



Springfield College

"Perhaps the most
challenging task of our
generation is
the creation and
cultivation of a sense of
community
in larger and larger
concentric circles."

Seth Arsenian

Distinguished Professor of Humanities
Springfield College, 1961

Graduate Catalog 1997-1998

THE SPRINGFIELD COLLEGE GRADUATE CATALOGUE

1997-1998

Randolph W. Bromery (1992), B.S., M.S., Ph.D.
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Vice President for Institutional Advancement

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Vice President for Administration and Finance

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Director of Graduate Admissions

William J. Sullivan (1970), B.S., M.Ed., D.P.E.
Director of the School of Graduate Studies; Coordinator of Research

A Word of Introduction

The Humanities Philosophy! This is the driving force behind graduate education at Springfield College. Simply stated, this Philosophy emphasizes the development of the total person: spirit, mind, and body, in service to all people. Combining this with recognized academic excellence has earned the College an international reputation as an educational institution of exceptional quality.

Springfield College has been educating people for more than a century. Our beginning in 1885 was modest with one building and a small faculty. Today, the College has an extensive physical plant and 93 full-time faculty members who teach in the graduate program. We have over 28,000 alumni throughout the United States and in 62 countries, and exchange agreements with nations as diverse as Venezuela and the People's Republic of China.

Compared with many collegiate institutions, Springfield College is small in terms of a total student body of 3,200. However, it is large in its concern for each student and the opportunity to be an identifiable member of the Springfield College Family.

At Springfield College we recognize that not all learning takes place in the classroom. Therefore, each of the graduate programs described within this catalogue represents an attempt to provide the most effective integration of course work, field experience, and research leading to a more complete understanding of one's chosen field and of ways to provide maximum service to people.

It is our hope that this publication will provide you with the necessary information to become aware of our graduate offerings. If you have any questions about a program, housing, or financial aid, please don't hesitate to write or call us at Springfield College, School of Graduate Studies, 263 Alden St., Springfield, MA 01109-3797, Tel. (413) 748-3125. I encourage you to visit the campus and experience firsthand the friendliness and personal concern that gives our Humanities Philosophy true meaning.

Warmest regards,

A handwritten signature in dark ink, reading "William J. Sullivan". The signature is fluid and cursive, with the first name "William" and last name "Sullivan" clearly legible.

William J. Sullivan, Director
School of Graduate Studies

The Springfield College Graduate Catalogue

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THIS IS SPRINGFIELD COLLEGE

Springfield College offers the graduate student a unique opportunity to participate in a challenging professional curriculum specifically designed to prepare students for careers of service in what have become known as the “human-helping” professions.

The College encourages its students to combine their classroom studies with active community participation. It is through this learning-doing experience that students prepare themselves to understand and react to the complexities of the contemporary world.

Springfield College is interested, then, more in the human aspects of our culture. It is concerned, and has been since its founding more than 100 years ago, with the development and education of the complete person — the spirit, the mind, the body — to build character as well as professional competence in individuals so that they may better serve the communities of the world.

EQUAL OPPORTUNITY

In keeping with its Humanities Philosophy, Springfield College is committed to providing equal opportunity for all. It prohibits discrimination on the basis of race, sex, religion, color, creed, national origin, or handicap in the recruitment, administration or treatment of students. Inquiries concerning our compliance with anti-discrimination laws should be addressed to Springfield College, Affirmative Action Office, 263 Alden St., Springfield, MA 01109-3797.

STUDENTS WITH DISABILITIES

Springfield College is committed to providing an equal educational opportunity and full participation in college programs and activities for persons with disabilities in accordance with State and Federal law. The College supports the anti-discrimination policies expressed in State and Federal legislation for persons with disabilities. It is the College's intent that no person be subject to discrimination with regard to any College program or activity.

