and Function Laboratory I (1 s.h.)
BIOL 251	Human Structure and Function II (3 s.h.)
BIOL 253	Human Structure and Function Laboratory II (1 s.h.)
BIOL 214	Introduction to Medical Microbiology (3 s.h.)
CHEM 121	General Chemistry I (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
CHEM 211	Organic Survey (3 s.h.)
CHEM 331	Biological Chemistry (3 s.h.)
MATH 115*	College Algebra (3 s.h.)
or	
MATH 125*	Precalculus Mathematics (3 s.h.)
MATH 215	Probability and Statistics (3 s.h.)
or	
PSYC 211	Introduction to Statistics (3 s.h.)
PAST 101	PA Seminar I (1 s.h.)
PAST 102	PA Seminar II (1 s.h.)
PAST 221	PA Seminar III (1 s.h.)
PAST 222	PA Seminar IV (1 s.h.)
PSYC 422	Interviewing and Counseling (3 s.h.)
or	
RHDS 370	Interviewing and Case Studies Methods (3 s.h.)

NOTE: Students must complete at least 240 hours of healthcare experience and 20–40 hours of physician assistant observation prior to entering the professional phase of the program.

III. PROFESSIONAL PHASE CORE (116 s.h.)

CISC 605	Computer Concepts in Research (3 s.h.)
EMSM 251	Advanced Cardiac Life Support (1 s.h.)
PAST 310	PA Seminar V (1 s.h.)
PAST 320	PA Seminar VI (1 s.h.)
PAST 330	PA Seminar VII (1 s.h.)
PAST 512	History Taking and Physical Assessment I (4 s.h.)
PAST 513	Mental Health Issues in Primary Care (3 s.h.)
PAST 514	Principles of Clinical Decision Making (1 s.h.)
PAST 515	Human Anatomy Laboratory I (1 s.h.)
PAST 523	Pharmacology I (2 s.h.)
PAST 521	Applied Clinical Skills I (3 s.h.)
PAST 522	History Taking and Physical Assessment II (4 s.h.)
PAST 533	Pharmacology II (2 s.h.)
PAST 524	Clinical Medicine I (6 s.h.)
PAST 525	Human Anatomy Laboratory II (1 s.h.)
PAST 531	Applied Clinical Skills II (3 s.h.)
PAST 532 ^W	History Taking and Physical Assessment III (4 s.h.)
PAST 533	Pharmacology II (3 s.h.)
PAST 534	Clinical Medicine II (6 s.h.)
PAST 535	Human Anatomy Laboratory III (1 s.h.)
PAST 544	Clinical Medicine III (6 s.h.)
PAST 543	Pharmacology III (2 s.h.)
PAST 626	PA Research Project (3 s.h.)
PAST 640 ^W	PA Seminar VIII (1 s.h.)
PAST 650 ^W	PA Seminar IX (1 s.h.)
PAST 660 ^W	PA Seminar X (1 s.h.)
PAST 671	Inpatient Medicine (6 s.h.)
PAST 672	Ambulatory Medicine (6 s.h.)
PAST 673	General Surgery (6 s.h.)

PHYSICIAN ASSISTANT CONTINUED

PAST 674	Emergency Medicine (6 s.h.)
PAST 675	Obstetrics and Gynecology (6 s.h.)
PAST 676	General Pediatrics (6 s.h.)
PAST 677	Psychiatry (6 s.h.)
PAST 680	Preceptorship (6 s.h.)
RSCH 610	Research Methods (3 s.h.)
RSCH 620	Educational and Psychological Statistics (3 s.h.)

IV. PROGRAM MINIMUM TECHNICAL STANDARDS

Technical standards define the attributes considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College/Baystate Health System Physician Assistant Program. Students must possess aptitude, ability, and skills in five areas: 1) observation, 2) communication, 3) sensory and motor coordination and function, 4) conceptualization, integration, and quantitation, and 5) behavioral and social attributes. These functions are critically important and must be autonomously performed by the student. It should be understood that these are standards for minimum competence in the program. More information on technical standards is available from the Office of Admissions and can be found in the *Physician Assistant Program Student Handbook*.

Students are required to follow the procedures and adhere to the policies of the physician assistant program as outlined in the *Physician Assistant Program Student Handbook*.

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample--courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Computer Science, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^w may fulfill a Writing-Across-the-Curriculum (WAC) requirement, depending on the year taken.*

A. Preprofessional Phase

First Year - Fall Semester

BIOL 121*	Bioscience I (3 s.h.)
BIOL 123*	Bioscience Laboratory I (1 s.h.)
CHEM 121	General Chemistry I (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 115*	College Algebra (3 s.h.)
or	
MATH 125*	Precalculus Mathematics (3 s.h.)
PAST 101	PA Seminar I (1 s.h.)
_____	1-3 s.h. of General Education courses

First Year - Spring Semester

BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)
PAST 102	PA Seminar II (1 s.h.)
_____	3-6 s.h. of General Education courses

Second Year - Fall Semester

BIOL 250	Human Structure and Function I (3 s.h.)
BIOL 252	Human Structure and Function Laboratory I (1 s.h.)
BIOL 214	Introduction to Medical Microbiology (3 s.h.)
CHEM 211	Organic Survey (3 s.h.)
PAST 221	PA Seminar III (1 s.h.)
MATH 215	Probability and Statistics (3 s.h.)
or	
PSYC 211	Introduction to Statistics (3 s.h.)
PSYC 422	Interviewing and Counseling (3 s.h.)
or	
RHDS 370	Interviewing and Case Studies Methods (3 s.h.)
_____	9-14 s.h. of General Education courses

Second Year - Spring Semester

BIOL 251	Human Structure and Function II (3 s.h.)
BIOL 253	Human Structure and Function Laboratory II (1 s.h.)
PAST 222	PA Seminar IV (1 s.h.)
CHEM 331	Biological Chemistry (3 s.h.)

Third Year - Fall Semester

_____	Any uncompleted General Education courses
-------	---

B. Professional Phase

Third Year - Spring Semester

CISC 605	Computer Concepts in Research (3 s.h.)
PAST 626	PA Research Project (3 s.h.)
RSCH 610	Research Methods (3 s.h.)
RSCH 620	Educational and Psychological Statistics (3 s.h.)

Third Year - Summer Semester

PAST 330	PA Seminar VII (1 s.h.)
PAST 512	History Taking and Physical Assessment I (4 s.h.)
PAST 513	Mental Health Issues in Primary Care (3 s.h.)
PAST 515	Human Anatomy Laboratory I (1 s.h.)
PAST 523	Pharmacology I (2 s.h.)
PAST 524	Clinical Medicine I (6 s.h.)

Fourth Year - Fall Semester

PAST 320	PA Seminar VI (1 s.h.)
PAST 514	Principles of Clinical Decision Making (1 s.h.)
PAST 521	Applied Clinical Skills I (3 s.h.)
PAST 522	History Taking and Physical Assessment II (4 s.h.)
PAST 533	Pharmacology II (2 s.h.)
PAST 525	Human Anatomy Laboratory II (1 s.h.)
PAST 534	Clinical Medicine II (6 s.h.)

PHYSICIAN ASSISTANT CONTINUED

Fourth Year - Spring Semester

EMSM 251	Advanced Cardiac Life Support (1 s.h.)
PAST 310	PA Seminar V (1 s.h.)
PAST 531	Applied Clinical Skills II (3 s.h.)
PAST 532 ^W	History Taking and Physical Assessment III (4 s.h.)
PAST 535	Human Anatomy Laboratory III (1 s.h.)
PAST 543	Pharmacology III (2 s.h.)
PAST 544	Clinical Medicine III (6 s.h.)

Fourth Year - Summer

PAST 640 ^W	PA Seminar VIII (1 s.h.)
PAST 672	Ambulatory Medicine (6 s.h.)
PAST 673	General Surgery (6 s.h.)

Fifth Year - Fall Semester

PAST 650 ^W	PA Seminar IX (1 s.h.)
PAST 674	Emergency Medicine (6 s.h.)
PAST 675	Obstetrics and Gynecology (6 s.h.)
PAST 676	General Pediatrics (6 s.h.)

Fifth Year - Spring Semester

PAST 660 ^W	PA Seminar X (1 s.h.)
PAST 671	Inpatient Medicine (6 s.h.)
PAST 677	Psychiatry (6 s.h.)
PAST 680	Preceptorship (6 s.h.)

PSYCHOLOGY

(130 semester hours)

Springfield College remains in the forefront of psychology education by providing the community with broadly trained, practically experienced professionals who are prepared to enter the workplace. As undergraduates, psychology students explore child psychology, motivation and learning, abnormal psychology, educational psychology, and interviewing and counseling. The goals of Springfield College's undergraduate psychology program are to introduce students to the primary areas of importance in psychology and to prepare them for ever-growing career opportunities.

Career opportunities for psychology majors can be as varied as health and wellness programs, stress management programs, employee relations, childcare assistance, or mental health assistance in hospitals, residential treatment centers, nursing homes, and mental health agencies. Psychology majors may also opt to seek licensure as an early childhood teacher for students with and without disabilities (PreK-2).

For additional information about the undergraduate psychology major, contact Dr. Marjie Marcotte, director of undergraduate psychology programs, at (413) 748-3075, or the Admissions Office at (800) 343-1257. For more information about the early childhood teacher licensure program, contact Dr. Linda Delano, director of teacher preparation programs, at (413) 748-3155.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (non-teacher licensure students take 47 s.h. in addition to requirements for their major, licensure students take 16 s.h. in addition to requirements for their major and program)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS (30 s.h.)

Core Requirements

- PSYC 101 Introduction to Psychology (3 s.h.)
- PSYC 211^W Introduction to Statistics (3 s.h.)
- PSYC 301^W Experimental Design (3 s.h.)

Psychology Selectives

Psychology majors must select courses from the categories below to complete the 30 s.h. of psychology requirements. Specific selectives are required for students seeking licensure as an early childhood teacher—see Section V for more information.

Select one of the following natural science psychology courses:

- PSYC 305 Sensation and Perception (3 s.h.)
- PSYC 401 Motivation and Learning (3 s.h.)
- PSYC 405 Physiological Psychology (3 s.h.)

Select two of the following social psychology courses:

- PSYC 109 Human Development (3 s.h.)
- PSYC 135 Personality and Personal Adjustment (3 s.h.)

- PSYC 209 Social Psychology (3 s.h.)
- PSYC 221 Abnormal Psychology (3 s.h.)
- PSYC 406 Psychology of Diversity (3 s.h.)
- PSYC 470 Psychology of the College-Age Adult (3 s.h.)

Select two of the following applied psychology courses:

- PSYC 104 Educational Psychology (3 s.h.)
- PSYC 330 Applied Psychology (3 s.h.)
- PSYC 413 Psychological Testing (3 s.h.)
- PSYC 418 Behavior Modification (3 s.h.)
- PSYC 422 Interviewing and Counseling (3 s.h.)

Select 5–6 s.h. from the following psychology in the larger world courses:

- PSYC 190 Community Service Experience (1–2 s.h.)
- PSYC 386 Supervised Experience in Psychology (2–10 s.h.)
- PSYC 482 Coordinating Seminar (3 s.h.)

If necessary, select 1 additional s.h. of psychology elective to complete 30 s.h.

III. OPTIONAL SPECIALIZATIONS (6–18 s.h.)

In addition to the core requirements and selectives, a student may select one of the following four specializations when completing the bachelor's degree in psychology.

A. INDIVIDUALLY DESIGNED PSYCHOLOGY (6 s.h.)

This specialization is designed for students who wish to seek employment in human welfare occupations, such as community mental health, special training schools, opportunity centers, or probation services; students who view psychology primarily as an opportunity for personal growth; and students who want to prepare for particular careers, professional programs, or graduate schools whose programs are not represented by the other three concentrations. Requirements for this specialization are 6 s.h. of additional psychology electives at the 400-level.

B. EXPERIMENTAL PSYCHOLOGY (6 s.h.)

This specialization is primarily for those who intend to pursue advanced training in such areas as learning, perception, motivation, or one of a number of expanding areas in experimental psychology.

As part of the required selectives:

- PSYC 305 Sensation and Perception (3 s.h.)
- PSYC 405 Physiological Psychology (3 s.h.)

In addition:

- PSYC 407 History of Modern Psychology (3 s.h.)
- PSYC — Psychology elective (3 s.h.)

C. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (18 s.h.)

This specialization focuses on training and development in two major areas of industrial psychology: organizational psychology and personnel psychology. The program of courses should be especially appealing to those who plan to enter the world of business. Students electing this specialization are strongly advised to earn an official minor in business management.

As part of the required selectives:

- PSYC 209 Social Psychology (3 s.h.)
- PSYC 330 Applied Psychology (3 s.h.)

PSYCHOLOGY CONTINUED

PSYC 406 Psychology of Diversity (3 s.h.)

PSYC 413 Psychological Testing (3 s.h.)

In addition:

CISC 105* Introduction to Computer Concepts (3 s.h.)

ECON 200* Principles of Macroeconomics (3 s.h.)

ECON 205 Principles of Microeconomics (3 s.h.)

MGTE 215 Principles of Management (3 s.h.)

MGTE 305 Managerial Supervision (3 s.h.)

MGTE 351 Organizational Design and Development (3 s.h.)

D. CLINICAL COUNSELING PSYCHOLOGY (6 s.h.)

This specialization is designed for those who have a special interest in the field of clinical psychology, counseling, guidance, social work, and related fields. Courses deal with clinical assessment, therapeutic treatment, the psychological process of normal human lifespan development, and psychological evaluation.

As part of the required selectives:

PSYC 135 Personality and Personal Adjustment (3 s.h.)

PSYC 413 Psychological Testing (3 s.h.)

PSYC 422 Interviewing and Counseling (3 s.h.)

PSYC 470 Psychology of the College Age Adult (3 s.h.)

In addition:

PSYC ____ 6 s.h. of psychology electives

IV. ELECTIVES

Non-licensure students must complete up to 53 s.h. of electives to total 130 s.h. They are encouraged to complete an optional psychology specialization and/or a minor. Early childhood licensure students must complete 2 s.h. of electives to total 130 s.h.

VI. OPTIONAL EARLY CHILDHOOD TEACHER LICENSURE PROGRAM (81.5 s.h.)

Psychology majors may elect to seek licensure as an early childhood teacher for students with and without disabilities (PreK–2). Students seeking licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found on page 68.

Licensure students must take the following courses to satisfy their required psychology selectives:

Required to fulfill the natural science psychology category:

PSYC 401 Motivation and Learning (3 s.h.)

Required to fulfill the social psychology category:

PSYC 209 Social Psychology (3 s.h.)

PSYC 221 Abnormal Psychology (3 s.h.)

Select two of the following to fulfill the applied psychology category:

PSYC 104 Educational Psychology (3 s.h.)

PSYC 413 Psychological Testing (3 s.h.)

PSYC 418 Behavior Modification (3 s.h.)

PSYC 422 Interviewing and Counseling (3 s.h.)

Licensure students must take the following courses to complete the 30 s.h. of major requirements. Their psychology in the larger world category is fulfilled through their early childhood practicum.

PSYC 250^W Childhood and Adolescent Development (3 s.h.)

PSYC ____ 3 s.h. of psychology electives

Arts and Sciences Requirements for Early Childhood

Licensure (46.5 s.h.)

ENGL 113* College Writing I (3 s.h.)

ENGL 114* College Writing II (3 s.h.)

ENGL 220 Traditional Grammar and Usage (3 s.h.)

ENGL 309^W Children's Literature (3 s.h.)

GEOG 200 Concepts of Geography (3 s.h.)

or

GEOG 210 Cultural Geography (3 s.h.)

HIST 103* World History (3 s.h.)

HIST 105* Colonial America to the Civil War (3 s.h.)

HIST 106 Civil War to Modern America (3 s.h.)

HLTH 103* Personal Health (3 s.h.)

MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)

MATH 105* Survey of Mathematics (3 s.h.)

MOSK 140* Movement Concepts and Fundamental Motor Patterns (1 s.h.)

PEAC 100* Fit for Life (1 s.h.)

PEPC 179* Skill Themes (.5 s.h.)

SCIE 144 Best Practices in Learning and Teaching Science (4 s.h.)

____*

Natural Science General Education course (4 s.h.)

____*

Visual and Performing Arts General Education course (3 s.h.)

Early Childhood Teacher Professional Preparation Requirements (35 s.h.)

EDUC 100 Introduction to Education (2 s.h.)

EDUC 162 Introduction to Special Education (3 s.h.)

EDUC 225 Development of Mathematical Concepts in Young Children (2 s.h.)

EDUC 237^W Foundations of Multicultural Education (3 s.h.)

EDUC 305 Teaching Social Studies Through The MA Curriculum Frameworks (2 s.h.)

EDUC 327^W Methods of Teaching Reading and Language Arts in Early Elementary Classrooms (6 s.h.)

EDUC 463 Practicum Seminar (3 s.h.)

EDUC 466 Practicum PreK–K (7 s.h.)

EDUC 467 Practicum 1–2 (7 s.h.)

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

PSYCHOLOGY CONTINUED

*Non-licensure students will need to insure that the following General Education categories are fulfilled: Natural Science, Mathematics, Computer Science, Health, Physical Education, English, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. Early childhood licensure students will need to insure that Computer Science, Physical Education, Literature, Second Language/Culture, Philosophy, and Religion are fulfilled. Courses marked with an * fulfill or partially fulfill a General Education category. Those marked ^W may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

PSYC 101	Introduction to Psychology (3 s.h.)
PSYC ____	Psychology selectives at the 100-level
ENGL 113*	College Writing I (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
_____	General Education courses and/or electives to total at least 33 s.h. for both semesters

Early childhood licensure students should include:

EDUC 100	Introduction to Education (2 s.h.)
EDUC 225	Development of Mathematical Concepts in Young Children (2 s.h.)
MATH 101	Math for Early Childhood and Elementary Education (3 s.h.)
MATH 105*	Survey of Mathematics (3 s.h.)
MOSK 140*	Movement Concepts and Fundamental Motor Patterns (1 s.h.)
SCIE 144	Best Practices in Learning and Teaching Science (4 s.h.)

B. Sample Second Year

PSYC 221	Abnormal Psychology (3 s.h.)
PSYC ____	Psychology selectives at the 200-level
_____	General Education courses, specialization requirements (if applicable) and/or electives to total at least 33 s.h. for both semesters

Early childhood licensure students should include:

PSYC 209	Social Psychology (3 s.h.)
PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)
EDUC 237* ^W	Foundations of Multicultural Education (3 s.h.)
ENGL 220	Traditional Grammar and Usage (3 s.h.)
ENGL 309 ^W	Children's Literature (3 s.h.)
GEOG 200*	Concepts of Geography (3 s.h.)
or	
GEOG 210*	Cultural Geography (3 s.h.)
HIST 103*	World History (3 s.h.)
HIST 105*	Colonial America to the Civil War (3 s.h.)
HIST 106	Civil War to Modern America (3 s.h.)
PEPC 179*	Skill Themes (.5 s.h.)

C. Sample Third Year

PSYC 211 ^W	Introduction to Statistics (3 s.h.)
PSYC 301 ^W	Experimental Design (3 s.h.)
HLTH 103*	Personal Health (3 s.h.)
PSYC ____	Psychology selectives at the 300-level
_____	General Education courses, specialization requirements (if applicable), and/or electives to total at least 33 s.h. for both semesters

Early childhood licensure students should include:

PSYC ____	3 s.h. of psychology elective
EDUC 162	Introduction to Special Education (3 s.h.)
EDUC 305	Teaching Social Studies Through The MA Curriculum Frameworks (2 s.h.)
EDUC 327 ^W	Methods of Teaching Reading and Language Arts in Early Elementary Classrooms (6 s.h.)

D. Sample Fourth Year

PSYC ____	Psychology selectives at the 400-level
_____	Any uncompleted General Education courses, program requirements, specialization requirements (if applicable), and electives to total 130 s.h.

Early childhood licensure students should include:

PSYC ____	6 s.h. selected from PSYC 104, 413, 418, or 422
PSYC 401	Motivation and Learning (3 s.h.)
EDUC 463	Practicum Seminar (3 s.h.)
EDUC 466	Practicum PreK-K (7 s.h.)
EDUC 467	Practicum 1-2 (7 s.h.)
_____	2 s.h. of electives to total 130 s.h.

RECREATION MANAGEMENT

RECREATION MANAGEMENT AND RECREATION MANAGEMENT/OUTDOOR

Springfield College has been preparing recreation and leisure professionals for almost fifty years, recognizing the contribution which recreation experiences make to the quality of life. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Parks Association. Recreation management majors must select a track in outdoor recreation, tourism, or general recreation management.

Recreation management is an accredited professional program that prepares students for leadership positions in recreation programming, program design, personnel management, and basic research. Graduates of this program are employed professionally throughout the world in outdoor recreation centers, the travel business, the National Park Service, resorts, the adventure trip industry, armed forces recreation programs, campus recreation, corporate recreation services, municipal recreation, and YMCAs. The program aims to impart an understanding of the following:

- Recreation management and leadership practices in the context of human-helping professions.
- Experiential learning concepts that enhance skills in management, programming, and group dynamics.
- Current management applications, such as total quality management, team and project approaches, strategic planning, entrepreneurial strategies, the development of learning organizations, and active listening.

Springfield College also manages an outdoor education center, located on the East Campus. Students learn in an urban wilderness setting, testing formulas for spiritual, physical, and intellectual growth. Students may also elect to attend training sessions promoted by the National Outdoor Leadership School (NOLS) and Outward Bound. Limited college credit for NOLS, study abroad, or outdoor expeditions may be arranged to supplement the student's academic program and professional development. For more information about the recreation management major, contact Dr. Matthew J. Pantera, chairperson of the Sport Management and Recreation Department, at (413) 748-3693 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (30–34 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. DEPARTMENTAL CORE REQUIREMENTS (55 s.h.)

SMRT 103	Introduction to Recreation and Leisure Services (3 s.h.)
SMRT 106	Dynamics of Leadership (3 s.h.)
SMRT 116	Event Management and Promotions (3 s.h.)
SMRT 272*	Introduction to Therapeutic Recreation (3 s.h.)
SMRT 348	Management of Leisure Services (3 s.h.)
SMRT 350 ^W	Public Relations (3 s.h.)

(130–131 semester hours)
Requirements are subject to change.

SMRT 361	Facility Design and Maintenance (3 s.h.)
SMRT 384	Practicum (3 s.h.)
SMRT 405 ^W	History and Philosophy of Leisure and Recreation (3 s.h.)
SMRT 426	Management of Natural Resources (3 s.h.)
SMRT 485	Undergraduate Internship (12 s.h.)
HPER 475	Legal Issues in Sport and Recreation (3 s.h.)
HPER 478	Budgeting for Sport and Recreation (3 s.h.)
HPER 479	Personnel and Human Resource Management (3 s.h.)
MOSK 101	Outdoor Pursuits (3 s.h.)

III. RELATED CORE REQUIREMENTS—for Recreation Management Concentration Only (27 s.h.)

ECON 200	Principles of Macroeconomics (3 s.h.)
ECON 205	Principles of Microeconomics (3 s.h.)
ECON 350	Economics of Sports (3 s.h.)
MGTE 121	Principles of Marketing (3 s.h.)
MGTE 150	Introduction to Business (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 211	Principles of Accounting II (3 s.h.)
MGTE 215	Principles of Management (3 s.h.)
MGTE 360	Statistics for Business and Economics (3 s.h.)

IV. CONCENTRATION REQUIREMENTS

Students must select one of the concentrations described below.

A. GENERAL RECREATION MANAGEMENT CONCENTRATION (14 s.h.)

HIST 102	Making of the Modern World (3 s.h.)
PEAC 205	Lifeguard Training (1 s.h.)
PEAC 206	WSI Training (1 s.h.)
SMRT 304	Marketing Issues in Sport and Recreation (3 s.h.)
SMRT 480	Resort and Commercial Recreation (3 s.h.)

Select 18 s.h., in consultation with the advisor, from the following list of selectives:

HIST 365	Environmental History of America (3 s.h.)
SMRT 101	Introduction to Sport Management (3 s.h.)
SMRT 204	Outdoor Leadership (6 s.h.)
SMRT 253	Process and Technique Therapeutic Recreation (3 s.h.)
SMRT 255	Introduction to Outdoor Recreation (3 s.h.)
SMRT 275	Adventure Education Theory and Practice (3 s.h.)
SMRT 281	Leisure Service for Persons with Disabilities (3 s.h.)
SMRT 378	Customer Service (3 s.h.)
SMRT 407	Leisure Behavior (with permission, 3 s.h.)
SMRT 411	Therapeutic Recreation in the Community (3 s.h.)
SMRT 419	Camp Programming (3 s.h.)
SMRT 420	Sport Governance (3 s.h.)
SMRT 430	Leisure Counseling (3 s.h.)
SMRT 435	Program Planning (3 s.h.)
SMRT 470	Therapeutic Recreation for Older Adults (3 s.h.)
SMRT 473	Therapeutic Recreation Program for Persons with Disabilities (3 s.h.)
SMRT 474	Child Life (3 s.h.)
SMRT 476	Child Life Clinical (3 s.h.)
SMRT 481	Problem Solving (3 s.h.)
SMRT 498	Golf Course Management (3 s.h.)
SOCI 133	The YMCA: Past, Present, and Future (3 s.h.)
SOCI 415 ^W	Proposal Writing and Fundraising (3 s.h.)

RECREATION MANAGEMENT CONTINUED

B. OUTDOOR RECREATION CONCENTRATION (47 s.h.)

The outdoor recreation track prepares students for professional employment as outdoor leaders in recreation agencies and areas including:

- Appalachian Mountain Club
- National Park Service
- commercial rafting industry
- ski resorts
- organized camping
- adventure therapy programs
- outdoor education centers

Requirements for the outdoor recreation track:

BIOL 101*	Basic Concepts of Biology (3 s.h.)
BIOL 102*	Basic Concepts of Biology Laboratory (1 s.h.)
BIOL 260	General Ecology (3 s.h.)
BIOL 261	General Ecology Laboratory (1 s.h.)
ECON 200	Principles of Macroeconomics (3 s.h.)
EMSM 115	Emergency Medical Technician—Basic (4 s.h.)
EMSM 374	Fundamentals of Search and Rescue (2 s.h.)
HIST 365	Environmental History of America (3 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
PSYC 109	Human Development (3 s.h.)
SMRT 204	Outdoor Leadership (6 s.h.)
SMRT 255	Introduction to Outdoor Recreation (3 s.h.)
SMRT 275	Adventure Education Theory and Practice (3 s.h.)
SMRT 281	Leisure Service for Persons with Disabilities (3 s.h.)
SMRT 419	Camp Programming (3 s.h.)
SMRT 426	Management of Natural Resources (3 s.h.)

PEAC 101*	Boating and Canoeing (.5 s.h.)
PEAC 114*	Hiking and Backpacking (.5 s.h.)
PEAC 117*	Mountain Biking (.5 s.h.)

or

PEAC 129	Rock Climbing (.5 s.h.)
PEAC 119*	Kayaking (.5 s.h.)
PEAC 205	Lifeguard Training (1 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

Recreation management majors must qualify for advanced standing in order to register for the third and fourth year sequences of required courses (including Pre-Practicum and Internship). To qualify for advanced standing, the student must meet the following standards by the conclusion of his or her sophomore year.

1. Completion of the following course ECON 200, MGTE 121, 150, 210, 211, 215 SMRT 103, 106 and 116.
2. The student's overall cumulative grade point index must meet or exceed a 2.50 GPA. (Grades in the courses listed above of D+ or less are unacceptable and courses will need to be retaken.)
3. Proper professional and responsible behavior is expected of each recreation management student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

After achieving the minimum GPA and grade standards listed above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the therapeutic recreation faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 17.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Mathematics, Computer Science, Health, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, and Religion. Students in the general recreation or tourism track will also need to fulfill the Natural Science category.

*Courses marked with an * fulfill or partially fulfill a General Education category. Those marked with a ^w may fulfill a WAC requirement, depending on the year taken.*

A. SAMPLE PROGRAM FOR GENERAL RECREATION MANAGEMENT TRACK

First Year – Fall Semester

ENGL 113	College Writing I (3 s.h.)
MGTE 150 ^w	Intro. to Business (3 s.h.)
SMRT 103	Intro. to Recreation and Leisure Services (3 s.h.)
SMRT 106	Dynamics of Leadership (3 s.h.)

First Year Fall or Spring Semesters

PEAC 100	Fitness for Life (1 s.h.)
PEAC 205	Lifeguarding—ARC (1 s.h.)
_____	9-12 s.h. of General Education courses

First Year Spring Semester

ENGL 114	College Writing II (3 s.h.)
MOSK 101	Outdoor Pursuits (1 s.h.)
SMRT 116	Event Management & Promotions (3 s.h.)
PEAC ____	Skill Electives (2 specific to Outdoor Rec) (1 s.h.)

Second Year Fall Semester

ECON 200	Macroeconomics (3 s.h.)
MGTE 121	Principles of Marketing (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 215	Principles of Management (3 s.h.)
PEAC 206	Teach SW & L/S WSI (1 s.h.)

Second Year Fall or Spring Semesters

_____	10-13 s.h. of General Education courses
-------	---

RECREATION MANAGEMENT CONTINUED

Second Year Spring Semester

ECON 205	Microeconomics (3 s.h.)
HIST 102	Making of the Modern World (3 s.h.)
MGTE 211	Principles of Accounting II (3 s.h.)

Third Year Fall Semester

SMRT ____	Elective in Recreation (3 s.h.)
SMRT 272	Intro to Therapeutic Recreation (3 s.h.)
SMRT 348	Management of Leisure Services (3 s.h.)
SMRT 350 ^W	Public Relations (3 s.h.)
SMRT 361	Facility Design and Maintenance (3 s.h.)

Third Year Spring Semester

ECON 350	Economics of Sport (3 s.h.)
SMRT ____	Elective in Recreation (3 s.h.)
SMRT 384	Practicum (3 s.h.)
SMRT 480	Commercial & Resort Recreation (3 s.h.)
SMRT 304	Marketing Issues in Sport & Recreation (3 s.h.)
_____	3-6 s.h. of General Education courses

Fourth Year Fall Semester

MGTE 360	Statistics for Business & Economics (3 s.h.)
SMRT 405	History and Philosophy of Leisure (3 s.h.)
HPER 478	Budgeting for Sport & Recreation (3 s.h.)
HPER 479	Personnel & Human Resource Management (3 s.h.)
HPER 475	Legal Issues in Sport & Recreation (3 s.h.)
SMRT 482	Seminar & Project (3 s.h.)

Fourth Year Spring Semester

SMRT 485	Internship in Recreation (12 s.h.)
----------	------------------------------------

B. SAMPLE PROGRAM FOR OUTDOOR RECREATION TRACK

First Year Fall Semester

ENGL 113	College Writing I (3 s.h.)
SMRT 103	Intro. to Recreation (3 s.h.)
SMRT 106	Dynamics of Leadership (3 s.h.)
_____	9 s.h. of General Education courses

First Year Spring Semester

ENGL 114	College Writing II (3 s.h.)
SMRT 116	Event Management & Promotion (3 s.h.)
PSYC 101	Intro. to Psychology (3 s.h.)
MOSK 101	Outdoor Pursuits (3 s.h.)
PEAC 100	Fit for Life (1 s.h.)
BIOL 101	Basic Concepts of Modern Biology (3 s.h.)
BIOL 102	Basic Concepts Lab (1 s.h.)
_____	1 s.h. of General Education courses

Second Year Fall Semester

BIOL 260	General Ecology (3 s.h.)
BIOL 261	General Ecology Lab (1 s.h.)
SMRT 275	Outdoor Adventure Leadership Practicum (2 s.h.)
EMSM 115	Emergency Medical Technician/MAST (4 s.h.)
SMRT 255	Intro. to Outdoor Recreation (3 s.h.)
PEAC 101	Boating and Canoeing (.5 s.h.)
PEAC 114	Hiking and Backpacking (.5 s.h.)
PEAC 117	Mountain Biking (.5 s.h.)
or	
PEAC 129	Rock Climbing (.5 s.h.)
PEAC 119	Kayaking (.5 s.h.)
PEAC 205	Lifeguarding (1 s.h.)

Second Year Spring Semester

HIST 265	Environmental History of America (3 s.h.)
PSYC 109	Human Development (3 s.h.)
or	
PSYC 250	Childhood & Adolescent Development (3 s.h.)
SMRT 281	Leisure Services for Persons with Disabilities (3 s.h.)
SMRT 204	Outdoor Leadership (6 s.h.)
MGTE 360	Statistics for Business & Economics (3 s.h.)

Third Year Fall Semester

ECON 200	Macroeconomics (3 s.h.)
SMRT 348	Management of Leisure Services (3 s.h.)
SMRT 361	Facility Design and Maintenance (3 s.h.)
SMRT 384	Practicum (3 s.h.)
_____	6 s.h. of General Education courses

Third Year Spring Semester

PHIL 105	Intro. to Philosophy (3 s.h.)
SMRT 350	Public Relations (3 s.h.)
SMRT 426	Management of Natural Resources (3 s.h.)
HPER 475	Legal Issues in Sport & Recreation (3 s.h.)
_____	3 s.h. of General Education courses

Fourth Year Fall Semester

SMRT 272	Intro to Therapeutic Recreation (3 s.h.)
EMSM 374	Fundamentals of Search and Rescue (2 s.h.)
SMRT 405	History and Philosophy of Leisure & Recreation (3 s.h.)
HPER 478	Budgeting for Sport & Recreation (3 s.h.)
HPER 479	Personnel & Human Resource Management (3 s.h.)
_____	3 s.h. of General Education courses

Fourth Year Spring Semester

SMRT 485	Internship (12 s.h.)
----------	----------------------

REHABILITATION AND DISABILITY STUDIES

The mission of the Rehabilitation and Disability Studies Department at Springfield College is to educate students in spirit, mind, and body for leadership and service to persons with chronic illnesses and disabilities. The faculty and staff of the program embrace the philosophy that every individual, regardless of disability status, has the right to live the most complete, independent, and productive life that they choose. The rehabilitation and disability studies major is designed to provide a broad orientation to the major concepts underlying the philosophy of rehabilitation. The student's academic experience is supplemented by vital supervised field experience, concurrent with classroom study.

Students in the program prepare to enter a variety of professions at either the bachelor's degree level or at the level requiring advanced graduate work. Career opportunities abound in private and public hospitals, schools, and agencies dedicated to the cause of assisting people with physical, psychological, or mental disabilities achieve their fullest physical, psychological, social, vocational, and economic potential according to their capabilities.

The rehabilitation and disability studies major has several points of entry. Students may be accepted into the program upon admission or transfer into it from another major. Incoming first-year students who are motivated and highly qualified may opt for the dual degree program, an accelerated five-year program which offers students a bachelor's degree in rehabilitation and disability studies and a master's degree in rehabilitation counseling and services. The dual degree student is thus well-prepared for leadership positions in the field of rehabilitation counseling. Transfer students who meet the academic and prerequisite requirements may also apply to the dual degree program. Some students discover later that they have an interest in pursuing an advanced degree in rehabilitation. Those students may apply in their junior year for the advanced senior program and, if accepted, begin their master's degree in rehabilitation counseling and services during their senior year.

For more information about this major, contact Professor Thomas J. Ruscio, chairperson of the Rehabilitation and Disability Studies Department at (413) 748-3318 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41–44 s.h., in addition to courses required as part of major requirements)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (45 s.h.)

Coursework

- RHDS 126 Principles of Rehabilitation (3 s.h.)
- RHDS 230* Psychology of Disability (3 s.h.)
- RHDS 240 Independent Living Rehabilitation (3 s.h.)
- RHDS 290 Career Exploration and Disability (3 s.h.)

(130 semester hours undergraduate program; dual undergraduate/graduate program also available)

Requirements are subject to change.

- RHDS 320 Rehabilitation Assessment and Appraisal Techniques (3 s.h.)
- RHDS 360 Medical Information in Rehabilitation (3 s.h.)
- RHDS 402 Application of Disability for the Family (3 s.h.)
- RHDS 430 Children with Disabilities (3 s.h.)
- RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)

Fieldwork

- RHDS 384^W Practicum in Rehabilitation Services (total of 6 s.h., generally split into two 3-s.h. experiences)
- RHDS 386^W Rehabilitation Internship (total of 12 s.h., generally split into two 6-s.h. experiences)

III. REQUIRED CONCENTRATIONS (18–27 s.h.)

Students must also select one of the following six concentrations to help prepare them to work with people in helping relationships. All courses for the concentration must be chosen with the approval of an advisor or the department chair.

A. ADDICTIONS, MENTAL HEALTH, AND FAMILY STUDIES (18 s.h.)

This concentration prepares student for positions in a variety of substance abuse and/or mental health agency settings. Emphasis is placed on etiology, treatment planning, and referral resources for individuals with addiction and/or mental health concerns. Additional influence is placed on the implications of these disabilities for the family. Courses in clinical counseling, ethics, and advanced graduate work may be required for those specifically preparing for certification or licensure.

- RHDS 370 Interviewing and Case Study Methods (3 s.h.)
- RHDS 480 Substance Abuse and Addictions Studies Institute (3 s.h.)
- RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
- RHDS 487 Substance Abuse and Family Treatment (3 s.h.)
- RHDS 492 Group Counseling Techniques in Rehabilitation (3 s.h.)
- RHDS 494 Psychiatric Rehabilitation (3 s.h.)

B. CHILDREN'S/DEVELOPMENTAL SERVICES (18 s.h.)

This concentration prepares students for positions in a variety of medical, social service, or community agency settings. Emphasis is placed on equipping the child, adolescent, or adult with functional daily life skills. Additional courses in education and advanced graduate work, depending upon individual state requirements, may be required for those specifically preparing for certification as special education teachers in school settings.

- RHDS 370 Interviewing and Case Study Methods (3 s.h.)
- RHDS 442 Behavioral Techniques for the Developmentally Disabled (3 s.h.)
- RHDS 450 Action-Oriented Therapies (3 s.h.)
- or
- RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)
- RHDS 464 Rehabilitation of the Developmentally Disabled (3 s.h.)
- RHDS 483 Learning Disabilities (3 s.h.)
- RHDS 491 Neurological Disabilities and Cognitive Rehabilitation (3 s.h.)
- or
- RHDS 494 Psychiatric Rehabilitation (3 s.h.)

REHABILITATION AND DISABILITY STUDIES CONTINUED

C. INTERDISCIPLINARY DISABILITY STUDIES (18 s.h.)

This specialty allows the student to explore and prepare for a wide range of positions related to working with people with disabilities. Emphasis is placed on interdisciplinary skills needed to work within community agencies or service-coordinating programs. Students in this concentration may also emphasize areas of specialization, for example, hearing disorders, mental retardation, or substance abuse.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS ____ 15 s.h. of 400-level RHDS courses

C. COMMUNICATION DISORDERS (24–27 s.h.)

Students in this concentration prepare for careers working at medical, educational, or allied health and human service agencies associated with helping persons in speech, language, and/or communication disorders. This program is also intended to meet the prerequisites for graduate study and/or certification programs in speech therapy, language pathology, and audiology (advanced study is required to become licensed or certified). The concentration combines academic training with specific clinical practicum and internship in hospitals, clinics, and schools.

RHDS 453 Anatomy and Physiology of Speech/Hearing Mechanisms (3 s.h.)
RHDS 455 Introduction to Audiology (3 s.h.)
RHDS 456 Language Acquisition Development (3 s.h.)
RHDS 459 Phonetics for Communication Disorders (3 s.h.)
RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)
RHDS 462 Rehabilitation of the Hearing Impaired (3 s.h.)
RHDS 468 Articulation—Process, Disorder, and Treatment (3 s.h.)

Select 6 s.h. from the following:

RHDS 378* Introduction to Manual Communication/Issues of Deaf Culture (3 s.h.)
RHDS 379 Manual Communication and Culture (RHDS 378 is prerequisite; 3 s.h.)
RHDS 457 Clinical Procedures for Communication Disorders (can substitute for RHDS 320; 3 s.h.)

Recommended as prerequisites for graduate study:

RHDS 453 Speech and Hearing Science (3 s.h.)
RHDS 480 Introduction to Linguistics (3 s.h.)

The following electives are strongly recommended:

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
SOC 101* Introduction to Sociology (3 s.h.)

E. MEDICAL REHABILITATION (18 s.h.)

Students selecting this concentration prepare for positions in medical, social service, or educational settings associated with helping people with disabilities develop functional capabilities for independent living. Qualified students may be selected to prepare for advanced study at the certificate or master's degree level in such areas as physical therapy, occupational therapy, speech and language therapy, cardiac rehabilitation, and other medical-related allied health careers.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)

or

RHDS 471 Therapeutic Approaches with the Aging (3 s.h.)
RHDS 489 Cardiac Rehabilitation (3 s.h.)
RHDS 491 Neurological Disabilities and Cognitive Rehabilitation (3 s.h.)

Select two of the following:

RHDS 475 Integrated Medicine (3 s.h.)
RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 499 Behavioral Medicine Approaches to Disease and Chronic Disability (3 s.h.)

F. REHABILITATION COUNSELING AND CASEWORK (18 s.h.)

Students choosing this concentration prepare for positions as counselors who, as part of a team of physicians, psychiatrists, psychologists, and social workers, evaluate the problems of individuals with disabilities and assist them to achieve the maximum self-realization, independence, and vocational, educational, and personal adjustment.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS 442 Behavioral Techniques for the Developmentally Disabled (3 s.h.)
RHDS 492 Group Counseling Techniques in Rehabilitation (3 s.h.)
RHDS 494 Psychiatric Rehabilitation (3 s.h.)

Select two of the following:

RHDS 450 Action-Oriented Therapies (3 s.h.)
RHDS 475 Integrated Medicine (3 s.h.)
RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 491 Neurological Disabilities and Cognitive Rehabilitation (3 s.h.)

IV. ELECTIVES (14–26 s.h., to complete 130 s.h.)

Depending on their plans for career or graduate school, students are encouraged to select from a variety of electives in biology, chemistry, health, introductory occupational therapy, physics, psychology, rehabilitation, and sociology. Prerequisite requirements for graduate study or certificate programs in specific areas of medical or social rehabilitation services may vary from school to school. Students should determine the required prerequisites for a particular program or interest as soon as possible so that the prerequisites can be included in the undergraduate program wherever possible.

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

REHABILITATION AND DISABILITY STUDIES CONTINUED

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, and Religion. 14–26 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Those marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
RHDS 126 Principles of Rehabilitation (3 s.h.)
RHDS 230* Psychology of Disability (3 s.h.)

First Year - Fall or Spring Semesters

_____ 6–8 s.h. of suggested electives
_____ 12–15 s.h. of General Education courses

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)
RHDS 240 Independent Living Rehabilitation (3 s.h.)

B. Second Year - Fall Semester

RHDS 290 Career Exploration and Disability (3 s.h.)
RHDS 320 Rehabilitation Assessment and Appraisal Techniques (3 s.h.)

Second Year - Fall or Spring Semesters

RHDS 430 Children with Disabilities (3 s.h.)
_____ 6–8 s.h. of suggested electives
_____ 18–21 s.h. of General Education courses

C. Third Year - Fall Semester

RHDS 384* Practicum in Rehabilitation Services I (3 s.h.)

Third Year - Fall or Spring Semesters

RHDS 360 Medical Information in Rehabilitation (3 s.h.)
RHDS 402 Parents and Family of the Disabled (3 s.h.)
RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)
RHDS ____ 9 s.h. or more of concentration requirements
_____ Any uncompleted General Education courses

Third Year - Spring Semester

RHDS 384^W Practicum in Rehabilitation Services II (3 s.h.)

D. Fourth Year - Fall Semester

RHDS 386^W Rehabilitation Internship I (6 s.h.)

Fourth Year - Fall or Spring Semesters

RHDS ____ 9 s.h. or more of concentration requirements
_____ Any uncompleted program requirements, General Education courses or electives to complete 130 s.h.

Fourth Year - Spring Semester

RHDS 386 Rehabilitation Internship II (6 s.h.)

VI. PROGRAMS LEADING TO GRADUATE DEGREES

Dual Degree Program

Incoming first-year and transfer students who are motivated and highly qualified may apply to the dual degree program, an accel-

erated five-year program which offers students a bachelor's degree in rehabilitation and disability studies and a master's degree in rehabilitation counseling and services. Dual degree students begin their undergraduate internship (RHDS 386) in the summer following their third year. Following the completion of that internship, dual degree students are reviewed to insure that they meet all standards required to begin the graduate program. Academic standards include:

- 3.000 GPA in General Education courses.
- 3.300 GPA in all undergraduate RHDS courses, exclusive of clinical experiences.
- 3.300 GPA in all RHDS clinical experiences.
- 3.300 GPA overall.

Qualified students then begin the graduate program in their fourth year, while also completing any undergraduate requirements. Graduate coursework and practicums continue through the summer, the fifth year, and the following summer. The program requires a minimum total of 48 semester hours of acceptable graduate credit. A minimum of 15 semester hours of graduate-level practicum and internship is required to be eligible for the National Certification Examination to become a Certified Rehabilitation Counselor.

Advanced Senior Program

While the dual degree program is an opportunity for incoming students to begin an accelerated program leading to a master's degree, some students discover later that they have an interest in pursuing an advanced degree in rehabilitation. Those students may apply in their junior year for the advanced senior program. If accepted, they can begin their master's degree in rehabilitation counseling and services during their senior year. Eligibility requirements include the following:

1. Students must attain senior status or the completion of a minimum of 90 semester hours of acceptable undergraduate work with either a rehabilitation major or minor or at least 18 s.h. of course work in the following areas: principles of rehabilitation, career information, medical information, psychosocial aspects of disability, interviewing, and counseling.
2. Total undergraduate cumulative grade point average and the cumulative grade point average in the major, based on a minimum of 106 semester hours of acceptable course work, should be 3.000 or better.
3. Students should demonstrate both personal and professional potential for future success and performance measured by factors such as scholarly work, personal and professional references, cocurricular and leadership activities, paid employment, volunteer work, and fieldwork experiences.

Qualified students then begin the graduate program in their fourth year, while also completing any undergraduate requirements. Graduate coursework and practicums continue through the summer, the fifth year, and the following summer. The program requires a minimum total of 48 semester hours of acceptable graduate credit. A minimum of 15 semester hours of graduate-level practicum and internship is required to be eligible for the National Certification Examination to become a Certified Rehabilitation Counselor.

Master's Degree in Occupational Therapy

An advanced senior program leading to a master's degree in occupational therapy is also available. For more information, refer to the occupational therapy program in this catalog.

SECONDARY TEACHER LICENSURE PROGRAMS

(130–143 semester hours)
Requirements are subject to change.

The goal of the Education Department is to prepare undergraduate students for teacher licensure in one of the following areas: early childhood (PreK–2); elementary (1–6); or secondary (5–8 and/or 8–12) in biology, English, history, or mathematics. Additional teacher licensure programs offered by the College include health/family and consumer sciences (all grades), physical education (PreK–8 and/or 5–12), and visual arts (PreK–8 and/or 5–12). Students seeking teacher licensure should begin their program upon their admission to the College, but in order to be considered teacher candidates and to complete the professional preparation requirements, they must apply for official admission to the teacher preparation program and be accepted. Application to the teacher preparation program typically occurs prior to the junior year. More information about requirements for admittance to the teacher preparation program can be found in Section IV below.

To comply with Massachusetts Department of Education regulations, students seeking secondary licensure (5–8 and/or 8–12) are required to complete a full major in the subject area in which they seek licensure, as well as coursework to meet the professional standards for all teachers. Students seeking secondary licensure may major in biology (143 s.h. with licensure requirements), English (130 s.h. with licensure requirements), history (132 s.h. with licensure requirements), or mathematics (130 s.h. with licensure requirements). More information about requirements for those majors, including special requirements for students seeking licensure, can be found on pages 44–46, 74–76, 85–87, and 88–89. Professional courses required for licensure are listed below. Secondary licensure students are advised by a faculty member from their major department and by an advisor from the Education Department.

For more information about education programs, contact Dr. Linda Delano, director of teacher preparation programs, at (413) 748-3155 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (47 s.h.)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the licensure requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. MAJOR REQUIREMENTS

See the biology, English, history, or mathematics pages for information about major requirements.

III. SECONDARY TEACHER PROFESSIONAL PREPARATION REQUIREMENTS (37 s.h.)

EDUC 100	Introduction to Education (2 s.h.)
EDUC 234	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 237* ^W	Foundations of Multicultural Education (3 s.h.)
EDUC 318	Tutorial Pre-Practicum (3 s.h.)
EDUC 364	Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 463	Practicum Seminar (3 s.h.)
EDUC 471	Learning, Teaching, and Technology (3 s.h.)

PSYC 250 ^W	Childhood and Adolescent Development (3 s.h.)
<i>Select a total of 14 s.h. from:</i>	
EDUC 464	Middle School Practicum (7–14 s.h.)
EDUC 465	Secondary High School Practicum (7–14 s.h.)

IV. ADMISSION TO TEACHER PREPARATION PROGRAM

Once admitted to Springfield College, the student must meet the following requirements for admission to undergraduate teacher preparation programs:

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary; biology, English, history or mathematics for secondary; movement and sports studies for physical education; art/studio art concentration or art therapy for art; and health studies.
2. Complete all prerequisites identified for the specific program.
3. Earn a minimum 2.750 cumulative grade point average for all designated licensure courses. See teacher preparation handbook for a list of these courses for each licensure program.
4. Earn a minimum 2.500 cumulative grade point average.
5. Receive a score of 70 or higher on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
6. Earn minimum grades specified for designated courses.
7. Demonstrate the personal characteristics needed to become a teacher (for example, responsible, dependable, hard working, professional, committed to the teaching profession, etc.).
8. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. (For students in physical education and health, the only recommendation required is from the Physical Education Teaching and Administration Department.)

Note: Students who have been admitted to a teacher preparation program must maintain all the admissions requirements listed above through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience.

Once all admissions requirements have been met, the student must:

1. Fill out the top portion of the application for admission into a teacher licensure program. Applications are available from advisors, departments, or the Educator Preparation Office. Bring the application to the appropriate department(s) for recommendation(s)/signature(s) and attachment of required documents.
2. Hand-deliver a completed application to the Office of Educator Preparation & Licensure (Administration Building, room 209). Applications are complete once they have all necessary signatures and have required documentation attached. This typically occurs prior to the student's junior year (or the equivalent for transfer students).

The Director of Educator Preparation & Licensure will review the completed application and notify the candidate of the admission decision. If a student wishes to appeal this decision, a written appeal must be submitted to the Educator Preparation Council.

SOCIOLOGY, APPLIED

(130 semester hours)

Requirements are subject to change.

Sociology is the study of human relationships in societies and social structure. It emphasizes the study of social organization, culture, change, and social problems which develop within societies. Students studying sociology learn how people are influenced by the social world and how people act as creators of this world. The curriculum is challenging, but it's exciting to the student who wants to learn more about the influence of others on one's self, and the influence one can have on others, in recreation, religious, familial, political, educational, or economic groups.

Students majoring in applied sociology receive a broad general education that assists them in their efforts to help others. The emphasis on application means that students are prepared to work within human services and related fields. Opportunities for internships exist in off-campus government agencies, voluntary associations, nonprofit organizations, and businesses. Students who major in applied sociology find careers in many fields, including education, government, civil rights, politics, community development, human services, and human resources work in business. Applied sociologists can make a contribution to any organization which needs people who can identify and analyze problems and thus contribute to their resolution. Many graduates seek advanced degrees in sociology, journalism, law, criminology, social work, business, or theology.

A student majoring in applied sociology must choose a concentration in either social work or community and leadership development. Minors and double majors in related or complementary fields are encouraged—for example, political science, psychology, or criminal justice.

For more information about the Applied Sociology major, contact Dr. Nancy J. Ogle of the Social Science Department at (413) 748-3316 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which also fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (42 s.h.)

- SOCI 101* Introduction to Sociology (3 s.h.)
- SOCI 210* Social Problems (3 s.h.)
- SOCI 312* Women and Society (3 s.h.)
- SOCI 322* Racial and Ethnic Relations (3 s.h.)
- SOCI 347* Social Welfare (3 s.h.)

- SOCI 375 Cities and Communities (3 s.h.)
- SOCI 410* Poverty and Wealth: Class in Society (3 s.h.)
- SOCI 450 Social Change (3 s.h.)
- SOCI 486 Supervised Internship in Applied Sociology (6 s.h.)
- SOCI 492^{W*} Social Research and Program Evaluation (3 s.h.)
- ANTH 250 Cultural Anthropology (3 s.h.)
- or
- GEOG 210* Cultural Geography (3 s.h.)
- POSC 110* Introduction to American Government (3 s.h.)
- POSC 210 Public and Human Service Administration (3 s.h.)

III. REQUIRED CONCENTRATION (18 semester hours)

Select one of the following concentrations:

A. SOCIAL WORK (18 s.h.)

- PSYC 101 Introduction to Psychology (3 s.h.)
- SOCI 220 Families in Society (3 s.h.)
- SOCI 461 The Community Development Process (3 s.h.)
- SOCI 341 Group Work (3 s.h.)
- SOCI 355* Theories and Methods of Case Management (3 s.h.)
- POSC 340^W Public Policy (3 s.h.)

B. COMMUNITY LEADERSHIP AND DEVELOPMENT

(18 s.h.)

- POSC 130 Introduction to International Relations (3 s.h.)
- POSC 330 State and Local Politics (3 s.h.)
- POSC 340^{W*} Public Policy (3 s.h.)
- POSC 360 Social Movement Organizations (3 s.h.)
- SOCI 461 The Community Development Process (3 s.h.)
- SOCI 420 Media and Society (3 s.h.)

IV. ELECTIVES (29 s.h., to complete 130 s.h.)

Students are encouraged to consult with their advisor when choosing electives. Courses in a wide variety of disciplines may be selected, including criminal justice, sociology, recreation, health, political science, psychology, youth development, economics, history, religion, art therapy, and rehabilitation and disability studies.

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisites courses are completed before taking upper-level requirements; therefore they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Physical Education, Health, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion.

SOCIOLOGY, APPLIED CONTINUED

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^w may fulfill a WAC requirement, depending on the year taken.*

A. Sample First Year

ENGL 113* College Writing I (3 s.h., fall)
 ENGL 114* College Writing II (3 s.h., spring)
 POSC 110 Introduction to American Government
 (3 s.h., spring)
 SOCI 101* Introduction to Sociology (3 s.h., fall)
 SOCI 210* Social Problems (3 s.h., spring)
 _____ 18–21 s.h. of General Education courses

B. Sample Second Year

ANTH 250 Cultural Anthropology (3 s.h.)
or
 GEOG 210* Cultural Geography (3 s.h.)
 POSC 210 Public and Human Service Administration (3 s.h.)
 SOCI 312* Women and Society (3 s.h.)
 SOCI 322* Racial and Ethnic Relations (3 s.h.)
 _____ 6 s.h. of concentration requirements
 _____ 15–18 s.h. of General Education courses and/or
 electives

C. Sample Third Year

SOCI 347 Social Welfare (3 s.h.)
 SOCI 375 Cities and Communities (3 s.h.)
 SOCI 410* Poverty and Wealth: Class in Society (3 s.h.)
 SOCI 450 Social Change (3 s.h.)
 _____ 6 s.h. of concentration requirements
 _____ 15–18 s.h. of General Education courses and/or
 electives

D. Sample Fourth Year

SOCI 486 Internship in Applied Sociology (6 s.h.)
 SOCI 492^{w*} Social Research and Program Evaluation (3 s.h.)
 _____ 6 s.h. of concentration requirements
 _____ Any uncompleted General Education courses
 and/or electives to total 130 s.h.

SPORT MANAGEMENT

(132 semester hours)
Requirements are subject to change.

The sport management major is designed to provide students with the opportunity to develop expertise in business management with an orientation toward the world of sport. As sports have evolved into an integral part of the American culture, the operations of sport programs have become more sophisticated and complex. People assigned to the responsibility for the management of sport programs and facilities must become familiar with the intricacies of sport activities and also be effective as business professionals.

The program of study consists of three basic components: General Education courses, the business management core, and the sports concepts core. These program components provide a foundation for the development of knowledge and skills required for sport management. Practical experience is provided in the sports concepts core that enables students to apply what has been learned in a business setting. During the senior year, students are required to complete a fifteen-week field experience under the supervision of a qualified professional in sport management. This experience affords students the opportunity to nurture acquired skills while functioning in the business of sport. It also facilitates student entry into the employment market upon graduation.

For more information about the sport management major, contact Dr. Matthew Pantera, chairperson of the Sport Management and Recreation Department, at (413) 748-3169 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see that section. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. BUSINESS MANAGEMENT CORE (30 s.h.)

ECON 200	Principles of Macroeconomics (Soc. Sci. req'd Gen. Ed.) (3 s.h.)
ECON 205	Principles of Microeconomics (3 s.h.)
ECON 350	Economics of Sport (3 s.h.)
ENGL 302 ^W	Business and Technical Writing (3 s.h.)
MGTE 121	Principles of Marketing (3 s.h.)
MGTE 150	Introduction to Business (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 211	Principles of Accounting II (3 s.h.)
MGTE 215	Principles of Management (3 s.h.)
MGTE 360	Statistics for Business & Economics (3 s.h.)

III. SPORT MANAGEMENT CORE (61 s.h.)

HPER 475	Legal Issues in Sport & Recreation (3 s.h.)
HPER 478	Budgeting for Sport & Recreation (3 s.h.)
HPER 479	Personnel and Human Resource Management (3 s.h.)
MOST 328	Psychology of Sport (3 s.h.)
MOST 429	Heritage and Values of Movement & Sport (3 s.h.)

SMRT 101	Introduction to Sport Management (1 s.h.)
SMRT 106	Dynamics of Leadership (3 s.h.)
SMRT 116	Event Management and Promotion (3 s.h.)
SMRT 272	Introduction to Therapeutic Recreation (or Soc. Just. Gen. Ed.) (3 s.h.)
SMRT 304	Sport Marketing (3 s.h.)
SMRT 340	Pre-practicum in Sport Management (3 s.h.)
SMRT 350	Public Relations (3 s.h.)
SMRT 361	Facility Design, Operations & Maintenance (3 s.h.)
SMRT 420	Introduction to Sport Governance (3 s.h.)
SMRT 482	Seminar: Issues in Sport and Recreation (3 s.h.)
SMRT 485	Internship (12 s.h.)

IV. SPORT MANAGEMENT PRE-PRACTICUM AND FIELDWORK

All sport management majors must submit an application for both SMRT 340 and SMRT 485 at least one semester prior to enrollment in those courses. This application may be secured from and must be submitted to the sport management fieldwork coordinator by a specified and published deadline to assure appropriate site identification and arrangement. All arrangements for both the pre-practicum and fieldwork must be approved by the fieldwork coordinator. SMRT 485 is worth 12 s.h., all majors enrolled in this course are required to complete the equivalent of one full semester (15 weeks) in this experience for a minimum of 480 clock hours.

V. PROGRAM AND ADVANCED STANDING STANDARDS

Sport management majors must qualify for advanced standing in order to register for the third- and fourth-year sequences of required courses (including pre-practicum and internship). To qualify for advanced standing, the student must meet the following standards by the conclusion of his or her sophomore year.

1. Completion of the following courses: SMRT 101, SMRT 106, SMRT 116, MGTE 150, ECON 200, ECON 205, MGTE 210, MGTE 211, and MGTE 215.
2. An overall GPA (all courses) of 2.500 or higher. (Grades in the courses listed above of D+ or less are unacceptable and courses will need to be retaken.)
3. Proper professional and responsible behavior is expected of each sport management student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

After achieving the minimum GPA and grade standards listed above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the sport management faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

Appeal Process

A student may appeal any action taken by the department regarding his or her probation or dismissal from the major. In order to appeal, the student must submit a letter to the department chairperson requesting a review of their status. This appeal must be submitted within two weeks of the student being notified of his or her probation or dismissal. The sport management chairperson will call a meeting of the appropriate faculty to which the student will be invited. The student will be notified within ten days of the meeting regarding the outcome of their appeal.

SPORT MANAGEMENT CONTINUED

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 17.0 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy, and Religion.

A. First Year - Fall Semester

ENGL 113 College Writing I (3 s.h.)
MGTE 150 Introduction to Business (3 s.h.)
SMRT 101 Introduction to Sport Management (1 s.h.)
SMRT 106 Dynamics of Leadership (3 s.h.)
_____ 8 s.h. of General Education courses

First Year - Spring Semester

ENGL 114 College Writing II (3 s.h.)
SMRT 116 Event Management and Promotions (3 s.h.)
_____ 10.5 of General Education courses

B. Second Year - Fall Semester

ECON 200 Macroeconomics (3 s.h.)
MGTE 210 Accounting I (3 s.h.)
MGTE 215 Principles of Management (3 s.h.)
_____ 7.5 s.h. of General Education courses

Second Year - Spring Semester

ECON 205 Microeconomics (3 s.h.)
MGTE 121 Principles of Marketing (3 s.h.)
MGTE 211 Accounting II (3 s.h.)
SMRT 272 Introduction to Therapeutic Recreation (3 s.h.)
SMRT ____ Elective in Sport Management (3 s.h.)
_____ 3 s.h. of General Education courses

C. Third Year - Fall Semester

ECON 350 Economics of Sport (3 s.h.)
SMRT 304 Marketing for Sport and Recreation (3 s.h.)
SMRT 340 Pre-Practicum in Sport Management (3 s.h.)
_____ 6 s.h. of General Education courses

Third Year - Spring Semester

ENGL 302 Business & Technical Writing (3 s.h.)
MGTE 360 Statistics for Business & Economics (3 s.h.)
MOST 328 Psychology of Sport (3 s.h.)
SMRT 350 Public Relations (3 s.h.)
SMRT 420 Introduction to Sport Governance (3 s.h.)
SMRT ____ Elective in Sport Management (3 s.h.)

D. Fourth Year - Fall Semester

HPER 475 Legal Issues in Sport & Recreation Mgt. (3 s.h.)
HPER 478 Budgeting for Sport & Recreation (3 s.h.)
HPER 479 Personnel & Human Resource Management (3 s.h.)
MOST 429 Heritage & Values (3 s.h.)
SMRT 361 Facility Design, Operation & Maintenance (3 s.h.)
SMRT 482 Seminar: Issues in Sport and Recreation (3 s.h.)

Fourth Year - Spring Semester

SMRT 485 Internship (12 s.h.)

SPORTS BIOLOGY

(130 semester hours)

Requirements are subject to change.

[also see Biology Major]

This preprofessional program educates students in sports biology and prepares them for acceptance to health professions and graduate schools, as well as leadership roles in new careers in sports science and sports medicine. The program represents an expansion of the science program, which has a history of successfully placing students in health professions and graduate schools. In view of the reputation of the College in sports and the success the preprofessional science program has enjoyed, the program—which combines sports and sciences—is uniquely suited to Springfield College. It is tailored particularly to those students who have an interest in science and sports, but are as yet unsure of their professional career interests.

The early curriculum is designed to provide insight into careers in sports medicine through courses, fieldwork, and a professional seminar that includes working professionals presenting their experiences in preparation, careers, occupational opportunities, etc., to help students determine a career goal. In addition to the academic work, students participate in a research or shadowing program to provide some hands-on experience in one or more of the fields of sports science.

For more information about the sports biology major, contact Dr. Julie Smist of the Chemistry/Biology Department at (413) 748-3382 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (37–40 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. SPORTS BIOLOGY REQUIREMENTS (55 s.h.)

BIOL 121*	Bioscience I (3 s.h.)
BIOL 123*	Bioscience Laboratory I (1 s.h.)
BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)
BIOL 250	Human Structure and Function I (3 s.h.)
BIOL 252	Human Structure and Function Laboratory I (1 s.h.)
BIOL 251	Human Structure and Function II (3 s.h.)
BIOL 253	Human Structure and Function Laboratory II (1 s.h.)
CHEM 121	General Chemistry I (3 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
CHEM 221	Organic Chemistry I (3 s.h.)
CHEM 222	Organic Chemistry II (3 s.h.)
CHEM 223	Organic Chemistry Laboratory I (1 s.h.)
CHEM 224	Organic Chemistry Laboratory II (1 s.h.)
HLTH 261	Introduction to Nutrition (3 s.h.)

MSCI 313	Physiology of Exercise (3 s.h.)
MSCI 319	Kinesiology/Biomechanics (3 s.h.)
PHYS 210	General Physics I (4 s.h.)
PHYS 211	General Physics II (4 s.h.)
_____	Choose one course from course selectives A and two from either A, B, C, or D (9–12 s.h.)

Select two of the following math courses:

MATH 125*	Precalculus Mathematics (3 s.h.)
MATH 131*	Introduction to Calculus with Applications (3 s.h.)
MATH 140*	Calculus I (3 s.h.)
MATH 142*	Calculus II (3 s.h.)
MATH 215*	Probability and Statistics (3 s.h.)

III. COURSE SELECTIVES

Make selective choices from the following categories:

A. Cellular and Molecular Biology

BIOL 280/281	Genetics and Lab (4 s.h.)
or	
BIOL 315/317	Microbiology and Lab (4 s.h.)
or	
BIOL 408	Cell and Molecular Biology (3 s.h.) <i>and</i>
BIOL 409	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 420	Cellular Physiology (3 s.h.) <i>and</i>
BIOL 421	Cellular Physiology Laboratory (1 s.h.)

B. Human Biology

BIOL 241	Developmental Biology (3 s.h.) <i>and</i>
BIOL 242	Developmental Biology Laboratory (1 s.h.)
or	
BIOL 311	Human Microscopic Anatomy (3 s.h.) <i>and</i>
BIOL 312	Human Microscopic Anatomy Laboratory (1 s.h.)
or	
BIOL 316	Applied Microbiology and Immunology (3 s.h.) <i>and</i>
BIOL 318	Applied Microbiology and Immunology Laboratory II (1 s.h.)

C. Environmental Biology

BIOL 230 ^W	Animal Biology (3 s.h.)
or	
BIOL 260/261	General Ecology and Lab (4 s.h.)
or	
BIOL 264/266	New England Flora and Lab (4 s.h.)
or	
BIOL 265/267	Introductory Horticulture and Lab (4 s.h.)
or	
BIOL 270/271	Plant Biology and Lab (4 s.h.)
or	
BIOL 277	Field Ornithology (3 s.h.)
or	
BIOL 278/279	Aquatic Biology and Lab (4 s.h.)
or	
BIOL 310	Evolution (3 s.h.)
or	
BIOL 380	Field Ecology (2 s.h.)

SPORTS BIOLOGY CONTINUED

D. Chemistry

CHEM 341^W Analytical Chemistry (2 s.h.) *and*

CHEM 342 Analytical Chemistry Laboratory (2 s.h.)

or

CHEM 351 Physical Chemistry with Biological
Applications (3 s.h.) *and*

CHEM 352 Physical Chemistry Laboratory (1 s.h.)

or

CHEM 331 Biological Chemistry (3 s.h.)

IV. OTHER ELECTIVES (23–29 S.H.)

THERAPEUTIC RECREATION SERVICES

Springfield College has been preparing recreation and leisure professionals for almost fifty years, recognizing the contribution which recreation experiences make to the quality of life. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Parks Association.

The therapeutic recreation services major is an accredited professional program which prepares students to be certified as therapeutic recreation specialists. Graduates plan, develop, implement, and evaluate therapeutic recreation services in clinical and non-clinical settings. The program explores the use of recreation services to improve or maintain physical, mental, emotional, and/or social functioning and to assist individuals to achieve and sustain self-reliant, high-quality leisure lifestyles. Employment opportunities within the therapeutic recreation profession include:

- hospitals, nursing homes, and long-term care facilities
- rehabilitation centers
- mental health and substance abuse agencies
- correctional facilities
- senior citizen centers
- camps and outdoor recreation settings
- sheltered workshops and vocational training centers
- schools

Therapeutic recreation services majors can complete the optional child life specialization (requires 16 additional semester hours).

For more information about the therapeutic recreation services major, contact Dr. Matthew J. Pantera, chairperson of the Sport Management and Recreation Department, at (413) 748-3693 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (33 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. DEPARTMENTAL CORE REQUIREMENTS (67 s.h.)

- | | |
|-----------------------|---|
| SMRT 103 | Introduction to Recreation and Leisure Services (3 s.h.) |
| SMRT 106 | Dynamics of Leadership (3 s.h.) |
| SMRT 116 | Event Management and Promotion (3 s.h.) |
| SMRT 253 | Processes and Techniques in Therapeutic Recreation (3 s.h.) |
| SMRT 255 | Introduction to Outdoor Recreation (3 s.h.) |
| SMRT 272* | Introduction to Therapeutic Recreation (3 s.h.) |
| SMRT 284 | Practicum (3 s.h.) |
| SMRT 348 | Management of Leisure Services (3 s.h.) |
| SMRT 350 ^W | Public Relations (3 s.h.) |
| SMRT 361 | Facility Design and Maintenance (3 s.h.) |
| SMRT 405 ^W | History and Philosophy of Leisure and Recreation (3 s.h.) |

(130 semester hours)

Requirements are subject to change.

- | | |
|----------|--|
| SMRT 426 | Natural Resource Management (3 s.h.) |
| HPER 475 | Legal Issues in Sports and Recreation (3 s.h.) |
| HPER 478 | Budgeting for Sport and Recreation (3 s.h.) |
| HPER 479 | Personnel and Human Resource Management (3 s.h.) |
| SMRT 482 | Undergraduate Seminar (3 s.h.) |
| SMRT 485 | Undergraduate Internship (12 s.h.) |

The recreation faculty and National Recreation and Parks Association adjust the core and additional requirements from time to time in order to reflect trends and the most current accreditation standards.

III. RELATED CORE REQUIREMENTS (30 s.h.)

- | | |
|-----------------------|--|
| BIOL 130* | Anatomy and Physiology I (3 s.h.) |
| BIOL 132* | Anatomy and Physiology Laboratory I (1 s.h.) |
| BIOL 131 | Anatomy and Physiology II (3 s.h.) |
| BIOL 133 | Anatomy and Physiology Laboratory II (1 s.h.) |
| HIST 102* | The Making of the Modern World (3 s.h.) |
| MOSK 101* | Outdoor Pursuits (1 s.h.) |
| PEAC 100* | Fit for Life (1 s.h.) |
| PEAC 108* | Sports for the Disabled I (.5 s.h.) |
| PEAC 109* | Sports for the Disabled II (.5 s.h.) |
| PEAC __* | 1 s.h. of additional skills electives |
| PSYC 101 | Introduction to Psychology (3 s.h.) |
| PSYC 109 | Human Development (3 s.h.) |
| <i>or</i> | |
| PSYC 250 ^W | Childhood and Adolescent Development (3 s.h.) |
| PSYC 221 | Abnormal Psychology (3 s.h.) |
| RHDS 360 | Medical Information in Rehabilitation (3 s.h.) |
| SMRT 430 | Leisure Counseling (3 s.h.) |
| SMRT 470 | Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.) |
| SMRT 473 | Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.) |
| SMRT 474 | Child Life: Concepts and Theory (3 s.h.) |
| SMRT 476 | Child Life: Clinical Issues (3 s.h.) |

IV. OPTIONAL SPECIALIZATION IN CHILD LIFE (16 s.h.)

- | | |
|----------|---|
| SMRT 474 | Child Life: Concepts and Theories in Working with the Hospitalized Child (3 s.h.) |
| SMRT 476 | Child Life: Clinical Issues and Techniques (3 s.h.) |
| SMRT 486 | Clinical Practicum in Child Life (10 s.h.) |

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

Therapeutic Recreation majors must qualify for advanced standing in order to register for the third and fourth year sequences of required courses (including Pre-Practicum and Internship). To qualify for advanced standing, the student must meet the following standards by the conclusion of his or her sophomore year.

1. Completion of the following course SMRT 103, 106, 116, 253, 255 and 272.
2. The student's overall cumulative grade point index must meet or exceed a 2.50 GPA. (Grades in the courses listed above of D+ or less are unacceptable and courses will need to be retaken.)
3. Proper professional and responsible behavior is expected of each therapeutic recreation student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

After achieving the minimum GPA and grade standards listed

THERAPEUTIC RECREATION SERVICES CONTINUED

above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the therapeutic recreation faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

Appeal Process

A student may appeal any action taken by the department regarding his or her probation or dismissal from the major. In order to appeal, the student must submit a letter to the department chairperson requesting a review of their status. This appeal must be submitted within two weeks of the student being notified of his or her probation or dismissal. The therapeutic recreation chairperson will call a meeting of the appropriate faculty to which the student will be invited. The student will be notified within ten days of the meeting regarding the outcome of their appeal.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. In general, students should take a minimum of 17 s.h. each semester to complete this major in four years. The child life specialization requires an additional semester.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Mathematics, Computer Science, Health, Literature, Second Language/Culture, Visual and Performing Arts, Social Sciences, Philosophy, and Religion.

Courses marked:

¹are required for the optional child life specialization.

** fulfill or partially fulfill a General Education category.*

^W may fulfill a WAC requirement, depending on year taken.

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
HIST 102 Making of the Modern World (3 s.h.)
SMRT 103 Introduction to Recreation and Leisure Services (3 s.h.)
SMRT 106 Dynamics of Leadership (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100* Fitness for Life (1 s.h.)
PEAC ____* Skill electives (1 s.h.)
_____ 9–12 s.h. of General Education courses

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)
SMRT 116 Event Management and Promotion (3 s.h.)

B. Second Year - Fall Semester

BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
PEAC 108* Sports for the Disabled I (.5 s.h.)
PEAC 109* Sports for the Disabled II (.5 s.h.)
SMRT 255 Introduction to Outdoor Recreation (3 s.h.)
SMRT 272* Introduction to Therapeutic Recreation (3 s.h.)

Second Year - Fall or Spring Semesters

PSYC 109 Human Development (3 s.h.)
or
PSYC 250^W Childhood and Adolescent Development (3 s.h.)
_____ 6 s.h. of General Education courses

Second Year - Spring Semester

BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
PSYC 211^W Introduction to Statistics (3 s.h.)
or
MGTE 360 Statistics for Business and Economics (3 s.h.)
SMRT 253 Processes and Techniques in Therapeutic Recreation (3 s.h.)

C. Third Year - Fall Semester

PSYC 221 Abnormal Psychology (3 s.h.)
SMRT 348 Management of Leisure Services (3 s.h.)
SMRT 361 Facility Design and Maintenance (3 s.h.)
SMRT 473 Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
_____ 3 s.h. of General Education courses
SMRT 474* Child Life: Concepts and Theories in Working with the Hospitalized Child (3 s.h.)

Third Year - Spring Semester

RHDS 360 Medical Information in Rehabilitation (3 s.h.)
SMRT 350^W Public Relations (3 s.h.)
SMRT 430 Leisure Counseling (3 s.h.)
SMRT 470 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
SMRT 476* Child Life: Clinical Issues and Techniques (3 s.h.)
SMRT 284 Practicum (3 s.h.)

D. Fourth Year - Fall Semester

HPER 475 Legal Issues in Sport and Recreation (3 s.h.)
HPER 478 Budgeting for Sport and Recreation (3 s.h.)
HPER 479 Personnel and Human Resource Management (3 s.h.)
SMRT 405^W History and Philosophy of Leisure and Recreation (3 s.h.)
SMRT 482 Undergraduate Seminar (3 s.h.)
_____ Any uncompleted General Education courses, core, or specialization requirements

Fourth Year - Spring Semester

SMRT 485 Undergraduate Internship (12 s.h.)

Fourth Year - Summer

SMRT 486¹ Clinical Practicum in Child Life (12 s.h.)

UNDECLARED

Requirements are subject to change.

Although some students clearly define their academic and career direction early in their college experience, others may be less certain about their career goals and, therefore, not ready to declare a major. In keeping with its commitment to the philosophy of humanics, Springfield College offers an innovative solution for new students who are undecided.

The undeclared major gives a student time to adjust to the College's academic environment and to explore its many majors with the close assistance of a special academic advisor. When ready, students elect a more specific major; most decide on a major by the end of the first year of study.

Students in the undeclared major focus primarily on courses which will fulfill General Education categories. Undeclared majors are also required to take the following courses designed to help them prepare for their eventual majors:

- First-Year Success is a two-credit course designed to help students make a successful transition to the College environment. Study skills, time management, getting to know the campus, and developing the academic advisor/advisee relationship are emphasized.
- Career and Life Planning is a highly interactive, one-credit psychology course that assists students in exploring career options and how those options relate to student's interests, values, and skills.

Students in the undeclared major also have the opportunity to take courses in a variety of disciplines, for example, Introduction to Business or Principles of Rehabilitation. Taking an exploratory course in another major can help a student discover new options or narrow down his or her choices.

For more information about the undeclared major, contact Professor Judy Hartling at (413) 748-3379 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (53 s.h.)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24.

II. UNDECLARED MAJOR REQUIREMENTS (3 s.h.)

SPCO 101	First-Year Success (2 s.h.)
PSYC 107	Career and Life Planning (1 s.h.)

III. NEW MAJOR (to be selected)

IV. TYPICAL COURSE SCHEDULE, FIRST SEMESTER

SPCO 101	First-Year Success (2 s.h.)
PSYC 107	Career and Life Planning (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
HLTH 103*	Personal Health (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
<i>A General Education course, such as:</i>	
HIST 102 *	The Making of the Modern World (3 s.h.)
<i>or</i>	
CISC 105*	Introduction to Computer Concepts (3 s.h.)
<i>An introductory course, such as:</i>	
MGTE 150	Introduction to Business (3 s.h.)
<i>or</i>	
RHDS 126	Principles of Rehabilitation (3 s.h.)
<i>Total: 15–18 s.h</i>	

** fulfills or partially fulfills a General Education category.*

A note about applying to the undeclared major:

Before selecting the undeclared major, students should first determine if they are interested in majors at the College that have limited enrollment and special admissions deadlines. Academic programs at the College that can be difficult to enter after the initial admissions period include athletic training, physical therapy, physician assistant, and sport management. These programs have limited space and special academic standards. If such a major is a definite goal, it is to the student's advantage to apply to it during the initial application period. If the student is not accepted to that major, he or she can begin in the undeclared major and reapply to that major after completion of the first or second semester.

YOUTH DEVELOPMENT

(130 semester hours)
Requirements are subject to change.

Youth are confronted by a myriad of choices, opportunities, and challenges that affect their self-esteem and self-confidence, as well as their ability to work, play, and achieve their potential. The ability to effectively assist youth from a variety of experiences, backgrounds, and abilities is dependent on knowledge of the sociocultural and psychological development of youth, as well as the communities and society in which they live.

The youth development major is anchored in the College's unique humanics philosophy which focuses on developing the whole student in spirit, mind, and body. Students majoring in youth development follow an interdisciplinary program that prepares them to serve youth in a variety of community and institutional settings. The curriculum is centered around four disciplines: applied sociology, health, psychology, and recreation. The courses taken by students pursuing this major highlight the importance of generalist skills, while community service and internship placements allow students to apply those skills in a "real world" setting.

For more information about the Youth Development major, contact Professor Susan Joel of the Social Science Department at (413) 748-3349 or the Admissions Office at (413) 748-1257.

Curricular Requirements

I. GENERAL EDUCATION PROGRAM (41 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through a variety of courses in the sciences and humanities. In addition to those General Education courses, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the General Education Program and WAC courses, see page 24. In the major requirements listed below, selected courses which fulfill General Education categories are marked with an asterisk; selected WAC courses are marked with a ^W.

II. CORE REQUIREMENTS (48 s.h.)

YDEV 101	Introduction to Youth Development (3 s.h.)
YDEV 340	Youth in Society (3 s.h.)
YDEV 486	Supervised Internship in Youth Development (9 s.h.)
CRIM 325 ^{W*}	Juvenile Delinquency (3 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
PSYC 109	Human Development (3 s.h.)
SMRT 103	Introduction to Recreation and Leisure Services (3 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)
SOCI 210*	Social Problems (3 s.h.)
SOCI 220 ^W	Families in Society (3 s.h.)
SOCI 341	Group Work (3 s.h.)
SOCI 492 ^W	Social Research and Program Evaluation (3 s.h.)

III. SELECTIVE REQUIREMENTS (20–21 s.h.)

A. The Social Context of Youth

Select a total of 9 s.h. from the following courses:

HLTH 255	Human Sexuality (3 s.h.)
MOST 428	Sociology of Sport (3 s.h.)
SOCI 312*	Women and Society (3 s.h.)
SOCI 322	Racial and Ethnic Relations (3 s.h.)
SOCI 375	Cities and Communities (3 s.h.)

SOCI 410*	Poverty and Wealth: Class in Society (3 s.h.)
SOCI 420	Media and Society (3 s.h.)
SOCI 450	Social Change (3 s.h.)

B. Practical Knowledge and Skills

Select a total of 11–12 s.h. from the following courses:

HLTH 106	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 260	Drugs and Society (3 s.h.)
POSC 210	Public and Human Service Administration (3 s.h.)
or	
SOCI 233 ^{W*}	YMCA Management and Continuity Planning (3 s.h.)
POSC 340*	Public Policy (3 s.h.)
SMRT 106	Dynamics of Leadership (3 s.h.)
SMRT 115	Recreational Activities (3 s.h.)
SMRT 204	Outdoor Leadership (6 s.h.)
SMRT 255	Introduction to Outdoor Recreation (3 s.h.)
SOCI 133*	The YMCA: Past, Present, and Future (3 s.h.)
SOCI 347	Social Welfare (3 s.h.)
SOCI 355*	Theories and Methods of Case Management (3 s.h.)
SOCI 415 ^{W*}	Proposal Writing and Fundraising (3 s.h.)
SOCI 461	The Community Development Process (3 s.h.)

II. ELECTIVES (20–21 s.h., to complete 130 s.h.)

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following General Education categories need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/ Culture, Visual and Performing Arts, History, Philosophy, and Religion. Up to 21 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an * fulfill or partially fulfill a General Education category. Courses marked with a ^W may fulfill a WAC requirement, depending on the year taken.*

A. First Year - Fall Semester

ENGL 113*	College Writing I (3 s.h.)
SMRT 103	Introduction to Recreation and Leisure Services (3 s.h.)
SOCI 101*	Introduction to Sociology (3 s.h.)
_____	7–9 s.h. of General Education courses

First Year - Spring Semester

ENGL 114*	College Writing II (3 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
YDEV 101	Introduction to Youth Development (3 s.h.)
_____	7–9 s.h. of General Education courses

YOUTH DEVELOPMENT CONTINUED

B. Second Year - Fall or Spring Semesters

PSYC 109	Human Development (3 s.h.)
SOCI 210*	Social Problems (3 s.h.)
SOCI 220	Families in Society (3 s.h.)
_____	6 s.h. of selective requirements
_____	21– 24 s.h. of General Education courses

C. Third Year - Fall Semester

YDEV 340	Youth in Society (3 s.h.)
_____	6 s.h. of selective requirements
_____	7–9 s.h. of General Education courses or electives

Third Year - Spring Semester

CRIM 325	Juvenile Delinquency (3 s.h.)
SOCI 341	Group Work (3 s.h.)
SOCI 492 ^W	Social Research and Program Evaluation (3 s.h.)
_____	3 s.h. of selective requirements
_____	4–6 s.h. of General Education courses or electives

D. Fourth Year - Fall or Spring Semesters

YDEV 486	Supervised Internship in Youth Development (9 s.h.)
_____	Any uncompleted core or selective requirements, General Education courses or electives to total 130 s.h.

MINORS

Requirements are subject to change.

Many of the courses required for minors may also fulfill or partially fulfill a General Education category. For more information, see the General Education Requirements section. Some courses required for minors may also satisfy courses required for majors. Students pursuing a minor should notify and consult with the appropriate department chair and complete the appropriate paperwork with the Registrar's Office so that it can be noted on the transcript. Requirements are listed under each minor.

ART

(25–26 semester hours)

ARTS 104	Sensitivity and the Creative Process (2 s.h.)
ARTS 108	Studio in Drawing (3 s.h.)
ARTS 111	Studio in Design (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)
ARTS 228	Three-Dimensional Design (3 s.h.)

Select two of the following:

ARTS 105	Studio in Printmaking (3 s.h.)
ARTS 116	Studio in Painting (3 s.h.)
ARTS 210	Figure Drawing (3 s.h.)
ARTS 211	Studio in Sculpture (3 s.h.)

Select two of the following:

ARTS 101	Materials and Techniques (3 s.h.)
ARTS 102	Arts and Ideas (3 s.h.)
ARTS 103	Studio in Computer Graphics (3 s.h.)
ARTS 217	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218	Renaissance to Modern Art (3 s.h.)
ARTS 219	American Art 1700 to 1900 (3 s.h.)
ARTS 221	Women Artists in History (3 s.h.)
ARTS 222	Asian Arts and Culture (3 s.h.)
ARTS 223	Studio in Ceramics (3 s.h.)
ARTS 225	Studio in Photography (3 s.h.)
ARTS ____	Advanced Studio in Art (2–3 s.h.; may be repeated for a total of 6 s.h.)

ART THERAPY

(32–33 semester hours)

ARTS 104	Sensitivity and the Creative Process (2 s.h.)
or	
ARTS 228	Three-Dimensional Design (3 s.h.)
ARTS 108	Studio in Drawing (3 s.h.)
ARTS 111	Studio in Design (3 s.h.)
ARTS 116	Studio in Painting (3 s.h.)
ARTS 223	Studio in Ceramics (3 s.h.)
ATPY 101	Introduction to Art Therapy (3 s.h.)
ATPY 105	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ATPY 203	Art Therapy With Special Needs Populations (3 s.h.)
ATPY 309	Pre-Practicum in Art Therapy and Art Education (3 s.h.)
ATPY 482	Art Therapy Seminar (3 s.h.)

Select one of the following:

ARTS 120	Contemporary Art (3 s.h.)
ARTS 218	Renaissance to Modern Art (3 s.h.)
ARTS 219	American Art 1700 to 1900 (3 s.h.)

ATHLETIC COACHING

(36.5–37.5 semester hours)

BIOL 130	Anatomy and Physiology I (3 s.h.)
BIOL 132	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
MOST 105	Lifespan Motor Development (3 s.h.)
MOST 224	Motor Learning and Skill Acquisition (3 s.h.)
MOST 328	Psychology of Sport (3 s.h.)
MSCI 313	Physiology of Exercise (3 s.h.)
MSCI 319	Kinesiology/Biomechanics (3 s.h.)
PSYC 101	Introduction to Psychology (3 s.h.)
PHED 212	Principles and Problems of Coaching (2 s.h.)
PHED 336	Officiating Athletic Events (1 s.h.)
PHED 342	Sports First Aid and Injury Prevention (3 s.h.)
PHED 349	Coaching Practicum (2 s.h.)
PHED ____	Coaching theory course (2–3 s.h.) and
PEPC ____	Corresponding skills course (.5 s.h.)

BIOLOGY

(40–44 semester hours)

BIOL 121	Bioscience I (3 s.h.)
BIOL 123	Bioscience Laboratory I (1 s.h.)
BIOL 122	Bioscience II (3 s.h.)
BIOL 124	Bioscience Laboratory II (1 s.h.)
CHEM 121	General Chemistry I (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
PHYS 210	General Physics I (4 s.h.)
PHYS 211	General Physics II (4 s.h.)

Choose one sequence from each of the following categories:

Biology of Plants

BIOL 265	Introductory Horticulture (3 s.h.) and
BIOL 267	Introductory Horticulture Laboratory (1 s.h.)
or	
BIOL 270	Plant Biology (3 s.h.) and
BIOL 271	Plant Biology Laboratory (1 s.h.)

Anatomy and Physiology

BIOL 130	Anatomy and Physiology I (3 s.h.) and
BIOL 132	Anatomy and Physiology Laboratory I (1 s.h.)
and	
BIOL 131	Anatomy and Physiology II (3 s.h.) and
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
or	
BIOL 250	Human Structure and Function I (3 s.h.) and
BIOL 252	Human Structure and Function Laboratory I (1 s.h.) and
BIOL 251	Human Structure and Function II (3 s.h.) and
BIOL 253	Human Structure and Function Laboratory II (1 s.h.)

Continued

MINORS CONTINUED

Ecology

BIOL 260	General Ecology (3 s.h.) <i>and</i>
BIOL 261	General Ecology Laboratory (1 s.h.)
<i>or</i>	
BIOL 264	Flora of New England (3 s.h.) <i>and</i>
BIOL 266	Flora of New England Laboratory (1 s.h.)
<i>or</i>	
BIOL 277	Field Ornithology (3 s.h.)
<i>or</i>	
BIOL 278	Aquatic Biology (3 s.h.)
BIOL 279	Aquatic Biology Laboratory (1 s.h.)
<i>or</i>	
BIOL 380	Field Ecology (2 s.h.)

Electives

BIOL ____	Any biology course above BIOL 133
-----------	-----------------------------------

BUSINESS MANAGEMENT

(24 semester hours)

MGTE 121	Principles of Marketing (3 s.h.)
MGTE 150	Introduction to Business (3 s.h.)
MGTE 210	Principles of Accounting I (3 s.h.)
MGTE 211	Principles of Accounting II (3 s.h.)
MGTE 215	Principles of Management (3 s.h.)
ECON 200	Principles of Macroeconomics (3 s.h.)
ECON 205	Principles of Microeconomics (3 s.h.)

Choose one of the following courses:

ECON 315	Business and Government (3 s.h.)
ECON 350	Economics of Sports (3 s.h.)
MGTE 480	Corporate Social Responsibility (PHIL 225 is prerequisite; 3 s.h.)

CHEMISTRY

(23–24 semester hours)

CHEM 121	General Chemistry I (3 s.h.)
CHEM 123	General Chemistry Laboratory I (1 s.h.)
CHEM 122	General Chemistry II (3 s.h.)
CHEM 124	General Chemistry Laboratory II (1 s.h.)
CHEM 221	Organic Chemistry I (3 s.h.)
CHEM 223	Organic Chemistry Laboratory I (1 s.h.)
CHEM 222	Organic Chemistry II (3 s.h.)
CHEM 224	Organic Chemistry Laboratory II (1 s.h.)
CHEM 341	Analytical Chemistry (2 s.h.)
CHEM 342	Analytical Chemistry Laboratory (2 s.h.)

Select one of the following sequences:

CHEM 331	Biological Chemistry (3 s.h.)
<i>or</i>	
CHEM 351	Physical Chemistry with Biological Applications (3 s.h.) <i>and</i>
CHEM 352	Physical Chemistry Laboratory (1 s.h.)

COMPUTER PROGRAMMING

(18 semester hours)

CISC 105	Introduction to Computer Concepts (3 s.h.)
CISC 115	Microcomputer Applications (3 s.h.)
CISC 165	Programming in Basic (3 s.h.)
CISC 175	Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 215	COBOL and File Processing (3 s.h.)
CISC 275	Data Structures Using C++ (3 s.h.)

One of the following mathematics courses is prerequisite for this minor:

MATH 115	College Algebra (3 s.h.)
MATH 125	Precalculus Mathematics (3 s.h.)
MATH 140	Calculus I (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
MATH 310	Linear Algebra (3 s.h.)

COMPUTER SCIENCE

(18 semester hours)

CISC 175	Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 235	Computer Logic Design (3 s.h.)

Select four of the following courses:

CISC 275	Data Structures Using C++ (3 s.h.)
CISC 280	Object-Oriented Programming with Java (3 s.h.)
CISC 315	Database Development and Management (3 s.h.)
CISC 375	Computer Architecture (3 s.h.)
CISC 410	Fundamentals of Operating Systems (3 s.h.)

One of the following mathematics courses is prerequisite for this minor:

MATH 115	College Algebra (3 s.h.)
MATH 125	Precalculus Mathematics (3 s.h.)
MATH 140	Calculus I (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
MATH 310	Linear Algebra (3 s.h.)

DANCE

(19–21 semester hours)

DANC 101	Dance Appreciation (3 s.h.)
DANC 110	Laban Movement Analysis (3 s.h.)
DANC 130	Ballet Theory and Technique I (3 s.h.)
DANC 135	Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
DANC 150	Jazz Dance Theory and Technique I (3 s.h.)
DANC 215	Choreography I (3 s.h.)

Select one of the following:

ARTS 248	Interarts Workshop (3 s.h.)
DANC 184	Dance Performance Practicum (2 s.h.)
DANC 201	Teaching Dance (3 s.h.)
DANC 260	Introduction to Dance and Somatic Movement Therapy (3 s.h.)

MINORS CONTINUED

ECONOMICS

(18 semester hours)

ECON 200	Principles of Macroeconomics (3 s.h.)
ECON 205	Principles of Microeconomics (3 s.h.)
ECON 301	Managerial Economics I (3 s.h.)
ECON 302	Managerial Economics II (3 s.h.)

Select two of the following courses:

ECON 190	Special Topics in Economics (3 s.h.)
ECON 310	Money and Banking (3 s.h.)
ECON 315	Business and Government (3 s.h.)
ECON 350	Economics of Sport (3 s.h.)
ECON 360	Economics of Healthcare and Healthcare Reform (3 s.h.)
ECON ____	3 s.h. of ECON elective
MGTE 341*	Field Experience (3 s.h.)

* Use of MGTE 341, Field Experience as one of the above selectives requires prior approval of the department chair in consultation with the internship director and/or the student's advisor. The internship must be in an area directly related to economics.

ENGLISH

(18 semester hours)

This minor requires completion of a minimum of 18 s.h. of 3 s.h. courses beyond ENGL 113 and 114. With the guidance of a faculty advisor from the Humanities Department, students may choose to take English or communication courses to fulfill the minor.

HEALTH STUDIES

(26 semester hours)

BIOL 130	Anatomy and Physiology I (3 s.h.)
BIOL 132	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131	Anatomy and Physiology II (3 s.h.)
BIOL 133	Anatomy and Physiology Laboratory II (1 s.h.)
HLTH 103	Personal Health (3 s.h.)
HLTH 210	Consumer Health (3 s.h.)
HLTH 255	Human Sexuality (3 s.h.)
HLTH 260	Drugs and Society (3 s.h.)
HLTH 261	Introduction to Nutrition (3 s.h.)
SOCI 220	Families in Society (3 s.h.)

HISTORY

(18 semester hours)

HIST 105	Colonial America to the Civil War (3 s.h.)
HIST 106	The Civil War to Modern America (3 s.h.)

Select two of the following courses:

HIST 215	Modernization and European Society (3 s.h.)
HIST 223	History of Russia (3 s.h.)
HIST 325	The Ancient and Classical World (3 s.h.)
HIST 326	Medieval History (3 s.h.)
HIST 327	Early Modern Europe (3 s.h.)
HIST 388	Studies in History (3 s.h.)
HIST 450	Europe Since 1900 (3 s.h.)

Select two of the following courses:

HIST 210	African American History (3 s.h.)
HIST 335	Modern China (3 s.h.)
HIST 360	Early American Thought and Culture (3 s.h.)
HIST 361	Modern American Thought and Culture (3 s.h.)
HIST 365	Environmental History of America (3 s.h.)
HIST 388	Studies in History (3 s.h.)
HIST 405	The History of the Soviet Union (3 s.h.)
HIST 481	Recent American History (3 s.h.)
HIST 482	History Seminar (3 s.h.)

MATHEMATICS

(21 semester hours)

MATH 140 ¹	Calculus I (3 s.h.)
MATH 142	Calculus II (3 s.h.)
MATH 220	Calculus III (3 s.h.)
MATH 222	Calculus IV (3 s.h.)

or

MATH 305	Elementary Differential Equations (3 s.h.)
----------	--

Select three of the following courses:

MATH 205	Geometry (3 s.h.)
MATH 215	Probability and Statistics (3 s.h.)
MATH 235	Discrete Mathematics I (3 s.h.)
MATH 310	Linear Algebra (3 s.h.)
MATH 335	Discrete Mathematics II (3 s.h.)
MATH 405	Mathematical Analysis (3 s.h.)

¹ Students who have a deficiency in their mathematics preparation may be required to take MATH 115, College Algebra, and/or MATH 125, Precalculus Mathematics, before taking MATH 140, Calculus I.

MUSIC

(18 semester hours)

MUSC 101	Basic Musicianship (3 s.h.)
MUSC 120	Basic Piano (1 s.h.)
MUSC 130	Applied Music I (1 s.h.; repeated 4 times for a total of 4 s.h.)

Complete a total of 4 s.h. of the following ensemble electives (ensembles may be combined or repeated for a total of 4 s.h.):

MUSC 112	Springfield College Singers (1 s.h.)
MUSC 113	Springfield College Band (1 s.h.)
MUSC 114	Springfield College Pep Band (1 s.h.)
MUSC 115	Chamber Music Workshop (1 s.h.)

Continued

MINORS CONTINUED

Select two of the following:

- MUSC 108 Music Appreciation (3 s.h.)
 MUSC 133 Music Technology (3 s.h.)
 MUSC 332 Music as a Form of Social Protest (3 s.h.)

NUTRITION

(31 semester hours)

- CHEM 121 General Chemistry I (3 s.h.)
 CHEM 123 General Chemistry Laboratory I (1 s.h.)
 CHEM 122 General Chemistry II (3 s.h.)
 CHEM 124 General Chemistry Laboratory II (1 s.h.)
 CHEM 211 Organic Survey (3 s.h.)
 CHEM 331 Biological Chemistry (3 s.h.)
 HLTH 261 Introduction to Nutrition (3 s.h.)
 HLTH 361 Applied Nutrition (3 s.h.)

or

- MSCI 440 Nutrition and Athletic Performance (3 s.h.)
 HLTH 461 Advanced Nutrition (3 s.h.)

Select one of the following sequences:

- BIOL 130 Anatomy and Physiology I (3 s.h.) *and*
 BIOL 132 Anatomy and Physiology Laboratory I (1 s.h.)
and
 BIOL 131 Anatomy and Physiology II (3 s.h.) *and*
 BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
or
 BIOL 250 Human Structure and Function I (BIOL 121
 and 122 and CHEM 121 and 122 are prerequisites;
 (3 s.h.)
and
 BIOL 252 Human Structure and Function Laboratory I
 (1 s.h.) *and*
 BIOL 251 Human Structure and Function II (3 s.h.) *and*
 BIOL 253 Human Structure and Function Laboratory II (1 s.h.)

PHILOSOPHY

(18 semester hours)

- PHIL 105 Introduction to Philosophy (3 s.h.)

Select five of the following courses:

- PHIL 103 Conflict of Ideals (3 s.h.)
 PHIL 106 Ethics (3 s.h.)
 PHIL 108 Logic (3 s.h.)
 PHIL 225 Business Ethics (3 s.h.)
 PHIL 288 Special Topics in Philosophy (3 s.h.; can be
 repeated with different topics)
 PHIL 380 Existentialism (3 s.h.)