Springfield College recognizes the unique needs of students with disabilities and encourages these students to use the support services offered by the College to assist them in attaining their educational goals. The policy of Springfield College regarding admission and access to programs and activities prohibits discrimination on the basis of disability. Disabled students are invited to contact the College's support services located at the Dean of Students Office and whose telephone number is (413) 748-3768.

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.

ADDITIONAL GUIDELINES FOR LEARNING

DISABILITY DOCUMENTATION

To verify 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 the three most recent 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.

PEOPLE HELPERS

The School of Graduate Studies at Springfield College seeks to provide advanced professional preparation for qualified male and female graduates of colleges and universities throughout the United States and abroad.

More than 7,000 graduate alumni are at work in the United States and numerous other countries throughout the world. Their professional education at Springfield has prepared them to assume leadership positions in virtually all areas of community service including recreation, physical education, guidance, psychological services, education, rehabilitation, community leadership, and community education and health science. They are, in effect, people helpers!

BEGINNING AND GROWTH

In 1885, the Rev. David Allen Reed, a young minister, founded a school at Winchester Square in Springfield, Massachusetts, based upon his conviction that great need existed to educate young persons for community service.

From this beginning, Springfield College grew steadily throughout the years, retaining and strengthening its original purpose of education for service. In 1890, the name was changed to The International YMCA College. This remained the corporate name until 1953, when the institution became officially known as Springfield College.

Growth at Springfield College has been especially rapid since 1946. In the 1995-96 academic year, total enrollment was more than 3,700 full-time students, including 980 graduate students.

The College now has programs for professional leadership in virtually every form of community and international service. Courses leading to the bachelor's degree in a variety of professional areas are offered in the undergraduate school. The School of Graduate Studies offers professional preparation programs leading to the master's degree, Certificate of Advanced Study, and the Doctor of Physical Education degree.

LOCATION AND ENVIRONMENT

The College is located in the geographical center of the city of Springfield, Massachusetts on the shore of Lake Massasoit. This setting provides students with an attractive New England atmosphere in which to study, but at the same time makes possible a healthy sampling of social and cultural events typically associated with urban centers.

There are 40 major buildings and facilities on the campus located at the western end of Lake Massasoit, including the three-level Babson Library with its audio-visual and cable-TV center; Bemis Hall science complex; the Student Beveridge Center with its banking facility, and the air-conditioned food service facility, Cheney Hall, as well as Benedum Field and the Blake Track — both of which feature synthetic surfaces.

Students have access to a large and modern Physical Education Complex. Through a series of corridors and a "skywalk" the Complex is comprised of four main

facilities: The Art Linkletter Natatorium with its Olympic-size pool; the three-level Insurance Company of North America Center with 2,000-seat arena, classrooms, faculty offices, and jogging track; the Winston Paul Academic Center with two teaching gymnasiums and eight handball/racquetball courts; and the Keith Locker and Training Facility.

The multipurpose Fuller Academic Performing Arts Center seats 300 and serves both as a lecture hall and an area for performances by the College's two theatrical groups, chorus, band, and guest lecturers. The College's East Campus is situated about one mile from the main campus. Comprised of woods and fields, the East Campus provides an ideal setting for laboratory work in environmental studies, conservation, camping, recreation, and the natural sciences. It also features a water front area on Lake Massasoit for boating.

The City of Springfield has a population of about 150,000 persons, and is located approximately 90 miles from Boston and 150 miles from New York City. In close proximity with the Massachusetts Turnpike and Interstate 91, the College is easily reached by automobile. There are also bus and plane facilities located in the area.

The Connecticut Valley in which the city is located also has a rich educational heritage. Nearby are many institutions of higher learning including Amherst College, Smith College, Mount Holyoke College, The University of Massachusetts, Trinity College, Wesleyan University, American International College, Western New England College, Hampshire College, and Williams College.

BABSON LIBRARY

BABSON LIBRARY, named for Dr. and Mrs. Paul T. Babson of Boston, was opened in 1972 and includes seating for over 600 patrons, study carrels, group study rooms, photocopy equipment, and FAX services.