*In consultation with the philosophy advisor, one 3 s.h. course from
 another discipline may be substituted for one of the above selec-
 tives.*

POLITICAL SCIENCE

(18 semester hours)

- POSC 110 Introduction to American Government (3 s.h.)
 POSC 130 Introduction to International Relations (3 s.h.)
 POSC 210 Public and Human Service Administration (3 s.h.)

or

- POSC 330 State and Local Government (3 s.h.)
 POSC ____ 9 s.h. of political science electives

PSYCHOLOGY

(18 semester hours)

- PSYC 101 Introduction to Psychology (3 s.h.)

Select one course from each of the following categories:

Scientific Basis of Behavior

- PSYC 211 Introduction to Statistics (3 s.h.)
 PSYC 301 Experimental Design (3 s.h.)
 PSYC 305 Sensation and Perception (3 s.h.)
 PSYC 401 Motivation and Learning (3 s.h.)
 PSYC 405 Physiological Psychology (3 s.h.)
 PSYC 408 Cognitive Psychology (3 s.h.)

Social and Developmental Basis of Behavior

- PSYC 109 Human Development (3 s.h.)
 PSYC 135 Personality and Personal Adjustment (3 s.h.)
 PSYC 209 Social Psychology (3 s.h.)
 PSYC 221 Abnormal Psychology (3 s.h.)
 PSYC 406 Psychology of Diversity (3 s.h.)
 PSYC 470 Psychology of the College-Age Adult (3 s.h.)

Applied Psychology

- PSYC 330 Applied Psychology (3 s.h.)
 PSYC 413 Psychological Testing (3 s.h.)
 PSYC 422 Interviewing and Counseling (3 s.h.)

*Choose two courses from the list below or two additional courses
 from the list above:*

- PSYC 104 Educational Psychology (3 s.h.)
 PSYC 407 History of Modern Psychology (3 s.h.)
 PSYC 415 Child Development and Therapy (3 s.h.)
 PSYC 440 Psychology of Sexual Behavior (3 s.h.)
 PSYC 445 Imagery, Hypnosis, and Self-Hypnosis (3 s.h.)

MINORS CONTINUED

REHABILITATION AND DISABILITY STUDIES

(18 semester hours)

RHDS 125 Principles of Rehabilitation (3 s.h.)

RHDS 230 Psychology of Disability (3 s.h.)

or

RHDS 240 Independent Living Rehabilitation (3 s.h.)

Select two of the following special population courses:

RHDS 430 Children with Disabilities (3 s.h.)

RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)

RHDS 462 Rehabilitation of the Hearing Impaired (3 s.h.)

RHDS 464 Rehabilitation of the Developmentally Disabled (3 s.h.)

RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)

RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)

RHDS 491 Neurological Disabilities and Cognitive Rehabilitation (3 s.h.)

RHDS 494 Psychiatric Rehabilitation (3 s.h.)

Select two of the following therapeutic applications courses:

RHDS 325 Rehabilitation Assessment and Appraisal Techniques (3 s.h.)

RHDS 370 Interviewing and Case Study Methods (3 s.h.)

RHDS 475 Integrated Medicine (3 s.h.)

RHDS 483 Learning Disabilities (3 s.h.)

RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)

RHDS 489 Cardiac Rehabilitation (3 s.h.)

RHDS 492 Group Counseling Techniques in Rehabilitation (3 s.h.)

RHDS 499 Behavioral Medicine Approaches to Chronic Disease and Disability (3 s.h.)

RELIGION

(18 semester hours)

RELI 103 Introduction to the Old Testament (3 s.h.)

RELI 104 Religion in America (3 s.h.)

or

RELI 106 Introduction to the New Testament (3 s.h.)

RELI 109 The Religious Experience of Humanity (3 s.h.)

RELI ____ 6 s.h. of 300- or 400-level religion courses

Select one of the following courses:

PHIL 106 Ethics (3 s.h.)

PHIL 225 Business Ethics (3 s.h.)

RELI 422 Christianity and Modern Society (3 s.h.)

SOCIOLOGY

(18 semester hours)

SOCI 101 Introduction to Sociology (3 s.h.)

SOCI 210 Social Problems (3 s.h.)

SOCI 450 Social Change (3 s.h.)

SOCI ____ 9 s.h. of sociology electives

SPANISH

(18 semester hours)

To receive a minor in Spanish, students must participate in Springfield College's Study Abroad Program at Alcalingua, Universidad de Alcala de Henares (Madrid), Spain. All 18 semester hours are taken at Alcalingua. This program is offered during the spring semester only. Upon successful completion of this program, participants satisfy the following five General Education categories: Literature, Visual and Performing Arts, Philosophy, Social Science, and Social Justice.

Prerequisites for this minor are:

1. Successful completion of the fourth semester of college-level Spanish, or permission of the program director.
2. Placement at Level 3 or higher in the placement exam given at Alcalingua.
3. A cumulative GPA of 2.500 or higher; a GPA of 3.000 or higher in all Spanish courses.

Required courses (taken at Alcalingua):

Advanced Spanish Grammar and Composition (3 s.h.)

Advanced Spanish Conversation and Phonetics (3 s.h.)

20th Century Spanish Literature (3 s.h.)

History of Spanish Art (3 s.h.)

History of 19th and early 20th Century Spain (3 s.h.)

Select one of the following courses (also taken at Alcalingua):

Introduction to Economy of Spain (3 s.h.)

History of Spanish Cinema (3 s.h.)

THEATRE ARTS

(18 semester hours)

DRAM 101 Introduction to Theatre (3 s.h.)

DRAM 110 Fundamentals of Acting (3 s.h.)

Select one of the following sequences:

DRAM 130 Stage Production (3 s.h.)

or

DRAM 140 Dramatic Workshop (2 s.h.)

and

DRAM 141 Dramatic Workshop (2 s.h.)

Select 8–9 of the following courses to total 18 s.h.:

ARTS 248 Interarts Workshop (3 s.h.)

DRAM 115 Directing Workshop (3 s.h.)

DRAM 150 Creative Dramatics and Improvisation (3 s.h.)

DRAM 220 Scene Study (3 s.h.)

DRAM 284 Theatre Performance Practicum (1–10 s.h.)

ENGL 467 Shakespeare (3 s.h.)

UNDERGRADUATE COURSE DESCRIPTIONS

Undergraduate courses at Springfield College are numbered as follows:

100	generally lower division - first year courses
200	generally lower division - second year courses
300	generally upper division - third year courses
400	generally upper division - fourth year courses

The listing of courses described herein is not intended to imply that offerings have been finally determined for the 2002-2003 academic year. All courses are subject to faculty availability.

ANTHROPOLOGY

ANTH 250: Cultural Anthropology 3 S.H.

This course is an in-depth examination of the concept, methods, and theoretical positions of cultural anthropology. Students concentrate on reading primary materials — i.e., case studies of ethnographies, key articles, or selections in theory and method. Prerequisite: ANTH 101 or permission of instructor. Fulfills social science General Education category.

APPLIED EXERCISE SCIENCE

AEXS 101: Introduction to Applied Exercise Science 1 S.H.

This introductory course in Applied Exercise Science is designed for Applied Exercise Science majors. This course provides an overview to the field of applied exercise science. The student will gain exposure to various career options and the settings for professional practice. Introduction to the curriculum, policies and procedures for the major will be provided.

AEXS 230: Instruction and Presentation Techniques 2 S.H.

This course is designed to acquaint students with the concepts of various types of instructional and presentation techniques common to the health/fitness field.

AEXS 260: Exercise Testing and Prescription 3 S.H.

This course covers basic concepts involved in exercise resting and prescription (for the healthy adult), as outlined by the American College of Sports Medicine. Students are required to administer a battery of fitness test to assess each component of health-related physical fitness. Laboratory assignments are designed to provide hands-on experience for students. Prerequisite: MSCI 313.

AEXS 284: On-Campus Practicum 2 S.H.

This course represents the first in a sequence of practica experiences. Students are afforded the opportunity to observe and, to a limited extent, develop techniques, methodologies, and philosophies of teaching exercise under the direct supervision of Springfield College faculty members.

AEXS 335: Measurement and Evaluation 3 S.H.

This course is an introduction to the methods of measurement and evaluation in the health/fitness field. Emphasis is placed on choosing appropriate tests, calculation and interpretation of basic statistics, and practical application of measurement principles. Topics include basic research methodology, statistical tools in evaluation, reliability and validity, calibration of equipment, test administration, and evaluation of fitness tests. Prerequisite: A college-level math course or permission of instructor.

AEXS 350: Pre-Practicum in Health/Fitness 2 S.H.

This pre-practicum provides prospective health/fitness leaders with an opportunity to learn through assisting an experienced leader in health/fitness programs in clinical, agency, corporate, or institutional environments. Prerequisites: MSCI 313, AEXS 260, matriculation, and PEPC 100 or PEAC 100.

AEXS 365: Exercise Testing and Prescription for Special Populations 3 S.H.

This course is designed to acquaint students with the principles of exercise testing and prescription for special populations. Selection and organization of activities for a range of ages and fitness levels are covered. Prerequisite: AEXS 260 or permission of instructor.

AEXS 377: Stress Management 3 S.H.

This course provides an overview of principles and practices in stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental/physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisites: BIOL 130 and 131.

AEXS 401: Management of Health/Fitness Programs 3 S.H.

This course gives students the basic skills necessary to develop and implement an employee health/fitness program. Emphasis is placed on management, facility development, programming, and leadership procedures. Prerequisite: senior status in applied exercise science (99 S.H.) and/or permission of instructor. Can fulfill WAC.

AEXS 461: Electrocardiogram Interpretation and Graded Exercise Testing 3 S.H.

This course is designed to instruct students in the acquisition and interpretation of both resting and exercise electrocardiograms. Students are taught to identify various cardiac dysrhythmias and to administer a graded exercise test according to the American College of Sports Medicine guidelines. Prerequisite: AEXS 260 or permission of instructor.

AEXS 470: Strength and Conditioning 3 S.H.

This course is designed to provide students with information for the design and implementation of a successful strength and conditioning program. Emphasis will be placed on assessment, description and analysis of sport movement, and designing weight training programs to enhance performance variables. This course will assist those students who desire to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam. However, this course is not a preparation course for the exam.

AEXS 471: Strength and Conditioning Applications 1 S.H.

This course provides students with the appropriate setting in which to apply the principles of strength and conditioning that are taught in the AEXS 270 course. Emphasis is placed on assessment of athletic performance as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. Prerequisite/Corequisite: AEXS 470.

AEXS 486: Health/Fitness Fieldwork 10-15 S.H.

This is a supervised, field-based experience that familiarizes students with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Placement for field experience is made and must be approved by the coordinator for health/fitness fieldwork. Information contained in the fieldwork application filed during the junior year is utilized in making specific assignments. Prerequisites: senior status (99 S.H.), matriculation, AEXS 350 and 260.

ART

ARTS 101: Materials and Techniques 3 S.H.

This course gives students experience in a variety of materials— metal, ceramics, woods, and cloth. Each medium is developed as a unique form of creative expression. Fulfills VAPA General Education category.

ARTS 102: Arts and Ideas 3 S.H.

This course is designed to combine the elements of art with art history. Through the study of the plastic elements of art and composition, students view the role of the artist from ancient times to the present day to form a better understanding of the aesthetics of our own human nature. Fulfills VAPA General Education category. May fulfill WAC.

ARTS 103: Studio in Computer Graphics 3 S.H.

This is an introductory course that focuses on the technology of computer graphics. Each student has the opportunity to explore a number of graphic software programs, utilizing several computer systems. With the software programs employed, students are able to draw, paint, design, and create web pages of almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course. Fulfills VAPA General Education category. Cross-listed with CISC 103.

ARTS 104: Sensitivity and the Creative Process 2 S.H.

This course explores the creative processes of artists in the visual arts. Examples of work by the leaders of contemporary art, as well as artists of historical significance are analyzed. Slides, tapes, films, museum visits, and guest artists provide an integral part of the course. Through this examination of art, students have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own. Fulfills VAPA General Education category.

ARTS 105: Studio in Printmaking 3 S.H.

This course explores the varied aspects of the printmaking media. Areas covered are intaglio, calligraphy, and lithography. Work is done using both traditional and experimental techniques in black and white and in color. Fulfills VAPA General Education category.

ARTS 108: Studio in Drawing 3 S.H.

This course sets out to increase the student's ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials. Fulfills VAPA General Education category.

ARTS 111: Studio in Design 3 S.H.

This is an exploration of design as a visual language as it exists on a flat surface. Students are guided toward the understanding of the basic design elements as a means to maximize the freedom of expression in the area of communication and originality. Fulfills VAPA General Education category.

ARTS 116: Studio in Painting 3 S.H.

This is a course in which the many aspects of making a painting are explored. Various painting problems are assigned in order to focus on the capacity of painting for control and scope of expression. Students are encouraged to develop and realize their personal ideas as exciting visual images. Fulfills VAPA General Education category.

ARTS 120: Contemporary Art 3 S.H.

This course provides a survey of contemporary art from early in the Twentieth Century until the present. Illustrated by slides and other visual materials, the lectures and discussions, focus on the Modern and Post Modern Art of the Western World and also includes Art from non-Western societies. The course focuses on painting, sculpture and photography as well as art using new materials and multi-media techniques. Fulfills VAPA General Education category. May fulfill WAC.

ARTS 202: Computer Animation 3 S.H.

This course provides the student with an in-depth study of the creation of computer animation. Each student has the opportunity to develop animated pieces from initial conception to final animation, and then developing it for the web. Students use a variety of two-dimensional software and develop skills in story boarding and interactivity. Prerequisite: ARTS 103 or permission of instructor. Cross-listed with CISC 202.

ARTS 203: Advanced Desktop Design 3 S.H.

This course provides students with the skills to compete in today's graphic job market. Layout, design, and photo manipulation are taught using industry standard programs with an overview of other currently used vector programs. Prerequisite: ARTS 103 or COMM 207.

ARTS 210: Figure Drawing 3 S.H.

This course is an in-depth study of the traditional problems of drawing the figure, working with light, weight, dimension, and color. Emphasis is placed on developing the student's sensitivity and awareness to the many possibilities and potentials that the human form possesses. Students draw directly from both male and female models. Work is done in such media as charcoal, ink, pencil, and conti-crayon, as well as in techniques of contour, line, and work drawings. Fulfills VAPA General Education category.

ARTS 211: Studio in Sculpture 3 S.H.

This course develops the individual imaginative efforts of students working in the third dimension. Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist's statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay. Fulfills VAPA General Education category.

ARTS 217: Arts of the Prehistory to the Renaissance 3 S.H.

This survey course examines the development of the visual arts from cave painting to the beginning of the modern era. It concentrates on the relationship between artistic expression and social and cultural forces. Fulfills VAPA General Education category. Can fulfill WAC.

ARTS 218: Renaissance to Modern Art 3 S.H.

This course provides a descriptive survey of painting, sculpture, decorative arts and architecture from the Renaissance to Modern Era. This course includes the development of Western styles as well as those of Africa, Asia, and South America. Slides and visual materials illustrate lectures and discussions. This course focuses on the relationship between artistic expression and societal and cultural forces during this time period. Fulfills VAPA General Education category. May fulfill WAC.

ARTS 219: American Art 1700-1900 3 S.H.

This course is a survey of painting, architecture, and sculpture from the early Colonial Period to the turn of the Twentieth Century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation. Fulfills VAPA General Education category. May fulfill WAC.

ARTS 221: Women Artists in History 3 S.H.

This course examines the achievements and contributions of European and American women artists from the middle ages to the present in terms of the culture in which they lived and worked. Fulfills VAPA General Education category.

ARTS 222: Asian Arts and Culture 3 S.H.

This course provides a survey of the arts of Asia, specifically India, China, and Japan from prehistory to modern times. Lectures and discussions focus on the traditional arts of painting, sculpture, and architecture, as well as the art of Feng Shui, Ikebana, Calligraphy, Haiku, Bonsai, Raku, and martial arts. Students have an opportunity to work directly with some of the art forms. Students are exposed to the aesthetics as well as the philosophical basis of these Eastern Arts.

ARTS 223: Studio in Ceramics 3 S.H.

This course is an introduction to the various methods of pottery making. Students explore such forming methods as slab, pinch, coil, and throwing. The uses of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function are developed. Tests are conducted in differing clay bodies and glaze information. Fulfills VAPA General Education category.

ARTS 225: Studio in Photography 3 S.H.

This course explores the photographic process, the use of equipment, film development, and printing. Emphasis is placed upon the use of the camera as a creative means of expression. Fulfills VAPA General Education category.

ARTS 228: Three-Dimensional Design 3 S.H.

This course explores our urban environment as three-dimensional design. Students are encouraged to use the urban community as a classroom for studying the aesthetic interrelationships of man and his environment. Such basic design elements as color, form, shape, texture, and scale as related to the human elements are emphasized. Fulfills VAPA General Education category.

ARTS 231: 3-D Animation 3 S.H.

This course is designed for individuals who are interested in developing expertise in 3-D computer animation. 3-D animation theory and practice are integrated using the latest computer programs. Animation composition and the creation of storyboards are taught in addition, as a variety of graphic and digital video tools are explored. Skills in lighting, vector layout, and animation rendering are emphasized. Prerequisite: ARTS 103.

ARTS 245: Contemporary Jewish Art 3 S.H.

This course is an overview of the lives and works of Jewish visual artists from the mid-nineteenth century to today. The effects of anti-Semitism on the themes and acceptance of Jewish artists is addressed. In addition to a didactic approach, a component of this course explores the styles and media of these artists. Artistic skill is not required, only a willingness for students to explore their creativity. Fulfills social justice General Education category.

ARTS 248: Interarts Workshop 3 S.H.

This course trains musicians, singers, dancers, painters, sculptors, actors, designers, and graphic artists to function as a collective in the preparation and mounting of a major stage production in an apprentice-like manner by contract with faculty coaches/directors. Prerequisites: Auditions, interviews, and permission of the company directors.

ARTS 260: Advanced Studio in Art 2-6 S.H.

This advanced studio provides the opportunity for students to gain an in-depth study of a specific media or art form. Students work out the studio experience in consultation with the instructor of the course, based on their individual interests and potential. Prerequisite: Permission of instructor.

ARTS 270: Advanced Studio in Ceramics 3 S.H.

This is a Clay course designed to incorporate sculptural ceramics and functional ceramics. The course includes the use of the potter's wheel as a method of producing functional as well as sculptural objects. Students experiment with various materials and building techniques integrating a multicultural view in conjunction with assigned projects. The class structure incorporates lecture, video, and slide presentation demonstrations.

ARTS 280: Integrating Arts in the Classroom 3 S.H.

The focus of this course is to train students in the basics of integrating visual arts in the curriculum. In order to create a framework for this to occur students need to be familiar with several aspects of art education. Students learn the stages of art development, goals and benefits, interdisciplinary connections, cross-cultural art and art as a tool for social justice. Fulfills VAPA General Education category. No prerequisites.

ARTS 324: Care and Protection of Art Objects 2 S.H.

This course emphasizes the materials and techniques of an artist. Students make in-depth studies of the materials and methods that will afford them the opportunity to gain the greatest possible control over their creative process. Areas of investigation include paint pigments, chemistry of materials, and conservation of pictures.

ARTS 386: Supervised Field Experience 2-10 S.H.

This course provides the opportunity for the student to become involved in the urban community as an artist in residence. The student works directly with the people of the inner city in less formal situations such as a studio, gallery, museum, or a store-front workshop. An exhibit of students' artwork in their own areas of interest is presented at the completion of the experience. This field experience requires a minimum of 450 clock hours of placement time. A minimum of 10 semester hours is required for graduation.

ART EDUCATION**ARTS 255: Introduction to Art Education 3 S.H.**

This course explores the stages of a child's development through art and how to teach developmentally-appropriate creative art activities in elementary, middle, and high schools. Students participate in art exercises and are required to design and critique lesson plans. Art teaching that emphasizes current research in art education is a major focus.

ARTS 382: Seminar in Teaching Art 3 S.H.

This seminar focuses on the analysis of students' ongoing demonstration of the knowledge, skills, and methodology acquired in field experiences and the exploration of selected issues in art education directed toward the student's specific needs and interests. Students engage in learning experiences that demonstrate the design implementation and critique of art evaluation methods. State and National guidelines for art competencies will be reviewed. Can fulfill WAC.

ATPY 105: Methods and Materials of Art Therapy and CMO Art Education for Adolescents and Adults 3 S.H.

This course covers the range of materials, methods, and techniques employed by the art therapist and art educator. The course focuses on art therapy/art education with special needs adolescents and adults.

ATPY 202: Ethics and Aesthetics in Art Education and Art Therapy 1 S.H.

This course provides students with the knowledge and understanding of ethics and aesthetics and their role in art education and art therapy. Contrasting views of art therapy and art education theorists and practitioners are discussed and debated. The implications of politics on aesthetics and other relevant issues in art education are addressed. Prerequisites: ATPY 101, or permission of the instructor.

ATPY 309: Pre-Practicum in Art Therapy and Art Education 1-3 S.H.

This required course is designed for students in the art therapy concentration who need firsthand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. Prerequisites: ATPY 101. Fulfills WAC requirement. This course can be waived for EDUC 318.

ART THERAPY

ATPY 101: Introduction to Art Therapy 3 S.H.

This course introduces students to the profession of art therapy, including its history and development. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals are studied. Prerequisite: PSYC 101.

ATPY 203: Art Therapy with Special Needs Populations 3 S.H.

This course is designed for individuals who are interested in working with multi-diagnosed individuals through art therapy. Various therapeutic approaches in art therapy as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality. Can fulfill WAC.

ATPY 308: Art Therapy and the Elderly Client 2 S.H.

This course presents art therapy as a tool to work with the physical, psychological, and social needs of the elderly. It focuses on materials and methodologies that the art therapist uses to assist the elderly to express these needs nonverbally through the art process.

ATPY 410: The Therapeutic Aspects of Clay 3 S.H.

This course demonstrates techniques and tools to utilize clay as a therapeutic medium. It introduces methods and theories of art therapy utilizing clay as a tool for healing. Technical and theoretical information is covered in depth, along with the integration of clay as a vehicle to express social and political concerns.

ATPY 482: Art Therapy Seminar 3 S.H.

This seminar integrates topics in art therapy applicable to entry-level work in the field. Topics include multicultural aspects of art therapy, assessment and evaluation, aesthetics, new techniques, introduction to research and tools for obtaining a job.

ATPY 484: Practicum in Art Therapy 1-8 S.H.

This course provides students with an in-depth practicum experience in the art therapy field. Students practice observation skills, co-lead groups, and work with individual clients in agencies, schools, clinics, and other human service organizations. Students receive supervision from the College supervisor in-group and individual sessions. Depending on the site, students may utilize various approaches such as art as healing, art as adjunctive therapy, or a traditional art therapy approach.

ATHLETIC TRAINING

ATRN 110: Introduction to Athletic Training 1 S.H.

This introductory course in athletic training is designed for athletic training majors and those considering athletic training as a career. It exposes students to the professional preparation of athletic trainers and their role as a health care professional at all levels. It also provides an introduction to the Springfield College Athletic Training Program.

ATRN 114: Prevention of Athletic Injuries 3 S.H.

This course is designed to provide the student with a base of knowledge related to the prevention of athletic injuries. Topics include: epidemiology of athletic injuries, preparticipation screening, basic conditioning and strength training, environmental conditions, protective devices, and nutritional aspects of health and performance. Prerequisite: students in the athletic training degree program or permission of instructor and ATRN 110.

ATRN 225: Assessment, Evaluation and Management of Injuries to the Hip, Pelvis, and Lower Extremities 3 S.H.

The course is divided into two parts: 1) Discussion of the Principles of Athletic Injury Assessment/Evaluation and Classification and 2) Application Assessment/Evaluation and Classification Principles to injuries involving the hip, pelvis and lower extremity. Prerequisites: ATRN 114 and EMSM 115 and Athletic Training Majors only.

ATRN 226: Assessment, Evaluation and Management of Injuries to the Head and Upper Extremities 3 S.H.

Course emphasis the application of Assessment/Evaluation and Classification Principles to injuries involving the head, face and upper extremity. Prerequisites: ATRN 225 and Athletic Training Majors Only.

ATRN 284: Sophomore Practicum in Athletic Training I 1 S.H.

This fall, sophomore-year athletic training clinical experience emphasizes the development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 112, and current CPR/FA certification.

ATRN 285: Sophomore Practicum in Athletic Training II 2 S.H.

This spring, sophomore-year athletic training clinical experience emphasizes continued development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 225, 284, and current CPR/FA certification.

ATRN 305: Athletic Injury Rehabilitation and Therapeutic Exercise 3 S.H.

This course introduces the athletic training student to athletic injury rehabilitation. It includes assessment skills, treatment goal development, and documentation techniques. The use of therapeutic exercise in injury rehabilitation is emphasized. Prerequisites: ATRN 226 and enrollment in the athletic training major. (Non-majors need permission of the instructor.) Can fulfill WAC.

ATRN 307: Athletic Injury Rehabilitation and Therapeutic Modalities 3 S.H.

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 305) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. Prerequisites: ATRN 305 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 320: Pathology and Athletic Training 3 S.H.

The course for third year athletic training majors introduces students to entry-level knowledge and skills relating to pathology, general medical and non-orthopedic conditions the entry-level athletic trainer must possess. The course takes a system-based approach including the integumentary, respiratory, cardiovascular, endocrine, gastrointestinal, genitourinary, and neurological systems. The course also includes units on Pharmacology and Radiology in the treatment of disease and activity related problems. Prerequisites: ATRN 305. Athletic Training majors only.

ATRN 384: Junior Practicum in Athletic Training I 2 S.H.

This fall, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to clinical instructors, licensed and certified athletic trainers, either on- or off-campus to gain experience working with an athletic team. Prerequisites: ATRN 226, 285, and current CPR/FA certification.

ATRN 385: Junior Practicum in Athletic Training II 2 S.H.

This spring, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills and competencies in athletic injury prevention and management. Students are assigned to clinical instructors, licensed and certified athletic trainers, either on- or off-campus to gain experience working with an athletic team. Prerequisites: ATRN 226, 384, and current CPR/FA certification.

ATRN 410: Administration and Education in Athletic Training 3 S.H.

This course examines the responsibilities of the athletic trainer as an educator and administrator. Students investigate the evolving role of athletic training in the United States Health Care system. Administration topics will include, principles of management, administration, budgeting, staffing and supervision. In education, students review concepts of learning styles, instructional strategies, and basic research methodology. Prerequisites: athletic training major, ATRN 384, and 307.

ATRN 482: Seminar in Athletic Training 1 S.H.

This is a seminar for seniors in the athletic training program. Topics include low-back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. Prerequisite: ATRN 385, and 307. (Non-majors need permission of the instructor.)

ATRN 484: Senior Fieldwork in Athletic Training—Clinical Fieldwork: Sport Component 1 S.H.

The senior-year fieldwork experience will continue to emphasize competency development in all areas of injury prevention, and management of athletic injuries. Clinical settings include team responsibilities either on or off the Springfield College campus. (Prerequisites: Senior level ATRN Major, Current CPR/FA). All clinical education experiences will take place under the supervision of an Approved Clinical Instructor.

ATRN 485: Senior Fieldwork in Athletic Training—Athletic Injury Rehabilitation Component 2 S.H.

This senior-year fieldwork experience continues to emphasize competency development in athletic injury rehabilitation techniques. Students are expected to complete clinical rotations in athletic training injury rehabilitation, surgical observation, general medical and other health care settings, under the supervision of an Approved Clinical Instructor. (Prerequisites: Senior level ATRN Major, Current CPR/FA).

ATRN 487: Internship in Sports Injury Management 5-15 S.H.

This internship, for eligible senior athletic training majors, is designed to expand the student's sport injury clinical experiences outside of the traditional high school and college/university training room setting. Students can complete internships at sports medicine rehabilitation facilities, physical fitness facilities, professional teams, etc. Prerequisites: ATRN 307 and 486.

BIOLOGY

BIOL 101: Basic Concepts of Modern Biology 3 S.H.

This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution and the origin of life, basic physiological procedures, behavior, genetics, and development. Human biology and the social implications of modern biology are considered throughout. Students must also register for the corresponding lab, BIOL 102. General Education category natural science.

BIOL 102: Basic Concepts Laboratory 1 S.H.

This laboratory/field course illustrates the principles and applications of modern biology. Students must register for BIOL 101 or permission of Instructor.

BIOL 121: Bioscience I 3 S.H.

The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for the corresponding lab, BIOL 123, unless previously taken. Prerequisite: high school biology. General Education category natural science.

BIOL 122: Bioscience II 3 S.H.

Part II of BIOL 4. The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for BIOL 124, unless previously taken. Prerequisite: BIOL 121.

BIOL 123: Bioscience I Laboratory 1 S.H.

In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biochemical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 121 or permission of Instructor.

BIOL 124: Bioscience II Laboratory 1 S.H.

In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biochemical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 122 or permission of Instructor.

BIOL 130: Anatomy and Physiology I 3 S.H.

This course analyzes the structure and function of cells, tissue, and organ systems. Focus is placed on the muscular, skeletal, and circulatory systems as they relate to human movement and homeostasis. Students must also register for the corresponding lab, BIOL 132. General Education category natural science.

BIOL 131: Anatomy and Physiology II 3 S.H.

This course covers the structure, function, physiology, and biochemistry of the lymphatic, respiratory, digestive, excretory, endocrine, and nervous systems. Topics covered include nutrition, disease, reproduction, sexually transmitted disease, exercise, and the use of drugs, including prescribed medicines. Students must also register for the corresponding lab, BIOL 133. General Education category natural science.

BIOL 132: Anatomy and Physiology I Lab 1 S.H.

This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 130 or permission of Instructor.

BIOL 133: Anatomy and Physiology II Lab 1 S.H.

This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 131 or permission of Instructor.

BIOL 214: Introduction to Medical Microbiology**3 S.H.**

The objectives of this course are to examine the structure and function of microbial human pathogens and to study their relationship to infection and disease in a lecture and laboratory format. The dynamic mechanisms of host-parasite interactions are emphasized. Special consideration is given to the problems of host-microbe association in immunosuppressed or immunocompromised patients. The actions and the selectivity of antibiotics in terms of prokaryotic and eukaryotic cellular characteristics and the potential dangers associated with their widespread use and abuse are discussed. Prerequisites: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124.

BIOL 230: Animal Biology**3 S.H.**

Lectures, laboratory, and field studies give students an understanding and appreciation of the biology of vertebrates and invertebrates. Seasonal activities that coincide with animal migrations, reproduction, behavior, development, and distributions are studied. Students learn first-hand about animal life through collections and field observations. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. May fulfill WAC.

BIOL 250: Human Structure and Function I**3 S.H.**

This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for the corresponding lab, BIOL 252 unless previously taken. Prerequisites: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124.

BIOL 251: Human Structure and Function II**3 S.H.**

Part II of BIOL 250. This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for BIOL 253 unless previously taken. Prerequisites: BIOL 250.

BIOL 252: Human Structure and Function I Laboratory**1 S.H.**

This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 250 or permission of Instructor. Prerequisites: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124.

BIOL 253: Human Structure and Function II Laboratory**1 S.H.**

Part II of BIOL 252. This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 251 or permission of Instructor.

BIOL 260: General Ecology**3 S.H.**

This course studies the structural and functional aspects of ecosystems covering food chains, material cycling, limiting factors, populations, interactions, adaptations, succession, diversity, and world biomes. Fieldwork and competency in techniques for ecosystems analysis are stressed. WAC requirement includes keeping a log and field reports examined by the instructor and the writing center. As a social justice course, environmental issues relating to economic class, gender, religion, race, and ability are examined. Time is allocated for connecting social justice to ecological concepts. Students must also register for the corresponding lab, BIOL 351. Prerequisites: BIOL 101-102, or, 121-122, or, 123-124. Fulfills social justice General Education category. Can fulfill WAC.

BIOL 261: General Ecology Laboratory**1 S.H.**

This hands-on, lab/field course develops comfort and competency in currently acceptable methods of environmental analysis and the applications of ecological principles in real-life situations, occasionally with experts in various fields. This course is primarily field trip oriented. Students must also register for BIOL 260 or permission of Instructor.

BIOL 264: Flora of New England**3 S.H.**

This course involves field recognition, ecology, and use of major non-flowering and flowering plants. Identification is accomplished by a study of flowers, fruits, seeds, leaves, and winter twigs. Activities include field trip studies of major plant associations (bogs, marshes, swamps, fields, forests). Applications for teaching and environmental studies, collecting, preserving, and herbarium techniques are addressed. Students must also register for the corresponding lab, BIOL 266. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102.

BIOL 265: Introductory Horticulture**3 S.H.**

This course studies plant function, growth, and maintenance that includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applicants are studied. Students must also register for the corresponding lab, BIOL 267. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102.

BIOL 266: Flora of New England**Laboratory 1 S.H.**

This lab/field course is designed to apply the principles of plant recognition, their habitats, collection, and uses. Field trips to all major New England habitats are conducted; trips to arboretums and student-directed investigations are carried out. Must register for BIOL 264 or permission of Instructor.

BIOL 267: Introductory Horticulture**Laboratory 1 S.H.**

This is a lab/field course designed for the hands-on application of the principles of plant propagation and care. Field trips to various horticultural facilities and computer applications of landscape design are included. Must register for BIOL 265 or permission of Instructor.

BIOL 270: Plant Biology**3 S.H.**

This course studies the structure, function, classification, growth, development, human/social use, habitats, and environmental responses of plants. Additionally, plant-animal interactions, wildlife biology, and agricultural applications of hormones and crop improvement, with critical thinking dialogue on applications of principles are covered. The course allows for and encourages independent investigation in the laboratory and/or field. Students must also register for the corresponding lab, BIOL 271. Prerequisite: BIOL 121-122, or BIOL 101-102.

BIOL 271: Plant Biology Laboratory**1 S.H.**

This course is designed to orient students to work with plants in the lab and field. Many field trips are conducted to observe plants in ways, which illustrate the principles of plant biology. Student-directed lab/field experiences are employed to allow for ownership in one or more principles. Visits to Smith College and other arboretums are included. Students must register for BIOL 270 or permission of Instructor.

BIOL 277: Field Ornithology**3 S.H.**

In this course, birds are studied as an aid in teaching biology and conservation, and "bird watching" is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102.

BIOL 278: Aquatic Biology**3 S.H.**

This course emphasizes adaptations that have evolved in aquatic organisms to allow survival in marine and freshwater environments. Students gain an appreciation of the diversity of aquatic organisms and the challenges they face. Students must also register for the corresponding lab, BIOL 279. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102.

BIOL 279: Aquatic Biology Laboratory 1 S.H.

In this course, students collect and identify aquatic organisms from local freshwater habitats and perform chemical analysis on samples taken from those bodies of water. Field trips and related activities enhance understanding of marine and freshwater environments. Students must also register for BIOL 278 or permission of Instructor.

BIOL 280: Genetics**3 S.H.**

This course encompasses a study of the principles of human genetics. Emphasis is placed on molecular and physiological genetics, as well as population genetics. A nine-unit, computer-based drill-and-practice reinforces problem-solving and data interpretation skills. Students must also register for the corresponding lab, BIOL 81. Prerequisite: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124. Can fulfill WAC.

BIOL 281: Genetics Laboratory**1 S.H.**

This laboratory course, designed for science majors, studies the science of Mendelian genetics using a computerized tutorial. Students use drosophila, yeast, and plants to define Mendel's laws. Students also isolate specific genes and amplify and examine their distribution through electrophoresis. Students must also register for BIOL 280 or permission of Instructor.

BIOL 311: Human Microscopic Anatomy 3 S.H.

The emphasis of this course is the microscopic structure of cells, tissues, and their organization into organs in the human body. The unique arrangements of tissues in each organ provides clues to understanding the functions of that organ. This course is beneficial to preprofessional students of medicine, dentistry, nursing, and allied health. Students must also register for BIOL 312. Prerequisites: BIOL 121-122 and 123-124.

BIOL 312: Human Microscopic**Anatomy Laboratory****1 S.H.**

This laboratory course is designed to be taken concurrently with BIOL 311. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 121-122 and 123-124. Students must register for BIOL 311 or permission of Instructor.

BIOL 315: General Microbiology**3 S.H.**

This course studies the fundamental principles of microbiology. Students are to view and understand representatives of bacteria, viruses, fungi, algae, and protozoa, and to establish the basis of their classification, identification and activities. Emphasis is placed upon morphology, cytology, physiology and metabolism of bacteria and viruses. Students must also register for the corresponding lab, BIOL 317. Prerequisite: BIOL 121-122 and CHEM 121-122.

BIOL 316: Applied Microbiology and Immunology 3 S.H.

This course is designed to acquaint students with principles governing microbial actions, microbe utilization and control of microorganisms. Fundamentals of medical microbiology, resistance and immunity, microbial biotechnology related to the industrial and agricultural areas as well as topics of public health and environmental concerns are covered. Students must also register for the corresponding lab, BIOL 317. Prerequisite: BIOL 121-122 and CHEM 121-122. BIOL 315, although not a prerequisite, is strongly recommended.

BIOL 317-318: Microbiology I & II Laboratory 1-1 S.H.

In this course, students are provided with training in basic microbiology laboratory skills such as laboratory safety, aseptic techniques, and methods for bacterial isolation and quantitation. Laboratory exercises focus on the investigative nature of microbiology. Students are given the opportunity to design and conduct experiments on their own and are required to submit reports in the format of a scientific journal. In addition, advanced microbiology techniques are explored in workshop-style exercises. Students registered for BIOL 315 must register for BIOL 317. Students registered for BIOL 316 must register for BIOL 318 or permission of Instructor.

BIOL 370: Instrumentation and Methodology 2 S.H.

The theory and practice of modern laboratory techniques utilizing optical, electrical, chromatographic, and radioisotopic methods of measurement and analysis are covered. Principles underlying instrument design and safety in the laboratory are emphasized. Students must also register for the corresponding lab, BIOL 371. Prerequisites: CHEM 121-122 and 123-124 or BIOL 121-122 and 123-124. Analytical chemistry and physics are recommended.

BIOL 371: Instrumentation and Methodology Laboratory 1 S.H.

This course introduces students to a wide range of modern biological laboratory techniques used in research and medicine. The laboratory provides practical experience in using instruments and equipment including electrophoresis, column chromatography, spectrophotometry, atomic absorption, gas chromatography, radioisotope measurement, and data analysis. Students must also register for BIOL 370 or permission of Instructor.

BIOL 380: Field Ecology 2 S.H.

This is an on-site study of the biological, physical, and chemical processes operating in the marine, littoral, and terrestrial environment, with special attention to the role of humanity in utilizing and affecting resources. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102.

BIOL 408: Cell and Molecular Biology 3 S.H.

This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology and recombinant DNA technology. Students must also register for the corresponding lab, BIOL 409. Prerequisites: BIOL 121-122 and 123-124, CHEM 221-222 and 223-224.

BIOL 409: Cell and Molecular Biology Laboratory 1 S.H.

This laboratory course emphasizes the methods of cell and molecular biology research. Topics include cell culture, DNA isolation and cloning, separation and identification of biology macromolecules, and data analysis and presentation. Students must also register for BIOL 408 or permission of Instructor.

BIOL 420: Cellular Physiology 3 S.H.

This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for the corresponding lab, BIOL 421. Prerequisites: BIOL 121-122 and 123-124, BIOL 250-251 and 252-253, CHEM 221-222 and 223-224. May fulfill WAC.

BIOL 421: Cellular Physiology Laboratory 1 S.H.

Students perform laboratory exercises that elucidate the important concepts in cell physiology. They gain experience using current laboratory methods including enzyme assays, protein gel electrophoresis, chromatography, and some recombinant DNA techniques. Students must also register for BIOL 420 or permission of Instructor.

BIOL 482: Seminar in Biology 2 S.H.

Discussion and reports on current topics in biology are presented at weekly meetings with departmental faculty. Prerequisites: BIOL 121-122 and 123-124.

CHEMISTRY

CHEM 101: Chemistry Survey 3 S.H.

This is an overview of the essential principles of general, organic, and biological chemistry, including the structure and behavior of atoms and molecules, an introduction to organic compounds, and the biomedical basis of physiology, bioenergetics, and nutrition. Students must also register for the corresponding lab, CHEM 102. General Education category natural science.

CHEM 102: Chemistry Survey Laboratory 1 S.H.

This laboratory course is designed to compliment and illustrate the principles and applications of the Chemistry Survey course. Students must also register for CHEM 101 or permission of Instructor. General Education category natural science.

CHEM 121: General Chemistry I 3 S.H.
This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions, states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for the corresponding lab, CHEM 123, unless previously taken. Prerequisite: High school chemistry. General Education category natural science.

CHEM 122: General Chemistry II 3 S.H.
Part II of CHEM 121. This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions, states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for CHEM 124, unless previously taken. Prerequisite: CHEM 121.

CHEM 123-124: General Chemistry I & II Laboratory 1-1 S.H.
This is a laboratory course designed to illustrate the principles and applications of General Chemistry. Students registered for CHEM 121 must register for CHEM 123. Students registered for CHEM 122 must register for CHEM 124 or permission of Instructor. General Education category natural science.

CHEM 211: Organic Survey 3 S.H.
This is a brief course outlining the structure, function, and reactions of the biologically important families of organic compounds. Prerequisite: CHEM 121-122 and 123-124.

CHEM 212: Organic Survey Laboratory 1 S.H.
The laboratory is designed to provide experience with the basic techniques of organic chemistry and exposure to the use of modern instrumentation such as UV, IR, and GC. Prerequisite: CHEM 211 or concurrently.

CHEM 221: Organic Chemistry I 3 S.H.
This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. Students must also register for the corresponding lab, CHEM 223. Prerequisite: CHEM 121-122 and 123-124.

CHEM 222: Organic Chemistry II 3 S.H.
Part II of CHEM 221. This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. Students must also register for CHEM 224. Prerequisite: CHEM 221.

CHEM 223-224: Organic Chemistry I & II Laboratory 1-1 S.H.
The laboratory assignments in this course integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation such as IR, UV, NMR, and VPC. Students registered for CHEM 221 must register for CHEM 223. Students registered for CHEM 222 must register for CHEM 224 or permission of Instructor.

CHEM 331: Biological Chemistry 3 S.H.
Biological chemistry is a study of the chemistry of life. It is a multi-disciplinary science that employs physical, biological, and chemical principles to understand the biochemical unity displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates is examined, as is the operation of enzymes, hormones, vitamins, poisons, and drugs. Emphasis is placed on the abnormal (diseased) state, bioenergetics, genetics, and the interrelationship of biomolecules in nutrition. Prerequisite: CHEM 221-222 and 223-224 or CHEM 211-212.

CHEM 341: Analytical Chemistry 2 S.H.
This course studies the theory and techniques of analytical chemistry, including analysis of compounds using gravimetric, volumetric, and instrumental procedures. Prerequisite: CHEM 121-122 and 123-124.

CHEM 342: Analytical Chemistry Laboratory 2 S.H.
This lab course provides experience in the methods and techniques of quantitative analysis covered in CHEM 341. Prerequisite: CHEM 341 or concurrently or permission of Instructor. May fulfill WAC.

CHEM 351: Physical Chemistry with Biological Applications 3 S.H.
This is a physical interpretation of the phenomena of chemical change and stability as related to biological problems. Topics include: thermodynamics, gases, liquids, solids, bioenergetics, equilibria, chemical dynamics, enzyme kinetics, electrochemistry, molecular spectroscopy, and transport phenomena. Prerequisites: CHEM 121-122 and 123-124, PHYS 210-211.

CHEM 352: Physical Chemistry Laboratory 1 S.H.
Laboratory exercises illustrate the principles of physical chemistry. Prerequisite: CHEM 351 or concurrently or permission of Instructor.

COMMUNICATIONS/SPORTS JOURNALISM

COMM 120: Introduction to Journalism 3 S.H.

This course introduces students to the fundamentals of writing the news story, covering events, interviewing, and gathering information from a variety of sources. The emphasis is on writing for newspapers. Can fulfill WAC.

COMM 124: Advanced Journalism 3 S.H.

This course requires the student to function as a professional print-medium reporter. The student generates weekly story ideas and/or is assigned a story by the editorial staff of the Springfield Student and the instructor. The student researches, interviews sources, and writes the story to meet the newspaper's deadline. Students write a minimum of ten full-length stories per semester. Prerequisite: COMM 120.

COMM 134: Introduction to Communication 3 S.H.

In this course, students examine key human communication concepts and examine how they function in personal, group, organizational, social/public, cultural, and mass communication contexts. Some of the concepts students study via reading, writing, discussion, and experiential assignments include: communication theory, perception, speech, listening, language, verbal and nonverbal messages, channels, and relationships.

COMM 207: Desktop Writing and Publishing 3 S.H.

This course teaches students to write and design documents in a desktop publishing environment. Students learn how to create and design a variety of communications using a common desktop publishing program. Particular type, graphics used in creating desktop publishing materials, and the emerging convention of electronic writing are covered. Particular attention is paid to principles of document design and the effective use of fonts, type, and graphics. Prerequisite: CISC 105 or equivalent.

COMM 211: Sports Information 3 S.H.

This course examines the basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level. Preparation of news releases; local features; hometown features; publication of programs and brochures; statistical breakdowns; dealing with local, regional, and national press; and the promotion of specific events, teams, and individuals are included. Can fulfill WAC.

COMM 212: Sports Writing 3 S.H.

This course introduces the student to the practice, ethics, history, and business of writing sports for newspapers. Students write the kinds of stories that appear in daily American sports sections, read and analyze samples of the best sports journalism, and study the historical development of the sports section in American newspapers. Can fulfill WAC.

COMM 217: Sports, Gambling and the Media 3 S.H.

This course explores gambling as a cultural phenomenon in the United States, focusing particularly on the role of mass media in three major sports gambling scandals: the 1919 Black Sox, boxer Primo Carnera, and point-shaving in college basketball.

COMM 219: Television Journalism 3 S.H.

This course examines the methods and techniques of television broadcasting

COMM 240: Literature of Journalism 3 S.H.

This course focuses on major non-fiction works written by American journalists, with particular emphasis on the literary and historical impact of the non-fiction genre.

COMM 260: The Press in America 3 S.H.

This course traces the development and role of mass media in America, focusing particularly on the role of a free press in a democracy. Print electronic, and film media are studied.

COMM 288: Special Topics in Journalism 3 S.H.

The material covered in this course varies from year to year. It includes topics geared to provide a broader education in the journalism/professional media field and to offer students a better understanding of mass communication in society.

Topics offered include, but are not limited to, media ethics and law, media history, mass communication theory, and women, minorities, and mass media. May fulfill General Education category literature if a student completes a waiver application.

COMM 384: Practicum in Sports Journalism 2 S.H.

This practicum provides students with professional experience in sports broadcasting, sports writing, and sports information. Prerequisite: Eight hours of sports journalism.

COMM 386: Journalism Internship 3 – 12 S.H.

This course provides an opportunity for students to work on an individual basis with a professor in the field of journalism. Students may be assigned to a newspaper or magazine office or to a radio station or television studio on a full-time basis for the equivalent of one term. Only six semester hours of graduate credit can be accumulated. Prerequisite: Permission of the department chair.

COMM 482: Seminar in Mass Communications 3 S.H.

Selected topics in American and international mass communications are assigned. The subject of the seminar may vary from year to year.

COMPUTER AND INFORMATION SCIENCES

CISC 103: Studio in Computer Graphics 3 S.H.

This is an introductory course that focuses on the technology of computer graphics. Each student has the opportunity to explore a number of graphic software programs, utilizing several computer systems. With the software programs employed, students are able to draw, paint, design, and create web pages of almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course. Fulfills VAPA General Education category. Cross-listed with ARTS 103.

CISC 105: Introduction to Computer Concepts 3 S.H.

This course emphasizes computer literacy and competency and provides a foundation for more specialized areas of computer science. The development of computer hardware is studied to gain an understanding of what a computer is and how it functions. Computer skills are developed through practical experiences with widely used operating systems, word processing, spreadsheet, and database software. Fulfills General Education category computer science.

CISC 115: Microcomputer Applications 3 S.H.

This course covers microcomputer applications software within an integrated development environment designed for office productivity. . Emphasis is placed upon the design of spreadsheets, graphs, databases, and professional reports and presentations. Prerequisite: CISC 105 or equivalent. Fulfills General Education category computer science.

CISC 165: Programming in BASIC 3 S.H.

In this course, students learn how to construct, edit, and execute programs written in BASIC. Emphasis is placed on language syntax, logic, and structure. Students are given a generous time allotment at the terminal. Prerequisite: CISC 105 or permission of the instructor. Fulfills General Education category computer science.

CISC 175: Introduction to Computer Science with C++ and Java 3 S.H.

This course is designed to provide a basis for the technical aspects of computer science. The course begins with a study of the functional units and components of a computer system and proceeds to use basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem-solving process, including problem specification, organization, and maintenance with the use of the programming languages C++ and Java. Prerequisite: CISC 105, physical therapy major, or permission of the instructor. Fulfills General Education category computer science.

CISC 202: Computer Animation 3 S.H.

This course provides the student with an in-depth study of the creation of computer animation. Each student has the opportunity to develop animated pieces from initial conception to final animation, and then developing it for the web. Students use a variety of two-dimensional software and develop skills in story boarding and interactivity. Prerequisite: ARTS 103 or permission of instructor. Cross-listed with ARTS 202.

CISC 215: COBOL and File Processing 3 S.H.

Programming in COBOL, syntax, semantics, and applications of COBOL and file processing including creation, updating, retrieving, and debugging are covered. Prerequisite: CISC 175 or permission of the instructor.

CISC 235: Computer Logic Design 3 S.H.

This course gives an essential knowledge of modern computers at the level of logic circuitry design. Topics include arithmetic of various number systems, mathematical logic, Boolean algebra, gate networks, flip-flops, and logic designs in various components of the digital computer together with their functions. Prerequisite: CISC 175 or equivalent.

CISC 255: Data Communications and Distributed Processing 3 S.H.

This course involves the study of basic features of centralized, decentralized, and distributed computer systems. Selected case studies emphasize the impact of distributed systems on the business enterprise. Technological implications of computer hardware, software, and communications as they relate to the design, development, and implementation of distributed data processing systems are also examined. Prerequisite: CISC 235.

CISC 275: Data Structures Using C++ 3 S.H.

This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. Prerequisites: CISC 175 or equivalent.

CISC 280: Object-Oriented Programming with Java 3 S.H.

This course deals with a study of object-oriented programming principles using the programming language, Java. Both Java applications and applets are designed. Specific topics include Java primitive data types, Java control structures, methods, event-driven programming, designing graphical user interfaces, graphics and sound, threading and multithreading. Previous programming experience is required, preferably in C or C++. Prerequisite: CISC 175: Introduction to Computer Science with C++ and Java or permission of the instructor.

CISC 295: Special Topics in Computer and Information Sciences 3 S.H.

This course deals with contemporary topics and issues within the scope of computer and information sciences. Topics may include a broad range of hardware and software issues treated from both a theoretical and an applied perspective. Prerequisite: Permission of the instructor.

CISC 315: Database Development and Management 3 S.H.

This course introduces the student to the basic principles of applications program development in a database environment. Special emphasis is placed on loading, modifying, and querying the database using a host language. Also discussed are various storage devices, data administration, and database management. Prerequisite: CISC 275 or permission of the instructor.

CISC 316: Advanced Database Development and Management 3 S.H.

This Course deals with a study of advanced concepts of database development using standardized structure query language (SQL) for relational database management systems. Specific topics include developing skills in using ORACLE SQL*PLUS which extends the capabilities of the standard SQL language for database development and management, and learning fundamental skills in building database applications using ORACLE PL/SQL programming language. Previous programming experience is required. Prerequisite: CISC 315

CISC 320: Systems Analysis and Software Design 3 S.H.

This course introduces students to the financial, technical, and strategic aspects of computer information systems analysis and design. Emphasis is on the relationship between computer information systems planning processes and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation's current state; determining processing, staffing, software, hardware, and financing needs. Prerequisites: CISC 115 and 215.

CISC 335: Literacy, Hypermedia, and Modern Communication 3 S.H.

Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy particularly as embodied in hypertext and hypermedia. Cross-listed as ENGL 335.

CISC 375: Computer Architecture 3 S.H.

This course deals with a detailed study of those concepts that are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, input/output structures, channels, and interfaces. Prerequisite: CISC 235.

CISC 410: Fundamentals of Operating Systems 3 S.H.

This course studies the organization of computer software systems, principles of operating systems, batch, multiprogramming, multiprocessing and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services. Prerequisites: CISC 275 and 375.

CISC 482: Computer Systems Seminar 3 S.H.

This course is designed to address various current technical and managerial problems encountered in computer information systems, including those dealing with hardware architecture, systems software, and applications software. Prerequisites: CISC 115, 235, and 275.

CISC 486: Field Experience in Computer Information Systems-Management 3 S.H.

This course provides students with the opportunity to apply academic skills, mastered in the study of computer information systems-management, within the scope of an industrial environment. Prerequisite: Departmental approval.

CRIMINAL JUSTICE

CRIM 101: Introduction to Criminal Justice 3 S.H.

This course will analyze three components of the criminal justice system; the police, courts, and corrections. Prerequisite: SOCI 101.

CRIM 325: Juvenile Delinquency 3 S.H.

The causation, control, and prevention of delinquency and offenses of young adults are discussed. The juvenile justice system with respect to these types of subjects is reviewed. Prerequisite: SOCI 101. May fulfill WAC.

CRIM 370: Violence and Victimization 3 S.H.

This course identifies and analyzes individual and group violence as well as victimization from sociological, anthropological, and social-psychological perspectives. Prerequisite: SOCI 101.

CRIM 388: Special Topics in Criminal Justice 3 S.H.

This course is a comprehensive examination of a contemporary issue or social problem related to criminal justice.

CRIM 460: Criminology 3 S.H.

Criminal law and the causation, control, and prevention of adult crime are topics discussed in this course. Offered alternate years. Prerequisites: twelve semester hours of sociology, psychology, or other social sciences and permission of instructor. May fulfill WAC.

CRIM 465: Criminal Corrections Systems 3 S.H.

This course explores the historical development of correction systems. The principles of correction operations, theories and methods of offender treatment which may be employed within the boundaries of probation parole, prison and other correction alternatives are studied. Local, state and federal correctional systems are reviewed as well as looking at the unique environment and its impact for both custodial staff and correctional clients.

CRIM 486: Supervised Internship in Criminal Justice 3 S.H.

This course is an individually contracted, practical experience under professional supervision in criminal justice or law enforcement organization. It is intended to assist the student in exploring and confirming career goals, as well as to apply sociocultural and criminology theory and methods outside of the classroom. Students engage in 45 clock hours of supervised internship per semester hour of credit.

DANCE**DANC 101: Dance Appreciation 3 S.H.**

This course explores dance from ancient to contemporary times through film and lecture. The objectives include broadening one's understanding and appreciation of the dance arts and developing the ability to view dance critically. Fulfills VAPA General Education category.

DANC 110: Laban Movement Analysis 3 S.H.

This course combines movement experiences, lecture, readings, and discussion focused around concepts developed by Rudolf Laban, which include Effort, Space Harmony, Labanotation, and Bartenieff Fundamentals. The material has broad application in areas such as dance, movement, sport, fitness, education, therapy, research, and anthropology and is tailored to the needs of the individuals in the course. Fulfills VAPA General Education category.

DANC 130: Ballet Theory and Technique I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experience includes technique class three times per week, dance viewing and criticism, related readings, and discussions. Prerequisite: PEAC 127 or consent of the instructor. Fulfills VAPA General Education category.

DANC 135: Modern and Post-Modern Dance Theory and Technique I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in American modern and post-modern dance. Drawing from the numerous styles and philosophies associated with the development of American modern and post-modern dance, this course emphasizes the individual at the center of the dance experience. Classes include dance technique, choreographic problem solving, performance, discussion, lecture, and video. Prerequisite: PEAC 133 or consent of the instructor. Fulfills VAPA General Education category.

DANC 150: Jazz Dance Theory and Technique I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in various styles of American jazz dance. It traces the origins of jazz dance from African, European, and American dance forms. Learning experiences include technique class three times a week plus some dance viewing, reading, lecture, and discussion. Prerequisite: some dance experience or permission of the instructor. Fulfills VAPA General Education category.

DANC 184: Dance Performance Practicum .5-2 S.H.

This course bridges the gap between class activity and artistic performance. Students are involved either with one of the on-campus performing dance groups or with an approved off-campus experience. Fulfills VAPA General Education category.

DANC 201: Teaching Dance 3 S.H.

This course explores materials and methods for teaching dance in various contexts with diverse populations. Emphasis is placed on development of individual teaching skill and creativity, exploration of the foundations of dance, and design and implementation of an effective dance curriculum. Learning experiences include learning and teaching dance; movement exploration and problem-solving; analysis of motor development, creativity, and teaching methods; acquaintance with materials for teaching dance; and curriculum design. Prerequisites: DANC 110, DANC 130, DANC 135, or consent of the instructor.

DANC 215: Choreography I 3 S.H.

This course explores various purposes and strategies for dance-making. Emphasis is placed on developing individual creativity, exploring the elements of choreography, and making and critiquing dances. Learning experiences include improvisation, creation of solo and group dance studies, analyzing the choreographic process, critiquing dances, and consideration of production aspects. Prerequisite: Dance experience, DANC 110 or consent of the instructor. Fulfills VAPA General Education category.

DANC 216: Choreography II 3 S.H.

This course explores the craft of choreography in making small and large group dances. Emphasis is placed on developing individual creative process, exploring movement invention, form, content, and dance production. Learning experiences include: improvising, problem solving, critiquing, journal writing, research, music listening, attending arts events, rehearsing, and coaching. Dance studies created in this course may be further developed for public performance. Prerequisites: DANC 110, 215.

DANC 260: Dance and Somatic Movement Therapy 3 S.H.

This course introduces students to the professions of dance/movement therapy and somatic movement therapy. It covers the history and development of the fields, provides experiences in various approaches, and explores applications in various settings. Prerequisites: DANC 110 and some dance experience.

DANC 284: Dance Repertory 1–2 S.H.

This course provides an opportunity for students to deepen their experience of dance performance by participating in a public performance of an original faculty, guest artist, or professional choreographic work. Repertory projects will be determined in consultation with the instructor. The course may be taken for 1 or 2 credits, and is repeatable up to 4 credits. Pre-requisites: DANC 110, 185, or consent of instructor.

DRAMA**DRAM 101: Introduction to the Theatre 3 S.H.**

This is an introduction to the appreciation and study of theatre: playwriting, directing, acting, designing, and criticism. The course stresses the elements of drama, their interaction and integration, and their realization in theatrical production. Learning experiences include lecture/demonstrations, video viewing, small group presentations, and attendance at a professional theatre event. Fulfills VAPA General Education category.

DRAM 110: Acting 3 S.H.

This course is an approach to the techniques of stage acting by classroom exercises in voice, stage movement, characterization, style, and scene study. Fulfills VAPA General Education category.

DRAM 115: Directing Workshop 3 S.H.

Historical research, theory, and practice in directing for the stage, with special emphasis on scene building, is studied. Examination includes an actual performed theatrical piece. Fulfills VAPA General Education category.

DRAM 130: Stage Production 3 S.H.

This course involves the study and practice of stage and lighting design. Fulfills VAPA General Education category.

DRAM 140: Dramatic Workshop I 2 S.H.

In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and Best of Broadway productions. Fulfills VAPA General Education category.

DRAM 141: Dramatic Workshop II 2 S.H.

In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and Best of Broadway productions. Fulfills VAPA General Education category.

DRAM 150: Creative Dramatics

and Improvisation 3 S.H.

Creative drama is a non-competitive group experience based on theatre games, exercises, and improvisational techniques that enable the teacher and students to explore together their five senses, imaginative powers, self-concept, interpersonal relationships, and view of the world. Students learn theatrical techniques and methods of guiding and nurturing groups in classroom or rehearsal settings as teachers or directors. Classes include group work in storytelling and readings in theory and practice of creative dramatics. Fulfills VAPA General Education category.

DRAM 220: Scene Study 3 S.H.

This course offers in-depth experience in the analysis and performance styles of scenes from the Shakespearean theater, the realistic theater, and the avant-garde theater. Progress is monitored via the instructor and peer evaluations, short papers, a log, and a final live production. Prerequisite: DRAM 110 or equivalent. Fulfills VAPA General Education category.

DRAM 284: Theatre Performance Practicum 1–10 S.H.

Students gain accelerated development of their training as actors and intensive opportunity to demonstrate individual and collaborative skills through performance participation in major and supporting roles in the theatre program's public productions. Students enroll in this course after the required participation, submitting written materials to identify, assess and confirm their learning. Prerequisite: Permission of the instructor and participation in SC Theatre production in major or supporting role; may be taken more than once, to a maximum of 10 credits toward graduation.

ECONOMICS**ECON 190: Special Topics in Economics 3 S.H.**

This course presents a variety of traditional contemporary economic issues. The course provides a detailed and comprehensive examination of topics, including the historical perspectives, the contemporary concern with, and the future implications of issues presented.

ECON 200: Principles of Macroeconomics 3 S.H.

This course deals with the concepts of national income, monetary and fiscal policy, inflation, unemployment, and economic growth. Fulfills social science General Education category.

ECON 205: Principles of Microeconomics 3 S.H.

This course deals with the market system, the pricing mechanism, industry market structure, and the distribution of income via the factors of production. Fulfills social science General Education category.

ECON 301: Managerial Economics I 3 S.H.

This course analyzes economic principles at the intermediate level. Economic principles are applied to the process of managerial decision-making. Topics covered include demand theory, consumer analysis, theory of cost and production, profit maximization, and decision-making within the various market structures of American capitalism. Prerequisites: ECON 200 and 205. Can fulfill WAC.

ECON 302: Managerial Economics II 3 S.H.

This course continues to apply economic principles to additional areas of managerial decision-making. Special attention is paid to the market for economic resources, practical pricing decisions, regulatory influences on business activity, and the organizational structure of the firm. Emphasis is on current issues, including the special considerations posed in choosing policy alternatives in responding to contemporary economic problems. Prerequisite: ECON 301. Can fulfill WAC.

ECON 310: Money and Banking 3 S.H.

This course discusses the nature and function of money, credit, and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. Prerequisites: ECON 200 and 205.

ECON 315: Business and Government 3 S.H.

This course focuses on how businesses interact with government and society. Government (executive, legislative, regulatory, judicial, and international governments) and society (societal institutions, news media, and public sentiment) affect how firms conduct business, and businesses must develop political/nonmarket strategies to interact effectively with government and society that are integrated with their market strategies for economic profits. The international business, government and society interaction is contrasted between the USA and Japan, the European Union, and China. Case studies are used extensively. Prerequisites: ECON 200 and 205 or permission of Instructor.

ECON 350: Economics of Sports 3 S.H.

The central focus of this course is on models of sport leagues and what can be learned from those models to answer public policy questions concerning sports. Selected topics from the extensive literature on the economics of sports are used: e.g., franchise values, pay for performance, urban financing of stadiums, antitrust laws, and the profit motive in sport leagues. Prerequisite: ECON 200 and ECON 205.

ECON 360: Economics of Healthcare and Healthcare Reform 3 S.H.

The economics of the healthcare industry are reviewed with reference to the production, distribution, supply, demand, and consumption of healthcare services. This course focuses on the relevance of economic analytic techniques and their application to processes of health resource allocation. Prerequisites: ECON 200 and 205.

EDUCATION

EDUC 100: Introduction to Education 2 S.H.

Students become acquainted with the field of education, the teaching profession, the diversity of learners in US schools, historical and philosophical foundations of education, the study and practice of teaching, and career options for educators. Special emphasis is placed on the development of a preliminary philosophy of education and an electronic portfolio.

EDUC 162: Introduction to Special Education 3 S.H.

This introductory course is offered for teachers of students with special needs. The characteristics and problems of all types of exceptional children (those with disabilities and the gifted), and the differences in their learning styles within the classroom, are examined. This course provides an overview of federal and state requirements in regard to IDEA, ADA, and Chapter 766. Prerequisite: Student must be an official candidate for teacher licensure.

EDUC 225: Development of Mathematical Concepts in Young Children 2 S.H.

This course furthers the students' understanding of mathematical concepts, with emphasis on the development of these concepts as they apply to young children. Current cognitive learning theory and instructional strategies for curriculum planning, implementation, and assessment in the early childhood classroom are examined, analyzed, and practiced. Developmentally appropriate curriculum and teaching methods/materials are emphasized. The overall goal is for students to develop a theoretical framework that will inform their instructional decisions.

EDUC 232: Teaching Elementary Mathematics through the MA Curriculum Frameworks 2 S.H.

Through this course students learn to develop objectives, methods, and materials for the teaching of standards-based mathematics in grades one to six. The course integrates constructivist theory, cooperative learning and thematic teaching. Students design and implement developmentally appropriate learning experiences and authentic assessment tools. Topic of study support the Massachusetts Curriculum Frameworks, MA state teacher test, and the NCTM standards and goals.

EDUC 234: Curriculum, Methods, and Organization for Secondary Teachers 3 S.H.

In this course, students learn lesson plan development, methods of instruction, and curriculum organization for middle school and high school teaching. Questioning techniques, alternative teaching-learning strategies, classroom innovation, the use of technology and audiovisual media, and the organization of time and teaching material are included. Individualization of teaching is stressed.

EDUC 237: Foundations of Multicultural Education 3 S.H.

This course introduces students to Multicultural Education theory and practice with a special emphasis on content integration, cross-cultural competencies, and the structural (political, economic, social) and psychological dimensions of oppression and their impact on teaching and learning, critical pedagogy, and the transformation of curriculum. Students will become familiar with Bilingual and English as Second Language (ESL) Education and learn strategies to work with linguistically diverse learners.

EDUC 305: Teaching Social Studies through the MA Curriculum Frameworks 2 S.H.

This course introduces prospective teachers to social studies education in elementary and early childhood classes. Students investigate the rationale and purposes for social studies, create personal philosophies related to the teaching of social studies, become familiar with the MA History and Social Studies Frameworks, demonstrate their understandings of various teaching methods and strategies, and incorporate “best practice” into their teaching of the content found in the MA Curriculum Frameworks. This course facilitates disciplined reflective inquiry into the education process through the interaction of theory and practice.

EDUC 318: Tutorial Pre-Practicum 3 S.H.

This course gives secondary students their first field work experience. They visit schools, contact teachers, and arrange for tutorial work in their content area with pupils who require special help. Students develop and utilize teaching objectives, procedures, and tests to evaluate the achievement of objectives. Students meet regularly with College faculty to discuss their progress toward accomplishing their objectives. Prerequisite: Student must be an official candidate for teacher licensure.

EDUC 327: Methods of Teaching Reading and Language Arts in Early Childhood and Elementary Classrooms 6 S.H.

Reading, writing, listening and speaking are integrated through a balanced approach to teaching reading and the language arts. Through course work and classroom teaching, students analyze reading theory, research and practice. Topics include first and second language acquisition, emergent literacy, phonemic awareness, phonics, organizing literacy instruction, assessment and evaluation. Course requirements include 75 hours in an early childhood or elementary supervised pre-practicum experience. Prerequisite: Student must be an official candidate for teacher licensure.

EDUC 361: Field Experience in a Non-School Setting 3 S.H.

This is a voluntary educational experience in a non-school setting. Typically, students work in such sites as hospitals, museums, nature preserves, child care centers, and summer camps.

EDUC 364: Pre-Practicum—Teaching and Special Issues in Secondary Education 3 S.H.

This pre-practicum provides experience in high school teaching while concurrently dealing with a range of common problems occurring in secondary schools. Issues such as students’ and teachers’ rights, racism, sexism, equality, and special needs of individuals are considered. The course emphasizes integration of theory with practice. Prerequisite: Student must be an official candidate for teacher licensure.

EDUC 436: The Microcomputer in the Elementary Classroom 3 S.H.

Students study and practice using the software and computer hardware typically utilized in the elementary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development.

EDUC 442: Assessment and Program Development 3 S.H.

This course acquaints students with formal and informal techniques for assessing and recording the performance of students. Alternative forms of assessment and traditional measurement instruments are used.

EDUC 450: Principles and Practices of Classroom Management 3 S.H.

In this course, the student examines effective approaches to student and classroom management. Positive approaches in behavior management for the individual student and/or group are explored.

EDUC 455: Early Childhood**Curriculum and Care****3 S.H.**

The participants examine the research for making thoughtful and informed decisions about early childhood education and care. Topics of study include: the importance of play; developing appropriate social/emotional, cognitive/language, and physical environments; working with infants, toddlers, preschoolers and primary-aged children; and the importance of working with families of young children. Participants will evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

**EDUC 456: Accommodating Student Needs
in the Classroom****3 S.H.**

This course focuses on disabling conditions and their implications for education and service delivery. Students develop effective strategies for inclusion of individuals with special needs in the classroom. IEP development, learning styles, and instructional strategies to promote success for all students are addressed. Prerequisites: EDUC 162 and 242.

**EDUC 457: Organization and Administration
of Preschool Programs****2 S.H.**

This course examines administration of day care and early childhood education programs, including program design, inclusionary programs for children with and without special needs, licensing requirements, funding and budgeting, personnel roles, management, and the day-to-day administration of a center. This course fulfills part of the requirements for Office for Children certification as a Director I day care administrator.

EDUC 463: Practicum Seminar**3 S.H.**

This course taken concurrently with a Student Teaching Practicum is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, classroom management, legal and ethical obligations, current issues in education, and professional goals and development.

EDUC 464: Middle School Practicum 7–14 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a middle school classroom for eight weeks. Students complete a minimum of 150 hours at the middle school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 318, 364, and advanced standing in the Education Department. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

EDUC 465: High School Practicum 7–14 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a high school classroom for eight weeks. Students complete a minimum of 150 hours at the high school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 318, 364, and advanced standing in the Education Department. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

EDUC 466: Practicum PreK to K**7 S.H.**

This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for seven weeks. Students complete a minimum of 100 hours at the preschool level. (Either EDUC 466 or 467 must be in a setting that includes children with special needs.) Prerequisite: Student must have passed MTEL exams and courses designated by their program.

EDUC 467: Practicum 1–2**7 S.H.**

This culminating experience gives students the opportunity to plan, organize, and manage an elementary classroom for seven weeks. Students complete a minimum of 200 hours at first or second grade level. (Either EDUC 466 or 467 must be in a setting that includes children with special needs.) Prerequisite: Student must have passed MTEL exams and courses designated by their program.

EDUC 468: Elementary Practicum**14 S.H.**

This culminating experience gives students the opportunity to plan, organize, and manage an elementary classroom for fifteen weeks. Students complete a minimum of 300 hours at 1–6 level. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

EDUC 469: Practicum**7–14 S.H.**

Arrangements must be made individually with the department. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

EDUC 471: Learning, Teaching, and Technology 3 S.H.

This course integrates technology with meaningful learning and teaching. The goal of this course is to demonstrate how technology helps to fulfill the new vision for learning and teaching described by state and national frameworks. The emphasis is on designing and implementing projects through technology that offer students the opportunity to construct new knowledge, develop collaboration skills, apply knowledge to new situations, and integrate subjects across the curriculum. Prerequisite: CISC 105 or equivalent.

EDUC 481: Assessment and Evaluation for the Classroom Teacher 3 S.H.

This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of evaluative procedures to assess student learning are examined and practiced. Students practice designing alternative forms of assessment for students with special needs and diverse learning styles. Alternative forms of assessment and traditional measurement instruments are compared and contrasted. Prerequisite: None

EMERGENCY MEDICAL SERVICES MANAGEMENT

EMSM 114: CPR, Health Care Provider .5 S.H.

The CPR course prepares the student to mitigate those situations resulting in foreign-body airway obstruction and sudden cardiac arrest in adults, infants, and children. The training includes manual, mechanical, and electronic techniques. Successful completion results in certification from the American Heart Association.

EMSM 115: Emergency Medical Technician—Basic 4 S.H.

Basic training consists of 130 hours of lecture, laboratory, and scenario settings that exceed the national standard curriculum, and prepares the student to be certified through the Commonwealth of Massachusetts Department of Public Health. The subjects covered include patient assessment, semi-automatic external defibrillation, wound care, splinting and immobilization, oxygen therapy, assisted medications, report writing, communication and general knowledge of the ambulance. Prerequisite: EMSM 114 or successful challenge CPR exam.

EMSM 135: EMS Career Planning 3 S.H.

Lectures and discussions provide an overview of EMS systems, areas of specialization, legislative processes, and regulatory processes and problem solving. Students are required to study the issues in EMS and respond to them employing critical thinking.

EMSM 150: EMT—Intermediate 4 S.H.

This course includes detailed patient assessment, advanced treatment of shock, pre-hospital intravenous therapy, endotracheal intubation and other advanced airway control measures. Prerequisite: EMSM 115 or permission of the medical director.

EMSM 160: EMT—Intermediate Clinical Affiliation 1.5 S.H.

This is a clinical practicum consisting of one half-semester of performing invasive procedures in local hospitals under the direct supervision of physicians, nurses, and technicians. Areas of affiliation include the emergency department, intravenous therapy team, respiratory therapy department, and the operating room. Students are required to document the successful completion of the following skills: endotracheal intubations, intravenous insertions, and patient assessments. Documentation of clinical case studies is also required. Prerequisites: CORI, 3.0 average in EMSM 150 or permission of the medical director.

EMSM 186: Intermediate Field Internship 1.5 S.H.

This course consists of one half-semester of pre-hospital care internship performing invasive procedures under the supervision of certified preceptors. Prerequisite: EMSM 160.

EMSM 200: EMT—Paramedic I 4 S.H.

This course begins the paramedic program and includes instruction in the roles and responsibilities of the paramedic, legal aspects of EMS, stress management, rescue and hazardous materials training, medical terminology, patient assessment, advanced airway management, pathophysiology and treatment of shock, burn trauma therapy, and pre-hospital pharmacology. Prerequisite: EMSM 115 and permission of the instructor.

EMSM 201: Pre-Hospital Trauma Life Support 1 S.H.

This course provides a philosophic overview to prehospital trauma care, stressing the need to identify and consider the multisystem trauma patient as a unique entity with specific needs. The course also provides the prehospital provider with a specific body of knowledge related to the assessment and care of the trauma patient. Successful completion of the course results in certification at the provider level. Prerequisite: EMSM 200 or permission of the instructor.

EMSM 211: Basic Cardiac Life Support Instructor 2 S.H.

The BCLS instructor course provides the student with the training in skills and methodology to teach all levels of basic cardiac life support under the auspices of the American Heart Association. The course includes discussion of the methodologies of teaching in various cultural settings, and a teaching practicum with an experienced AHA-BCLS Instructor. Prerequisite: EMSM 114 or permission of Instructor/Trainer.

EMSM 250: EMT—Paramedic II 4 S.H.

This course includes instruction in cardiovascular anatomy and physiology, and assessment and management of cardiac emergencies, as well as mechanical, electrical, and pharmacological intervention according to national advanced life support standards. Students learn electrocardiograph monitoring, dysrhythmia recognition and treatment, and cardiovascular pharmacology and administration. Prerequisite: EMSM 200.

EMSM 251: Advanced Cardiac Life Support 1 S.H.

This course prepares the student to mitigate those medical situations resulting in foreign body airway obstruction and sudden cardiac arrest in adults, infants, and children using manual, mechanical, pharmaceutical, and electronic therapies. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 200 or permission of the instructor.

EMSM 300: EMT—Paramedic III 4 S.H.

This course completes the didactic portion of the paramedic program. It includes recognition and treatment of endocrine emergencies, central nervous system disorders, the acute abdomen, anaphylaxis, alcoholism, environmental and behavioral emergencies, pediatric emergencies, and an all-course review. Prerequisite: EMSM 250.

EMSM 301: Pediatric Advanced Life Support 1 S.H.

This course prepares the student to recognize and treat foreign body airway obstruction and sudden cardiac arrest in infants and children using manual, mechanical, and electronic therapies. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 300 or permission of the instructor.

EMSM 325: System Status Management 2 S.H.

This course uses the United States Department of Transportation's emergency dispatcher standard curriculum to provide the knowledge, skills, and tools to deal with the general public when rendering emergency assistance by telephone. The course also provides students with the mechanisms to direct appropriate resources to the scene of an illness or injury.

EMSM 335: Plan and Design of Emergency Vehicles and Facilities 2 S.H.

This course acquaints students with the process of planning and design of emergency medical services facilities and vehicles. A study of the managerial roles in this process is emphasized, as well as design technologies, safety, and maintenance. Select facilities and EMS vehicles are studied in detail.

EMSM 340: EMS Continuing Education and EMT—Basic Refresher 2 S.H.

This course provides the basic refresher and continuing education requirements for recertification as an EMT-Basic.

EMSM 350: EMT—Paramedic Clinical Affiliation 4 S.H.

In this course, students are required to document successful performance of invasive skills under the supervision and direction of licensed hospital personnel. Areas of affiliation include the emergency department, the intravenous therapy team, the operating room, labor and delivery, ICU/CCU, the psychiatric unit, and pediatrics. Prerequisite: Completion of EMSM 200-301 with a 3.0 average or permission of the medical director.

EMSM 374: Fundamentals of Search and Rescue 2 S.H.

FUNSAR is designed to prepare the student to participate in search and rescue as a member of a search team. The course covers topics such as visual human-tracking, survival, wilderness first aid, land navigation, search tactics, tactical aspects of the Incident Command System, and lost person behavior. Successful completion of the course results in certification from the National Association for Search and Rescue.

EMSM 375: Search and Rescue Management 3 S.H.

This course provides skills and materials that include decision-making practice in determining missing person detectability and survivability, and statistical and topographic analysis of lost person behavior. Successful completion results in certification from the National Association for Search and Rescue.

EMSM 386: EMT—Paramedic Field Internship 4 S.H.

Students are assigned to licensed advanced life support ambulance services and work under the direction of qualified paramedic preceptors. Procedures include field endotracheal intubation, intravenous therapy, intravenous drug administration, and advanced cardiac life support care. Prerequisite: EMSM 350.

EMSM 420: EMS Management Senior Project 3 S.H.

This guided individual study is to be completed in the final semester of the senior year. Topics must be pertinent to one or more areas of emergency medical services and are selected with the counsel of the course instructor. May fulfill WAC.

EMSM 486: EMS Management Internship 3 S.H.

In this course, students complete supervised experience divided into two or more of the following EMS concentrations: operations management, systems implementation, regulation, legislation, and product research and development. May fulfill WAC.

ENGLISH

ENGL 100: Writing Studio 1 S.H.

Writing studios are small support groups made up of four students that provide supplemental instruction and assistance to students who need extra help meeting the requirements of ENGL 113 and ENGL 114. Through self-assessment and writing samples, identified students enroll for one credit along with regular enrollment in ENGL 113 and ENGL 114. Grades are determined by attendance, participation, and completion of assigned work. This course can be repeated once, for a total of 2 credits.

ENGL 108: Oral English 2 S.H.

This course examines the principles and techniques of informative and persuasive public speaking. Heavy emphasis is placed upon student performance.

ENGL 113: College Writing I 3 S.H.

This course provides instruction in the skills of written communication, including sentence structure, paragraph building, and the organization and development of expository essays. Students are introduced to strategies for critical reading, basic research methods, and documentation of sources. Computer-based writing is integral to the course. Fulfills General Education category English requirement.

ENGL 114: College Writing II 3 S.H.

This course continues the work of College Writing I, but focuses on more complex expository and argumentative writing, critical textual analysis, and more sophisticated research strategies. Computer-based writing is integral to the course. Fulfills General Education category English requirement.

ENGL 155: Efficient Reading 1 S.H.

This course is aimed at increasing students' reading efficiency by eliminating excessive eye fixations, regression, and subvocalizing.

ENGL 209: Great Books 3 S.H.

This course is a study and analysis of some of the greatest pieces of literature of the Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it includes the literary genres of Italy, England, Germany, France, and America. At least eight to ten pieces of literature (including genres in addition to those above) are required reading. Fulfills General Education category literature.

ENGL 215: Readings in Literature 3 S.H.

This course includes readings which evaluate a variety of classical and contemporary pieces organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the Eastern or Western worlds. Fulfills General Education category literature.

ENGL 216: The Athlete in Literature 3 S.H.

This course undertakes an analysis of selected prose and poetry depicting the athlete as an individual and team member. Positive values and major issues of the sport experience are explored. Such writers as Virgil, Twain, Hemingway, Lardner, Schulberg, and others are studied for their themes and literary merit. Fulfills General Education category literature.

ENGL 220: Traditional Grammar and Usage 3 S.H.

This course examines rules of traditional grammar and usage in writing. Recent trends in usage are given special consideration.

ENGL 226: Creative Writing 3 S.H.

This course introduces students to creative writing and includes fiction, poetry, and creative non-fiction. Students learn how to tap their lives for writing material and how to use that material in various writing forms. Fulfills VAPA General Education category. May fulfill WAC.

ENGL 230: Post-Colonial Literature 3 S.H.

Persons who have cultural ties to countries formerly ruled by colonial powers write post-colonial literature. This poetry, drama, and prose often describes how such persons are affected by both the legacy of colonialism, the systematic occupation and domination of one country by another, and decolonization, the process by which colonies become self-governing or independent. In addition, this literature often explores strategies former colonies have used to survive in a world dominated by global capitalism. This course examines post-colonial literature written in four regions of the world: Latin America and the Caribbean, Australia and Oceania, Asia, and Africa and the Middle East. Fulfills General Education category literature.

ENGL 231: Tutoring in English 1 S.H.

This course gives student peer tutors some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course also offers suggestions for helping students develop and organize content, follow directions for writing assignments, and deal with specific writing tasks, including the research paper. Prerequisite: Permission of the instructor.

ENGL 232: Tutoring in English Practicum I 1 S.H.

This course is a practicum or internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three contact hours per week throughout the semester. This course may be taken by Writing Center tutors with experience prior to the creation of ENGL 231. Prerequisites: ENGL 231 or its equivalent and permission of the instructor.

ENGL 233: Tutoring in English**Practicum II 1 S.H.**

This course is a practicum or internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three contact hours per week throughout the semester. This course may be taken concurrently with ENGL 232. Prerequisites: ENGL 231 or its equivalent and permission of the instructor.

ENGL 234: Student Newspaper**Practicum 1 S.H.**

This course is designed to provide students with practical experience in writing, editing, headline writing, and layout of a student newspaper. Each student receives a varied weekly assignment from the editor-in-chief of the College's student newspaper. This course may be repeated up to a maximum of eight semester hours.

ENGL 241: Survey of American Literature I**3 S.H.**

This course, covering American literature from approximately 1600 to 1865, examines the lives and works of the following authors: Bradstreet, Taylor, Franklin, Irving, Bryant, Poe, Hawthorne, Emerson, Thoreau, Melville, and others. May fulfill WAC.

ENGL 242: Survey of American Literature II**3 S.H.**

This course, covering American literature from 1865 to the present, examines the lives and works of the following authors: Whitman, Twain, Dickinson, James, Crane, London, Wharton, Frost, Robinson, Wolfe, Eliot, Steinbeck, Hemingway, Faulkner, and others. May fulfill WAC.

ENGL 251: Survey of African American Literature I**3 S.H.**

This course traces African American self-expression in autobiographical and imaginative forms from 1760 to the 1930's, noting the educational, social, economic, political, and legal limitations within which, or against which, they were produced. Fulfills General Education category for social justice, or fulfills General Education category literature.

ENGL 252: Survey of African American Literature II**3 S.H.**

This course presents African American literary works from the 1930's into the 1980's and relates them to the literary efforts produced by other Americans and to the folklore, history, and socio-political backgrounds from which they came. Fulfills General Education category for social justice, or fulfills General Education category literature.

ENGL 261: Survey of British Literature I 3 S.H.

This course examines British literature from the Anglo-Saxon period through the eighteenth century. The focus is on how the literature reveals the forces that influence the cultural and intellectual characteristics of the periods. May fulfill WAC. Fulfills General Education category literature.

ENGL 262: Survey of British Literature II 3 S.H.

This course surveys British literature from the beginning of the Romantic period to the present. It examines the work of individual authors within their literary period and also explores the way the larger socioeconomic and historical contexts shaped their works. Fulfills General Education category literature. May fulfill WAC.

ENGL 270: American Nature Writers 3 S.H.

This course introduces the student to a selection of American nature writers. The class examines nature writing as a unique and exceptional form of writing. Students read selections from such authors as Thoreau, Austin, Leopold, Beston, Carson, and Abbey. Fulfills General Education category literature. May fulfill WAC.

ENGL 272: Native American Literature 3 S.H.

The focus of this course is on Native American oral and literary expression. Traditional Native American biographies, speeches, and legends, and contemporary Native American short stories and novels are read. Fulfills General Education category for social justice, or General Education category literature.

ENGL 275: Women and Literature 3 S.H.

In this course, students read literature written by women and study the literary tradition and critical reception of women writers. Particular emphasis is placed on the cultural position of women in the United States, emphasizing racial, ethnic, and class diversity. Fulfills General Education category for social justice, or General Education category literature.

ENGL 301: Advanced Composition 3 S.H.

This course teaches selection, organization, presentation of material, and principles of writing. May fulfill WAC.

ENGL 302: Business and Technical Writing**3 S.H.**

This course includes instruction in various business writing situations, including letters, memos, reports, proposals, and job application materials. Students use their own area of study for developing suitable correspondence. Prerequisite: Completion of freshman English sequence. May fulfill WAC.

ENGL 303: Business and Professional Speaking**3 S.H.**

Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required to make several effective oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations are stressed.

ENGL 305: Introduction to Writing as a Profession 3 S.H.

This course offers students a practical overview of writing as a career. Magazine writing is the main focus, but literary writing, technical writing, and other types of writing are also introduced. May fulfill WAC.

ENGL 306: Advanced Creative Writing 3 S.H.

This advanced course is intended to develop students' skills in one area of creative writing (i.e., fiction, poetry, or drama). Students are expected to submit several written assignments during the course of the term, to prepare detailed and close peer evaluations, and to submit a significant portfolio (several stories, ten to twelve poems) at the end of the semester. Prerequisite: ENGL 226. Fulfills VAPA General Education category. May fulfill WAC.

ENGL 309: Children's Literature 3 S.H.

This course familiarizes students with a variety of classical and contemporary prose and poetry and its ability to enrich children's lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students draw on the power of story for making connections between learning and discovery. Writing activities for extending literature across the curriculum are included in each class session. May fulfill WAC.

ENGL 321: Chaucer and the Middle Ages 3 S.H.

This course involves close study of selections from *The Canterbury Tales*, and "*Troilus and Criseide*," as well as other representative selections from Middle English literature. Fulfills General Education category literature.

ENGL 325: Survey of American Drama 3 S.H.

This course is a study of selected playwrights representing the development of American drama from the late nineteenth century through the present. Fulfills General Education category literature.

ENGL 332: The Victorian Period 3 S.H.

This course is a study of selected authors of the period, including Tennyson, Browning, Arnold, Rosseti, and Carlyle. The course will look at the social, political, and cultural trends of the period. Fulfills General Education category literature.

ENGL 333: English Romantic Literature 3 S.H.

This course familiarizes the student with some of the finest poetry and prose written in early nineteenth century England. Fulfills General Education category literature.

ENGL 335: Literacy, Hypermedia, and Modern Communication 3 S.H.

Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy, particularly as embodied in hypertext and hypermedia. Cross-listed as CISC 335.

ENGL 343: Film as a Narrative Art 3 S.H.

Narrative films such as *On the Waterfront*, *All the King's Men*, and *Requiem for a Heavyweight* are studied and discussed in terms of character, theme, structure, and style. Similarities between cinematic technique and the adaptation of material from literature to film are explored. Fulfills VAPA General Education category.

ENGL 346: American Short Story 3 S.H.

This course examines the historical significance and the artistic achievement of such writers as Hawthorne, F. O'Connor, Hemingway, Updike, Salinger, Carver, and those writers in the most recent edition of *Best American Short Stories*. Its objective is to help students become better readers of short fiction by emphasizing class discussion and short papers. Fulfills General Education category literature.

ENGL 349: Modern American Poetry 3 S.H.

This course is a survey from Dickinson to such poets as Frost, Stevens, Wilbur, and Silko. Modern poetic forms, diction, and content are emphasized. The course reflects the diversity of modern American poetry and its relevance to contemporary literary movements. Fulfills General Education category literature. May fulfill WAC.

ENGL 350: Modern American Novel 3 S.H.

This course examines novels by selected twentieth century American writers such as Dreiser, Fitzgerald, Anderson, Hemingway, Wolfe, dos Passos, West, Faulkner, Wright, Ellison, Baldwin, Oates, Updike, Bellow, Pynchon, and others. Fulfills General Education category literature.

ENGL 352: American Realism and Naturalism 3 S.H.

This course focuses on the literary genre, criticism, and cultural context of America from 1865 to 1914. The course includes a study of the works of the following writers: Howells, Whitman, Twain, James, Harte, Garland, London, Norris, and Crane. Fulfills General Education category literature.

ENGL 353: American Romanticism 3 S.H.

This course focuses on the literary works of key nineteenth century authors in the American Romantic movement: Irving, Cooper, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. Romantic themes of individualism, imagination, and intuition are stressed. Fulfills General Education category literature.

ENGL 356: Readings in the English Novel I 3 S.H.

This course traces the rise and development of the English novel from the early eighteenth century until the mid-nineteenth century. Included in this examination are the evolution of narrative voice and structure, point of view, theme, and ideology. Fulfills General Education category literature.

ENGL 357: Readings in the English Novel II 3 S.H.

This course traces the development of the English novel from the mid-Victorian period through the middle of the twentieth century, focusing particularly on the modernist and postmodernist movements and their influence on narrative voice, point of view, structure, theme, and ideology. Authors included are Eliot, Gissing, Hardy, Joyce, Lawrence, Woolf, Burgess, Sillitoe, and Golding. Fulfills General Education category literature.

ENGL 362: Celtic Literature 3 S.H.

This course explores modern and contemporary Irish, Welsh, and Scottish literary traditions, with attention to the mythological and political backgrounds of the literature. Particular emphasis is given to the Irish Literary Renaissance and such writers as Yeats, J.M. Synge, James Joyce, Flann O'Brien, and Frank O'Connor. Fulfills General Education category literature.

ENGL 375: Structure of American English 3 S.H.

This course is an introduction to the methods of descriptive analysis of contemporary American English (sounds, forms, and syntax), with special emphasis on language learning and social dialects.

ENGL 377: The History of the English Language 3 S.H.

This course analyzes the growth, structure, and development of the English language.

ENGL 388: Special Topics in Narrative Film 3 S.H.

Each semester it is offered, this course focuses on a specific film genre such as the war film, film comedy, or the western. Films are analyzed in terms of character, theme symbol, structure, and unique cinematic techniques. It is suggested, but not required, that students take ENGL 343: Film as a Narrative Art, prior to 388. This course may be taken for credit more than one time if different genre topics are selected. Fulfills VAPA General Education category.

ENGL 428: Modern Drama 3 S.H.

This course explores modern trends in the development of dramatic literature, with emphasis on Realism and Theatricalism. Fulfills General Education category literature.

ENGL 459: The Contemporary Novel 3 S.H.

This course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture. Fulfills General Education category literature.

ENGL 467: Shakespeare 3 S.H.

This course develops the student's appreciation of Shakespeare as a master dramatist through a study of selected tragedies, comedies, and histories. The emphasis shifts yearly from the tragedies to the comedies, with histories incorporated each year. Fulfills General Education category literature.

ENGL 482: Seminar 3 S.H.

Selected topics in British or American literature are assigned. The subject of the seminar may vary from year to year. Not for graduate credit. Fulfills General Education category literature.

ESOL 110 English for Speakers of Other Languages- Beginning 6 S.H.

This is a low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading and writing. Students should be placed in ESOL 110 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 115/116 Conversation I and II 3 S.H.

This course is designed to improve the oral/aural communication of students whose native language is not English and who are at the beginning or intermediate level of ESOL.

ESOL 120 English for Speakers of Other Languages- Beginning 6 S.H.

This is a low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading and writing. Students should be placed in ESOL 120 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 130 English for Speakers of Other Languages- Intermediate 6 S.H.

This is an intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking reading, and writing. Students should be placed in ESOL 130 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 135 American Culture 3 S.H.

This course provides an introduction to American Culture for students in the IELI program. Topics covered include education, society, religion, politics, manners, work, and family. (Fall only)

ESOL 136 American Film 3 S.H.

This course introduces students in the IELI program to American culture through the medium of film. (Spring only)

ESOL 140 English for Speakers of Other Languages- Intermediate 3 S.H.

This is an intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking reading, and writing. Students should be placed in ESOL 140 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 250 ESOL Reading and Writing I—Advanced 3 S.H.

This is an advanced level reading a writing course designed for students whose native language is not English. It focuses on developing reading and writing skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 250 through the placement exam or with the recommendation of an ESOL instructor. (Fall only) Fulfills General Education category Second Language/Culture.

ESOL 251 ESOL Speaking and Listening—Advanced 3 S.H.

This is an advanced speaking and listening course designed for students whose native language is not English. It focuses on developing the speaking and listening skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 251 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 260 ESOL Reading and Writing II—Advanced 3 S.H.

This is an advanced level reading a writing course designed for students whose native language is not English. It focuses on developing reading and writing skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 260 through the placement exam or with the recommendation of an ESOL instructor. (Spring only) Fulfills General Education category Second Language/Culture.

ESOL 261 ESOL Speaking and Listening—Advanced 3 S.H.

This is an advanced speaking and listening course designed for students whose native language is not English. It focuses on developing the speaking and listening skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 251 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 288 Special Topics 1 S.H.

Three special topics courses are offered each semester. Topics may include TOEFL preparation, study skills, vocabulary development, pronunciation, or advanced grammar topics.

ENVIRONMENTAL SCIENCE

ENSC 210: Hazardous Waste Site Operations—Health and Safety 3 S.H.

This course provides a mandatory minimum forty-hour training certification, in accordance with OSHA Title 29 CFR 1910.210 for workers performing technical and support operational activities at hazardous waste sites subject to investigation for site characterization and implementation of various remedial technologies. Instruction emphasizes standard health and safety practices and hazardous material methodology.

ENSC 220: Environmental Laws and Regulations 3 S.H.

This course provides instruction on the major statutes, regulations, and policies passed by Congress and promulgated by the USEPA and OSHA. Course instruction presents a discussion of environmental laws regulating pollution-causing activities to the air, waterways, drinking water, and groundwater through enforcement and the permitting process. Prerequisite: ENSC 310.

ENSC 310: Advanced Environmental Studies I 3 S.H.

Students undertake an in-depth study of the specific areas of water and wastewater treatment (ENSC 310), hydrology, and land use planning (ENSC 311) as they relate to environmental impact. Special emphasis is placed upon EPA/SCS/USGS methodologies currently employed in the fields of water, wastewater, hydrologic and land planning, and resource evaluation. Courses may be taken individually. Prerequisite: BIOL 121, 122, 123, 124 and CHEM 121, 122, 123, 124.

ENSC 311: Advanced Environmental Studies II 3 S.H.
Continuation of ENSC 310.

ENSC 386: Field Experience/Practicum in Environmental Studies 2-6 S.H.
This course offers an off-campus exposure to dealing with environmental issues, including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies.

ENSC 482: Seminar in Environmental Studies 2 S.H.
This course is an informal session in which students, faculty, and professionals in the various fields of environmental study are brought together for mutual discussion of selected topics of environmental interest. Emphasis is placed upon research and administrative procedural reviews of air, water, noise, floral, faunal, and land use impacts.

FRENCH

FREN 103: The Culture of France and Francophone World 3 S.H.
This course presents selected aspects of French culture through readings, and especially through the viewing of films. In the fall semester, the course emphasizes the French way of life, and in the spring, French history. The aim is for students to visualize a culture before examining it. Students discuss selected topics pertinent to the French civilization that are also relevant to them. In addition, students acquaint themselves with French-speaking countries by embarking on an intellectual voyage through discussions of each movie and each literary work, through individual research, and oral presentation. The course fulfills General Education category for second language/culture but not the requirement for a B.A. degree.

FREN 111: Elementary French I 3 S.H.
This course is offered to students with no experience of the French language. Students are immersed in all the complexity of spoken French and are brought to speak with confidence and good pronunciation in familiar situations. By means of this immersion method, students use their creativity and coping skills to communicate and to reflect on the differing values in a foreign culture. Fulfills General Education category for second language/culture. To satisfy the requirements of a B.A. degree, students must complete six credits at the intermediate level.

FREN 112: Elementary French II 3 S.H.
This course is for students with some experience of the French language. As in French 111, students are immersed in French by means of global media. Conversation skills are stressed. Students use their creativity and coping skills to communicate. They also study selected aspects of French culture and develop awareness of the differing values in another culture. Prerequisite: French 111 or 2 years of French at the Secondary school level. Fulfills General Education category for second language/culture. To satisfy the requirements of a B.A. degree, students must complete six credits at the intermediate level.

FREN 211: Intermediate French I 3 S.H.
This course focuses on the practical and contemporary aspects of the French language by means of technology and multimedia, thus reinforcing the socio-cultural frameworks of language. Conversation skills are emphasized while students surf the net, watch movies, read poetry, sing songs, prepare French recipes, and make phone calls. Prerequisite: French 112, or 3-4 years of French at the Secondary School Level. Fulfills General Education category for second/language culture but not the requirement for the B.A. degree. To satisfy the requirement of a B.A. degree, students must complete six credits at the intermediate level.

FREN 212: Intermediate French II 3 S.H.
This course emphasizes the advantages of learning a foreign language as a means of communication and as the key to a different culture. Students gain a better understanding of how the French Language works in real life. The conversational method of the course stresses both verbal and non-verbal communication, gestures, looks, attitudes, behavior, intonation, i.e., cultural conventions and assumptions. Toward this goal, multimedia and global communication capacities through technology are used to expose students to French in its natural form. Prerequisite: French 112 with a B+ average, French 211 or 4 years of French at the Secondary School Level. Fulfills General Education category second language/culture for a BA degree.

GEOGRAPHY

GEOG 200: Concepts of Geography 3 S.H.
This is a basic introductory course organized to develop a knowledge and appreciation of the nature of geography, including a study of the earth and its features and its effects on human activity. Fulfills social science General Education category.

GEOG 210: Cultural Geography 3 S.H.
This course examines the cultural factors that condition the way different peoples—ethnic groups of the world—perceive, organize, and use their habitats and how these factors affect the relation of each group with others. Fulfills social science General Education category.

GERMAN

GERM 103: German Culture and Language 3 S.H.

This course, open to all undergraduates, provides a fundamental understanding not only of the German language, but also of the many people of Germany, Austria, and Switzerland for whom it is the major form of communication. Fulfills the General Education category second language requirement, but not the requirement for a B.A. degree.

HEALTH, PHYSICAL EDUCATION AND RECREATION

HPER 475: Legal Issues in Sport and Recreation 3 S.H.

This course offers an examination of general legal concepts, federal and state legislation, and legal liabilities as they impact the recreation and the sports profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

HPER 476: Child Life: Clinical Issues and Techniques 3 S.H.

This course is designed to provide an overview of clinical issues and practical techniques related to the delivery of child life services and the specialized needs of hospitalized children, adolescents, and their families. Prerequisites: SMRT 272 and 474 or permission of instructor.

HPER 478: Budgeting for Sport and Recreation 3 S.H.

This course focuses on the nature and concerns of sport and recreation professionals as they prepare and defend operating and capital budgets. Topics will include the preparation of financial plans, strategic budgeting, organizational structure, collaborative efforts, and other methods used to fund and support facility operations. Cross-listed as HPER 678.

HPER 479: Personnel and Human Resources Management 3 S.H.

This course examines the responsibilities of personnel managers who perform personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered include employee recognition, employee-assistance programs, burnout, and sexual harassment.

HEALTH STUDIES

HLTH 103: Personal Health 3 S.H.

This course is designed to provide students with a basic knowledge of current personal health concepts and applications such as health and wellness, stress management, nutrition, substance use and abuse, and human sexuality. Emphasis is on decision-making skills and self-responsibility for one's own wellness. Fulfills General Education category health requirement.

HLTH 106: First Aid: Responding to Emergencies and Community CPR 2 S.H.

This course is designed to prepare the student to make appropriate decisions regarding first aid care and to act on those decisions in an emergency situation before medical help arrives. Successful completion provides the student with American Red Cross Certification in First Aid: Responding to Emergencies and Community (adult, child, and infant) Cardiopulmonary Resuscitation.

HLTH 210: Consumer Health 3 S.H.

This course aids prospective health education majors, as well as interested student consumers, in attaining a better understanding of individual human rights in consumer health from conception until death and in realizing a maximum return for their money and effort spent in the pursuit of optimal wellness.

HLTH 230: Public Health Administration 2 S.H.

This course acquaints the student with organization, administration, and management of public health programs. Discussion focuses on the political, social, cultural, and economic factors that determine current policies and practices.

HLTH 255: Human Sexuality 3 S.H.

This course provides open discussion, debates, and reading materials to survey the dynamics of human sexuality, and to identify and examine the basic issues in human sexuality in relation to society as a whole.

HLTH 260: Drugs and Society 3 S.H.

This course provides students with a basic knowledge of current drug use and the adverse effects of drug misuse and abuse. The use and misuse of drugs are examined from physiological, psychological, sociological, and intellectual perspectives. This course provides students with an opportunity to examine the various components and issues of drug use, misuse, and abuse in society today. Prerequisite: HLTH 103.

HLTH 261: Introduction to Nutrition 3 S.H.

In this course students will discover how the body uses food by learning various functions of each key nutrient. An overview of digestion, absorption, and metabolism is provided. Food sources of the key nutrients and recommended intakes are explored in depth. The student's own diet is evaluated, using a computerized diet analysis.

HLTH 304: Methods and Materials in Health/Family and Consumer Science 3 S.H.

Students in this class analyze the theory, practice, and planning process for school health education. The readings, discussions, observations, lesson planning, practice teaching, unit planning, and critical analysis emphasize quality interactive teaching and professionalism in health education.

HLTH 343: Community Health Education 3 S.H.

This course helps students become effective community health educators by increasing knowledge in community health areas and enhancing individual health skills and competencies essential to this career field. This course also provides an overview of the organization, role, and structure of community health agencies, with a specific emphasis on the health education services.

HLTH 361: Applied Nutrition 3 S.H.

This course enables students to attain a better understanding of the dynamic relationship between nutrition and the human physiological process. This better prepares students to engage in preventive and management techniques as related to nutritional deficiencies and the human body. Prerequisite: HLTH 261.

HLTH 386: Pre-Practicum in Health/Family and Consumer Science PreK–8 1–2 S.H.

This is a supervised pre-practicum under the direct guidance of a teacher-certified health educator for a minimum of four hours a week across 15 weeks at the PreK–8 level. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. This course is for students seeking health/family & consumer science licensure at the elementary level. Prerequisite: Student must be an official candidate for teacher licensure.

HLTH 387: Pre-Practicum in Health/Family and Consumer Science 5–12 1–2 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified health educator for a minimum of four hours a week across 15 weeks at the 5–12 level. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. This course is for students seeking health/family & consumer science licensure at the secondary level. Prerequisite: Student must be an official candidate for teacher licensure.

HLTH 405: Curriculum Construction and Instruction 3 S.H.

This course analyzes the essential components of and procedures for the development of a written PreK–12 comprehensive health education curriculum. Students critically review current general and specific curricula in light of the various teaching possibilities and environments for health education.

HLTH 417: Organization, Administration, and Assessment for the School Health Program 3 S.H.

This course examines administrative relationships, procedures, and assessment techniques involved in the conduct of school health programs. Areas of study include: general policies, services and delivery systems, environment, reliability, personnel duties, curriculum development, and instruction. An emphasis on aligning program objectives and assessment strategies with the current Massachusetts Comprehensive Health Education Frameworks (MCHEF) will comprise a significant segment of required assignments.

HLTH 425: Human Disease 3 S.H.

This course examines a wide range of contemporary health problems. Students examine the epidemiology and pathology of major diseases and the attendant psychosocial implications. The prevention and control are discussed within the ethical issues identified for study. Prerequisites: BIOL 101, 130-131, HLTH 103, PSYC 101, or permission of instructor.

HLTH 450: Workshop in Health 2 S.H.

This workshop provides students with an understanding of the contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. NOTE: A student may register for this course for credit more than once, provided the area to be included is different each time.

HLTH 460: Health-Related Aspects of Aging 3 S.H.

This course focuses on the various theories associated with biological aging, the identification of major health hazards, and provisions for their treatment, prevention, and control. Also, the health care delivery system is examined and discussed.

HLTH 461: Advanced Nutrition 3 S.H.

This course focuses on the functions of nutrients in human metabolism. Emphasis is placed on digestion, absorption, and metabolism of proteins, fats, carbohydrates, and the non-energy nutrients, vitamins, minerals, and water. Evaluation of nutritional status is also examined. Prerequisites: CHEM 121-122, 123-124, 211, 331, BIOL 130-131, 132-133, or BIOL 250-251, 252-253, and HLTH 261.

HLTH 480: Program Planning and Design 3 S.H.

This course provides an overview of assessment, planning, implementing, and evaluating effective community health education programs. Students will develop their abilities in setting goals and objectives, coordinating provision of health education services and communicating health education needs, concerns, and resources.

HLTH 484: Practicum in Health/Family and Consumer Science—Grades PreK–8 7 S.H.

This is a supervised practicum in grades PreK–8 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 303, 386, 417, and EDUC 237. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

HLTH 485: Practicum in Health/Family and Consumer Science—Grades 5–12 7 S.H.

This is a supervised practicum in grades 5–12 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 303, 386, 417, and EDUC 237. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

HLTH 486: Field Work in Community Health Education 15 S.H.

This is a supervised experience in a health agency for a full semester. It includes observation of and participation in the work of the agency.

HLTH 488: Special Health Topics for the Classroom Professional Grades PreK–12 3 S.H.

This course gives prospective classroom professionals an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, students are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HISTORY

HIST 101: Survey of the History of Western Civilization 3 S.H.

This course examines the evolution of civilization from pre-historic culture through the ancient world to the seventeenth century. Emphasis is given to a global perspective, interrelationships between major world cultures, and the forces of change in political, economic, social, and intellectual institutions. Fulfills history General Education category.

HIST 102: The Making of the Modern World 3 S.H.

This course surveys the development of ideas, institutions, and social processes in the modern world from the seventeenth century to the present. Consideration is given to both Western tradition and the diversity and interrelationships between the various cultures that comprise our contemporary world. Fulfills history General Education category.

HIST 103: World History 3 S.H.

This course deals with the major developments and encounters of world civilizations from antiquity to the present. The aim is to develop a deeper understanding of the forces for change and patterns of continuity throughout history in order to better understand our global, yet diverse, world today. Fulfills history General Education category.

HIST 105: Colonial America to the Civil War 3 S.H.

This is a survey of America's history from the period of earliest explorations to the Civil War. Colonial settlement, the nature of the Revolution and U.S. Constitution, western settlement, and slavery are among the many areas covered. Fulfills social justice General Education category.

HIST 106: The Civil War to Modern America 3 S.H.

This is a survey of America's history from the Civil War period to the present. The impact of industrialization, America's emergence as a world power, the New Deal, and more recent cultural, social, political, and economic trends are emphasized. Fulfills social science General Education category.

HIST 210: African American History 3 S.H.

This survey of Afro-American history includes the following topics: the Atlantic slave trade, pre-Civil War conditions, lives and contributions of enslaved and free people, Civil War and Reconstruction doubts and hopes, post-Reconstruction struggles between Euro- and Afro-Americans through the 1950's, and the Civil Rights activism of the 1960's and early 1970's. Fulfills social justice General Education category.

HIST 215: Modernization and European Society 3 S.H.

This course deals with the complex pattern of social, economic, political, and psychological changes that accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the eighteenth century and examines how leading thinkers and the masses have responded to modernity.

HIST 223: History of Russia 3 S.H.

This course begins with a brief survey of Russian history from the earliest time through the nineteenth century. It concentrates on the reforms, revolutionary movements, and the decline of imperial Russia, and concludes with an overview of the Soviet period.

HIST 325: The Ancient and Classical World 3 S.H.

This is a survey of the political, social, and economic history of the Near Eastern, Mediterranean, and Western European world between 4000 B.C. and 500 A.D. The contributions of the major religious traditions and the Grecian and Roman cultures to modern civilizations are emphasized.

HIST 326: Medieval History 3 S.H.

This course examines developments and achievements of European civilizations from 350 to 1500 A.D. The division and decline of the Roman Empire, Byzantine reorganization and expansion, feudalism, urbanization, the social role of the Christian Church in Eastern and Western Europe, the universities, new art forms, the birth of national states, and the transition to modern history are emphasized.

HIST 327: Early Modern Europe 3 S.H.

This course begins with a consideration of Renaissance and Reformation of the fifteenth and sixteenth centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment, and concludes with a study of the background to the French Revolution.

HIST 335: Modern China 3 S.H.

China's transformation between the Opium War (1839-1842) and the 1990's may be seen as a progressive adjustment to the modern world or as an ever-intensifying revolution in Chinese government, society, and culture. This course combines the two approaches, exploring the problem of modernizing and revolutionary China through the eyes of participants and the debates of historians.

HIST 360: Early American

Thought and Culture 3 S.H.

This course is a study of American ideas and culture from the Colonial Period to the mid-nineteenth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, education, and reform.

HIST 361: Modern American Thought and Culture 3 S.H.

This is a study of American ideas and culture from the early nineteenth century to the early twentieth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education.

HIST 365: Environmental History of America 3 S.H.

This course examines American attitudes toward nature, space, land, and resources from the earliest settlements to the present. The history of public land policy, the conservation movement, federal and state policies, and environmental concern are traced.

HIST 388: Studies in History 3-4 S.H.

This course deals with one or more of the great issues that have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems, with particular attention to how man dealt with them. Issues may be selected from any period of the Eastern or Western worlds. May fulfill WAC.

HIST 405: The History of the Soviet Union 3 S.H.

This is an analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention include education and social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and the USSR's relations with other nations of the world. Not offered every year.

HIST 441: Supervised Experience in History 3-15 S.H.

This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off campus and participate in learning experiences in local, state, or national settings.

HIST 450: Europe Since 1900 3 S.H.

This is an examination of the political, social, and economic development of major European nations from the prelude to World War I to the present, with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. Prerequisite: Permission of instructor.

HIST 481: Recent American History 3 S.H.

This is an examination of the political, diplomatic, and cultural trends in American history since 1945. Emphasis is on topics such as the Truman Presidency; the Cold War; the McCarthy Era; the New Frontier; the war in Vietnam; the Nixon, Ford, and Carter years; the SALT Talks; inflation; the Energy Crisis; and the Middle East. Not offered every year.

HIST 482: History Seminar 3-4 S.H.

This is a seminar for history majors. Studies of historians, historiography, and professional demands are made. A major research paper is required. Prerequisite: Permission of instructor. May fulfill WAC.

MATHEMATICS

MATH 90: Introductory College Mathematics 0 S.H.

This course involves the study of the fundamental concepts that are essential in preparation for further study of college mathematics. The concepts include, but are not limited to, properties and operations of real numbers; ratio, proportion, and percent; solving elementary equations in one variable; and an introduction to polynomials. Students must obtain a minimum grade of C+ in order to advance to a General Education category in mathematics.

MATH 101: Mathematics for Early Childhood and Elementary Education 3 S.H.

This course presents elementary concepts of mathematics in a problem-solving mode in accordance with the standards of the National Council of Teachers of Mathematics. Topics include an introduction to sets, properties, and operations of numbers in various number systems, logic, geometry, and measurement. This course includes a hands-on laboratory component. This course does not fulfill the General Education category in mathematics. May fulfill WAC.

MATH 105: Survey of Mathematics 3 S.H.

This is an introductory course in mathematics. It emphasizes the application of basic mathematical concepts to everyday experiences such as sports and recreation, banking and personal finance, consumer affairs, and health and medicine. Specific topics in mathematics include elementary algebra, geometry, consumer mathematics, and elementary probability and statistics. Prerequisite: MATH 90 or equivalent. Fulfills General Education category mathematics.

MATH 115: College Algebra 3 S.H.

This course introduces a study of the real number system, linear and radical equations, and systems of linear inequalities in two variables. It also provides a basic introduction to exponential, logarithmic, and trigonometric functions. This course is not considered for mathematics major credit. Prerequisite: MATH 90 or equivalent. Fulfills General Education category mathematics.

MATH 120: Business Mathematics 3 S.H.

Beginning with a study of basic mathematics, including algebraic operations, percents, proportions, graphical analysis, and progressions, this course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and math skills are emphasized. This course is primarily designed for business management majors. Prerequisite: MATH 115 or equivalent. Fulfills General Education category mathematics.

MATH 125: Precalculus Mathematics 3 S.H.

This course consists of the essentials of trigonometry and analytic geometry. It gives a foundation for further study in calculus topics, including circular and logarithmic functions, their graphs and applications, polar coordinates, and conic sections. This course is not considered for math major credit. Prerequisite: MATH 115 or equivalent. Fulfills General Education category mathematics.

MATH 131: Introduction to Calculus with Applications 3 S.H.

This course is an introduction to differential and integral calculus for those students who intend to take calculus as a terminal mathematics course. Topics to be considered include limits, continuity, the definition of the derivative, the product, quotient and chain rules of differentiation, implicit differentiation, optimization, indefinite and definite integrals, and the Fundamental Theorem of Calculus. Applications of calculus are stressed, including applications to the biological sciences. Prerequisites: MATH 125 or equivalent.

MATH 140-142: Calculus I-II 3-3 S.H.

This course covers functions and graphs; limits, continuity, and differentiation of rational, logarithmic, exponential, and trigonometric functions; chain rule; application of derivatives; integrals; definite integrals; and techniques of integration. Prerequisite: MATH 125 or equivalent. Each course fulfills General Education category mathematics.

MATH 205: Geometry 3 S.H.

After a rapid review of plane geometry, this course covers axiomatic geometry, including both Euclidean and non-Euclidean geometries, and introduces projective geometry. The relationship between various transformations and geometries is studied.

MATH 215: Probability and Statistics 3 S.H.

This course introduces methods of collecting, organizing, analyzing, and presenting numerical data. Probability theory is used to make inferences about the populations from which the sample data are drawn. The mathematical statistics investigate types of frequency distributions, measures of central tendency, and hypotheses testing. Prerequisite: MATH 115 or equivalent. Fulfills General Education category mathematics.

MATH 220-222: Calculus III-IV 3-3 S.H.

This course offers more on the techniques of differential and integral calculus, partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, and surface and line integrals and their applications. Prerequisite: MATH 140-142.

MATH 235: Discrete Mathematics I 3 S.H.

This course is a keystone to understanding introductory elements and concepts of contemporary mathematics and its applications to the various fields of the modern world. Topics include set theory, elementary symbolic logic, permutations, combinations, probability, linear systems, and introductory matrix algebra with applications.

MATH 305: Elementary Differential Equations 3 S.H.

This course considers ordinary differential equations with applications. Prerequisite: MATH 220 or equivalent.

MATH 310: Linear Algebra 3 S.H.

This course includes the notation, terminology, algebra of, interpretation of, and applications of vectors and matrices. More abstract ideas, vector spaces, and characteristic roots are also covered.

MATH 335: Discrete Mathematics II 3 S.H.

This course covers basic mathematical structures that are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. Prerequisite: Permission of the instructor.

MATH 382: Mathematics Seminar 3 S.H.

This course addresses diverse areas of mathematics at the advanced level through problem solving and historical inquiry. Students are exposed to mathematical modeling based upon an integration of several areas of mathematics including algebra, Euclidean and non-euclidean geometry, trigonometry, discrete mathematics, differential and integral calculus, number theory, probability and statistics. Prerequisite: Permission of Instructor.

MATH 386: Field Experience in Mathematics and Computer Sciences 2-10 S.H.

This course provides students with a practical, off-campus experience in the mathematics and computer science areas within the scope of a professional environment. Placement and selection of students for this course require the consultation and approval of a faculty supervisor from the department and the department chair.

MATH 405: Mathematical Analysis 3 S.H.

This course is an analysis of mathematical concepts, including: topologic set theory, the real and complex number systems, sequences and series, numerical integration, curve fitting, number presentation, and errors. Computer programs are used. Prerequisite: MATH 220.

MATH 415: Abstract Algebra 3 S.H.

Topics in this course include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functions are included, and the interrelatedness of various mathematical disciplines is emphasized. Prerequisite: MATH 310 or equivalent.

MATH 488: Topics in Mathematics and Computer Sciences 3 S.H.

This course covers advanced and new topics in mathematical analysis and computer sciences, with emphasis on applications, theoretical and practical, that are not covered in other courses, but are of current interest and relevance. Prerequisite: Permission of Instructor.

MANAGEMENT, BUSINESS

MGTE 115: History of American Business 3 S.H.

This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. Prerequisite: ECON 200 and 205 or permission of instructor.

MGTE 121: Principles of Marketing 3 S.H.

This course surveys the foundations, principles, and functions of marketing with a thorough treatment of the core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy, as well as tangible goods. Major sections are often offered in the spring, while non-majors' sections are generally offered in the fall. Prerequisite: MGTE 150.

MGTE 130: Personal Finance 3 S.H.

This course introduces students to the management of household finances. The topics discussed include financial record keeping, budgeting, analysis of insurance decisions, investment alternatives, taxes, consumer borrowing and credit, retirement planning, trusts, and wills. Principles of personal financial planning stressed in this course should better enable students to manage their own funds.

MGTE 150: Introduction to Business 3 S.H.

This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as SMGT 150. May fulfill WAC.

MGTE 210: Principles of Accounting I 3 S.H.

Accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivable, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as SMGT 210. Prerequisite: MGTE 150.

MGTE 211: Principles of Accounting II 3 S.H.

Accounting principles and practices developed through Accounting I are expanded upon as they apply to the partnership and corporate forms of business. The major emphasis is on the utilization of accounting data as a decision-making tool in the areas of liabilities, taxation, capital stock transactions, dividends and bond transactions. Prerequisite: MGTE 210.

MGTE 215: Principles of Management 3 S.H.

This course covers the functions of management (planning, organizing, leading, and controlling) with a three pronged approach of understanding the management concepts and taking them to the next level by applying the concepts to develop critical thinking skills and to develop management skills that can be used in ones personal and professional life. Prerequisite: MGTE 150 or permission of the Instructor.

MGTE 305: Managerial Supervision 3 S.H.

This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisite: MGTE 215. May fulfill WAC.

MGTE 311: Managerial Accounting 3 S.H.

This course covers policy and decision-making based on profit planning and objectives. The major topics to be covered are: budget, cost methods, pricing methods, and cost-volume profit analysis. Prerequisite: MGTE 210-211.

MGTE 315: Financial Management 3 S.H.

This course emphasizes basic decision-making tools and analytic processes employed by financial managers. Topics covered are: financial analysis, cash flow, pro forma, short- and long-term financing, stock analysis, bond analysis, and asset management. Prerequisites: MGTE 210.

MGTE 318: Advertising 3 S.H.

This course introduces the richness and variety of the real world of promotion with a focus on advertising. A study is made of advertising lessons in marketing, campaign objectives, creative strategy, planning, and evaluative research. Thought-provoking, real-world concepts and controversies are approached to personally involve students in the practical applications of advertising. Prerequisite: MGTE 121 or 325 or permission of the instructor.

MGTE 325: Marketing Management 3 S.H.

This course emphasizes the utilization and understanding of modern marketing strategies. Through real world exposure, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix—product, price, place, and promotion. Through working on real life marketing plans, students gather data, analyze marketing options, and prepare workable solutions. Prerequisites: ECON 205, MGTE 210, 215 and 121. May fulfill WAC.

MGTE 341: Business Field Experience 3-6 S.H.

The field experience program in the student's chosen concentration highlights academic study with a focus in business world activity. It offers students the opportunity to test classroom theory, align career goals, develop a professional outlook, improve communication skills, and deepen the understanding of the functions of business in the real world. Academic credit is dependent on the number of hours spent at the worksite per week. The course is for junior and senior business majors only. Proper paperwork must be completed by the student before credit is awarded.

MGTE 345: Consumer Behavior 3 S.H.

This course is designed to examine the use of consumer behavior research and theory as a central element of business strategy, especially in marketing. Students study the activities involved in obtaining, consuming, and disposing of products and services and see how this applies to real marketing situations. Prerequisites: MGTE 121 or 325, ECON 205, and either PSYC 101 or SOCI 101 or permission of instructor.

MGTE 350: Marketing for Non-Profit Organizations 3 S.H.

This course focuses on application of marketing theory and techniques that significantly improve the practice of marketing with a focus towards systemically solving problems and creating an awareness that enhances the position of non profit organizations. Prerequisite: MGTE 121 or 325 or permission of the instructor.

MGTE 351: Organizational Design and Development 3 S.H.

Using a contingency approach to understanding organizational behavior, students diagnose the problems of several business settings. Based on actual business cases, classwork focuses on analysis, action, and management of change through organizational structure, operating practices, and organizational development processes.

MGTE 352: Accounting for Non-Profit Agencies 3 S.H.

This course provides students with the accounting tools required to manage a non-profit business. Major emphasis is on fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and the impact of legislative actions are also covered.

MGTE 353: Income Taxes 3 S.H.

This course teaches students the principles of federal income taxation, with emphasis on the preparation of income tax returns for individuals. Students study the procedures for computing tax liability and the concepts and reasoning behind the internal revenue service regulations. This course also examines partnerships and S corporation taxation. Prerequisite: MGTE 210 or permission of the instructor.

MGTE 360: Statistics for Business and Economics 3 S.H.

This is an introductory-level course in basic statistics relating to the business and economic environment that integrates computer techniques and applications. The course will cover many basic topics including the following: methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, hypothesis testing and regression analysis. Prerequisite: MATH 115 or its equivalent.

MGTE 361: Intermediate Accounting I 3 S.H.

This course is designed to analyze generally accepted accounting principles, accounting theory and concepts, and the preparation of general financial statements of public corporations. Areas covered include: the accounting cycle, cash and temporary investment, current liabilities, plant and equipment, intangibles, and the time value of money. Prerequisites: MGTE 210 and 211.

MGTE 362: Intermediate Accounting II 3 S.H.

This course emphasizes application of accounting theory on problem-solving. Topics covered include: long-term liabilities, the stockholders equity of the balance sheet, errors and their correction, investments, analyzing financial statements, cash flow, and price changes. Prerequisite: MGTE 361.

MGTE 375: Entrepreneurial Studies 3 S.H.

This course covers the theoretical and practical points of starting new organizations. It examines financing operations, personnel management, opportunity recognition, wealth creation, sociological impact, the economics of entrepreneurialism, rates of return generated on invested capital, resource requirement planning and projections, growth management, entrepreneurial success strategies, various case studies, and the writing of an actual business plan. Prerequisites: MGTE 210 or 211, or its equivalent, or permission of the instructor.

MGTE 388: Special Topics in Business 3 S.H.

This course presents a variety of traditional and contemporary topics in business management. It provides a detailed and comprehensive analysis of an issue or problem—past, present, and future—that impacts upon society and the business community.

MGTE 402: Business Policy and Control 3 S.H.

This course requires students to integrate previously mastered functional disciplines. It involves competition among groups of students acting as independent companies revolving around a computer-generated simulation of a business environment. This course is the capstone course of the Business Management Degree. Prerequisite: Completion of all other CORE courses or permission of Instructor.

MGTE 440: Quantitative Methods 3 S.H.

This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem-solving so that students gain experience with mathematical notation, techniques, and computer applications. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case preparations. Prerequisite: MGTE 360.

MGTE 478: Business Law 3 S.H.

This course explores basic legal principles and engages in an intensive study of the law of contracts and selected aspects of business-related subjects, including sales, negotiable instruments, business organization, consumer, and anti-trust law. Examples and case studies from business, non-profit, health agencies, and professional sports are included. Prerequisite: MGTE 150.

MGTE 479: Personnel Management/ Human Resource Management 3 S.H.

This course examines the responsibilities of personnel managers or managers who perform the personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment. Cross-listed as RCTR 479.

MGTE 480: Corporate Social Responsibility 3 S.H.

This course examines the complex interactions between business society and the initiatives taken by business to resolve these issues. Students learn about the significance of developing an ethical perspective and using stakeholder analysis to integrate business strategy with social issues strategy. Prerequisites: PHIL 225 and MGTE 150 or permission of the instructor.

MOVEMENT AND SPORT STUDIES

MOST 105: Lifespan Motor Development 3 S.H.
This is an introductory survey course in motor and perceptual development throughout the lifespan. Upon successful completion of the course, students are able to trace the path of human perceptual-motor development and to discuss the implications of general principles of motor development for the movement and sport specialist.

MOST 224: Motor Learning and Skill Acquisition 3 S.H.
This course investigates principles of human performance and the acquisition of motor skills. Attention is principally devoted to learning theories, reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills. Recent research evidence is presented in all topic areas. Prerequisites: MOST 105 and MOSK 201 or concurrent registration. May fulfill WAC.

MOST 328: Psychology of Sport 3 S.H.
This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as SMGT 328. Prerequisite: PSYC 101 or permission of the instructor.

MOST 384: Practicum in Movement Studies 2-4 S.H.
This practicum in movement and sport studies provides students with an opportunity to observe and assist professionals in their area of specialization. In the practicum, the student assumes increasing responsibility for work and projects. Registration limited to students in the MOST major.

MOST 410: Assessment in Movement and Sport 3 S.H.
This course is designed to present to the student various assessment tools in the psychomotor, cognitive, and affective domains used in movement science and sport. An introduction to research in movement science and sport as well as basic statistical analysis are presented. A practical experience in administering a test, including the writing of an article suitable for a research journal, is involved.

MOST 428: Sociology of Sport 3 S.H.
In this course, sociological concepts and theories are used to examine sport. This course is designed to acquaint students with the relationship between sport and the society in which it is embedded. A variety of issues and controversies in sport are identified and discussed. Prerequisite: SOCI 101.

MOST 429: Heritage and Values of Movement and Sport 3 S.H.
This course is designed to teach students about the cultural heritage and values of human movement and sport, from a philosophical and historical perspective. A close examination is made of important time periods of the past that affect current attitudes, understanding, knowledge, and behavior and guide students into the future. Cross-listed as SMGT 429.

MOVEMENT AND SPORT STUDIES ACTIVITY COURSES

MOSK: Movement and Sports Studies Activity Courses
MOSK activity courses are designed for movement and sports studies majors. The content of these courses will be the development of proficiency in the fundamental movement forms and understanding of the concepts which underlie those movement forms. The MOSK activity courses serve as laboratory experiences in movement and sport activities representative of the cultural forms of sport, movement, exercise and dance.

MOSK 101: Outdoor Pursuits 1 S.H.
This is a seven-day experience in outdoor living that allows the pursuit of outdoor activities and enhances students' understanding and appreciation of individual differences of the social aspects of group living. Students engage in activities selected to increase environmental awareness, improve outdoor living skills, and serve as an introduction to resource-based pursuits.

MOSK 140: Movement Concepts and Fundamental Motor Patterns 1 S.H.
This course is designed to provide a framework for understanding movement from Laban's perspective of body, space, & the qualities of movement. Developing a knowledge base of the movement framework and fundamental motor skills (locomotor, non-manipulative, and manipulative) will provide a common language and the foundation necessary for application to the many areas of physical education.

MOSK 230: Approaches to Dance Education 1 S.H.
Based upon Rudolf Laban's framework of movement analysis, this course is designed to help physical education teacher preparation majors develop skills and ability to effectively teach dance within physical education settings at the pre-K to grade 12 levels. This course expands and applies the movement concepts (Body, Effort, Space, Shape and Relationship) to teaching and creating dance, curriculum planning and development and evaluation. Prerequisites: MOSK 140 and PHED 102.

MOVEMENT SCIENCES

MSCI 145: Assistant in Movement Science Research 1 S.H.

This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students accepted into this course (based on availability of meaningful experiences) are assigned to assist with a faculty or graduate-level research project as a member of the research team. Prerequisite: Permission of instructor.

MSCI 313: Physiology of Exercise 3 S.H.

This course takes a systematic approach to the study of the impact of exercise on human physiology. Both acute and chronic exercise responses are studied. Systems covered included, but are not limited to: skeletal muscle, exercise biochemistry, cardiovascular, respiratory, renal and endocrine. Prerequisites: BIOL 130-132, CHEM 101-102

MSCI 319: Kinesiology/Biomechanics 3 S.H.

The focus of this course is on examining the anatomical and mechanical concepts requisite to critical assessment, description, and qualitative analysis of human exercise, sport, and locomotive activities. Prerequisites: BIOL 130-131 and PHYS 205.

MSCI 345: Exercise and Aging 3 S.H.

This course provides information on the aging process and how exercise affects this process. The focus is on children and the geriatric population. Physical activity enhances an individual's ability to maintain a healthy and active retirement and fosters growth and development in children. Prerequisites: BIOL 130, 131, 132, 133 or permission of the instructor.

MSCI 440: Nutrition and Athletic Performance 3 S.H.

This course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisites: HLTH 261, or permission of the instructor.

MSCI 442: Qualitative Biomechanics of Movement 3 S.H.

This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Students are familiarized with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. Prerequisite: MSCI 319.

MUSIC

MUSC 101: Basic Musicianship 3 S.H.

This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students in this course develop sight reading and beginning compositional skills through the study of elementary solfege, rhythmic exercises, ear training, and basic theory. Fulfills VAPA General Education category.

MUSC 102: Music Theory I 3 S.H.

Students in this course develop skills in musical composition, related solfege, and related dictation. Notation, interval and chord construction, and harmonic rhythm are studied. Prerequisite: MUSC 1.

MUSC 103: Music Theory II 3 S.H.

This course is a continuation of MUSC 2. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and a musical texture are studied. Students continue the development of skills in composition, solfege, and dictation. Prerequisite: MUSC 2.

MUSC 108: Music Appreciation 3 S.H.

This is an introduction to music from the Baroque to contemporary styles. Fulfills VAPA General Education category.

MUSC 112: Springfield College Singers 1 S.H.

The mixed chorus performs varied styles of music. Selected numbers are choreographed for large show-choir format. Major performances include holiday season and spring tour shows. Membership is open to all students who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA General Education category.

MUSC 113: Springfield College Band 1 S.H.

This course emphasizes the study and performance of transcriptions and original jazz compositions. Major performances include the holiday and spring concerts. The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA General Education category.

MUSC 114: Springfield College Pep Band 1 S.H.

The Springfield College Pep Band performs at varsity sporting events, which include all home football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 115: Chamber Music Workshop 1 S.H.

This workshop/ensemble emphasizes rehearsal and performance of music arranged for a classical chamber music format. Enrollment is open to all instrumentalists with basic reading and playing skills. Instrumentation and size of groups vary according to the instrumentalists available. Participants are coached on a stylistic approach, instrumental technique, and working effectively as an ensemble. Performances include the Springfield College Annual Music Concert, as well as a variety of other performances both on and off campus. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA General Education category.

MUSC 120: Basic Piano 1 S.H.

This course is designed for students with no prior keyboard experience. Emphasis is on developing functional skills at the keyboard and the ability to interpret musical notation for the piano. Prerequisite: MUSC 101 or concurrently, or permission of the instructor. Fulfills VAPA General Education category.

MUSC 121: Basic Guitar 1 S.H.

This course is designed for students with no prior guitar experience. Emphasis is on developing functional skills on the guitar and the ability to interpret musical notation for the guitar. Instrument rentals are available. Prerequisite: MUSC 101 or concurrently, or permission of the instructor. Fulfills VAPA General Education category.

MUSC 130: Applied Music I 1 S.H.

Individual voice or instrument study with an approved private instructor is pursued by each student. Four semesters of study are required for music minors. The course is open to non-music minors who meet the minimum entrance standards. The course may be repeated for credit to a maximum of 8 semester hours. Variable Fee. Fulfills VAPA General Education category.

MUSC 131: Applied Music II 1 S.H.

Individual voice or instrument study with an approved private instructor is pursued by students who are already enrolled in MUSC 130 and who wish to study music skills in a second area. This course is pursued at the same time as MUSC 130 and, with the music department's permission, may also be repeated for credit to a maximum of 8 semester hours. Variable fee.

MUSC 133: Music Technology 3 S.H.

This course is an introduction to current music and audio technology tools for personal computers. This course provides an overview of computer music, audio tools, and terminology including MIDI, synthesis, sequencing, scoring, and direct-to-disk audio recording. Classes involve discussion of practical applications for this technology in multimedia productions such as video, CD-ROM, computer animation, and live performance, culminating in the preparation of recorded musical projects using a computer and synthesizer. Prerequisites: MUSC 101, CISC 105, or permission of instructor.

MUSC 140: Eclectic Music with Children 3 S.H.

This course introduces students to preschool, early childhood, and elementary music. Emphasis is placed on experiential discovery through movement, imagery, and vocal/instrumental activities to be found in the child's musical environment. Prerequisite: MUSC 101 or permission of the instructor.

MUSC 141: Eclectic Music with Special Populations 3 S.H.

This course introduces students to the use of music in recreation, leisure, rehabilitation, and therapeutic settings. Emphasis is placed upon experiencing procedures and materials to be used in prescriptive activities. Prerequisite: MUSC 101 or permission of the instructor.

MUSC 332: Music as a Form of Social Protest 3 S.H.

This course surveys the music of those musicians who have been influential in focusing public attention on particular social causes. Students experience music through literature (books, journals, etc.), recording, and video. Fulfills VAPA General Education category, or social justice General Education category.

OCCUPATIONAL THERAPY

OCTH 101: Survey of Occupational Therapy 3 S.H.

This course provides an opportunity to survey basic concepts, theories, settings, and practices of occupational therapy. The values of occupational therapy performance and activity in prevention, treatment, and health maintenance are addressed. Roles and responsibilities encountered by current occupational therapists are explored.

OCTH 115: Occupational Therapy Practicum & Seminar 3 S.H.

This course is a clinical experiential course (90 hours) run simultaneously with a weekly seminar. Students spend time in an occupational therapy setting in the community, observing evaluations, treatment and therapist-client interactions. The accompanying seminar offers an arena to share and discuss observations, clinical reasoning, and supervision issues. Students may take this course more than once. Prerequisite: OCTH 101 or permission of the instructor.

OCTH 303: Preclinical Education 2 S.H.

This course provides students with observational experience in area clinics. Professional ethics, standards of practice, uniform terminology, and interpersonal skills are practiced and discussed during weekly seminars. Prerequisite: Major in occupational therapy or permission of the instructor.

OCTH 401: Occupational Therapy Fundamentals 3 S.H.

This course is a study of the historical and current philosophies of occupational therapy, with emphasis on the present scope of practices, issues, and concepts. The values of occupational performance and activity in prevention, treatment, and health maintenance are also addressed. Prerequisite: Major in occupational therapy or permission of the instructor. May fulfill WAC.

OCTH 405: Group Process 1 S.H.

This course, including a laboratory experience, focuses on understanding the process of group dynamics, recognizing various types of verbal interactions among group participants, and learning appropriate techniques and interventions to promote insight and improved interpersonal interaction skills. Prerequisite: OCTH 401.

OCTH 412: Neuroscience and Occupation I 3 S.H.

This course presents the neurological foundations of human performance, behavior, and emotion through lecture and laboratory formats. Students engage in collaborative analysis of clinical examples to better understand the structure, function, and development of the nervous system and its influence on functional tasks throughout the lifespan. Prerequisite: Occupational therapy major.

OCTH 413: Neuroscience and Occupation II 1 S.H.

This seminar is a continuation of OCTH 412 in which students engage in collaborative analysis of neurological disorders and begin to practice assessment procedures related to the function of the nervous system. Topics discussed relate to concurrent courses in the occupational therapy curriculum, with a focus on occupational performance throughout the lifespan. Cases studied are drawn from prior fieldwork, concurrent occupational therapy courses, texts, videos, and computer software. Prerequisite: OCTH 412.

OCTH 420: Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy 3 S.H.

This course presents the theory and scope of practice in occupational therapy for the prenatal through school-age period. Human performance is emphasized and related to normal and dysfunctional processes affecting growth, development, self care, play and leisure, and family functioning. Techniques for occupational therapy assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. Prerequisite: PHTH 308, OCTH412 or permission of Instructor.

OCTH 421: Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood 4 S.H.

Through the study of human performance from preschool through school age, this course emphasizes normal and dysfunctional processes affecting growth and development, learning, self care, play and leisure, and family functioning. Techniques for assessment and intervention in sensory, perceptual motor, cognitive, emotional, and social skill development are emphasized and practiced in laboratory experiences, with particular attention to skills needed in the school system. Prerequisite: OCTH 420, PHTH 308, OCTH412 or permission of Instructor.

OCTH 425: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents 3 S.H.

This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self-care, leisure, peer relations, and family functioning. Various theories and occupational therapy frames of reference are utilized in understanding the life tasks of adolescents. Intervention strategies are covered and practiced in a one-hour weekly lab. Prerequisite: OCTH 401.

OCTH 484: Clinical Education I 3 S.H.

This course is a combination of a supervised field experience in one or more health care setting where occupational therapy is practiced, and a series of seminars. It provides experiences in beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. Prerequisites: OCTH 401/501 and OCTH 303/503.

OCTH 485: Individualized Fieldwork in Occupational Therapy 1-6 S.H.

This course provides additional Level I fieldwork to explore particular clinical interests or to address specific performance issues identified in OCTH 484. The student and an occupational therapy faculty member develop specific objectives for an individualized clinical experience which includes regular supervision with a faculty member and a clinical supervisor, with readings, special projects, written assignments, and/or presentations. Prerequisite: OCTH 484.

OCTH 492: Individual Study in Occupational Therapy 1-4 S.H.

This course provides occupational therapy students with the opportunity to engage in individualized study with an occupational therapy faculty member. The student may explore particular academic or professional interests, beyond or within the requirement of the occupational therapy curriculum. The learning experience may include independent reading or writing on a topic related to the field. This course may be taken more than once. Prerequisite: Occupational therapy major.

PHILOSOPHY

PHIL 103: Conflict of Ideals 3 S.H.

This course explores the major philosophical thinkers and value systems that have influenced twentieth century thought. Students are encouraged to explore and expand their own value systems using the tools of philosophical inquiry. Fulfills philosophy General Education category.

PHIL 105: Introduction to Philosophy 3 S.H.

This course studies representative thinkers in the major areas of philosophy. Fulfills philosophy General Education category.

PHIL 106: Ethics 3 S.H.

This course is a study of theories of value, along with recent discussion of significant moral problems. Fulfills philosophy General Education category.

PHIL 108: Logic 3 S.H.

This course introduces students to the basics of critical thinking in the context of everyday discourse, including the structure of argument, major types of argument, criteria for evaluation of argument, common fallacies of reasoning, and the mechanics of writing an argumentative essay. Fulfills philosophy General Education category.

PHIL 225: Business Ethics 3 S.H.

This course is intended to sensitize students to ethical issues in business and to develop a capacity for moral judgment in management. Fulfills philosophy General Education category.

PHIL 288: Special Topics in Philosophy 3 S.H.

Responding to changing currents in the field of philosophy, this course explores a topic of contemporary relevance. Fulfills philosophy General Education category.

PHIL 380: Existentialism 3 S.H.

The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, inauthentic and authentic existence, death, and freedom. Fulfills philosophy General Education category.

PHYSICAL EDUCATION

PHED 102: Instructional Strategies in Physical Education 3 S.H.

This course introduces students to generic teaching strategies, techniques, and safety issues in physical education. Lecture sessions focus upon conceptual foundations of teaching. Laboratory sessions are devoted to practical applications of lecture concepts in school based laboratory settings.

PHED 212: Principles and Problems of Coaching 2 S.H.

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; legal liability; the learning and improvement of motor skills; daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as SMGT 212.

PHED 226: Physical Education Design and Implementation: Grades PreK-12/I 3 S.H.

This yearlong course is designed to help second year physical education teacher preparation students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. Students apply and practice developmentally appropriate activities in school-based laboratory settings. Legal liability issues are emphasized in both lecture and lab. The course is open only to movement studies majors in the Physical Education Teacher Preparation program. Prerequisites: PHED 102, MOSK 140, MOST 105.

PHED 227: Physical Education Design and Implementation: Grades PreK-12/II 3 S.H.

This yearlong course is designed to help second year physical education teacher preparation students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. Students apply and practice developmentally appropriate activities in school-based laboratory settings. Legal liability issues are emphasized in both lecture and lab. The course is open only to movement studies majors in the Physical Education Teacher Preparation program. Prerequisites: PHED 102, MOSK 140, MOST 105.

PHED 281: College-Level Supervised On-Campus Teaching 1 S.H.

This course presents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. It may be repeated once. Prerequisite: Permission of the department.

PHED 308: Adapted Physical Education Programming 3 S.H.

This course provides basic information on disabling conditions and on how to provide adapted physical education programs based upon an individual's assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection, and prescription of appropriate exercise programs; and implementation of developmental activities, rhythmic, aquatic, and games. May fulfill WAC.

PHED 311: Baseball: Coaching and Fundamentals 3 S.H.

This course provides students with a basic understanding of the variables associated with the coaching of baseball on all levels. The major emphasis is on providing students with team strategy, fundamentals, and technical skills necessary to assist them in administering a successful baseball program. Two semester hours are allocated to the coaching aspects of the sport, while one semester hour is allocated to offensive and defensive fundamentals and technical skills. Prerequisite: PEAI 141, or permission of Instructor.

PHED 314: Coaching Football 2 S.H.

Course material covers the techniques and methods of coaching football, with emphasis on team play. Also included are offensive and defensive methods for the running, passing, and kicking games. Complete organization of a football program is presented. Prerequisite: PEAI 157, or permission of Instructor.

PHED 315: Coaching Men's Gymnastics 2 S.H.

This course presents methods and materials of gymnastic coaching, as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. Prerequisite: PEAI 171, or permission of Instructor.

PHED 317: Coaching Basketball 2 S.H.

This course emphasizes the methods of teaching and coaching basketball, with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. Prerequisite: PEAC 144, PEPC 244, PEAI 144, or permission of Instructor. (formerly PHED 114)

PHED 319: Coaching Softball 2 S.H.

Techniques and materials for coaching softball at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAC 156, PEPC 256, PEAI 156, or permission of Instructor.

PHED 321: Coaching Track and Field 2 S.H.

This course covers the biomechanical analysis and training strategies for each track and field event. Topics such as the selection of candidates, conditioning, diet, safety procedures, and the organization and promotion of track and field are included in the course content. Prerequisite: PEPC 263, or permission of Instructor.

PHED 322: Coaching Volleyball 2 S.H.

This course emphasizes the teaching of volleyball skills and the role of the coach in developing advanced systems of play for competition. Emphasis is also placed on the philosophy and psychology of varsity coaching, physical training, and the use of statistics for team play. Prerequisite: PEPC 258, PEAI 158, or permission of Instructor.

PHED 323: Coaching Wrestling 2 S.H.

Course material covers the essential techniques of wrestling, the development of a team, conditioning, conduct of practice sessions, weight reduction, and preparation of a team for meets and tournaments. Prerequisite: PEAI 184, PEPC 284, or permission of Instructor.

PHED 325: Coaching Women's Gymnastics 2 S.H.

This course presents methods and materials of gymnastic coaching, as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. Prerequisite: PEAI 171, or permission of Instructor.

PHED 326: Coaching Swimming and Diving 2 S.H.

This is a systematic treatment of the philosophy, principles, and techniques of teaching and coaching swimming and diving. Prerequisite: PEAI 104, PEPC 204, PEAC 206, or permission of Instructor.

PHED 336: Officiating Athletic Events 1 S.H.

This course provides students with the opportunity to develop knowledge and skills requisite to becoming a competent official for selected interscholastic athletic events. It may be repeated for credit as long as the athletic event designated is not replicated.

PHED 337: Coaching Field Hockey 2 S.H.

Techniques and materials for coaching field hockey at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAI 150, or permission of Instructor.

PHED 338: Coaching Soccer 2 S.H.

This course emphasizes the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his/her opportunity as an educator. Prerequisite: PEAC 155 or PEPC 255, PEAI 155 or permission of the instructor.

PHED 342: Sports First Aid and Injury Prevention 3 S.H.

Within this course, basic injury prevention, evaluation, and emergency care techniques are discussed, and ARC certification in Adult CPR and standard First Aid is awarded to students meeting the requirements. Basic wrapping and strapping techniques used in injury prevention are practiced and discussed.

PHED 344: Athletic Administration 2 S.H.

This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as SMGT 344.

PHED 346: Pre-Practicum—Elementary Level 2 S.H.

This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the elementary school setting. Prerequisites: Matriculated status and PHED 226-227. Prerequisite: Student must be an official candidate for teacher licensure.

PHED 347: Pre-Practicum—Secondary Level 2 S.H.

This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the secondary school setting. Prerequisites: Matriculated status and PHED 226-227. Prerequisite: Student must be an official candidate for teacher licensure.

PHED 349: Coaching Practicum 2 S.H.

This pre-practicum provides prospective coaches with an opportunity to assist in the coaching of interscholastic competitive athletics in grades 7-12. Prerequisite: PHED 212 or concurrent registration.

PHED 350: Pre-Practicum Seminar in Physical Education 1 S.H.

In this seminar students critically examine teaching experiences with respect to content and pedagogical content, knowledge, curriculum development and legal liability. A critical thinking format is utilized in all seminars. The primary teaching methodology is a problem-solving approach, thus students reflect on assignments and experiences then discuss these experiences with respect to future pedagogical decision-making. Course is to be taken concurrently with PHED 346/347 or in adjacent semester, if PHED 346/347 is taken in winter or summer session. Prerequisites: PHED 226 and 227.

PHED 423: Organization and Administration of Intramurals 2 S.H.

This course analyzes the total aspects of organizing and administering an intramural sports program on the high school, junior college, and college/ university levels. Leadership qualities, financing, publicizing, liabilities, tournament preparation, equipment, motivational aspects, and the role of coeducational activities are among some of the topics discussed.

PHED 481: History of Physical Education and Sport 2 S.H.

This course explores the history of physical education and sport within the context of human cultural development. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

PHED 484: Practicum in Physical Education PreK–8 7 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the PreK–8 level. Assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 102, 226-227, 308, and a pre-practicum. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

PHED 485: Practicum in Physical Education 5–12 7 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the 5–12 level. Site arrangements are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/ CPR Certification, PHED 102, 226-227, 308, and a pre-practicum. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

PHED 494: Practicum in Physical Education 14 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of fourteen weeks at either the PreK–8 or 5–12 level. Site assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, permission of the department, and the following courses: First Aid/CPR Certification, PHED 102, 226-227, 308, and a pre-practicum. Prerequisite: Student must have passed MTEL exams and courses designated by their program.

PHYSICAL EDUCATION ACTIVITY COURSES

PEAC: Physical Education Activity Courses .5 S.H. unless noted

PEAC skills courses are All-College activity courses designed for the general College population and are intended to support the development of student commitment to and skills needed for lifelong participation in movement activity. These skills courses satisfy the four semester hour General Education requirement in physical education.

PEAC 208	Adapted Aquatics Instructor (1 S.H.)
PEAC 111	Aerobic Dance
PEAC 161	Archery
PEAC 165	Badminton
PEAC 144	Basketball
PEAC 101	Boating and Canoeing
PEAC 167	Bowling
PEAC 134	Cross-Country Skiing; Snowshoeing

PEAC 187	Cycling
PEAC 127	Dance—Ballet I (can fulfill VAPA General Education category)
PEAC 130	Dance—Ballroom
PEAC 132	Dance—Multicultural
PEAC 133	Dance—Modern (can fulfill VAPA General Education category)
PEAC 135	Dance—Square I
PEAC 137	Dance—Tap
PEAC 140	Dance-Line Dancing
PEAC 227	Dance—Ballet 2
PEAC 100	Fit for Life (1 S.H.)
PEAC 115	Fitness Swimming
PEAC 170	Golf
PEAC 173	Handball
PEAC 114	Hiking and Backpacking
PEAC 194	Independent Study
PEAC 105	Indoor Soccer
PEAC 116	Jogging
PEAC 175	Karate 1
PEAC 273	Karate 2
PEAC 119	Kayaking
PEAC 153	Lacrosse—Men
PEAC 154	Lacrosse—Women
PEAC 205	Lifeguard Training (ARC)
PEAC 147	Martial Arts
PEAC 117	Mountain Biking
PEAC 213	Variable Resistance Training
PEAC 191	Orienteering
PEAC 128	Outdoor Adventure
PEAC 176	Racquetball
PEAC 120	Relaxation
PEAC 178	Rhythmic Gymnastics
PEAC 129	Rock Climbing
PEAC 102	SCUBA Certification (1 S.H.)
PEAC 179	Self Defense I
PEAC 279	Self Defense II
PEAC 280	Ski Instructor
PEAC 196	Skiing and Snowboarding 1
PEAC 296	Skiing and Snowboarding 2
PEAC 297	Skiing and Snowboarding 3
PEAC 155	Soccer
PEAC 156	Softball—Slow Pitch
PEAC 103	In-line Skating
PEAC 108	Sports for the Disabled I
PEAC 109	Sports for the Disabled II
PEAC 181	Squash
PEAC 106	Synchronized Swimming
PEAC 104	Swimming
PEAC 141	Table Tennis
PEAC 148	Team Handball
PEAC 121	Tai Chi Chuan
PEAC 123	Tai Ji Jian
PEAC 142	Tae Kwon Do I
PEAC 143	Tae Kwon Do II
PEAC 110	Tennis
PEAC 158	Volleyball

PEAC 124	Walking
PEAC 107	Water Polo and Aquatic Games
PEAC 206	Water Safety Instructor (1 S.H.)
PEAC 122	Weight Training
PEAC 136	White Water Canoeing
PEAC 145	Yoga
PEAC 180	Artistic Gymnastics

PEPC: Physical Education

Professional Courses .5 S.H. unless noted

PEPC skills courses are professional courses designed for the physical education teacher preparation student. In addition to a focus on skill development, PEPC courses include emphasis on teaching methodology and teaching strategies for application of the activity for students at the PreK–12 levels.

PEPC 211	Aerobic Activities
PEPC 265	Archery/Badminton
PEPC 244	Basketball
PEPC 110	Conditioning and Fitness Programs
PEPC 150	Field Hockey
PEPC 100	Fitness for Life
PEPC 180	Educational Gymnastics
PEPC 146	Health Fitness Aerobics (1 S.H.)
PEPC 125	Health Fitness Resistance Training (1 S.H.)
PEPC 253	Coeducational Games in Physical Education
PEPC 213	Variable Resistance Training
PEPC 254	New and Field Games
PEPC 280	Outdoor Adventure
PEPC 179	Skill Themes
PEPC 255	Soccer
PEPC 256	Softball
PEPC 204	Swimming
PEPC 281	Tennis
PEPC 263	Track and Field I
PEPC 264	Track and Field II
PEPC 258	Volleyball
PEPC 279	Wrestling

PEAI: Intercollegiate Sports

and Skills Courses .5 S.H. unless noted

Participation on a varsity or subvarsity team is required. These can be taken once per sport (two maximum) by non-PETP students towards satisfaction of the four semester-hour General Education requirement in physical education, or to satisfy a skills elective requirement. Physical Education Teacher Preparation students may use PEAi skills credit for only one sport, one time as elective credit. This credit does not count toward meeting the academic requirements of full-time status or satisfactory academic progress. Graded on a Pass/Fail basis.

PEAI 141	Baseball
PEAI 144	Basketball M and W
PEAI 116	Cross Country M and W
PEAI 150	Field Hockey

PEAI 157	Football
PEAI 170	Golf
PEAI 171	Gymnastics M and W
PEAI 153	Lacrosse M and W
PEAI 155	Soccer M and W
PEAI 156	Softball
PEAI 104	Swimming M and W
PEAI 182	Tennis M
PEAI 172	Tennis W
PEAI 159	Track M and W
PEAI 158	Volleyball M and W
PEAI 174	Wrestling

PHYSICAL SCIENCE

PHSC 105: Physical Science and the Environment 4 S.H.

This course studies the key concepts and theories of physical science for students with little or no prior experience. Physical science is approached both as a body of knowledge and as an on-going process of investigation in order to develop in the student an awareness of the scientist's point of view and approach to nature. May fulfill WAC. Fulfills General Education category natural science.

PHSC 110: Earth Science 4 S.H.

This course presents earth and space science in a system approach which emphasizes the interactions of the Earth's various spheres and human activities. This unifying theme falls into the categories of Matter and Energy in the Earth Systems, Earth's Sources of Energy, Earth's Processes and Cycles, and The Origin and Evolution of the Universe. Students will review geological, meteorology, oceanographic and astronomical data, learn about direct and indirect evidence and consider how these might be used to test competing theories about the origin of stars, plants and our own solar system. Fulfills General Education category Natural Science.

PHYSICAL THERAPY

PHTH 203: Physical Therapy in the Healthcare System 1 S.H.

This course focuses on the roles and responsibilities of a physical therapist within the health care system. Methods of health care delivery and issues of access, availability, and financial coverage are examined. Prerequisite: Physical therapy major or permission of instructor. May fulfill WAC.

PHTH 292: Individual Study in Physical Therapy 1–3 S.H.

This course provides the opportunity for the student to work on an individual basis with a faculty member in the Department of Physical Therapy. The student is responsible for designing objectives and selecting methods of study with the direction of the faculty member. The learning experience may include specialized study, research and clinical applications that further his/her personal and professional growth in P.T. Prerequisite: Physical Therapy major.

PHTH 301: Introduction to Human Anatomy 2 S.H.

An introduction to normal human anatomy with emphasis on the musculoskeletal system. Using a regional approach, the course includes surface anatomy and basic osteology. The laboratory experience includes dissections of human cadavers. This course is intended for all students who will work with people in a variety of settings. It is an excellent introduction for students in the allied health professions who will later take Human Anatomy I and II as a major specific requirement. PREREQUISITE: All students must obtain permission to enroll in this course.

PHTH 302: Clinical Concepts in Physical Therapy I 3 S.H.

This course provides an introduction to physical therapy practice skills. Theories and application of clinical concepts prepare the student for professional practice. Students are expected to attain a minimum level of competency in selected fundamental clinical skills. Prerequisite: Physical therapy major.

PHTH 304: Clinical Medicine/Pathology 4 S.H.

This course is a survey of general medical and surgical disorders, including the pathophysiology of disease, clinical manifestations, and medical treatment, with emphasis on conditions encountered in physical therapy. Topics include internal disorders/disease, orthopedics, and pediatrics. Prerequisite: Physical therapy major or permission of instructor.

PHTH 307: Clinical Concepts in Physical Therapy II 2 S.H.

This is a final introductory course in physical therapy prior to the clinical science and practice sequence and a continuation of the first clinical concepts course. Topics addressed prepare the student for professional practice by covering specific diagnostic conditions and engaging the student in writing activities. Students are expected to attain a minimal level of competency in the area of goniometric measurement of joints. Prerequisite: PHTH 203, PHTH 302. May fulfill WAC.

PHTH 308-309: Human Anatomy I & II 3-3 S.H.

This course provides a comprehensive study of normal and pathological function of human movement, with emphasis on the skeletal, articular, and muscular systems. Using a regional approach, the course includes surface anatomy and clinical palpation. The laboratory experience includes dissections of human cadavers. Prerequisite: Physical therapy or occupational therapy major or permission of instructor.

PHTH 315: Clinical Education Seminar 1 S.H.

This course is designed to prepare students for their initial clinical affiliation. It introduces students to the psychosocial aspects of physical therapy, communication, and the structure of clinical education programs. Prerequisite: PHTH 203.

PHTH 316: Clinical Kinesiology 3 S.H.

The focus of this course is the study of functional anatomy using a regional approach in which joint and muscle function are analyzed in detail. Topics covered include the clinical examination and mechanical analysis of normal gait and posture, developmental biomechanics and ergonomics. This course serves as the foundation for exercise prescription and other therapeutic interventions. Prerequisites: PHTH 308, and PHYS 210 & 211 (or equivalent); corequisite is PHTH 309.

PHTH 390: Service Learning in Physical Therapy 1 S.H.

Students participate in a community service project relevant to the field of Physical Therapy. Students are introduced to service learning and then develop service learning projects under the auspices of faculty working within the Campus Rehabilitation Clinic. Students will have the opportunity to conduct an abbreviated needs assessment, provide intervention, measure outcomes and present their project to their peers. Students may collaborate with other PT students and PTA students. Prerequisites: current enrollment in the professional component of the Physical Therapy program and permission of Instructor.

PHTH 420: Clinical Competency Laboratory I 1 S.H.

This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in PHTH 421 and 422.

PHTH 421: Physical Therapy Management of Patients with Musculoskeletal Conditions I 4 S.H.

Manual muscle testing, thermal agents, and clinical electrophysiology are the examination and intervention strategies presented in this course. The selection, application, and theories supporting these strategies are presented. Students must demonstrate competence in applying these techniques. Prerequisites: PHTH 302 and 307.

PHTH 422: Physical Therapy Management of Patients with Musculoskeletal Conditions II 4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisites: PHTH 302 and 307.

PHTH 423: Physical Therapy Management for Patients with Acute Medical Conditions 3 S.H.

Patient/client management of patients with acute medical conditions related to the circulatory, endocrine, and integumentary systems is the focus of this course. Functional limitations and disability as a result of pathophysiological system alterations across the lifespan are covered. Students are expected to use scientific evidence to support patient management strategies. Prerequisite: PHTH 486, 466

PHTH 424: Physical Therapy Management of Patients with Disorders of Upright Mobility 3 S.H.

This course presents concepts of posture control and locomotion including strategies for physical therapy management of balance disorders. Characteristics of normal and pathological gait and strategies for management of gait dysfunction are discussed. Included are the application of orthotic and prosthetic devices to problems of the limbs, spine, and functional mobility with an emphasis on the management of selected conditions of limb amputation, and medical illness. Prerequisites: PHTH 420, 421, 422, and 486.

PHTH 425: Clinical Competency Laboratory II 1 S.H.

This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem-solving, and promote evaluation skills. Prerequisites: Concurrent registration in PHTH 423 and 424.

PHTH 430: Neuroscience 3 S.H.

This course presents basic neuroanatomy and neurophysiology with an emphasis on issues that have clinical relevance to physical therapy rehabilitation. Emphasis is placed on developing an understanding of human performance and motor control. Prerequisite: Physical therapy or occupational therapy major or permission of the instructor.

PHTH 431: Physical Therapy Management for Patients with Neuromuscular Conditions I 3 S.H.

This course addresses patient/client management concepts for individuals with neuromuscular conditions. Functional limitations and disability with motor and sensory function are addressed through selected conditions across the lifespan. Emphasis is placed on the neurological examination, motor function, sensory function, motor development, and spinal cord injury management. Prerequisites: PHTH 430, 486.

PHTH 450: Clinical Pharmacology 2 S.H.

This course provides an introduction to basic principles of pharmacology, including pharmacokinetic and pharmacodynamic considerations. Students become familiar with classes of drugs used in the management of disorders of the nervous, musculoskeletal, cardiovascular, respiratory, and endocrine systems, as well as those used for infectious and neoplastic diseases. Prerequisites: BIOL 121/122 or BIOL 130/131, CHEM 121/122 or CHEM 101/102 or permission of instructor.

PHTH 466: Physical Therapy Management of Patients with Cardiopulmonary Conditions 2 S.H.

Patient/client management concepts pertaining to cardiopulmonary impairments are the focus of this course. Functional limitations and disability as a result of pathophysiological systems alterations across the lifespan are covered. Students are expected to use scientific evidence to support patient management strategies. Prerequisite: PHTH 304. Corequisite: PHTH 423 or permission of instructor.

PHTH 486: Clinical Education Experience I 3 S.H.

This is the first clinical education experience in the application of basic physical therapy procedures, introduction to the medical care system, and patient-therapist relationships done under the supervision and direction of a qualified physical therapist. Prerequisites: PHTH 302, 304, 307, 308, 309, and 420-422.

PHYSICIAN ASSISTANT

PAST 101: PA Seminar I 1 S.H.

This is the first in a series of ten physician assistant seminar courses. This course examines the issues of provider-patient confidentiality, blood-borne pathogens, and concepts of illness and health as defined by the health-care provider and the patient. The relationships between health and culture, religion, ethnicity, and socio-economic status are discussed. The relationships between the above items and the Latino community are examined in detail. Prerequisite: Physician assistant major.

PAST 102: PA Seminar II 1 S.H.

This seminar course examines health promotion and disease prevention issues in the general and minority populations of America. The Greater Springfield area maternal-infant mortality rate, disease prevention, and childhood health concerns are addressed. Prerequisite: PAST 101.

PAST 221: PA Seminar III 1 S.H.

This course examines the “sick role” concept and the “medicalization” of society. The principles of health education—including the issues dealing with sexuality, patient motivation, and patient compliance—are presented. Each student designs and implements a community health project and formally reports his/her findings. Prerequisite: PAST 102.

PAST 222: PA Seminar IV 1 S.H.

This course examines the cultural aspects involved in several health care problem areas. Health care for the homeless, Puerto Rican, Vietnamese, and Russian immigrants, substance abuse, and HIV infection/testing are presented in detail. During the last third of the semester, each student reports on his/her community project, which began in the fall semester. Prerequisite: PAST 221.

PAST 310: PA Seminar V 1 S.H.

The major economic, political, technological, and legal issues facing the physician assistant and the health care system today are examined. Actual case studies are analyzed and critiqued. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 313, 314, 331-333, and 344.

PAST 320: PA Seminar VI 1 S.H.

This course examines the relationship among health care and religious beliefs, spirituality, faith healing, death and dying, living will, and the end-of-life decision-making process. Prerequisites: PAST 312, 324, and 330. Co-requisites: PAST 321, 322, and 323.

PAST 330: PA Seminar VII 1 S.H.

This seminar course is designed to discuss select health care topics relevant to the 1990s. Personal stress management, the impaired provider, women's and men's health issues, and patient rehabilitation are discussed. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 312 and 324.

PHYSICS

PHYS 205: Physics for Movement Science 3 S.H.

This course is an introductory physics course that emphasizes those applications that are of importance to students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics. Must also register for PHYS 206 or PHYS 207 lab. Prerequisite: MATH 115 or permission of instructor. General Education category natural science.

PHYS 206: Sports Physics Laboratory .5 S.H.
Required lab for MOST majors registered for PHYS 205. Must also register for MOSK 206.

PHYS 207: Physics for Movement Science Laboratory 1 S.H.
Required lab for non-MOST majors registered for PHYS 205.

PHYS 210-211: General Physics 4-4 S.H.
This course gives students an understanding of the subject matter, method, purposes, and philosophy of classical physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized. Prerequisite: MATH 125 or permission of instructor. General Education category natural science.

POLITICAL SCIENCE

POSC 110: Introduction to American Government 3 S.H.
This course is an overview of the major topics in the American governing systems. It examines the Constitution, the participants in American politics (voters, political parties, media, interest groups), the major institutions (Congress, Presidency, Supreme Courts), and the policy-making process. Fulfills social science General Education category.

POSC 130: Introduction into International Relations 3 S.H.
This course is a broad overview of the international system, including theory, the nation-state (1648-present), North and South relations, international law and organizations, and economics.

POSC 210: Public and Human Services Administration 3 S.H.
This course studies the executive branch of modern government as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, are stressed, with particular attention to problems of goal setting, innovation, and accountability.

POSC 320: Civil Liberties 3 S.H.
This is a study of the development of the concept and law of civil liberties in American society and of the problems involved in preserving and broadening these freedoms and maintaining security. Emphasis is on such topics as racial discrimination, freedom of speech and assembly, freedom of belief, the right of association, and equal protection of the laws.

POSC 330: State and Local Politics 3 S.H.
This course examines the principles and operations of state and local governments. Topics include policymaking, institutions, political participants and impacts of state and local government on public safety, economics, education, public health and community.

POSC 340: Public Policy 3 S.H.
This course studies the major issues facing American citizens today and explores ways to understand them. The analysis of public policy includes determining who is involved in the policy process, learning what the issues mean for citizens and the society, and studying the policy outcomes that result from government action or inaction. May fulfill WAC.

POSC 360: Social Movement Organizations 3 S.H.
This course examines social movement organizations at two levels: Practical and theoretical. Students investigate the role of social movement organizations in American politics, how they form, why they succeed or fail, their impact on U.S. society, how they do their work, and how they obtain the resources they require for their operation.

POSC 482: Political Science Seminar 4 S.H.
This is a seminar for the political science major. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem are included. May fulfill WAC.

POSC 488: Special Topics 3-4 S.H.
This course is a comprehensive examination of a contemporary political problem or critical concern to society. The course dwells on the developmental roots and the contemporary controversy as well as the implications for the future.

PSYCHOLOGY

PSYC 101: Introduction to Psychology 3 S.H.
The fundamentals of the scientific method used to study human behavior, such as maturation and development, perception, learning, and motivation, are explored and applied to such problems as failures in adjustment and conflict resolution. This course is a prerequisite for many other psychology courses.

PSYC 104: Educational Psychology 3 S.H.
Students study the psychological foundations that relate to teaching and learning. Some of the topics dealt with include: cognitive development, motivation, reinforcement theory, evaluation and measurement, social and intellectual development, and current theories of learning in the classroom setting.

PSYC 107: Career Planning for Life 1 S.H.

This course provides a comprehensive overview of the developmental career planning process. Interactive exercises and presentations challenge students to clarify their values, discover their skills, and identify academic programs and occupations that are compatible with their interests and abilities. Career exploration instruments are used.

PSYC 109: Human Development 3 S.H.

This course provides students with an overview of the human life-cycle from birth through old age, showing the interplay of forces—organic, environmental, and self-directive—from stage to stage of development. Students examine concepts and criteria for developmental tasks, maturity, and self-actualization. Prerequisite: PSYC 101.

PSYC 135: Personality and Personal Adjustment 3 S.H.

This course compares and contrasts the psychoanalytic, neopsychoanalytic, life span, humanistic, and behavioral approaches to personality adjustment and development.

PSYC 209: Social Psychology 3 S.H.

This course acquaints students with the principles and processes of social psychology. Topics to be covered include, but will not be limited to, attraction, aggression, prejudice, conformity, persuasion, and so forth. Upon completion of this course, students should have a basic understanding of how individuals think about, are influenced by and relate to one another. Prerequisite: PSYC 101.

PSYC 211: Introduction to Statistics 3 S.H.

This course examines elementary statistics in behavioral research. Specific topics addressed are describing and comparing raw data, the concept of the curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients, and an introduction to regression analysis. Special attention is given to interpreting psychological research. Prerequisites: PSYC 101 and a college-level course in mathematics. May fulfill WAC.

PSYC 221: Abnormal Psychology 3 S.H.

This is a systematic study of various patterns of abnormal behavior. Special emphasis is placed upon the investigation of the interplay of biological, psychological, and social forces that shape abnormal behavior and current methods of treatment.

PSYC 250: Childhood and Adolescent Development 3 S.H.

This course develops a fundamental understanding of the cognitive, affective and physical growth of children and the implications of these for curriculum planning. It includes a field experience in which students work closely with children in neighborhood schools. Students will mentor these children in specific areas of need, apply theories learned in class and reflect upon the application of theory on practice.

PSYC 301: Experimental Design 3 S.H.

This course focuses on the discussion of methods for conducting experiments in the social sciences such as one-group and two-group designs, quasi-experimental designs, etc. The use of various statistical procedures is integrated into the discussion. Critiques of past experiments are called for, as is the designing of personal experiments. Prerequisites: PSYC 101 and 211. May fulfill WAC.

PSYC 305: Sensation and Perception 3 S.H.

The five senses are scientifically and experimentally analyzed, with emphasis given to visual perception. A study of how information is gathered, coded, transmitted, and interpreted is conducted. The physiology, development, and functions of each sense are covered.

PSYC 320: Health Psychology 3 S.H.

This course is a survey of psychological theory, research, and practice in the health domain. Didactic, interactive, and experiential methods are used to foster awareness and knowledge of the critical role of behavioral factors in health. Opportunities for application of behavioral principles to aspects of personal health are provided. Prerequisite: PSYC 101

PSYC 330: Applied Psychology 3 S.H.

This course provides students with a foundation for understanding the many areas of Human Relations in Business. The focus of the course is divided into three sections. 1) Keys to managing yourself, 2) Keys to working with others, and 3) Keys to leading and managing others. The course is anchored by a series of assessments to provide students with a greater understanding of their skill set(s) within these three areas. Prerequisite: PSYC 101.

PSYC 368: Forensic Psychology 3 S.H.

This course examines the interaction between the fields of psychology and criminal justice. This course is designed to examine the many roles a psychologist might assume within the criminal justice system. This course is designed to cover several topics including eyewitness testimony, courtroom psychology, critical incident counseling, NGRI pleas and a variety of other interdisciplinary topic in order to provide students with a wealth and breath of information. Therefore, the goal of this course is to gain better understanding of the interaction between several disciplines that combine to create the field of Forensic Psychology.

PSYC 370: Introduction to Athletic Counseling 3 S.H.

This course introduces students to the field of athletic counseling. Students gain an understanding of several crucial issues involved in working with exercisers and athletes such as life skills programming, counseling diverse populations, ethics, and professional issues.

PSYC 386: Supervised Experience in Psychology 2-10 S.H.

This is an opportunity for students to work, on an individual basis, with a faculty member in the psychology department. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. No more than 6 S.H. of PSYC 141 count toward the basic 30 S.H. of psychology required for the major. Prerequisite: junior-senior standing.

PSYC 401: Motivation and Learning 3 S.H.

This course examines the major theories and issues from both a historical and contemporary perspective. Emphasis is placed on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analysis of classical and instrumental conditioning, reinforcement theory, and punishment, along with the contributions of Skinner, Hull, and Tolman, are a few of the areas investigated. Prerequisite: PSYC 101.

PSYC 405: Physiological Psychology 3 S.H.

This course studies the physiological bases of a variety of behaviors. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. Prerequisite: PSYC 101. May fulfill WAC.

PSYC 406: Psychology of Diversity 3 S.H.

This course examines the ways in which culture influences behavior and perception and is concerned with understanding psychological principals as either universal or culture specific. Standard areas of psychology including cognition, development, language acquisition, emotion, abnormal behavior, and social psychology, are explored from a cross-cultural perspective.

PSYC 407: History of Modern Psychology 3 S.H.

This course explores the growth and development of psychology and whether or not it is a science, a philosophy, or a loosely-connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate that allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated on to show the contributions that the College has made. Prerequisite: fifteen semester hours or permission of the instructor.

PSYC 408: Cognitive Psychology 3 S.H.

This course presents the basic concepts of cognitive psychology. Areas include psycholinguistics, cognition, and information processing. Other areas explored are memory, thought categorization, and neural networks. Current and future trends in the field are examined with special consideration of their application to problem-solving enterprises.

PSYC 413: Psychological Testing 3 S.H.

This course aims to establish an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity are considered. Not to be taken by students in CPS. May fulfill WAC.

PSYC 415: Child Development and Therapy 3 S.H.

This course examines the biological, psychological, and social development of children and adolescents. Child and adolescent disorders such as autism, psychosis, behavior disorders, and others are presented in terms of developmental functioning as well as developmental deviation.

PSYC 418: Behavior Modification 3 S.H.

This course is designed to help students in psychology and other fields develop skills in identifying, assessing, and treating behavioral problems. At the end of the course students should be able to do the following: define behavioral theory, identify fundamental behavioral models, recognize major contributors to behavior theory, apply the techniques of behavior therapy, assess different behavioral problems, and generate appropriate treatment strategies for behavioral problems.

PSYC 422: Interviewing and Counseling 3 S.H.

This course helps students in education, recreation, health fitness, and psychology develop helping and listening skills. It combines lecture and practical experience in order for students to gain a conceptual framework for the use of treatment methods in counseling. Prerequisite: PSYC 101.

PSYC 440: Psychology of Sexual Behavior 3 S.H.

This course is designed to examine all forms of human sexual behavior, emphasizing attitudes and practical concerns such as interpersonal relationships, emotional involvements, and sexual difficulties, failures, and therapy.

PSYC 445: Imagery, Hypnosis, and Self-Hypnosis 3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human-helping professions. Topics covered include the mind/body relationship, healing and pain management, neurolinguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.

PSYC 460: Rituals in Families 3 S.H.

This course provides an overview of the function of rituals as well as a model of assessment. Daily events such as tucking a toddler into bed, holiday celebrations, family traditions, and cultural/religious rites of passage are highlighted. The power of these rituals to create and shape reality, express values and emotions, facilitate transitions, and promote healing is demonstrated through lecture, the use of popular movies, and class participation.

PSYC 462: Marital and Family Interaction 3 S.H.

This course examines the family in a life-cycle framework. The interaction patterns of individuals before marriage, in the marital dyad, and as members of a family are presented as valuable constructs for the understanding and treatment of the family unit. Cross-listed with PSYC 662

PSYC 470: Psychology of the College-Age Adult 3 S.H.

Encompassing ages 17 through 25, this course deals with psychological and social development in this critical period. Principal dimensions of and conditions influencing development are examined. Relevant research findings are related to the student's current circumstances and stage of development.

PSYC 482: Coordinating Seminar 3 S.H.

In this course, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisites: PSYC 101 and 24 semester hours of psychology.

REHABILITATION AND DISABILITY STUDIES

RHDS 126: Principles of Rehabilitation 3 S.H.

This course is an introduction to the rehabilitation process of persons with disabilities, including history and background, related legislation, basic principles, and philosophy. Also considered are the steps in the rehabilitation process, historical attitudes toward persons with disabilities, the medical model, independent living programs, the nature of the helping process, and the range of professions in the field of rehabilitation.

RHDS 230: Psychology of Disability 3 S.H.

The purpose of this course is to increase students' knowledge of the psycho-social aspects of disability and to assist them in gaining an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability. Fulfills social justice General Education category.

RHDS 240: Independent Living Rehabilitation 3 S.H.

This course stresses a task analysis approach to rehabilitation instruction of individuals with impairments and multiple handicaps. Students are exposed to designs which are used to motivate, facilitate, support, and monitor the growth of individuals with disabilities toward the ultimate criterion of independent living. Fulfills social justice General Education category.

RHDS 290: Career Exploration and Disability 3 S.H.

In this course, students are provided an introduction to issues of personal and career development. Personal values and their relationship to career decision-making are considered. Also investigated is the range of job-seeking skills, career-readiness training, and career-development theories. This is essentially an experiential course and requires active participation by the students.

RHDS 320: Rehabilitation Assessment and Appraisal Techniques 3 S.H.

In this course, students familiarize themselves with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of consumers with disabilities. Various measurements of behavior, intelligence, aptitude, achievement, and personality are considered.

RHDS 360: Medical Information in Rehabilitation 3 S.H.

This course is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.

RHDS 370: Interviewing and Case Study Methods 3 S.H.

In this course, students are provided with both a familiarization and skill development of a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to persons with different disabilities. This course is designed primarily as a prerequisite for rehabilitation fieldwork assignments with consumers who have handicaps and disabilities.

RHDS 378: Introduction to Manual Communication/Issues of Deaf Culture 3 S.H.

Designed as an introduction to sign language, fingerspelling, and deaf culture, this course presents a brief history of American sign language and related systems. Students learn etiologies of hearing loss and develop an appreciation for an alternative culture as they develop beginning sign language skills. Fulfills General Education category second language/culture.

RHDS 379: Manual Communication and Culture 3 S.H.

This course promotes advanced skill development in the use of visual/ gestural sign language for a clearer understanding of the rule structure of American sign language. The dynamics and cultural mores of deaf culture are further explored. Students attain mastery of syntax and pragmatics with manual/gestural language. Prerequisite: RHDS 378 or equivalent. Fulfills General Education category second language/culture.

RHDS 384: Practicum in Rehabilitation Services 3-6 S.H.

This course is an individually contracted, practical experience under professional supervision in a rehabilitation setting. It is intended to assist the student in exploring and confirming career goals. Students engage in forty-five to fifty clock hours of supervised practicum per semester hour of credit. Prerequisites: Rehabilitation major and RHDS 290. May fulfill WAC.

RHDS 386: Rehabilitation Internship 6-18 S.H.

This course is an individually contracted work experience as a member of a rehabilitation team. It is intended to provide students with an opportunity to apply theory in the design, provision, and administration of client services. Supervision is provided in conjunction with qualified rehabilitation agency personnel. Prerequisites: RHDS 384 and departmental chair-person approval. May fulfill WAC.

RHDS 402: Implication of Disability for the Family 3 S.H.

The focus of this course is on understanding the world view of the parent, child, sibling, or spouse of a person with a disability. A family system approach is used in examining problems in readjustment to disability and the effectiveness of coping strategies. Students examine the goals of interventions, including support of the family unit and its individual members.

RHDS 426: Vocational Evaluation, Assessment, and Report Writing 3 S.H.

Students acquire knowledge of the basic philosophies, practices, and processes of vocational evaluation and assessment as applied to various consumer populations in this course. Students gain understanding of specific instruments and clinical skills needed to provide meaningful and successful services.

RHDS 430: Children with Disabilities 3 S.H.

In this course, students are provided with an understanding of the interdisciplinary primary-care and community-based services required for the practical management of children with physical disabilities, multiple-handicaps, and chronic illnesses from birth through childhood. Attention is given to the screening, diagnosis, and evaluation of the high-risk infant; behavioral and emotional implications of terminal illness; development of comprehensive early intervention treatment and educational plans; and support mechanisms that are helpful to families. Prerequisites: Rehabilitation major and RHDS 290.

RHDS 433: The Deaf Community and Culture 3 S.H.

This course is an examination of two major aspects of deafness including the history of deaf people and the community and culture of deaf people. The history is a survey of people and events that have influenced persons who are deaf from earliest recorded history to the present. The concepts of community and culture in general and as they relate to the deaf community and deaf culture are examined. Prerequisite: approval of instructor.

RHDS 439: Understanding Deafness and Hearing Loss 3 S.H.

This course familiarizes the student with multiple aspects involved in the diagnosis, remediation, and acceptance of hearing loss. The course clearly differentiates the issues of hearing impaired from those of the deaf. Age of onset, familial history, enculturation, as well as specific scientific and academic issues are addressed in this course.

RHDS 442: Behavioral Techniques for the Developmentally Disabled 3 S.H.

This course is an introduction to the principles of applied behavior analysis, with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHDS 450: Action-Oriented Therapies 3 S.H.

This course provides an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting including, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. Prerequisites: RHDS 126 and PSYC 101 or equivalent.

RHDS 453: Anatomy and Physiology of Speech/Hearing Mechanisms 3 S.H.

This course is designed to study specific structures of the head and neck regions and their interrelation to respiration, phonation, articulation, and sound reception. The student examines the intricate processes involved in the physical aspects of the human communication process.

RHDS 455: Introduction to Audiology 3 S.H.

This is an introduction to the profession of audiology. The education and training requirements to become an audiologist are presented. Theories of hearing, clinical testing instrumentation, and assistive devices are explored in detail. Students administer basic hearing tests and explore audiogram interpretation. Off-site observations are required.

RHDS 456: Language Acquisition Development 3 S.H.

This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysical, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.

**RHDS 457: Clinical Procedures
for Communication Disorders** 3 S.H.

This course is an introduction to the professions of speech/language pathology and audiology. Management issues related to the clinical process, as well as ethical practices, are introduced and developed. The course topics include: the referral process, the clinical interview, therapy procedures, counseling concurrent with clinical service, and report writing and formats.

**RHDS 459: Phonetics for
Communication Disorders** 3 S.H.

This course is used to familiarize the student with the anatomy and physiology of vowels and consonants of the English language. Students learn broad transcription of spoken language and how to recognize dialectal variance as well as variance arising from a variety of medically disabling conditions. Students are introduced to manner and place theory of articulation and are presented with laboratory experiences in which they are given transcription tapes to analyze.

**RHDS 461: Rehabilitation in Speech
and Language Disorders** 3 S.H.

This course provides an introduction to common speech and language disorders encountered in the rehabilitation population, including aphasia, laryngectomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. Prerequisite: RHDS 360 or equivalent.

**RHDS 462: Rehabilitation
of the Hearing Impaired** 3 S.H.

This course provides a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.

**RHDS 464: Rehabilitation
of the Developmentally Disabled** 3 S.H.

This course is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with mental retardation, autism, cerebral palsy, epilepsy, TBI, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.

**RHDS 468: Articulation-Process, Disorder,
and Treatment** 3 S.H.

This course familiarizes students with the speech articulation process involved in the production of standard American English, the intricacies of connecting sounds to produce meaningful speech, as well as causes and outcomes of disorders of phonology. The student learns to evaluate phonologic disorders and plan the remediation thereof. Prerequisite: RHDS 461 or equivalent.

**RHDS 470: Rehabilitation Needs of
the Aging** 3 S.H.

Aging is associated in our society with a variety of special medical, social, and psychological needs. Students explore these needs, as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community. There is a short field experience required for all students.

**RHDS 471: Therapeutic Approaches
with the Aging** 3 S.H.

This course familiarizes students with the variety of rehabilitative techniques available to help reverse debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHDS 470 or permission of instructor

RHDS 475: Integrated Medicine 3 S.H.

This course surveys the major health care traditions and selected complementary therapies. Emphasis is placed on the responsible integration of practices including Ayurveda, chiropractic, herbalism, massage, mind-body medicine, music therapy, Reiki, and yoga with conventional Western biomedicine options in the prevention, diagnosis, and healing of chronic disabling conditions.

**RHDS 476: Employee-Assistance
Programming** 3 S.H.

This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various worker problems, emotional and mental health, marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed. Prerequisites: RHDS 126 and PSYC 101 or permission of instructor.

**RHDS 480: Special Topics: Workshop
in Special Issues and Techniques
in Rehabilitation** 2-3 S.H.

This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. This course may be taken up to a maximum of 6 semester hours of credit. Prerequisites: RHDS 126 or equivalent.

RHDS 483: Learning Disabilities 3 S.H.

This course examines theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on those adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

**RHDS 485: Treatment Methods
in Substance Abuse Rehabilitation 3 S.H.**

This course is an introduction to the major issues in the field of alcohol and substance abuse rehabilitation, including etiology, models of recovery, and the biological and psychological consequences of substance abuse. Primary consideration is given to treatment issues; polyaddiction, specific detoxification methods; self-help programs; individual and group counseling; therapeutic community residencies; and family and other support groups.

**RHDS 487: Substance Abuse and
Family Treatment 3 S.H.**

This course is an introduction to the issues and techniques of treatment of the family affected by substance abuse or dependency. Central topics discussed in this course include: viewing the family as a client, diagnostic assessment techniques, and prescriptive treatment of the substance abuser or dependent client, extended family members and children. An emphasis is also placed on child development in unhealthy family systems.

RHDS 489: Cardiac Rehabilitation 3 S.H.

This course familiarizes students with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease, as well as diagnostic evaluation techniques, are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management, from the acute recovery period to post-hospital rehabilitation.

**RHDS 491: Neurological Disabilities
and Cognitive Rehabilitation 3 S.H.**

This course is intended to familiarize students with the major issues in the field of neurological and cognitive rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 126 or equivalent.

**RHDS 492: Group Counseling Techniques
in Rehabilitation 3 S.H.**

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

RHDS 494: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies are also discussed.

**RHDS 499: Behavioral Medicine Approaches
to Chronic Disease and Disability 3 S.H.**

This course is designed to present the spectrum of mind-body behavioral health techniques. Meditation, stress management, self-hypnosis, relaxation, biofeedback, and spirituality techniques are taught. Applications to disabling conditions involving both chronic disease and chronic pain are emphasized.

RELIGION

**RELI 103: Introduction to the
Old Testament 3 S.H.**

This course introduces students to the content of the Old Testament and, through a study of literary, historical, and theological issues, focuses on the Old Testament's contribution to Western culture. Fulfills religion General Education category.

RELI 104: Religion in America 3 S.H.

This course is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country, from the seventeenth century to the present. Fulfills religion General Education category.

**RELI 106: Introduction to the
New Testament 3 S.H.**

This course introduces the students to the literature of the New Testament, noting the historical and theological dimensions of this literature as well as its significance for the modern world. Fulfills religion General Education category.

**RELI 109: The Religious Experience
of Humanity 3 S.H.**

This course is an introduction to the major non-Western religious traditions of the world. These traditions are viewed in both their historical and contemporary settings and are assessed in terms of their contributions to the spiritual growth of humanity. Traditions studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam. Fulfills religion General Education category.

RELI 140: Judaism 3 S.H.

This course is a survey of the history of the Jewish people and an analysis of the literature and institutions of Judaism, noting their contributions to contemporary life. Fulfills religion General Education category.

**RELI 205: Religions of Ancient
and Classical India 3 S.H.**

This course is a religion-culture study of the Indian sub-continent, with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it. Fulfills religion General Education category.

RELI 208: Indian Buddhism and the Buddhist Tradition 3 S.H.

This course introduces the student to the history, philosophy, and culture of Buddhism. The critique of Brahmanical and non-Brahmanical systems, the life of the Buddha, the rise of the monastic institution, and the development of philosophical and meditational theories are presented. In addition, discussion focuses on the emergence of the Buddhist tradition in Sri Lanka, Burma, Thailand, and China, as well as on the relationship of Buddhism to contemporary life. Fulfills religion General Education category.

RELI 215: Contemporary Catholicism 3 S.H.

This course focuses on the development of Catholicism from a broadly cultural perspective: political, social, economic, artistic, philosophical, and theological. This course deals with the fundamental principles for the Catholic Christian adult in the twenty-first century. A review of pre-Vatican II theology and a sense of Catholicism in a post-Vatican II world are included. Fulfills religion General Education category.

RELI 220: Liberation Theology 3 S.H.

This course invites students to reflect primarily on the call to Christian non-violence. This call is studied through scripture, contemporary church documents, movements, and personalities. The special focus is on Central America, Latin America, Africa, and the Caribbean. Issues include poverty, rights, distributive justice, feminist movement, the Christian Base Community, and American presence in third world developing nations. Fulfills social justice General Education category, or religion General Education category.

RELI 288: Special Topics in Religion 3 S.H.

Responding to changing currents in the field of religion, this course explores a topic of contemporary relevance. Fulfills religion General Education category.

RELI 422: Christianity and Modern Society 3 S.H.

This course is a study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day. Fulfills religion General Education category.

RELI 424: The Life and Teachings of Jesus 3 S.H.

This course is a social-historical examination of the record of Jesus' life and thought, with attention to the present-day significance of his message. Fulfills religion general education category.

RELI 425: Spirituality and Healing 3 S.H.

This course examines the influence of spirituality and its concrete expressions in the form of faith communities, on cultural understanding of disease, illness, healing, health and wellness. Fulfills religion General Education category.

RESEARCH

RSCH 141: Guided Individual Study 2-6 S.H.

This course provides undergraduate students the opportunity to work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for two semester hours per semester. Prerequisite: Approval by the chairperson of the department concerned and by the instructor who has agreed to act as supervisor.

SCIENCE EDUCATION

SCIE 144: Best Practices in Learning and Teaching Science 4 S.H.

This course combines theory and practice of learning and teaching science. Students learn selected principles of science compatible with the Curriculum Frameworks of Science through constructing their own understanding of them. Using best practices of teaching science, students apply their own understanding about these principles to teaching elementary children. Along with the field experiences, students will visit different school types to observe science taught in different settings.

SCIE 145: Earth Science 4 S.H.

This course presents earth and space science in a system approach which emphasizes the categories of the Earth's various spheres and human activities. This unifying theme falls into the categories of Matter and Energy in the Earth Systems, Earth's Sources of Energy, Earth's Processes and Cycles, and The Origin and Evolution of the Universe. Students will review geological, meteorological, oceanographic, and astronomical data, learn about direct and indirect evidence and consider how these might be used to test competing theories about the origin of the stars, plants, and our own solar system.

SOCIOLOGY

SOCI 101: Introduction to Sociology 3 S.H.

This course provides an introduction to sociological thought, research, concepts, and theory. Fulfills social science General Education category.

SOCI 133: The YMCA: Past, Present, and Future 3 S.H.

This course provides an understanding of the development of the YMCA movement, including its past, present status, and future trends. The development of social, religious, and educational philosophies are studied along with past and present programs. Pertinent issues of the YMCA are examined as it responds to changing needs and challenges. This course is recommended for those considering a career with the YMCA.

SOCI 210: Social Problems 3 S.H.

This course examines specific social problems in the context of social structure and culture, with special attention given to issues of social justice. Fulfills General Education category for social justice. Prerequisite: SOCI 101.

SOCI 220: Families in Society 3 S.H.

This course focuses on the sociological analysis of the family, its development as a social institution, its relationship to society, and its contribution to personality. May fulfill WAC. Prerequisite: SOCI 101.

SOCI 233: YMCA: Management and Continuity Planning 3 S.H.

This course is a study of present-day management concepts and practices, program development, and planning objectives for the administration and operation of the YMCA. Management models of selected YMCA's are studied. Methods and strategies pertinent to the continuation and implementation of YMCA's and other agencies are explored. Recommended for students planning a career with the YMCA. May fulfill WAC.

SOCI 245: The Sociology of Genocide and the Holocaust 3 S.H.

This course analyzes the causes of and ways to prevent genocide which is based upon hatred of ethnic, racial, and religious categories. Special attention is given to the Nazi Holocaust, which descended upon the Jews of Europe. Not offered every year. Fulfills General Education category for social justice. Prerequisite: SOCI 101.

SOCI 312: Women and Society 3 S.H.

This class focuses on sociological analysis of gender relations. Sociological concepts and theories help to explain both differences and inequalities between men and women in United States society. Fulfills General Education category for social justice. Prerequisite: SOCI 101.

SOCI 322: Racial and Ethnic Relations 3 S.H.

This course examines U.S. racial and ethnic relations by using sociological concepts and theories. Explanations of racial and ethnic oppression are emphasized. Fulfills General Education category for social justice. Prerequisite: SOCI 101.

SOCI 332: Social Gerontology 3 S.H.

Social gerontology is concerned with the demography of aging and its impact on social interaction and the social structure. The course reviews current theories and research methodologies used in social gerontology. Attention is given to cross-cultural comparisons of aging, and an examination is made of the political and social issues surrounding aging in contemporary societies. Fulfills General Education category for social justice. May fulfill WAC. Prerequisite: SOCI 101.

SOCI 337: Sociology of Death and Dying 3 S.H.

This course examines death as an institution by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings; e.g., hospitals, mental hospitals, nursing homes, etc. Dying is studied as a social process, with attention given to the theoretical perspectives in sociology used to study death, grief, and bereavement. Sociological concepts and current research in the field are reviewed. Prerequisite: SOCI 101.

SOCI 341: Group Work 3 S.H.

This course is an introduction to group work methods. The course concentrates on teaching the essential techniques and behaviors used by group workers in a variety of settings. Individual relevant cases and examples of the application of group work techniques in community services are explored. Prerequisites: SOCI 101.

SOCI 347: Social Welfare 3 S.H.

This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Prerequisite: SOCI 101.

SOCI 355: Theories and Methods of Case Management 3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Prerequisite: SOCI 101.

SOCI 375: Cities and Communities 3 S.H.

The characteristics and functions of cities and metropolitan areas have changed as a result of new economic, social, and political realities in the U.S. and the world. This course focuses on the consequences of these changes on urban communities and the people who live in them. Using an assets approach, and using Springfield as our case study, the course explores effective community development strategies that can be used to both evaluate and intervene in various aspects of the "urban crisis."

SOCI 388: Special Topics in Applied Sociology 3 S.H.

This course is a comprehensive examination of a contemporary issue or social problem of importance to society. Prerequisite: SOCI 101.

SOCI 410: Poverty and Wealth: Class in Society 3 S.H.

This course begins by documenting economic inequality and discussing myths that prevent people from fully comprehending this inequality. A variety of sociological concepts and theories is used to analyze the causes and consequences of the economic inequality. Sociological analysis and critique of the mechanics of the capitalist system in the United States are a central focus of the class. Fulfills General Education category for social justice. Prerequisite: SOCI 101.

SOCI 415: Proposal Writing and Fundraising 3 S.H.

This course analyzes the methods of writing funding proposals for social agencies. Methods of identifying potential funding sources, as well as the process of drawing up proposals and fundraising events are studied. May fulfill WAC.

SOCI 420: Media and Society 3 S.H.

This course is focused on the mass media, including television, film, newspapers, magazines, and radio. A variety of sociological theories is employed to understand the relationship between media texts, production, and consumption. The class examines the relationship between society and the mass media, especially in regard to issues of power. The students analyze the studies of others and perform their own analyses. Offered during alternate years. Prerequisite: SOCI 101.

SOCI 430: Medical Sociology 3 S.H.

This course surveys health-related and medical-related behavior. The course is divided into three parts: principles and theory in the field of medical sociology, the analysis of the professions and health care institutions, and the issues confronting health care in the United States. Prerequisite: SOCI 101.

SOCI 450: Social Change 3 S.H.

This course is an analysis of the various processes of social change associated with different historical periods and forms of social organization. Particular attention is given to historical and contemporary trends as they relate to substantive changes in the structure of society. Prerequisite: SOCI 101.

SOCI 461: The Community Development Process 3 S.H.

This course deals with the parallel between the community problem-solving process and the steps of scientific inquiry. It discusses the concrete functional relations between face-to-face small group processes and the processes of the macro-system.

SOCI 486: Internship in Applied Sociology 3–9 S.H.

This course provides an opportunity for the student to apply sociocultural theory and methods outside of the classroom. Under close supervision of a faculty member in the Department of Sociology/Anthropology, students are permitted to work in a milieu of their vocational organizations; e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This provides students with career choices, future employment contacts, and pre-professional experience. Prerequisite: SOCI 101.

SOCI 492: Social Research and Program Evaluation 3 S.H.

This course examines methods of social research. An introduction is made to research procedures such as research design, methods of data collection, and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students is conducted. Limited enrollment. Suggested prerequisite: PSYC 211. May fulfill WAC. Prerequisite: SOCI 101.

SPANISH

SPAN 103 Culture and Language of Spain 3 S.H.

This course provides a fundamental understanding of Peninsular culture, history, and language. Fulfills General Education category for second language, but not the requirement for a B.A. degree.

SPAN 104: Latin American Culture and Language 3 S.H.

This course provides a fundamental understanding of the Spanish language, as well as the history and cultures of the Spanish-speaking people of the Americas. Fulfills General Education category for second language, but not the requirement for a B.A. degree.

SPAN 111: Elementary Spanish I 3 S.H.

This course emphasizes the development of basic listening, speaking, reading, and writing skills in Spanish. Learning to communicate effectively in Spanish and introducing Spanish-American and Peninsular cultures is another major course objective. Active classroom participation and laboratory experience are required. Any student who offers for entrance credit three or more years of high school Spanish may not enter the first-year level (SPAN 111 or 112) at Springfield College. Fulfills General Education category second language/culture.

SPAN 112: Elementary Spanish II 3 S.H.

This course is a continuation of SPAN 111. Prerequisite: SPAN 111 or the successful completion of two years of high school Spanish. Fulfills General Education category second language/culture.

SPAN 113: Communication in Spanish 3 S.H.

This course is designed for students who have an interest in a pragmatic application for the language and who are interested in communicating orally with native speakers, enhancing career opportunities, and increasing cultural awareness. Its content is tailored for students majoring in health-related professions, education, and social sciences. Fulfills General Education category for language. Prerequisite: SPAN 111 or permission of Instructor. Fulfills General Education category second language/culture.

SPAN 211: Intermediate Spanish I 3 S.H.

This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class is conducted in Spanish. Prerequisite: SPAN 112, three or more years of high school Spanish, or permission of instructor. Fulfills General Education category second language/culture.

SPAN 212: Intermediate Spanish II 3 S.H.

This course is a continuation of SPAN 211. Prerequisite: SPAN 211, three or more years of high school Spanish, or permission of the instructor. Fulfills General Education category second language/culture.

SPECIAL COURSES**SPCO 101: First-Year Success 2 S.H.**

This course aids in the transition from high school to college, provides knowledge of campus resources, and assists in the development of a strong and helpful relationship between students and their advisors. This course also teaches the development of time management, use of textbooks, note taking, review of course materials, and studying for examinations. Required for students in the undeclared major, may be taken by other first-year students as an elective.

SPCO 107: Study Skills 1 S.H.

Study skills are primarily information-processing procedures that facilitate the learning, retention, and application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note-taking, surveying texts, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.

SPCO 201: Building Communication and Literacy Skills 1 S.H.

This course develops skills in reading and writing. Reading skills developed include critical reasoning, the identification of main ideas, detail, writer's purpose, and idea relationships. Students develop the ability to write a written summary and directed composition with mastery using proper mechanics. The decision to focus on reading or writing will be determined by individual student needs.

SPCO 499: Fieldwork in an Educational Setting 1–14 S.H.

This fieldwork experience is done in an educational setting. Students have the opportunity to observe and assist educators, as well as take full responsibility as an educator in a particular educational setting.

SPORT MANAGEMENT**SMGT 410: Sports Recreation and Facility Management 3 S.H.**

This course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership—partnership, sales proprietorship, entrepreneurship, salaried employment, management processes regarding facility design, personnel management, marketing, and feasibility—are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as RCTR 410.

SMGT 486: Fieldwork in Sport Management 10–15 S.H.

This is a supervised field experience under the direct guidance of a qualified professional manager for a period of fifteen weeks. Assignments are made in consultation with and by the permission of the coordinator of field experience for sports management. Prerequisites: Senior status, MGTE 121, SMGT 340, pre-practicum in sports management, and consent of instructor.

SMGT 499: Seminar: Issues in Sport Management 3 S.H.

This capstone course for senior sport management majors utilizes a seminar format to present and discuss current issues and trends in the Business of Sport. Topics may include: legal and ethical issues, the future of amateur and professional sports, evolving trends nationally and internationally, employment opportunities and strategies, technology and the media, and research and the sport industries. Prerequisite: Sport management major or permission of the instructor.

SPORT MANAGEMENT AND RECREATION**SMRT 101: Introduction to Sport Management 1 S.H.**

This course introduces students to general principles and practices in the sport industry. Students gain a general understanding and appreciation of career options that they will be prepared for as they complete the sport management major.

SMRT 103: Introduction to Recreation and Leisure Services 3 S.H.

This course introduces the student to the foundations of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.

SMRT 106: Dynamics of Leadership 3 S.H.

This course is designed to introduce the student to theories, approaches, and styles of leadership utilized in the recreation profession. Topics for study include decision-making strategies, motivation techniques, principle-centered leadership, values, and ethical considerations. Additional areas include examination of communication processes, vision, and group dynamics. Prerequisite: SMRT 103.

SMRT 115: Recreational Activities 3 S.H.

This course provides students with a wide range of social recreation activities. Various types of games, social recreation, music and drama activities, and special events are included. Committees are used to plan and lead special-event activities. Prerequisite: SMRT 103.

SMRT 116: Event Management and Promotions 3 S.H.

This course focuses on fundamentals of event management and including basic promotional ideas. This will include: program planning process, identification of events/programs in the sport and recreation industry, programming formats, scheduling, evaluation methods, risk management, as well as, other factors involved in event planning/management.

SMRT 153: Equestrian Art I—Massachusetts License Beginner Level 2 S.H.

This two-part course trains qualified individuals to teach equestrian skills at the beginner's level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers.

SMRT 154: Equestrian Art II—Massachusetts License Beginner Level 2 S.H.

Part II of SMRT 55. This two-part course trains qualified individuals to teach equestrian skills at the beginner's level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers.

SMRT 204: Outdoor Leadership 6 S.H.

This course is designed to augment a broad range of back-country, climbing and paddle sport skills essential to the outdoor professional. The course is a balance between theory, skill acquisition, and skill application. Course scheduling includes full day modules, weekends, and two extended outdoor adventure expeditions. Prerequisites include: PEAC 101, 118, 195, and SMRT 106, 115, and 275. Instructor permission is required prior to registration.

SMRT 253: Processes and Techniques in Therapeutic Recreation 3 S.H.

This course is designed to provide an overview of processes and techniques used in treatment-oriented programs. Processes include assessing, establishing behavioral objectives, activity analysis and selection, documentation, charting terms, and evaluation. Techniques covered include, but are not limited to, behavior modification, recreation counseling, and group methodology. Prerequisite: SMRT 272.

SMRT 254: Tourism 3 S.H.

This course explores the economic, social, and environmental impact of the domestic and international travel and tourism industry. The principal components of tourism, such as attractions, transportation, accommodations, and geography, are included. Major emphasis focuses on the motivation for travel, marketing techniques, principles, procedures of tour, convention management, services for the disabled traveler, and planning as a means of establishing quality services. Prerequisite: SMRT 116 or permission of instructor.

SMRT 255: Introduction to Outdoor Recreation 3 S.H.

This course includes a detailed examination of the meaning, scope, and value of outdoor education/recreation. Emphasis is given to the historical and philosophical foundations of outdoor education/recreation, the direct application to instructional procedures for providing outdoor education/recreation, and the planning and administration of such programs. Significant trends and existing outdoor education programs are also examined. This course utilizes practical experiences.

SMRT 272: Introduction to Therapeutic Recreation 3 S.H.

This introductory survey course is offered as a means to realize and understand the history, potential, opportunities, nature, and problems of therapeutic recreation. The course addresses the concept of therapeutic recreation; persons with disabling conditions; and where, how, and why therapeutic recreation services are provided. Fulfills General Education category for social justice.

SMRT 275: Adventure Education Theory and Practice 3 S.H.

This course is a practicum that teaches how to plan, implement, and evaluate adventure education experience groups in outdoor settings. Students have the opportunity for supervised practical experience in group leadership. Instruction utilizes the ropes course as a tool for working with groups. Topics such as experimental education, adventure education, group dynamics, leadership styles, equipment, and safety are also stressed. Prerequisite: PEAC 193 and PEPC 293.

SMRT 281: Leisure Services for Persons with Disabilities 3 S.H.

This course emphasizes the importance, value, and significance of recreation services for/with people with disabilities. Issues of social justice, including ableism, identification of barriers and strategies for breaking barriers, program planning with “special needs” populations, sensitivity awareness, and identification of disabling conditions and diseases are included. This course is designed for the non-therapeutic recreation major. Fulfills General Education category for social justice.

SMRT 284: Clinical Practicum In Therapeutic Recreation 3 S.H.

This practicum will be primarily directed at the student gaining practical experiences. Emphasis will be on students gaining familiarity with the client population. The agency/institution philosophy, treatment approaches and general procedures. Student learning will focus on the development of observational skills, client characteristics and initial leadership experience.

SMRT 304: Marketing Issues in Sport and Recreation 3 S.H.

This course examines the application of marketing principles to the sport industry with an emphasis on event and athlete marketing, corporate sponsorship, and marketing research. Prerequisite: MGTE 121 or permission of instructor

SMRT 340: Pre-Practicum in Sport Management and Recreation 3 S.H.

This course provides current sports management majors with an opportunity to observe and assist experienced professional managers in the sport environment. Students are required to complete at least one hundred and twenty clock hours of satisfactory work under the direct supervision of a qualified professional and to attend scheduled pre-practicum seminars. Prerequisite: Consent of instructor.

SMRT 348: Management of Leisure Services 3 S.H.

This course examines the basic principles, theories, and applications of management and administration of the leisure delivery system. Emphasis is placed on systems development, human resources, quality control, marketing strategies, and customer service techniques. Additional areas include purpose of mission statements, TQM, project teams, organizational behaviors, and ethical considerations.

SMRT 350: Public Relations 3 S.H.

This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include: public relations as a management function; the marketing, advertising, and research process; media relations; communications; and evaluation. Emphasis is placed on cases analysis, problem solving, development, presentation of student campaigns, and examination of public relation practices in modern society. Cross-listed as RCTR 350. May fulfill WAC.

SMRT 361: Facility Design, Operations and Maintenance 3 S.H.

This course acquaints students with the scope and complexity of the design, operation and upkeep of sport and recreation facilities. The students develop an awareness of the wide variety of disciplines necessary for the construction and competent administration of major sport and recreation venues including stadiums, golf courses, aquatic centers, ski areas, playing fields, ice arenas and other facilities and areas common to the sports world.

SMRT 378: Customer Service 3 S.H.

This course is designed to prepare students to demonstrate comprehension and application of quality customer service strategies, theories and initiatives. Students identify and analyze contemporary issues, cycles of service, and service strategy models. The dynamics of effective communication techniques and design and implementation of service delivery systems are appraised and synthesized. Analysis of service delivery enterprises are utilized.

SMRT 384: Practicum 3 S.H.

This practicum is directed at students gaining practical experience in their chosen areas of emphasis. Students become familiar with the client population and the agency/institution philosophy, programming approaches and general procedures. Students develop observational skills, gain understanding of client characteristics and practice initial leadership skills. Students are required to complete at least one hundred and twenty clock hours of satisfactory work under the direct supervision of a qualified professional and attend scheduled practicum seminars.

SMRT 386: Undergraduate Internship 10-15 S.H.

This internship provides practice, under professional supervision, in a variety of recreation and leisure service agencies. Assignment of internship is based upon the student's choice of professional career. Students complete 450-600 hours of internship work and complete all the projects required in the internship handbook. Prerequisites: A minimum of 90 semester hours of course-work or permission of the internship supervisor and a minimum GPA of 2.25.

SMRT 392: Independent Study in Sport or Recreation Management 3 S.H.

This course provides undergraduate students the opportunity to work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for two semester hours per semester. Prerequisite: Approval by the chairperson of the department concerned and by the instructor who has agreed to act as supervisor.

SMRT 405: History and Philosophy of Leisure and Recreation 3 S.H.

In this course, students review and discuss the evolution of leisure beginning with the Greek philosophers and including the noted writings of selected leisure theorists. The works of Aristotle, DeGrazia, Huizinga, Kando, Kaplan, Kraus, Murphy, and others are explored. Students are required to conceptualize and present their own concise philosophy of leisure.

SMRT 407: Research in Sport and Recreation 3 2-6 S.H.

This course examines the research of individuals, organizations and populations involved in sport management and recreation. Students explore the concepts developed in relevant literature as they apply to sport management and recreation. Students are introduced to methods and techniques used in research, in recreation management, and the sport industry.

SMRT 410: Sports and Recreation Facility Management 3 S.H.

The course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership—partnership, corporation, sales proprietorship, entrepreneurship, salaried employment, management process regarding facility design, personnel management, marketing, and feasibility—are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as SMGT 410.

SMRT 411: Community Based Therapeutic Recreation Service 3 S.H.

This course is designed to provide an understanding of the management and development of community based therapeutic recreation service. Emphasis is placed on legislation, community based protocols, inclusion, rights, and needs of persons with disabilities for therapeutic recreation service. A practical professional field assignment/project is required.

SMRT 419: Camp Programming and Administration 3 S.H.

This course consists of lecture and laboratory sessions designed to cover selected organizations and administrative details in organized camping including budget, camp sites, buildings and equipment, publicity, recruitment, insurance, nutrition, health safety, and current trends.

SMRT 420 Introduction to Sport Governance 3 S.H.

This course is designed to provide students with a basic understanding of the role of governance structures in sport. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior and governance structure used in amateur and professional sport organization.

SMRT 426: Management of Natural Resources 3 S.H.

This course is designed to enable the student to develop an understanding of management concepts and practices and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principals, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.

SMRT 430: Leisure Counseling 3 S.H.

This course is designed to provide an examination of the historical, philosophical, and developmental aspects of leisure counseling and its relationship to leisure education. An analysis of personal attitudes, values, and self-concepts is combined with an overview of the functions of the counselor, models of techniques of leisure counseling, and guidelines for developing a leisure counseling program in a variety of settings.

SMRT 435: Program Planning

Principles and methods of program development and delivery are explored. Emphasis is on understanding participant behavior, participant needs and the ways in which organizations create services to respond to those needs.

SMRT 470: Therapeutic Recreation for the Older Adult and Persons with Chronic Illness 3 S.H.

This course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to persons with chronic illness and older adults.

SMRT 473: Therapeutic Recreation Programming for Persons with Disabilities 3 S.H.

This course is designed to familiarize and prepare the student with the essential principles and elements involved in planning, organizing, conducting, supervising, and promoting therapeutic recreation programs. General modifications and adaptations necessary in facilities, equipment, and program design are examined for individuals with mental retardation; physical, social, or emotional disability; learning disability; mental illness; chronic illness; and the older adult. Emphasis is placed on practical application in a variety of settings to better meet the needs, interests, and potential of persons with disabilities.

SMRT 474: Child Life: Concepts and Theories in Working with the Hospitalized Child 3 S.H.

This course is designed to introduce the field of child life by focusing on its evolution and modern-day concepts, as well as theories related specifically to its implementation in a health care setting. Concepts include child life in a health care setting, the effects of hospitalization on children, the role of recreation/ play in a hospital setting, design of a play area, and working with children and families under stress. Prerequisite: SMRT 272 or permission of instructor.

SMRT 480: Resort and Commercial Recreation 3 S.H.

This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. Historical development and planning, development, management, and marketing of the commercial recreation business will be the focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.

SMRT 481: Problem Solving 3 S.H.

This course is designed to provide students with an understanding of higher order thinking processes associated with successful problem solving. Students visit major recreation enterprises and evaluate their operating systems. Emphasis is placed on the application of problem-solving methods in classroom and laboratory settings as they apply to these operating systems. Prerequisite: Undergraduates must receive permission from the instructor.

SMRT 482: Undergraduate Seminar 3 S.H.

The undergraduate seminar is a capstone course in which students explore and develop strategies for utilizing Humanics to address current issues and trends in the field. The course will culminate in students' presenting the major issues and trends in a public forum to professionals in the field. Prerequisite: Senior classification and within two semesters of graduation.

SMRT 486: Clinical Practicum in Child Life 3-9 S.H.

This course is designed to provide therapeutic recreation/child life students with opportunities for observing, assisting, and utilizing child life interventions in a clinical child life setting. This course is contracted under professional supervision and assists students in defining career options, as well as qualifying students for child life certification.

YDEV 340: Youth in Society 3 S.H.

This course is designed to provide a critical comparative framework for interpreting the experiences and perceptions of youth in the United States. We consider the ways that society portrays youth, the effect of corporate culture on youth, the expression of youth identities through experiences like the prom, the internet, fashion, and music. We look at real people's experiences within these contexts, and see how they operate as spaces for youth to internalize and confront social power relations reflected in age, social class, racial and ethnic, and gendered norms. Prerequisite: SOCI 101.

YDEV 388: Special Topics in Youth Development 3 S.H.

This course is a comprehensive examination of a contemporary issue or social problem related to youth development and/or youth serving agencies.

YDEV 486: Supervised Internship in Youth Development 3-9 S.H.

This course is an individually contracted, practical experience under professional supervision in a youth serving agency. It is intended to assist the student in exploring and confirming career goals, as well as to apply theory and methods outside of the classroom. Students engage in 45 clock hours of supervised internship per semester hour of credit.

YOUTH DEVELOPMENT

YDEV 101: Introduction to Youth Development 3 S.H.

This course focuses on issues related to the process of youth development and the skills necessary to being an effective youth development specialist, including self-awareness, relationship building, and basic assessment and referral skills. It offers a basic introduction to the field of youth development, exploring its historical roots and contemporary innovations and manifestations.

UNITED STATES HIGHER EDUCATION ACT (HEA),
AS AMENDED IN 1998, SEC. 207
ALSO KNOWN AS TITLE II
PUBLIC DISCLOSURE STATEMENT

SPRINGFIELD COLLEGE TOPS STATE AVERAGE SCORES MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE 2001 - 2002

Springfield College is proud to announce the 98 percent pass rate for our students who took the Massachusetts Tests for Educator Licensure (MTEL) for 2001 –2002, topping the state average pass rate of 91 percent. Candidates for educator licensure in Massachusetts must pass tests of communication, literacy skills, and the subject area of the license they are seeking.

With 51 faculty members devoted to the practicum supervision of our teacher preparation students, Springfield College boasts one of the best student/faculty ratios in the state of 2.06. (That is the number of teacher preparation students divided by number of supervising faculty members.)

In addition, all Springfield College teacher preparation courses have been approved by the Massachusetts Department of Education and meet the standards of national teacher education organizations. This mark of quality ensures that our students qualify for licensure in Massachusetts and enables them to easily get licensed/certified in other states. More information on Springfield College students' MTEL results follows:

TEST	# SC TEST-TAKERS	# SC TEST PASSERS	SC PASS RATE	STATE PASS RATE
Communication Literacy Reading	102	101	99%	98%
Communication Literacy Writing	102	102	100%	96%
Aggregate Communication Literacy Reading and Writing	102	101	99%	95%
Academic ContentArea Tests (with 10 or more SC test takers):				
- Physical Education	48	48	100%	100%
- Elementary Education	30	30	100%	93%
Aggregate Content Area Tests (all subjects including tests with less than 10 SC test takers)	93	92	99%	93%
Summary				
Communication Literacy Reading & Writing & Academic Content Area Tests:	102	100	98%	91%

OTHER 2001–2002 SPRINGFIELD COLLEGE INFORMATION	NUMBER
SC Teacher Preparation Students	210
SC Students in Supervised Student Teaching	105
- Average Hours per week	30
- Weeks of Student Teaching	14
- Minimum Hours of Student Teaching	300
Supervising Faculty Members	51
- Full Time	32
- Part-Time Adjunct	19

TRUSTEES

J. Rockwell Allen ('69)
Financial Consultant, Sagemark Consulting

Denise Alleyne ('73 G'74) ex officio
Dean of Student Life, Pine Manor College

Peter Andruszkiewicz ('80)
Senior Vice President of Sales
CIGNA Health Care

Helen D. Blake (G'67)
Somers, CT

John L. Cutter
President and CEO,
Friendly Ice Cream Corporation

John L. Doleva
President and CEO,
Naismith Memorial Basketball Hall of Fame

***Daniel J. Fitzgerald**
President and CEO,
MassMutual International, Inc.

Richard B. Flynn, ex officio
President, Springfield College

Kenneth L. Gladish
National Executive Director and CEO,
YMCA of the USA

Erica Goodyear ('04)
Student Trustee

Donald H. Gregory, Jr. ('68)
Senior Vice President of Sales,
The Reader's Digest Association, Inc.

Sally M. Griggs
Northampton, MA

M. Dale Janes
Senior Vice President,
MassMutual Financial Group

Patricia R. LeShane ('76)
CEO, Sullivan and LeShane, Inc.

Susan E. Lundin ('70)
Public Program Manager
Conn. Department of Mental Retardation

John L. Mailhot, ex officio
Vice President for Administration & Finance
Springfield College

Thomas Marks ('74)
Orthopaedic Surgeon
The Four Seasons Orthopaedic Center

William B. Marsh
Cambridge, MA

Steven F. McWhorter
Chairman, President and CEO,
Securities America Financial Corporation

***David R. Mercer**
Chief Executive Officer
YMCA of the USA

John A. Odierna ('64)
Attorney, Odierna and Beaumier, P.A.

Thane A. Pressman ('67)
Elk Rapids, MI

Howard A. Pulsifer ('64)
Vice President, General Counsel and Secretary,
AAR Corporation

Elizabeth B. Sandri
Sandri, Inc.
Greenfield, MA

***Harold C. Smith**
President/CEO, CIO, The YMCA
Retirement Fund

Seymour Sternberg
Chairman and CEO,
New York Life Insurance Company

H. Todd Stitzer ('74)
Chief Executive Officer
Cadbury Schweppes, plc

Robert M. Sullivan Jr.
R.M. Sullivan Transportation, Inc.

J. Michael Wallace
Partner, C & W Realty Company

James E. Walsh ('64)
President, Baystate Environmental
Consultants, Inc.

R. Lyman Wood
The Follett Higher Education Group

Melvin Zuckerman
Founder and CEO, Canyon Ranch, Inc.

*(Retired)

ADMINISTRATIVE AND PROFESSIONAL STAFF

Charlene Adams (1999)

Admissions/Recruitment Coordinator
School of Human Services-San Diego
B.A., San Diego State University
M.S.

Lita Adams (1989)

Director of Purchasing
B.A., Brandeis University, 1981
M.B.A., University of Massachusetts, 1987

Jennifer Anderson (2001)

Toddler Teacher
B.S., Springfield College, 2001

Vickie Anderson (2002)

Learning Disabilities Specialist
B.A., Westfield State College, 1992
M.Ed., University of Massachusetts, 2002

Donna Anderson-Yarrington (1988)

Student Services Coordinator,
School of Human Services
B.S., New Hampshire College, 1985
M.S., Springfield College, 1991

Virginia Artz

Business Services Coordinator
School of Human Services Wilmington Campus

Darlene Avisata (1996)

Head Preschool Teacher
B.A., State University of New York, Stony Brook
M.Ed., University of Massachusetts

Paula Bak (1997)

Bursar
B.S., Elms College, 1992

M. Catherine Banks (1979)

Associate Dean of Students/
Director of Residence Life
B.S., North Adams State College, 1963
M.Ed., Springfield College, 1980

William Banks (1973)

Captain, Campus Police
B.S., Springfield College, 1992

Steven Bigda (1998)

Technical Services Coordinator/Remote Sites

Ellen Demos Bletsos (1975)

Accounts Payable Supervisor
B.S., Springfield College, 1983
M.S., 1987

C. Darlene Bonner (2003)

Assistant Director for Administration
School of Human Services-Milwaukee

Michael Boulden (2000)

Director of Outdoor Programs
B.S., Springfield College, 1996
M.Ed., 1998

Warren Braden (2001)

Assistant Dean/Director
School of Human Services, Milwaukee Campus
B.A., St. Olaf College, 1985
M.S.Ed., Northern Illinois University, 1988
Ed.D., 1993

Carol Brennan (2000)

Head 3 Year Old Teacher
B.S., Springfield College, 2000

Roselind Bresnahan (1997)

Admissions Coordinator,
School of Human Services

John Brickner

Research Associate-Psychology
B.A., California State University-Fullerton
M.S., Springfield College

Gretchen A. Brockmeyer (1979)

Associate Vice President for Academic Affairs
B.A., Luther College, 1965
M.S., Springfield College, 1966
Ed.D., University of Georgia, 1976

George Brooks (1998)

Production Manager
B.A., Westfield State College, 1980

June Broome (2002)

Coordinator of Financial Aid Services
B.S., Goldey-Beacom College, 1991

Mary Buck (1997)

Business Services Coordinator
B.S., San Diego State University, 1988

Claire Burns (1997)

Media Relations Director
B.A., College of Mt. St. Vincent, 1969

Maria F. Bush (1996)

Assistant Director for Administration,
School of Human Services-Tampa
B.S., Nova University, 1988
M.S., National-Lewis University, 1992

Kinser Cancelmo (1989)

Assistant Director of Financial Aid
B.A., University of Massachusetts, 1988

Rosanne Captain, CPA (2001)

Internal Auditor
A.S., Bay Path College, 1979
B.S., Central Connecticut State University, 1989

Tenneh Carter (2003)

Student Services Coordinator
School of Human Services-Wilmington
A.A., Interboro Institute, 1983

Mae Chillson

Admissions Coordinator
School of Social Work
B.B.A., University of Massachusetts, 1987

Edward Ciosek (2002)

Director of Financial Aid
B.A. University of Massachusetts-Amherst, 1979
M.Ed., Springfield, College, 1987

John H. Coons

Acting Director of Development
B.S., Springfield College, 1950
M.S., 1956

Allen Cornelius

Associate Director of NFF
B.A., Franklin and Marshall College, 1978
M.S., George Washington University, 1980
M.A., University of North Carolina-Chapel Hill, 1991
Ph.D., 1995

William J. Considine (1976)

Dean, School of Health, Physical Education
and Recreation
Professor of Physical Education
Buxton Chair of Physical Education
B.S., Western Illinois University, 1964
M.S., Illinois State University, 1966
P.E.D., Indiana University, 1970

Bonnie Cox (2002)

Director of Annual Fund
B.A., Franklin & Marshall College, 1986
M.Ed., Springfield College, 1988

Marisol Cruz (1991)

Director of Administration,
School of Human Services
B.S., Springfield College, 1994
M.S., 1997

Allene Begley Curto (1993)

Financial Aid Counselor,
School of Human Services

Gerald F. Davis (1968)

College Archivist
B.S., Syracuse University, 1967
M.S., 1968
M.Ed., Springfield College, 1978

Stuart Davis (2000)

Associate Director of Alumnae Relations
B.S., Springfield College, 1991

Mary N. DeAngelo (1984)

Director of Undergraduate Admissions
B.A., Bridgewater State College, 1982
M.Ed., Springfield College, 1984

Deborah H. Dickens (1993)

Director of Student Support Services
B.S., Central Connecticut State University
M.S., Southern Connecticut State University

Clayton S. Dimock (1995)

Programmer/Analyst, ITS
B.S., Springfield College, 1975
M.Ed., 1977

Michael Dobise (1998)

Treasurer
B.S., C.W. Post College, 1969

Molly Dolben (2001)

Graphic Designer
B.A., Springfield College, 2001

Ann Drennan (1999)

Assistant Director of Field Education
Social Work

Margaret Downing (2002)

Academic Program Specialist,
School of Human Services
A.A., Holyoke Community College, 1991
B.S., Westfield State College, 1992

Mary Lou Dyjak (1986)

Special Assistant to the President/
Assistant Secretary of the Board of Trustees

Kristy Duncan (2001)

Asst. Director of Residence Life
A.A., Dean College, 1997
B.A., Eastern Connecticut State University, 1998

Mary G. Dunn (1997)

Director of Human Resources
A.B., Wheaton College, 1988
J.D., Western New England College
School of Law, 1994

Karen A. Ecke (1991)

Director of New Campus Development
B.A., Grove City College, 1969

Camille Elliott (1988)

Director of Student Services
B.S., Springfield College, 1990
M.S., 1992

Charlene Elvers (2000)

Director, Student Volunteer Programs
B.A., Northwestern State University of Louisiana, 1984
M.A., Framingham State College, 1987

Gary Enright (1994)

Associate Director of Counseling Center
B.S., Springfield College, 1979
M.Ed., 1987

Lloyd G. Fassett Jr. (1965)

Chief Technology Officer

Robert Felicetti (1985)

Technical Coordinator

Rebecca Ferguson (2003)

Assistant Director of Academic Services,
School of Human Services-Milwaukee
B.A., University of Illinois-Urbana, 1972
M.A., Marquette University, 1985
Ph.D., 1995

Barbara Fetkenhauer (1999)

Admissions and Recruitment Coordinator
B.S., Mount Senario College, 1998

Carl Fetteroll

Program Director United States Sports
and Fitness Center for the Disabled

Richard Fleming (2001)

Director of Drug/Alcohol Education Services
B.A., University of Massachusetts, 1989
M.S.W., Springfield College, 1993

Richard B. Flynn (1999)

President
B.S., MacMurray College, 1964
M.Ed., Ohio University, 1965
Ed.D., Columbia University, 1970

David Fraboni (2001)

Vice President for Institutional Advancement
B.A., Springfield College, 1984

Anne Marie Frisby (1994)

Coordinator of Admissions/Marketing
B.A., St. Michael's College, 1993

Thomas Ghazil (1968)

Media Services Coordinator

Lori Givens (2002)

Admissions Coordinator,
School of Human Services-Los Angeles
B.A., Loyola Marymount University, 2000
M.A., 2002

Margaret Gladden (2002)

Patron Services Specialist
B.A., University of Massachusetts, 1970
B.B.A., 1975
M.B.D., Western New England College, 1980

Eneida Gonzalez (1990)

Assistant Director of Teacher Preparation
and Certification
B.S., Springfield College, 1994

Linda Gourlay (1999)

Director of the Health Center
B.S., University of Iowa School of Nursing, 1982
M.S., Yale University School of Nursing, 1986

JoAnn Hayes (2000)

Desktop Services Coordinator

Mary D. Healey (1981)

Dean, School of Arts, Sciences,
and Professional Studies
Professor of Biology
B.S., Springfield College, 1978
M.Ed., 1980
M.S., University of Connecticut, 1986
Ph.D., 1993

Cynthia Herlihy (1978)

Coordinator of Academic Affairs
Operations and Services

Ellen Hewett (1988)

Assistant Dean/Campus Director
School of Human Services
St. Johnsbury & Manchester Campuses
B.A., McGill University, 1979
M.S.H.S., New Hampshire College, 1981

Regina Hicks (2000)

Admissions/Recruitment Coordinator
School of Human Services-Boston
B.S., *Springfield College*, 1999

Michael Hill (1993)

Career Development Specialist
and Systems Manager
B.A., *University of Connecticut*, 1986
M.Ed., 1990

Rev. Leo J. Hoar (1989)

Director of United Campus Ministry
A.B., *St. Anselm's College*, 1962
M.Ed., *Springfield College*, 1970
Ed.D., *University of Massachusetts*, 1976

M. Ben Hogan (2000)

Vice President for Student Affairs and
Dean of Students
B.A., *St. Francis College*, 1975
M.S., *University of Southern Maine*, 1977
Ed.D., *Vanderbilt University*, 1992

Kris Holloway-Bidwell, (2003)

Assistant Director of Advancement Services
B.S., *Allegheny College*, 1989
M.S., *University of Michigan*, 1996

Allene Begley Curto (1993)

Financial Aid Counselor,
School of Human Services

Keith Ingalls (2000)

Associate Registrar/Systems Coordinator
B.S., *University of Massachusetts-Amherst*, 1975

L. Judy Jackson (1974)

Chief of Campus Police

Vickie Jackson (2000)

Coordinator of Financial Aid Services,
School of Human Services-Milwaukee
A.A., *Milwaukee Area Technical College*, 1992
B.S., *Upper Iowa University*, 2000

Allan Johnson (2000)

Computer Support Technician
A.A., *Springfield Technical Community College*, 1972
B.S., *San Jose State University*, 1976

Carol Johnson-Molex (1999)

Admissions/Recruitment Coordinator,
School of Human Services-Milwaukee

Marsha Jones (2002)

Information Services Coordinator
B.A., *Howard University*

Barbara Kautz (1987)

Director of Career Services
B.S., *University of Connecticut*, 1972
M.A., *American International College*, 1986

Carol Keeney (1996)

Registered Nurse

J. Tamari Kidess Lucey (1986)

Director of Alumni Relations
B.S., *Springfield College*, 1981
M.Ed., 1982

Cheryl Kisiel

Library Network Technician
A.S., *Greenfield Community College*, 1967
B.S., *Springfield College*, 1992

Robert Kudlay (1989)

Reference Librarian
B.A., *Westfield State College*, 1970
M.L.I.S., *State University of New York
at Geneseo*, 1972

Linda Ladd (2000)

Business Services Coordinator,
School of Human Services-St. Johnsbury
B.S., *Lyndon State College*, 1971
M.Ed., *Johnson State College*, 1987

Stephen Lafever (1988)

Director of Facilities and Campus Services
B.A., *Castleton State College*, 1984

Pamela Lamson (1998)

Assistant Director of Accounting
B.S., *American International College*, 1995

Thomas F. Larkin (1985)

Senior Director of Networking, ITS
Academic and Client Computing
B.S., *Springfield College*, 1975
C.S.C.P., *University of Massachusetts*, 1984

Julie A. Le Duc (1980)

Director of Administrative Training
and Operations, ITS
A.S., *Springfield Technical Community
College*, 1973

Debra J. LeMay (1994)

Director of Accounting

Donna Wood Lozier

Asst Director, Financial Aid
A.A., *Greenfield Community College*, 1971
B.S., *University of Massachusetts-Amherst*, 1986

Laura Lucarelle (2002)

Undergraduate Admissions Counselor
B.A., *Marist College*, 1997
M.A., *Rider University*, 2001

John Mailhot (1988)

Vice President
for Administration and Finance
B.S., *American International College*, 1983
M.B.A., 1987

Betty L. Mann (1984)

Dean of Graduate Studies
Professor of Physical Education
B.S.E., *North Adams State College*, 1967
M.Ed., *Springfield College*, 1974
D.P.E., 1984

Brenda Marsian (2002)

Director of Development
B.A., *Western New England College*, 1991
M.A., *University of Hartford*, 1996

Linda L. Marston (1994)

Director of Grants Office
B.A., *University of Massachusetts-Amherst*, 1975
M.A., *Tufts University*, 1982
Ph.D., *University of Massachusetts-Amherst*, 1989

Michael Mayo (2001)

Manager of Network Operations
B.S., *Westfield State College*, 1990

Susan McIntyre (1999)

Assistant Registrar

Robert M. McMaster (1982)

Superintendent of Grounds
A.S., *Springfield Technical Community College*,
1982

Kristen Meissner (2001)

Director of Student Activities &
Campus Programs
B.A., *Alfred University*, 1996
M.Ed., *Clemson University*, 1998

Donald Melody (2002)

Manager, ITS/Video Conferencing

Paul K. Meyfohr (1994)

Assistant Director
of Undergraduate Admissions
B.S., *Springfield College*, 1992
M.S., 1994

James Miller (2001)

Reference Librarian/Library
Instruction Coordinator
B.A., University of Michigan, 1999
M.L.I.S., 2001

Rachael Naismith (1995)

Senior Reference Librarian
B.A., University of Massachusetts-Amherst, 1975
M.L.S., SUNY at Albany, 1981
M.A., Carnegie-Mellon University, 1993

Donna Kay Ness (1997)

Director of Fitness Facilities
B.S., Springfield College, 1985

Allen L. Noble (1998)

Manager of Employment
and Equal Opportunity Officer
*B.S., California Polytechnic State University-San
Luis Obispo, 1971*
M.S., Springfield College, 2002

Suzanne Nowlan (1992)

Assistant Director of Cooperative Education
B.A., Western New England College, 1984

Kelly O'Brien

NFF Project Coordinator
B.A., Mt. Holyoke College, 1999
M.Ed., Springfield College, 2001

Thomas O'Brien (2002)

Computer Support Technician
B.A. SUNY at Buffalo, 1996

John A. Odatto (1984)

Manager of Off-Campus Housing

Jennifer Olson (2002)

Coordinator of Financial Aid Services,
School of Human Services
B.S., Slippery Rock University, 1995

William Oswald (1988)

Assistant Dean/Campus Director
School of Human Services, San Diego Campus
B.A., Marist College, 1975
M.A., 1980
Ph.D., University of Rhode Island, 1988

Elaine Parker-Gills (2001)

Assistant Dean/Campus Director
School of Human Services, Los Angeles Campus
B.A., Antioch University, 1988
M.S., Pepperdine University, 1990
Ed.D., 1999

Regina Patterson (2000)

Admissions/Recruitment Coordinator
School of Human Services-Wilmington
B.S., Cheyney University, 1980
M.H.S.A., Springfield College, 1999

Mary N. Pilch (1988)

Director of Cooperative Education
B.S.N., St. Joseph College, 1958
M.A., American International College, 1981

Brian Quinlan (2002)

Assistant Director of Academic Services
B.S., Quinnipiac University, 2000
M.Ed., Springfield College, 2002

Robert Raum (1997)

Director of Advancement Research
B.F.A., Central Connecticut State University, 1983

Ann M. Reilly (2000)

Manager of Benefits and Payroll
B.A., Elms College, 1980

Teresa Rhodes (2003)

Assistant Dean/Campus Director
School of Human Services Charleston Campus
B.S., College of Charleston, 1991
M.S.W., University of South Carolina, 1994
*D.P.H., Medical University of South Carolina,
2001*

Irene Rios (1998)

Registrar
B.S., Rochester Institute of Technology, 1984;
M.S., 1989

Cynthia Roberge

Academic Support Specialist,
School of Human Services
B.S., Springfield College, 1992
M.Ed., American International College, 1997

Laraine Robison (2002)

Assistant Director of Annual Fund
B.A., State University of New York, Oswego, 1996
M.Ed., Springfield College, 1999

Kimberly Ruff (2001)

Coordinator of Financial Aid Services,
School of Human Services
B.A., Nova Southeastern University, 2000

Elizabeth Russell (1988)

Assistant Director of Academic Services,
School of Human Services
B.S., New Hampshire College, 1983
M.S., Antioch University, 1989

Timothy St. James (2001)

Admissions Counselor
B.S., Western New England College, 1999

Kathleen Saltis (1998)

Equipment Room and Facilities Manager
B.A., University of California, Berkeley, 1991
M.S., American International College, 1999

Donald J. Shaw, Jr. (1974)

Director of Graduate Admissions
B.S., Springfield College, 1969
M.Ed., 1970

Andrew Shelffo (2002)

Website Manager
B.A., Seton Hall University 1989
M.A., 1991
Ph.D., Drew University, 1998

Elsie Smalls (2003)

Assistant Director for Administration,
School of Human Services
B.S., South Carolina State University, 1980
M.B.A., Citadel, 1990

Jacqueline Smith (1988)

Student Services Coordinator,
School of Human Services-St. Johnsburry
B.S., New Hampshire College

Katherine A. Smith (1986)

Director of Conferences and Special Events
B.S., Western New England College, 1982

Judith Smith (2000)

Registered Nurse
Springfield Hospital School of Nursing, 1963
B.S., Springfield College, 1993

Melanie Smith (2000)

Editorial Assistant
A.A., Mount Ida College, 1994

Sheri Sochrin (1994)

Reference and Distance Learning Librarian
B.A., Brandeis University, 1988
M.L.S., Simmons College, 1993

Michael Stevens (2002)

Senior Technical Services Librarian
B.A., Rice University
M.L.S., University of Texas at Austin, 1999

Rosemary Stocks (1983)

Project Manager
B.S., Fitchburg State, 1968
M.Ed., Springfield College, 1989

Patricia Swoboda True (1990)

Assistant Director of Academic Records
B.S., Springfield College, 1991
M.Ed., 1994

Anne Tarantino (1998)

Associate Registrar
B.S., University of Massachusetts, 1997
M.S., Springfield College, 2002

Andrea Taupier (1993)

Director of Babson Library
B.A., St. Olaf College, 1980
M.S.L.S., Columbia University, 1981

Amy Toomey (1997)

Director of Child Development Center
B.S., Oilan College, 1996

Ram Upadhyay

Assistant Director of Academic Services,
 School of Human Services
B.L., Tribhuvan University, Nepal, 1969
M.A., 1968
M.Ed., University of Connecticut, 1980
Ph.D., 1987
M.A., 1990

Theresa A. Vecchio (1993)

Associate Dean of Campus Life
B.S., Southern Illinois University, 1982
M.S.S.W., University of Connecticut, 1991

Francine J. Vecchiolla (1990)

Dean, School of Social Work
 Professor of Social Work
B.S., Springfield College, 1972
M.S.W., University of Connecticut, 1974
Ph.D., Brandeis University, 1987

Richard Veres (1995)

Undergraduate Admissions Counselor
B.S., Springfield College, 1995
M.Ed., 1997

Luis F. Vitorino (1985)

Manager of Facilities Operations
A.S., Springfield Technical Community College, 1985
B.S., Springfield College, 1994
M.S., 2001

Timothy Volkmann (1999)

Assistant Director of Sports Communications
B.A., University of New York College at Cortland, 1997

Jane Johnson Vottero (2000)

Publications Director
B.A., University of Massachusetts, 1983

Kenneth Wall (1983)

Director of the International Center
B.A., St. Olaf College, 1968
M.S., Springfield College, 1973
D.P.E., 1975

Sandra Waller (1989)

Associate Director of Academic Services
B.S., Russell Sage, 1964
M.Ed., Boston College, 1967

Sarah Wheeler (1982)

Associate Director of Financial Aid
A.A., Lasell Junior College, 1972
B.A., Springfield College, 1993

Wende Wheeler (1998)

Director of Advancement Services
B.A., Smith College, 1982

Ann Whitall (1985)

Associate Director of Counseling Center
B.A., Earlham College, 1977
M.S.W., Smith College, 1983

John White (2001)

Director of Sports Communications
B.A., University of Massachusetts, 1993
M.A., Framingham State College, 1996

Richard A. Whiting (1970)

Director of Counseling Center
B.A., Springfield College, 1966
M.S., 1967
C.A.G.S., 1968
Ed.D., University of Massachusetts, 1980

John W. Wilcox (1970)

Executive Director of Enrollment Management
B.A., Springfield College, 1967
M.Ed., 1969

Robert J. Willey, Jr. (2002)

Dean, School of Human Services
B.S., Philadelphia Biblical University
M.A., Trinity International University
Ph.D.

Michael E. Williamson (1993)

Assistant Director for Telecommunications

Cecilia Douthy Willis (1997)

Assistant Dean/Campus Director
 School of Human Services, Wilmington Campus
B.S., Kansas State University, 1971
M.S., Kansas State University, 1972
Ph.D., Iowa State University, 1997

John Wilson (1976)

Director of Multicultural Student Affairs
A.A., Holyoke Community College, 1969
B.A., University of Massachusetts, 1971
M.A., 1974

Laurie Wrona (1999)

Assistant Director of Cooperative Education
B.S., Eastern Connecticut State University, 1994
M.S., Central Connecticut State University, 1999

Jean A. Wyld (2001)

Vice President for Academic Affairs
B.A., University of Connecticut, Storrs, 1973
M.S., 1975
Ph.D., 1980

Roberta Youmans (1993)

Business Services Coordinator,
 School of Human Services
B.S., Springfield College, 1998

Mark Zaborowski (1990)

Director of Administration Systems
 and Programming
A.S., Springfield Technical Community College, 1981

Ronald Ziemba (2000)

Director of Marketing and Communications
B.A., Amherst College, 1964

FACULTY

Michael P. Accordino (1998)

Assistant Professor of Rehabilitation and Disability Services
B.S., The Pennsylvania State University, 1987
M.Ed., The Pennsylvania State University, 1992
D.Ed., The Pennsylvania State University, 1998

Robert Accorsi (1990)

Assistant Professor of Sport Management and Recreation
B.S., Westfield State College, 1977
M.Ed., Springfield College, 1980

Mulugeta Agonafer (1992)

Professor of Human Services
B.S., Purdue University, 1978
B.A., Indiana University, 1979
M.A., Western Washington University, 1981
Ph.D., University of Massachusetts, 1990

Sherri Vanden Akker (1999)

Assistant Professor of Human Services
B.A., Mount Holyoke College, 1987
M.A., University of Massachusetts, 1991

Mary C. Allen (1988)

Associate Professor of Education
B.A., Regis College, 1972
M.Ed., Westfield State College, 1976
Ed.D., University of Massachusetts, 1991

Deborah Alm (1993)

Assistant Professor of English (ESOL)
B.A., State University of New York at Potsdam, 1977
M.Ed., University of Massachusetts, 1988

Simone Alter-Muri (1991)

Associate Professor of Art
B.A., University of Massachusetts, 1976
M.Ed., Lesley College, 1979
Ed.D., University of Massachusetts, 1990

Richard Andersen (1996)

Professor of Human Services
B.A., Loyola University of Los Angeles, 1968
M.A., City University of New York, 1971
Ph.D., New York University, 1977

Deborah Anderson (2001)

Assistant Professor of Human Services
B.A., Lawrence University, 1980
M.A., Marquette University, 1985
Ph.D., 1992

Ruth Arnold (1999)

Assistant Professor of Physical Education
B.S., University of Wisconsin, 1971
M.A., University of Minnesota, 1981
D.P.E., Springfield College, 1999

Daryl Arroyo (1990)

Associate Professor of Physical Education
 Wrestling Coach
B.S., Springfield College, 1984
M.S., California State University, Fullerton, 1988
Ph.D., University of Connecticut, 1996

Robert C. Barkman (1969)

Professor of Education and Biology
B.A., Wittenberg University, 1964
M.S., University of Cincinnati, 1966
Ph.D., 1969

Mary G. Barnum (1990)

Assistant Professor of Physical Education
B.S., East Carolina University, 1987
M.Ed., Springfield College, 1990

Leslie Beale (1994)

Associate Professor of Health Studies
B.A., University of Massachusetts, 1976
M.Ed., Boston University School of Education, 1987
Ed.D., 1987

Joseph J. Berger (1992)

Professor of Biology
B.S., City College of New York, 1971
M.A., California State University, 1977
Ph.D., University of California-Santa Cruz, 1982

Stephen D. Berger (1988)

Professor of Human Services
B.S., City College of New York, 1961
M.A., Harvard University, 1963
Ph.D., 1980

Robert J. Bergquist (1971)

Associate Professor of Physical Education
B.S., Springfield College, 1969
M.S., 1970
Certificate of Physical Therapy, University of Pennsylvania, 1971

Kimberly L. Bogle (2002)

Assistant Professor of Sport Management
B.S., Skidmore College, 1996
M.S., Florida State University, 1998
Ph.D., 2002

Britton Brewer (1991)

Associate Professor of Psychology
 Men's Cross Country Coach
B.A., University of Washington, 1986
M.A., Arizona State University, 1988
Ph.D., 1991

Charles Brock (1998)

Associate Professor of Physical Education
 Men's Basketball Coach
B.S., Springfield College, 1976
M.S., 1980

Roy Bryan (1994)

Assistant Professor of English
B.A., Michigan State University, 1968
M.A., University of Massachusetts, 1989

Keith D. Bugbee (1985)

Associate Professor of Physical Education
 Men's Lacrosse Coach
B.S., Keene State College, 1979
M.Ed., Springfield College, 1984

William E. Burns, Jr. (2003)

Assistant Professor of Physical Therapy
B.S., Springfield College, 1993
M.S., 1994
Board Certified Physical Therapy Specialist in Orthopedics, 2000
D.P.T., University of St. Augustine for Health Sciences, 2003

Clifton Bush, Jr. (1988)

Associate Professor of Human Services
B.S., University of New Haven, 1973
M.S., New Hampshire College, 1981
Ph.D., Columbia Pacific University, 1984

James Canning (2001)

Assistant Professor of Social Work
B.A., St. Lawrence University, 1962
M.S.W., Smith College School for Social Work, 1982
Ph.D., 1997.

Thomas Carty (2000)

Assistant Professor of American Studies
B.A., College of the Holy Cross, 1991
M.A., University of Connecticut, 1993
Ph.D., 1999

Michael Cerasuolo (2001)

Assistant Professor of Physical Education
 Assistant Football Coach
B.S., Springfield College, 1993
M.S., Ithaca College, 1995

Delight E. Champagne (1984)

Professor of Psychology
 Distinguished Springfield Professor of Humanics
B.A., Boston University, 1969
M.A., University of Connecticut, 1981
Ph.D., 1983

Nadira Charaniya (2001)

Assistant Professor of Human Services
B.A., City University of New York, 1990
Masters of Adult Education, National-Louis University, 1995
Ed.D., 2001

Julia Chevan (1993)

Associate Professor of Physical Therapy
B.S., Boston University, 1985
M.P.H., University of Massachusetts, 1988
Board Certified Physical Therapy Specialist in Orthopedics, 1994
M.S., Quinnipiac College, 1995

Daniel S. Chrzan (1981)

Associate Professor of Business Management
B.B.A., University of Massachusetts, 1970
M.B.A., Western New England College, 1975
C.A.G.S., 1982

Nathanial Clark (2002)

Assistant Professor of Human Services
B.A., University of Maryland, 1975
M.S., Troy State University, 1977
Ph.D., University of Wisconsin, 1984

Deborah Collins Cook (1998)

Assistant Professor of Rehabilitation and Disability Studies
B.S., University of Massachusetts-Amherst, 1976
M.S., 1980

Janet Cope (2002)

Instructor of Human Anatomy
B.S., University of New Hampshire, 1980
M.S., C.A.G.S., Springfield College, 1994

Mary Ann Coughlin (1993)

Associate Professor of Research and Statistics
B.S., Plymouth State College, 1977
M.S., Springfield College, 1984
C.A.G.S., 1984
D.P.E., 1987

Stephen C. Coulon (1998)

Associate Professor of Physical Education
 Chair, Physical Education Teaching and Administration Department
B.S., Slippery Rock State College, 1980
M.A., The Ohio State University, 1985
Ph.D., 1987

Eric Covil (2003)

Assistant Professor of Communications
B.A., University of Alabama, 1991; M.S., Murray State University, 1997

Sandra Coyne (1999)

Assistant Professor of Business Management
B.S., Western New England College, 1991
M.B.A., 1995

Allison A. Cumming-McCann (2000)

Assistant Professor of Rehabilitation and Disability Studies
B.S., Colorado State University, 1990
M.A., University of Northern Colorado, 1992
Ph.D., 1999

Eileen Cyr (1988)

Chair, Education Dept.
 Associate Professor of Education
B.S., Bridgewater State College, 1982
M.B.A., American International College, 1988
Ed.D., University of Massachusetts, 1999

Richard D. Davila (1988)

Director, School of Human Services
 Tampa Campus
 Professor of Human Services
B.A., Beacon College, 1975
M.S.W., University of Connecticut, 1978
Ph.D., 1992

Laurel R. Davis (1992)

Associate Professor of Sociology
B.S., Springfield College, 1984
M.A., University of Iowa, 1987
Ph.D., 1992

Joel Dearing (1989)

Associate Professor of Physical Education
 Distinguished Springfield Professor of Humanics
 Women's Volleyball Coach
B.S., Springfield College, 1979
M.S., Bridgewater State College, 1982

J. Patrick Decoteau (1990)

Professor of Rehabilitation and Disability Studies
B.A., University of New Hampshire, 1973
M.Ed., Plymouth State College, 1978
Ph.D., University of Illinois, 1988

Linda Delano (1992)

Director of Educator Preparation
 Associate Professor of Physical Education
B.S., Northern Illinois University, 1975
M.S., 1980
Ph.D., University of Iowa, 1988

Michael C. Delong (1981)

Associate Professor of Physical Education
 Head Football Coach
B.S., Springfield College, 1974
M.S., University of North Carolina, 1978

Joann S. Dewrance (1992)

Assistant Professor of Human Services
B.S., Long Island University, 1974
M.S., 1978
Ed.D., American International College, 1996

Tom Digby (1997)

Professor of Philosophy
A.B., William Jewell College, 1967
M.A., Northwestern University, 1968
Ph.D., University of Colorado, 1982

Donna DiLullo (2000)

Instructor of Chemistry
A.B., College of the Holy Cross, 1990
M.Ed., Elms College, 2000

Nina Dini (1989)

Associate Professor of Computer Science
B.S., Nice Institute of Technology, Nice, France, 1974
M.S., Illinois Institute of Technology, 1981

Martin Dobrow (1999)

Assistant Professor of Communications
B.A., Wesleyan University, 1983
M.A., University of Massachusetts, 1989

R. Barclay Dugger (2002)

Assistant Professor of Athletic Training
B.S., Keene State College, 1989
M.S., Springfield College, 1996

John J. Doyle, Jr. (1976)

Professor of Economics
B.A., Boston College, 1966
M.A., Northeastern University, 1968
Ph.D., Clark University, 1976

Elizabeth E. Evans (1971)

Professor of Physical Education
 Distinguished Springfield Professor
 of Humanics
B.S., Springfield College, 1962
M.Ed., 1970
*Certificate of Physical Therapy, University
 of Pennsylvania, 1971*
Ph.D., University of Connecticut, 1983

Robert A. Fiore (1980)

Associate Professor of Business Management
B.A., University of Massachusetts, 1976
M.B.A., 1980
D.B.A., Argosy University, 2003

William T. Fisher, Jr. (1996)

Associate Professor of Social Work
 Director of Field Education, School of
 Social Work
B.S., University of Connecticut, 1979
M.Ed., University of Massachusetts, 1983
M.A., Columbia University, 1986
*M.L.S., Southern Connecticut State
 University, 1991*
M.S.W., University of Connecticut, 1997
Ed.D., Columbia University, 1989

Lisa Aronson Fontes (2000)

Assistant Professor of Psychology
B.A., Cornell University, 1982
M.S., Columbia University, 1984
M.A., New York University, 1988
Ph.D., University of Massachusetts, 1992

Daniel Fraizer (1995)

Associate Professor of English
B.S., University of Kansas, 1978
M.A., University of Massachusetts-Boston, 1986
Ph.D., Michigan State University, 1993

Tracey D. Fogarty (2002)

Assistant Professor of Research and Statistics
B.S., University of Connecticut, 1989
M.S., Springfield College, 1995
D.P.E., 1997

Thaddeus J. France (1994)

Assistant Professor of Physical Education
B.S., Springfield College, 1991
M.S., 1993

Joseph R. Ganesin (1996)

Associate Professor of Social Work
B.A., Colorado State University, 1984
M.S.W., University of California, 1978
Ph.D., University of Denver, 1995

John H. Gibson (2000)

Assistant Professor of Physical Education
 Women's Soccer Coach
B.Ed., St. Luke's College, 1977
M.S., Marshall University, 1985
Ph.D., The Ohio State University, 1989

Dennis Gildea (1994)

Associate Professor of Communications
B.A., Villanova University, 1966
M.A., Penn State University
Ph.D., 1998

Fernando Gonzalez De Leon (1992)

Associate Professor of History
B.A., Rutgers College, 1981
M.A., University of Virginia, 1984
M.A., The Johns Hopkins University, 1985
Ph.D., 1991

Dennis Gouws (1999)

Assistant Professor of English
B.A., University of Whitewater, 1987
M.A., Northeastern University, 1990
Ph.D., University of Connecticut, 2000

Bernard J. Graney (1990)

Professor of Rehabilitation
 and Disability Studies
 Distinguished Springfield Professor
 of Humanics
*B.A., State University of New York
 at Brockport, 1969*
M.S., Syracuse University, 1974
Ph.D., 1979

Naomi Graves (1991)

Assistant Professor of Physical Education,
 Women's Basketball Coach
B.A., University of Rhode Island, 1982
M.Ed., Springfield College, 1985

M. Susan Guyer

Assistant Professor of Athletic Training
B.S., Castleton State College, 1988
M.S., Old Dominion University, 1990
D.P.E., Springfield College, 2003

Jeannette Hafey (1996)

Instructor in Biology
B.A., St. Joseph College, 1968
M.S., University of Delaware, 1971

Peter M. Haley (1985)

Associate Professor of Physical Education
 Men's Soccer Coach
B.S., Springfield College, 1977
M.Ed., 1978

Malwan Hammond (2000)

Assistant Professor of Human Services
 Director, SHS Boston Campus
B.S., University of Pennsylvania, 1974
M.A., University of Northern Iowa, 1977
*Ed.D., Harvard University School of Education,
 1989*

John J. Hangasky, Jr. (1993)

Associate Professor of Allied Health Sciences
B.A., University of Bridgeport, 1974
M.S., 1979

Roberta Harro (1990)

Associate Professor of Human Services
B.A., Lebanon Valley College, 1970
M.S., Marywood College, 1977
Ed.D., University of Massachusetts, 1986

Kelly Hart (2001)

Assistant Professor of Sport Management
 and Recreation
 Assistant Athletic Director
B.S., Villanova University, 1987
M.S., The College of New Jersey, 1990
Ph.D., Florida State University, 2001

Judy Hartling (1996)

Director, Academic Advising Services
 Assistant Professor for Student Development
B.A., Central Connecticut State College, 1980
M.A., Saint Joseph College, 1986

Christopher Haynes (1993)

Assistant Professor of Music
B.A., Berklee College of Music, 1979
M.A., Ithaca College, 1988

Samuel Headley (1992)

Professor of Physical Education
B.A., Birmingham University, London, 1982
M.S., Kings College, London, 1985
Ph.D., Temple University, 1991

Tara Hengeveld (1994)

Assistant Professor of Occupational Therapy
B.S., Tufts University, 1973
M.B.A., University of Lowell, 1989

Mary Jo Hetzel (1989)

Associate Professor of Human Services
B.A., New School for Social Research, 1969
M.Ed., University of Pennsylvania, 1971
M.A., University of Washington, 1975
Ph.D., University of Massachusetts, 1985

Robert L. Hewes (1997)

Associate Professor of Rehabilitation
 and Disability Studies
B.S., Ohio State University, 1991
M.S., Springfield College, 1995
C.A.S., 1995
Rh.D., Southern Illinois University, 1998

Steven G. Hinds (1992)

Assistant Professor of Human Services
B.A., Dartmouth College, 1968
M.Ed., St. Michael's College, 1981

Helene Hinis (1999)

Assistant Professor of Human Services
B.A., University of Massachusetts, 1983
M.A., 1984

Jennifer Hixon (2000)

Assistant Professor of Allied Health Sciences
 Chair, Physician Assistant Department
B.S., Springfield College, 1979
Physician Assistant Certificate, Hahnemann
University, 1985
M.S., Springfield College, 2001

Lethuy Hoang (1992)

Assistant Professor of Modern Languages
B.A., Agnes Scott College, 1984
M. Phil., Yale University, 1989
Ph.D., 1997

John M. Holik (1993)

Associate Professor of Physical Education
 Assistant Football Coach
B.A., Trinity College, 1975
M.P.Ed., Springfield College, 1982

Robert J. Hopkins (1987)

Assistant Professor of Emergency Medical
 Services Management
B.A., University of Massachusetts, 1976
M.S., Springfield College, 1994

Shu-An Hu (1996)

Associate Professor of Mathematics
B.S., University of Science and Technology
of China, 1970
M.S., Nanjing University, 1981
Ph.D., University of Connecticut, 1991

Jason Irizarry (1999)

Director of Project SPIRIT
 Assistant Professor of Education
B.A., Siena College, 1996
M.A., State University of New York-
Albany, 1998

Susan Joel (1995)

Associate Professor of Sociology
B.A., State University of New York-
Fredonia, 1978
M.A., Michigan State University, 1984
Ph.D., 1992

Margaret T. Jones (1995)

Associate Professor of Applied Exercise Science
B.A., University of Tennessee, 1980
M.Ed., University of Houston, 1985
Ph.D., University of Georgia, 1989

Gina Joseph-Collins (1993)

Associate Professor of Human Services,
 Associate Dean for Curriculum Instruction
B.A., Smith College, 1975
M.B.A., University of North Carolina, 1977
M.A., American International College, 1993
Ed.D., University of Massachusetts, 2000

Jonathan Kahane (1972)

Professor of Psychology
B.A., Clark University, 1966
M.A., George Washington University, 1968
Ph.D., Yeshiva University, 1972

Regina Kaufman (1998)

Assistant Professor of Physical Therapy
B.S., Russell Sage College, 1984
M.S., MGH Institute of Health Professions, 1995
Board Certified Physical Therapy Specialist in
Neurology, 1999

Susan A. Keys (1994)

Associate Professor of Biology
B.A., Wellesley College, 1969
M.S., University of Massachusetts, 1983
Ph.D., 1998

Hai Kinal (1998)

Assistant Professor of Biology
B.S., State University of New York, 1987
M.A., 1990
Ph.D., 1993

Kenneth H. Klatka (1970)

Associate Professor of Physical Education
B.S., Springfield College, 1969
M.Ed., 1970

Alice Knox Eaton (2000)

Assistant Professor of English
B.A., Oberlin College, 1984
M.F.A., Yale School of Drama, 1989
M.A., University of Massachusetts, 1996
Ph.D., 1998

Bryon H. Koh (1968)

Associate Professor of English
A.B., Middlebury College, 1959
M.A., Boston University, 1965
Ph.D., University of Massachusetts, 1972

Kathleen Costello Kulakowski (2002)

Assistant Professor of Human Services
B.A., Neumann College, 1998; M.S.W., Temple
University, 1990; M.B.A., Eastern College, 2001

Rebecca Powell Lartigue (2003)

Assistant Professor of English
B.A., Louisiana State University, 1993; M.A.,
University of Illinois at Urbana-Champaign,
1995; Ph.D., 2001

Paul A. Levy (1990)

Associate Professor of Human Services
B.A., Amherst College, 1965
M.S., Case Western University, 1967
J.D., Georgetown University, 1971
D.S.W., Columbia University, 1990

John Liu (1999)

Associate Professor of Physical Education
B.S., Wuhan Institute of Physical Education, 1982
M.A., Ball State University, 1990
Ph.D., University of Tennessee-Knoxville, 1993

Margaret G. Lloyd (1987)

Chair, Humanities Department
 Professor of English
 Distinguished Springfield Professor
 of Humanics
B.A., University of Rochester, 1967
Ph.D., University of Leeds, 1975

Zenobia Lojewski (1989)

Associate Professor of Physics and Mathematics
M.S., Marie Curie Skdowska University, 1974
Ph.D., 1983

Diane Crawley Lorenzo (1994)

Associate Professor of Physical Education
B.A., Elon College, 1972
M.A., Appalachian State University, 1990
Ed.D., University of Massachusetts, 1996

Glenn Lowery (2003)

Instructor of Psychology
B.S., Westfield State College, 1989,
M.Ed., University of Massachusetts, 1995
Ph.D., 1999

Patricia Lucas (1991)

Instructor in Biology
B.A., University of Massachusetts, 1963
M.A., 1968

Robert N. Lussier (1978)

Professor of Business Management
B.S., Salem State College, 1972
M.Ed., Suffolk University, 1974
M.B.A., 1975
C.A.G.S., Boston College, 1978
Sc.D., University of New Haven, 1993

Susan MacKenzie (2001)

Instructor of Sport Management
 and Recreation
B.A., University of King's College, 1997
M.Ed., Springfield College, 2000

Laura Maggio (1987)

Professor of Psychology
B.S., St. Bonaventure University, 1974
M.A., Miami University, 1977
Ph.D., 1984

Ronald J. Maggio (1987)

Chair, Visual and Performing Arts Department
 Associate Professor of Art
*B.A., State University of New York-
 Fredonia, 1974*
M.F.A., Miami University, 1976

Amelia Mallona (1998)

Assistant Professor of Human Services
B.A., Universidad Centroamericana, 1984
M.A., University of Missouri, 1987
Ph.D., Boston College, 1998

Barbara D. Mandell (1986)

Professor of Psychology
B.S., North Adams State College, 1966
M.Ed., American International College, 1972
Ed.D., University of Massachusetts, 1987

Kathleen Mangano (1991)

Associate Professor of Physical Education
 Softball Coach
B.S., Springfield College, 1986
M.Ed., 1988

Ignatius A. Maniscalco (1971)

Professor of Chemistry and Computer Science
B.S., Manhattan College, 1965
Ph.D., Fordham University, 1971

Marjorie Marcotte (1998)

Assistant Professor of Psychology
B.A., Mount Holyoke College, 1973
M.A., Mount Holyoke College, 1980
Ed.D., American International College, 1993

Kevin McAllister (2003)

Visiting Assistant Professor of
 Sport Management
B.A., Hobart College, 1988
Ed.M., Boston University, 1999
Ed.D., 2002

Verne McArthur (1988)

Professor of Human Services
B.A., Oberlin College, 1964
Ph.D., Yale University, 1974

Susan McCarthy-Miller (1992)

Associate Professor of Education
B.A., University of Massachusetts, 1973
M.Ed., 1977
Ed.D., 1981

Patricia McDiarmid (2003)

Assistant Professor of Health Education
B.S., Springfield College
M.S., Springfield College
C.A.G.S., Bridgewater State College, 2002

Charles Milch (2001)

Assistant Professor of Allied Health Sciences
B.S., Northeastern University, 1978
M.B.A., University of Massachusetts, 1982
*Masters of Health Professions, Northeastern
 University, 1995*

David J. Miller (1993)

Chair, Physical Therapy Department
 Professor of Physical Therapy
B.A., Stockton State College, 1974
*Certificate in Physical Therapy,
 Emory University, 1977*
M.S., University of North Carolina, 1983
Ph.D., University of Massachusetts, 1993

Carol E. Mitchell (1975)

Professor of English
B.A., University of Massachusetts, 1968
M.A., 1971
Ph.D., 1978

Elliott Mitchell (2003)

Instructor of Computer Graphics
B.F.A., San Francisco Art Institute, 1995
M.F.A., Bennington College, 1999

Missy-Marie Montgomery (1999)

Assistant Professor of English
B.F.A., Bowling Green State University, 1981
*M.F.A., University of Massachusetts-
 Amherst, 1990*

Judith Ann Moore (1989)

Chair, Emergency Medical Services
 Management Department
 Assistant Professor of Emergency
 Medical Services
B.A., American International College, 1970
M.S., Springfield College, 1994

Anna L. Moriarty (1996)

Associate Professor of Psychology
 Chair, Psychology Department
B.S., Springfield College, 1972
M.Ed., 1973
C.A.G.S., 1974
Ph.D., United States International University, 1979

Walter Mullin (2001)

Assistant Professor of Social Work
B.A., University of Massachusetts, 1970
MSW, University of Connecticut, 1978
*Ph.D., Boston College Graduate School of Social
 Work, 1999*

Mildred C. Murray (1967)

Professor of Physical Education
B.S., Springfield College, 1961
M.S., 1967
Ph.D., University of Connecticut, 1976

Cynthia N. Noble (1990)

Associate Professor of Dance
B.A., San Francisco State University, 1977
M.A., Ohio State University, 1979
Ed.D., Temple University, 1996

Margarita R. O'Neill-Arana (1994)

Associate Professor of Human Services
B.A., University of Puerto Rico, 1978
M.Ed., Boston State College, 1979
Ed.D., University of Massachusetts, 1990

Derek W. Paar (1986)

Professor of Psychology
B.S., Springfield College, 1972
M.Ed., Idaho State University, 1973
Ph.D., United States International University, 1980

Matthew J. Pantera (1994)

Chair, Sport Management and Recreation Department
 Associate Professor of Sport Management and Recreation
B.S., Boston University, 1972
M.Ed., 1976
Ed.D., 1984

Vincent Paolone (1989)

Professor of Physical Education
B.S., West Chester State College, 1968
M.Ed., Temple University, 1982
Ed.D., 1988

Joel J. Parrish (1987)

Chair, Department of Management and Economics
 Associate Professor of Business Management
B.S.B.A., New York University, 1970
M.B.A., Western New England College, 1980

Deborah Pelletier (1994)

Assistant Professor of Physical Therapy
B.S., University of Connecticut, 1981
M.S., Rensselaer Polytechnic Institute, 1994

James W. Pennington (1984)

Assistant Professor of Physical Education
 Women's Track-and-Field and Cross-Country Coach
B.S., Townson State College, 1974
M.Ed., University of Georgia, 1979

Andrew B. Perry (1999)

Assistant Professor of Mathematics and Computer and Science
B.A., Williams College, 1992
Ph.D., Oklahoma State University, 1999

Albert J. Petitpas (1978)

Professor of Psychology
 Director of the National Football Foundation Center for Youth Development Through Sport
B.A., Bridgewater State College, 1968
M.Ed., Northeastern University, 1971
Ed.D., Boston University, 1981

Craig F. Poisson (1996)

Assistant Athletics Director
 Assistant Professor of Physical Education
B.S., Southern Connecticut State University, 1988
M.Ed., Springfield College, 1990
D.P.E., 1999

Peter J. Polito (1970)

Chair, Math/Physics/Computer Science Department
 Professor of Computer Science and Physics
 Distinguished Springfield Professor of Humanics
B.A., Northeastern University, 1965
M.S., 1967
Ph.D., 1971

Stephen E. Posner (1982)

Associate Professor of Sport Management and Recreation
 Men's Gymnastic Coach
B.S., University of California at Berkeley, 1976
M.A., Syracuse University, 1980
Ph.D., University of Connecticut, 1999

Katherine M. Post (1992)

Chair, Occupational Therapy Department
 Assistant Professor of Occupational Therapy
B.A., Upsala College, 1974
M.S., College of Physicians and Surgeons at Columbia University, 1976
F.A.O.T.A., 1994

Robert E. Price (1979)

Professor of Religion and Philosophy
A.B., Columbia College, 1965
B.D., Union Theological Seminary, 1969
Ph.D., Duke University, 1977

James L. Ragonnet (1971)

Professor of English
B.A., St. John's University, 1966
M.A., Niagara University, 1967
Ph.D., Rensselaer Polytechnic Institute, 1981

Ellen Rainville (1990)

Assistant Professor of Occupational Therapy
B.S., Tufts University, 1976
M.S., Lesley College, 1987
F.A.O.T.A., 1990

Malvina T. Rau (1974)

Professor of Human Services
B.S., East Stroudsburg State College, 1964
Ph.D., Temple University, 1973

Jeanne Raudensky (2003)

Associate Professor of Physical Education
B.S.E., Slippery Rock University, 1982
M.S., 1988
Ph.D., The Ohio State University, 1998

Cheryl A. Raymond (1980)

Assistant Professor of Physical Education
 Women's Gymnastic Coach
B.A., Bethany College, 1974
M.Ed., Springfield College, 1982

Charles B. Redington (1969)

Professor of Biology
B.S., Baldwin-Wallace College, 1964
M.S., Rutgers University, 1966
Ph.D., 1969

Charles J. Redmond (1969)

Chair, Exercise Science and Sport Studies Department
 Associate Professor of Physical Education
B.S., Springfield College, 1968
M.Ed., 1971
M.S.P.T., Boston University, 1981

Gordon M. Robinson (1997)

Associate Professor of Sociology
B.A., Oakland University, 1977
M.A., University of Detroit, 1978
Ph.D., Michigan State University, 1996

Wayne Rodrigues (1987)

Assistant Professor of Physical Education
B.S., Bridgewater State College, 1983
M.Ed., Springfield College, 1985

John Roland (2000)

Assistant Professor of Human Services
B.A., American International College
M.Ed., Springfield College, 1993

Anne M. Rothschadl (1993)

Associate Professor of Sport Management
and Recreation

B.S., The Ohio State University, 1970

M.A., University of Oregon, 1983

Ph.D., Indiana University, 1993

Ann Roy (1993)

Associate Professor of Social Work

B.A., Ohio Wesleyan University, 1973

M.S.W., School of Social Welfare, Louisiana

State University, 1980

Ph.D., Mandell School of Applied Social Sciences,

Case Western Reserve University, 1985

Thomas J. Ruscio (1968)

Chair, Rehabilitation and Disability

Studies Department

Professor of Rehabilitation and

Disability Studies

B.A., American International College, 1964

M.Ed., Springfield College, 1965

C.A.S., 1966

Daniel M. Russell (1984)

Professor of Social Sciences

B.S., University of New Orleans, 1971

M.A., 1977

Ph.D., University of Massachusetts, 1986

Catherine A. Schane-Lydon (1996)

Instructor in Music

B.A., Simons Rock College

M.Ed., Springfield College, 1999

H. Joseph Scheuchenzuber (1974)

Professor of Physical Education

B.S., West Chester State College, 1968

M.S., Pennsylvania State University, 1970

Ph.D., Indiana University, 1974

Dietrich H. Schlobohm (1969)

Professor of History

B.S., State University Maritime

College of New York, 1961

M.A., Michigan State University, 1965

Ph.D., 1970

Christopher Scott (1998)

Assistant Professor of Emergency Medical
Services Management

B.S., Springfield College, 1996

M.Ed., 1998

Thomas J. Shea (1970)

Professor of Economics

A.B., Boston College, 1963

M.A., Northeastern University, 1968

Deborah A. Sheehy (1997)

Assistant Professor of Physical Education

B.S., Union University, 1984

M.Ed., University of Memphis, 1986

Ed.D., University of Massachusetts, 1993

Martin Shell (1993)

Associate Professor of Theater Arts

B.S., Northwestern University, 1977

M.F.A., Carnegie Mellon University, 1993

Rachel Siebert (2000)

Assistant Professor of Education

B.A., Smith College, 1982

M.Ed., 1983

Ed.D., Harvard University, 1991

Rebecca Siehr (2002)

Assistant Professor of Human Services

B.S., Mount Senario College, 1987

M.A., Marquette University, 1991

Joanne Silver-Jones (1988)

Professor of Human Services

B.A., University of California-

Santa Barbara, 1968

B.S.W., California State University

M.S.W., University of Calgary, 1973

Ed.D., University of Massachusetts, 1985

Mark A. Simeone (1996)

Assistant Professor of Physical Education

Baseball Coach

B.S., Springfield College, 1987

M.S., 1996

Joan Simmons (1989)

Assistant Professor of Occupational Therapy

B.A., Keene State College, 1977

M.S., Virginia Commonwealth University, 1984

Ph.D., University of Connecticut, 2002

Julianne Smist (1982)

Associate Professor of Chemistry

B.A., College of Our Lady of the Elms, 1972

M.S., Boston College, 1974

Ph.D., University of Connecticut, 1997

Linda Anderson Smith (2001)

Associate Professor of Social Work

B.A., City College of New York, 1971

M.S., Boston University School of Social Work, 1973

DSW, Hunter College of Social Work/CUNY

Graduate Center, 1989

John Smith (1989)

Associate Professor of Health Studies

B.S., Bowling Green State University, 1973

M.S., Old Dominion University, 1978

Ph.D., University of Miami, 1983

Donald R. Snyder (1982)

Professor of Sport Management

and Recreation

B.S., Southern Connecticut State University, 1973

M.S., 1978

Ed.D., New York University, 1989

Judith Stang (1999)

Assistant Professor of Human Services

B.A., Slippery Rock State College

D.P.A., Nova Southeastern University, 1992

Joseph F. Stano (1978)

Professor of Rehabilitation and

Disability Studies

B.A., Assumption College, 1972;

M.A./C.A.G.S., 1974

Ph.D., University of Connecticut, 1982

Charles Sullivan (1998)

Assistant Professor of Physical Education

Men's Volleyball Coach

B.S., Springfield College, 1991

M.Ed., 1997

Michael Surette (1999)

Associate Professor of Psychology

B.A., Roger Williams University, 1986

M.A., Radford University, 1988

Ph.D., University of Rhode Island, 1991

Joyce L. Szweczynski (1988)

Professor of Modern Languages

B.A., Westfield State College, 1970

M.A., University of Massachusetts, 1985

Ed.D., 1998

John Taffe (1991)

Assistant Professor of Physical Education

Men's and Women's Swimming Coach

B.S., University of Rhode Island, 1985

M.A., East Carolina University, 1988

Jeanette Taft (2002)

Assistant Professor of Human Services

B.S., Hunter College

M.S.N.,

M.B.A., Pepperdine University

Ross Talarico (2000)

Associate Professor of Human Services
B.A., University of Wisconsin, 1968
M.A., Syracuse University, 1971

Gerard P. Thibodeau (2003)

Associate Professor of Special Education
B.A., University of Maine, 1969
M.Ed., 1970
Ph.D., University of Connecticut, 1978

Gerald Thomas (1999)

Assistant Professor of Human Services
B.S., University of Georgia, 1992
M.Ed., 1994
D.B.A., University of Sarasota

Brian Thompson (2003)

Visiting Assistant Professor of Allied Health Sciences
B.S., Ball State University, 1991
M.S., University of Illinois, 1993
Ph.D., 1998

Frank J. Torre (1973)

Chair, Chemistry/Biology Department
 Professor of Chemistry
 Distinguished Springfield Professor of Humanics
B.S., Monmouth College, New Jersey, 1967
Ph.D., Rutgers University, 1971

Corrie Trattner (1991)

Assistant Professor of Occupational Therapy
B.S., Boston University, 1971
M.S., 1981

Linda J. Tsoumas (1986)

Associate Professor of Physical Therapy
B.S., University of Vermont, 1975
M.S., University of Massachusetts, 1979
Ed.D., University of Hartford, 2002

Forrest C. Tyson (1971)

Associate Professor of Physical Education
B.A., Springfield College, 1964
M.A., 1965
Ph.D., Ohio State University, 1976

Fides P. Ushe (1996)

Assistant Professor of Mathematics
B.S., University of Malawi, 1973
M.A., Indiana University, 1983
M.A., University of Rochester, 1986
Ph.D., State University of New York-Buffalo, 1997

Marjeanne Vacco (1988)

Professor of Human Services
A.B., Colby College, 1962
M.S.W., Boston University, 1964
C.G.A.S., Rivier College, 1987
Ph.D., Walden University, 1991

Judy Van Raalte (1990)

Professor of Psychology
B.S., Tufts University, 1986
M.A., Arizona State University, 1988
Ph.D., 1990

Katherine Walsh-Burke (1993)

Associate Professor of Social Work
B.S., Smith College, 1975
M.S.W., Columbia University School of Social Work, 1977
D.S.W., Boston College Graduate School of Social Work, 1990

Carol A. Wargula (1997)

Associate Professor of Health Studies
B.A., D'Youville College, 1962
M.L.S., State University College of New York-Geneseo, 1967
Ed.D., State University of New York-Buffalo, 1989

Elizabeth J. Wark (1990)

Assistant Professor of Business Management
B.A., Mount Holyoke College, 1984
M.B.A., University of Massachusetts, 1990
M.A., Clark University, 1997

Margaret Watts (2001)

Assistant Professor of Human Services
B.A., Oberlin College, 1958
M.A., Columbia University, 1964
Ph.D., Union Graduate School, 1977

Robert Welles (1994)

Assistant Professor of Physical Therapy
B.S., Central Connecticut State College, 1971
M.A., Columbia University, 1974

Ruth West (1999)

Assistant Professor Art-Computer Graphics
B.A., Bard College, 1979
M.F.A., University of Massachusetts, 1989

Christa R. Winter (1996)

Associate Professor of Research and Statistics
M.A., Ball State University, 1980
Ph.D., University of Chicago, 1988

Joseph Wronka (1992)

Professor of Social Work
B.A., Brooklyn Center, 1970
M.A., Duquesne University, 1972
Ph.D., Brandeis University, 1992

Chun-Kwun Wun (1990)

Professor of Biology
B.S., Chinese University of Hong Kong, 1964
M.S., Springfield College, 1969
M.S., University of Massachusetts, 1971
Ph.D., 1974

Nancy Zare (1994)

Associate Professor of Human Services
B.A., Boston University, 1969
M.S.W., Boston College Graduate School of Social Work, 1976
D.S.W., 1991

Dorothy J. Zenaty (1970)

Distinguished Springfield Professor of Humanics
 Associate Professor of Physical Education
 Field Hockey Coach
B.S., Springfield College, 1965
M.A., Colorado State College, 1969

Herbert Zettl (1969)

Chair, Social Sciences Department
 Associate Professor of History/Distinguished
 Springfield Professor of Humanics
B.A., Alderson-Broadus College, 1963
M.A., University of Vermont, 1965

Daniel Zuckergood (1996)

Associate Professor of Education
B.S., State University College of New York-Oneonta, 1976
Ph.D., Syracuse University, 1994

In any given year, a number of Springfield College professors will be on sabbatical or leave of absence from their teaching duties.

ADJUNCT FACULTY

Chuck Abel

Visual/Performing Arts
B.A. University of Massachusetts, 1990
M.F.A., University of Hartford, 1997

Leslie Abrams

Art Therapy
B.A., University of Wisconsin, 1969
M.P.S., Pratt Institute, 1994
Ph.D., Fordham University, 1994

R. Raymond Alm

Psychology
M.S., *Springfield College*, 1986

Gaetano J. Amato

Physical Education
B.S., *Springfield College*, 1953
M.A., *University of Connecticut*, 1954
C.A.S., 1959

Jack Barocas

Math/Physics/Computer Science
B.S., *Brooklyn College*, 1963
M.S., *University of Massachusetts*, 1970
Ph.D., *University of Massachusetts*, 1976

Maire Boisvert

Physical Education
AFAA Certified Professional Aerobics Instructor

Mary Ellen Bruce

Humanities
B.A., *Elms College*, 1974
M.A., *University of Massachusetts, Amherst*, 1979

Maureen Burke

Education
B.S., *Bridgewater State College*, 1980
J.D., *University of Kansas*, 1989

Wayne Carpenter

Psychology
Ph.D., *Syracuse University*, 1988

Samson Cham

Exercise Science & Sport Studies
B.S., *Cheltenham & Gloucester College*, 1998

Peggy Choi

Exercise Science & Sport Studies
B.A., *Hong Kong Baptist University*

Allen Cornelius

Psychology
Ph.D., *University of North Carolina-Chapel Hill*, 1995

Jennifer Cornwell

Art Therapy
BA/BFA, *University of New Hampshire*, 1986
MPS, *Pratt Institute*, 1993

Sheila deMagalhães

Physical Education
B.S., *Westfield State College*, 1993

William Donovan

Management and Economics
B.A., *Lafayette College*, 1971
M.S.B.A., *University of Massachusetts School of Management*, 1978

James Duffy

Psychology
Ph.D., *University of Michigan*

Frank Fu

Physical Education
Dip., *St. Paul's College, Hong Kong*, 1968
B.A., *Dartmouth College*, 1971
M.S., *Springfield College*, 1973, D.P.E., 1975

Burton Giges

Psychology
B.S., *City College of New York*, 1944
M.D., *New York University College of Medicine*, 1948

Christine J. Gorman

Rehabilitation & Disability Studies
B.S., *James Madison University*, 1979
M.S., *Springfield College*, 1985

Gary M. Gorman

Rehabilitation & Disability Studies
B.S., *James Madison University*, 1979
Doctor of Chiropractic, *Palmer College of Chiropractic*, 1983

Leonard Groeneveld

Math/Physics/Computer Science
B.A., *Colgate University*, 1974
M.S., *University of Rhode Island*, 1976
M.S., *Florida State University*, 1979

Zahi Haddad

Computer and Information Sciences
B.S., *Western New England College*, 1982
M.S., *Worcester Polytechnic Institute*, 1984

Edward C. Hebert

Rehabilitation and Disability Studies
B.A., *University of Massachusetts, Amherst*
M.A., *University of Amherst*

Paul Kalill

Psychology
J.D., *Suffolk University Law School*, 1968
M.Ed., *Springfield College*, 1998
Ph.D., *Union Institute*, 2001

Christine Mace

Sports Management and Recreation
B.S., *Wheelock College*, 1987
M.A., *St. Joseph College*, 1995

Samuel Muri

Art Therapy
B.S., *University of Zurich*
M.F.A., *Kunstgener Beschule, Zurich*
M.A., *Leslie College*

Holly Murray

Arts-Ceramics/Design
B.F.A., *Syracuse University*, 1967
M.F.A., *University of Massachusetts*, 1991

Kin-Sun Ng

Exercise Science & Sport Studies
B.S., *National Taiwan Normal University*, 1974
M.A., *University of Santa Barbara*, 1992

Shawn V. Phelan

Sport Management and Recreation
B.S., *Western New England College*, 1997
M.Ed., *Springfield College*, 1999

Alan J. Pickering

Human Services and Administration
Ph.D., *National Training Director, YMCA of the USA*

John A. Provost

Computer and Information Sciences
B.S., *Western New England College*, 1975
M.S., 1977

Nancy Quartz

Health
B.S., *University of Massachusetts*

Joan H. Ramos

Psychology
B.S., *Springfield College*, 1987
M.Ed., 1989
Ph.D., *American International College*, 1996

Susan Cydell Redfield

Art Therapy
B.F.A., *VA Commonwealth University*, 1980
M.S., *Eastern VA Medical School*, 1992

Timothy Reilly

Sports Management and Recreation
B.A., *University of Massachusetts*, 1987
J.D., *Catholic University*, 1994

Kevin Rushton

Exercise Science and Sport Studies

B.A., Dalhousie University, 1987

M.A., Victoria University of Technology, 1999

Margaret Scanlon

Education

B.A., College of Our Lady of the Elms, 1952

M.Ed., 1966

Rabbi Mark Dov Shapiro

Religion

B.A., York University, 1972

M.A., Hebrew Union College-Jewish Institute of Religion, 1975

Ordained at Hebrew Union College-Jewish Institute of Religion, 1977

Torbjorn Stockfelt

Professor of Humanics and Pedagogics

B.A., Upsala University, Sweden

M.A.

Ph.D.

Eric Stratton

Physical Education

B.S., Springfield College, 1990

John Talbot, Jr.

Management/Economics

B.S., University of Massachusetts, 1990

J.D., Western New England College School of Law, 1993

Yenn-er Ida Tang

Computer and Information Sciences

B.A., Tamkang College of Taipei, 1972

M.Ed., Rutgers University, 1975

E.D., 1978

Bari Thomas

Sports Management and Recreation

B.S., Springfield College, 1995

M.Ed., 2001

Jean Tierney

Education

B.A., Regis College

M.S., Springfield College

Dennis A. Tighe

Exercise Science and Sport Studies

B.A., University of Pennsylvania, 1982

M.D., University of Massachusetts Medical School, 1986

Robert Veronesi

Physical Education

Lucy Mueller White

Art Therapy

M.A., Cornell University, 1966

CLINICAL FACULTY**Athletic Training****Ronald Agnes**

Clinical Professor of Athletic Training

B.S., Colby College, 1982

M.D., Brown University, 1989

Joseph M. Boyle

Clinical Instructor in Athletic Training

B.S., Springfield College, 1978

D.C., Palmer College of Chiropractic, 1983

Thomas Clark

Clinical Professor of Orthopedics/

Athletic Training

A.B., Dartmouth College, 1966

M.D., Harvard, 1970

Andrew S. Dunn

B.S., Springfield College, 1996

D.C.M.Ed., New York Chiropractic College, 1999

Jay Grant

Clinical Instructor in Athletic Training

B.S., Springfield College, 1975

M.A., Western Michigan University, 1978

Noble Hanson

Clinical Professor of Orthopedics/

Athletic Training

A.B., Dartmouth College, 1967

B.M.S., Dartmouth College, 1969

M.D., John Hopkins University, 1971

Steven B. Holsten

Clinical Professor of Orthopedics/

Sports Medicine

B.A., Rutgers University, 1963

M.D., Jefferson Medical College, 1967

Leonard Wagner

Clinical Professor of Orthopedics/

Athletic Training

B.A., Middlebury College, 1972

M.D., State University of Buffalo, 1977

Emergency Medical Services Management**Raymond F. Conway**

Clinical Professor of Emergency Medicine

B.A., American International College, 1970

M.D., University Autonoma de

Guadalajara, 1976

Louis Durkin

Medical Director, Clinical Professor of Emergency Medicine

B.S., University of California at Davis, 1989

M.D., State University of New York Health Science Center at Brooklyn, 1994

Stephen A. Lieberman

Clinical Professor of Emergency Medicine

B.A., State University of New York at

Buffalo, 1973

M.D., New York Medical College, 1978

John P. Santoro

Chief, Emergency Services,

Baystate Medical Center

Clinical Professor of Emergency Medicine

B.S., St. Bonaventure University, 1968

M.D., State University of New York, 1972

Occupational Therapy**Tina Champagne**

Clinical Assistant Professor of

Occupational Therapy

B.S., Springfield College, 1996

M.Ed., 1998

Elizabeth McAnulty

Clinical Assistant Professor of

Occupational Therapy

B.A., Univ. of North Carolina, Chapel Hill, 1984

M.S., C.A.S., Springfield College, 1995

Certification, Sensory Integration, 1997

Lisa McCutcheon

Clinical Assistant Professor of

Occupational Therapy

B.S., University of Wisconsin, Madison, 1984

Board Certified in

Neurorehabilitation, AOTA, 2000

Sheryl Moriarty

Clinical Assistant Professor of

Occupational Therapy

B.S., Springfield College, 1986

M.O.T., Texas Women's University

Joyce Yaffa

Clinical Assistant Professor
of Occupational Therapy
B.S., *Utica College*, 1976
M.S., *University of Pittsburgh*, 1982

Physician Assistant**Patricia Gallant, PA-C**

Clinical Instructor
B.S., *Springfield College*, 2000

Carolyn J. Kendall, D.O.

Clinical Associate Professor of Medicine
B.S., *Colorado State University*, 1992
D.O., *Oklahoma State University*, 1996

Christopher Keroack, M.D.

Medical Director
B.S., *Amherst College*, 1990
M.S., *Springfield College*, 1992
M.D., *Tufts University School of Medicine*, 1996

Anissa Newman, M.S., PA-C

Clinical Instructor
B.S., *Springfield College*, 1999
M.S., *Springfield College*, 2003

Edward G. Tessier, Pharm.D., M.P.H., B.C.P.S.

Clinical Associate Professor of Medicine
B.S., *University of Rhode Island*, 1980
M.S., *University of Massachusetts*, 1988
D. Pharm., *Idaho State University College of Pharmacy*, 1995

Physical Therapy**Catherine E. Dauphinais**

Clinical Assistant Professor of Physical Therapy
B.A., *Marquette University*, 1996
M.P.T., *Marquette University*, 1998

Eric Dauphinais

Clinical Assistant Professor of Physical Therapy
B.S., M.S., *Springfield College*, 1997

Elizabeth Montemagni

Clinical Assistant Professor of Physical Therapy
A.S., *Springfield Technical Community College*, 1987
B.A., *Springfield College*, 1992
M.S., *Springfield College*, 1995

Kimberly Nowakowski

Clinical Assistant Professor of Physical Therapy
B.S., *Springfield College*, 1990
M.S., 1991

John O'Sullivan

Clinical Assistant Professor of Physical Therapy
B.S., *State University of New York, Buffalo*, 1986
Athletic Training Certification, 1987
Certificate of Orthopedic Specialist, 1995

Therese Gingras Paquette

Clinical Assistant Professor of Physical Therapy
B.S., *Springfield College*, 1996
M.S., *Springfield College*, 1997

Jennifer Donner Shea

Clinical Assistant Professor of Physical Therapy
B.S., *Springfield College*, 1985
M.S., *Springfield College*, 1992

Amy Partyka Veres

Clinical Assistant Professor of Physical Therapy
B.S., *Springfield College*, 1998
M.S., *Springfield College*, 1999

Sports Biology**Mark E. Chrusz**

Clinical Associate Professor of Sports Biology
B.S., *Springfield College*, 1974
M.Ed., 1975
D.D.S., *Loyola University School of Dental Medicine*, 1980

Conrad A. Henrich

Clinical Associate Professor of Sports Biology
D.C., *Chiropractic Institute of New York*, 1965

Kent B. Pandolf

Clinical Professor of Sports Biology
B.S., *Boston University*, 1967
M.A., *University of Pittsburgh*, 1968
M.P.H., 1970
Ph.D., 1972

ASSOCIATE PRACTITIONERS**James Athearn**

Orthotics and Prosthetics
B.S., *Fairleigh Dickenson*, 1978
Certificate in ONP, *NYU*, 1981

Marsha M. Baretta

Physical Education
B.S., *SCSU*, 1972
M.S. *CCSU*, 1979
M.Ed., *Springfield College*, 1991

Joseph Boyle

Chiropractic
B.S., *Springfield College*, 1978
D.C., *Palmer College of Chiropractic*, 1983

Lawrence E. Briggs Jr.

Physical Education
B.S., *State University of New York–Cortland*, 1966
M.Ed., *West Chester State University*, 1969

Lisa Burnett

Health-Fitness
B.S., *Springfield College*, 1989

John L. Coccia

Physical Education
B.S., *SUNY-Cortland*, 1992
M.S., *Springfield College*, 1998

Alan R. Cohen

Guidance Counselor
B.A., *University of Massachusetts-Amherst*, 1980
M.Ed., *University of Massachusetts-Amherst*, 1988

Rebecca Cohen

Rehabilitation
B.S., *University of Massachusetts-Amherst*, 1982
M.S., *Springfield College*, 1992
C.A.S.

Patricia Colkos

Early Childhood Education
B.A., *William Paterson College*, 1979

Connie Douglas

Physical Education
B.A., *Cal State University–Chico*, 1986
M.Ed., *Westfield State*, 1996

Marian Dippel

Elementary Physical Education
B.S., *CCSU*, 1977
M.S., *Springfield College*, 1986

Susan M. Gallagher

Social Work
B.S.W., *St. Joseph College*, 1971
M.S.W., *University of Connecticut*, 1995

Laura Guerin

Early Childhood Education
B.S., Springfield College, 1989
M.Ed., 1990
C.A.G.S., 1993

Rita F. Hawker

Physical Education/Health
B.S., Springfield College, 1988
M.Ed., Salem State College, 2000

Marilyn A. Higgins

Elementary Physical Education
B.A., Springfield College, 1976

Rich Juskalian

Elementary Physical Education
B.S., University of Massachusetts, 1966
M.S., Springfield College, 1981

Mark Laurenzano

Physical Education
B.S., Springfield College, 1988

Farnsworth E. Lobenstine

Clinical Social Work
B.A., College of Wooster, 1967
M.S.W., Columbia University, 1969

Kristina E. Manniello

Occupational Therapy
B.S., Springfield College, 1988
M.S., Medical College of Virginia, 1990

Elaine M. Mastronardi

Arts Education
A.A., Holyoke Community College, 1981
B.A., University of Massachusetts-Amherst, 1983
M.A.T., Elms College, 1993

Cathy Meader

Physical Education
B.S., Westfield State College, 1977

Bill Moore

Social Studies/History
B.A., University of New Hampshire, 1991
M.Ed., Springfield College, 1996

Audrey Murph

Social Work
B.A., Western New England College, 1980
M.S.W., University of Connecticut, 1987

Donna Nowak-Scibelli

Social Work
B.A., Westfield State, 1974
M.S.W., University of Connecticut, 1979

Mark Parent

Physical Therapy
B.S., Northeastern University, 1989

Maureen A. Parker

Physical Education
A.S., Springfield Technical Community College, 1985
B.P.E., Westfield State College, 1989
M.Ed., Salem State, 2000

Carolyn L. Porter

Physical Education/Therapeutic Recreation
B.S., University of Massachusetts-Amherst, 1982

George Rosch

Psychology
M.A., State University of New York-Stony Brook, 1978
M.S.W., 1980
Ph.D., Cambridge Graduate School of Psychology, 1991

Linda G. Rosen

Rehabilitation
B.A., University of Massachusetts, 1986
M.Ed., Springfield College, 1991
CAGS, Springfield College, 1991

C. Tom Sawyer

Applied Exercise Science
B.S., Springfield College, 1968
M.S., 1973

Lisa J. Smigiel

Physical Education
B.S., Keene State College, 1981

Patricia St. Laurent

Physical Education
B.S., Lyndon State College, 1981

Michael D. Tillyer

Mental Health/Art Therapy
B.F.A., Windham College, 1975

Robert Trahan

Physical Education
B.S., University of Bridgeport, 1968

FACULTY EMERITI**Archie P. Allen**

Professor of Physical Education

Louis J. Ampolo

Assistant Professor of Physical Education

Dorothy Anderson

Associate Professor of Physical Education

Allan D. Austin

Professor of English and Black Studies

Thomas L. Bernard

Professor of Education and Psychology

L. William Blizard

Professor of Art Education

Edward R. Bilik

Director of Athletics
 Professor of Physical Education

Carroll Britch

Professor of English

David Carlson

Professor of English

Mary Lord Brown

Associate Professor of Human Services
 and Administration

Frances P. Casey

Professor of Rehabilitation & Disability Studies

Joel R. Cohen

Distinguished Springfield Professor
 of Humanics
 Professor of Biology and Health Sciences

Paul U. Congdon

Distinguished Springfield Professor
 of Humanics
 Professor of Education

Philip W. Conklin

Associate Professor of Business Management

John J. Costello

Associate Professor of Physical Education

John C. Cox

Distinguished Springfield Professor
 of Humanics
 Professor of Psychology

Leon Doleva

Professor of Education

Martin L. Dosick

Distinguished Springfield Professor
 of Humanics
 Professor of Sociology

Wayne S. Doss

Professor of Physical Education

Edward T. Dunn
Distinguished Springfield Professor
of Humanics
Professor of Health Education

Mattie S. Edwards
Professor of Education

Mark A. Ehman
Professor of Religion

Janice C. Eldridge
Distinguished Springfield Professor
of Humanics
Professor of Chemistry

James E. Genasci
Distinguished Springfield Professor
of Humanics
Professor of Humanities

Roberta B. Heston
Associate Professor of Education

Miriam F. Hirsch
Professor of Physical Education

Barbara E. Jensen
Professor of Physical Education

Laura Jo Judd
Assistant Professor of Recreation

Clifford E. Keeney
Professor of Biology

Gertrude Lamb
Instructor in Physical Therapy

Roger Lind
Professor of Human Services

Robert E. Markarian
Professor of Education

Merle K. Miller
Professor of Psychology

Valerie Montgomery
Professor of Modern Languages

Nicholas P. Moutis
Professor of Physical Education

John L. Neumann
Associate Professor of Physical Education

Thomas O'Conner
Professor of Political Science

Nancy Ogle
Professor of Sociology

Mason Olds
Professor of Philosophy

Bruce Oldershaw
Associate Professor of Education

John O'Neill
Professor of Human Services

Henry J. Paar
Distinguished Springfield Professor
of Humanics
Professor of Psychology

Douglas E. Parker
Professor of Physical Education

Leona Phillips
Professor of Human Services

Diane L. Potter
Distinguished Springfield Professor
of Humanics
Professor of Physical Education

Robert B. Resnick
Professor of English

Young H. Rhie
Professor of Mathematics and Computer
and Information Sciences

James Robertson
Distinguished Springfield Professor
of Humanics
Associate Professor of Physical Education

Jean F. Ross
Distinguished Springfield Professor
of Humanics
Professor of Biology

Charles N. Roys
Associate Professor of Physical Education

Emery W. Seymour
Buxton Professor of Physical Education

Edward J. Sims
Distinguished Springfield Professor
of Humanics
Professor of English

Charles J. Smith
Associate Professor of Physical Education
Director of the International English
Language Institute

William J. Sullivan
Dean, School of Graduate Studies
Professor of Physical Education

Edward H. Thiebe
Associate Professor of Music

Margaret Thorsen
Professor of Physical Education

Frank A. Wolcott
Assistant Director of Athletics
Professor of Physical Education

PRESIDENTS EMERITI

David Allen Reed	1885-1891
Henry S. Lee	1891-1893
Charles S. Barrows	1893-1896
Laurence L. Doggett	1896-1936
Albert Z. Mann	1936-1937
(Acting President)	
Ernest M. Best	1937-1946
Paul M. Limbert	1946-1952
Thornton W. Merriam	1952-1953
(Acting President)	
Donald C. Stone	1953-1957
Wesley F. Rennie	1957-1958
(Interim President)	
Glenn A. Olds	1958-1965
Wilbert E. Locklin	1965-1985
Frank S. Falcone	1985-1991
Randolph W. Bromery	1991-1998
Robert N. Aebersold	
(Interim President)	1998-1999

IMPORTANT TELEPHONE NUMBERS

All numbers are in the 413 area code

Academic Advising Services	748-3379	Student Affairs	748-3100
Academic Affairs	748-3959	Student Support Services	748-3794
Aramark Food Services	748-3205	Student Volunteer Programs	748-3394
Athletic Programs	748-3332	Undergraduate Admissions	748-3136
Babson Library	748-3502	Wellness Center	748-3396
Bookstore	748-3302	YMCA Relations	748-3914
Business Office	748-3116		
Campus Ministry	748-3210	ACADEMIC DEPARTMENTS	
Campus Police	748-5555	Chemistry/Biology	748-3337
Campus Post Office	748-3876	Sports Biology	748-3382
Career Center	748-3222	Environmental Science	748-3336
Child Development Center	788-2451	Education	748-3295
Cooperative Education	748-3110	Emergency Medical Services Management	748-3766
Counseling Center	748-3345	Exercise Science and Sports Studies	748-3231
Dean of Students	748-3100	Applied Exercise Science	
Financial Aid	748-3108	Athletic Training	
Graduate Admissions	748-3479	Community Health	
Graduate Studies	748-3125	Humanities	748-3117
Health Center	748-3175	Communications/Sports Journalism	
International Center	748-3215	English	
Multicultural Affairs	748-3249	Management and Economics	748-3200
Registrar	748-3530	Mathematics, Physics, and Computer Science	748-3117
Residence Life	748-3102	Occupational Therapy	748-3762
School of Arts, Sciences, and Professional Studies	748-3344	Physical Education Teaching and Administration	748-3148
School of Human Services	748-3204	Disabled Sports and Movement Studies	
School of Health, Physical Education and Recreation	748-3385	Health Studies	
School of Social Work	748-3060	Movement and Sports Studies	
Special Programs	748-5287	Physical Therapy	748-3590
Student Activities Office	748-3141	Physician Assistant	748-3554
		Psychology	748-3328
		Sports Management and Recreation	748-3693
		Rehabilitation and Disability Studies	748-3318
		Social Sciences	748-3646
		Undeclared and General Studies Majors	748-3379
		Visual and Performing Arts	
		Art	748-3580
		Art Therapy	748-3752
		Computer Graphics	748-3679
		Dance	748-3158
		Drama	748-3449
		Music	748-3277