The Library's collection includes over 157,000 books, bound periodicals, and non-print resources. Its microform collections has 615,000 items, including the ERIC document collection, the HRAF (Human Resource Area File) collection, and the Health, Physical Education, and Recreation Microform Dissertations and Theses collection. Babson Library subscribes to over 640 journals, and is an active member of local and regional library and information resource sharing programs.

Voyager is the Library's integrated library information system, providing electronic access to the Library's collection as well as to regional and national library collections. Voyager is accessible in the Library and at any campus network computer.

Library resources include access to Voyager, WinSPIRS™ (the Library's network of CD-ROM databases), and Netscape Navigator, a World Wide Web browser. The Library also maintains a selection of non-networked CD-ROM databases that include electronic dictionaries and encyclopedias, newspaper resources, and anatomy/physiology databases.

Babson Library's collection is especially strong in the areas of health, physical education, recreation, sports, psychology, social services, and education.

THE INTERNATIONAL CENTER

From its founding until 1953, Springfield College carried "International" in its corporate title. Hundreds of alumni working effectively in more than 70 countries testify to the success of the College's involvement in providing selected leaders and students of other nations with an education which enables them to work with and through their own people to bring about greater well-being for youth and community. Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries and to better understanding of other cultures and ways of life.

Because of the College's growing international reputation, and its special fields of youth and community leadership, physical education, recreation, and sports, it has a steady stream of distinguished educational leaders from abroad flowing through the campus, financed by various private and professional organizations and foundations.

In order to strengthen the orderly development of international concerns, and to coordinate, simplify, and focus administrative responsibility, the College established the International Center in 1965. The range of functions of the Center includes:

Responsibility for the international student program (recruitment, selection, counseling, and career guidance).

Orientation of students from abroad and of students from the United States who participate in the study abroad program.

Coordination, encouragement, and counseling of Springfield students to study and serve internationally.

Development and coordination of contacts, information, and resources for faculty and students on fellowships, scholarships, and programs in international affairs.

Coordination and development of plans for overseas affiliations and centers.

Coordination of international exchanges and special projects including faculty exchange, cooperative research, and formal affiliations with several foreign institutions.

Expansion and diversification of the international visitors' program, with special attention for people sent to the College by agencies of the United States Government, YMCA, National Council for International Visitors, and other private agencies.

ACCREDITATION

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Schools and Colleges which accredits schools and colleges in the six New England states.

Springfield College graduate teacher preparation programs in early childhood education, elementary education, physical education, principal/assistant principal and supervisor/director are approved by the Massachusetts Department of Education. The undergraduate teacher preparation programs in early childhood education, elementary education, secondary education (English, history, mathematics, social studies), art education, health education, and physical education are also approved by the Massachusetts Department of Education and graduates are eligible for initial certification reciprocity in recognition of coursework by all state departments that are members of the National Association of State Directors of Teacher Education and Certification.

Specific graduate programs are accredited by the National Council on Rehabilitation Education (Rehabilitation Services), the Accreditation Council for Occupational Therapy Education (Occupational Therapy), the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (Physical Therapy), the National Parks and Recreation Association (Recreation and Leisure Services), and the Council on Social Work Education (Social Work).

The College is a member of the American Council on Education. It is the only college in the United States officially affiliated with the National Council of YMCA's for the training of professional workers.

GRADUATE SCHOOL OFFICES

The offices of the Graduate School are located on the second floor of the Administration Building. The complex includes a central office as well as the offices of the Director, and the Associate Director of the School.

GRADUATE STUDENT ORGANIZATION

Election of Graduate Class officers and other graduate students to represent the class as members of various college councils and commissions takes place during the early part of the fall semester. Each individual so elected also becomes a member of the Graduate Class Executive Committee whose function is to promote cultural and social events of interest to the entire Graduate Class student body. Students interested in candidacy should contact the Graduate School for details early in September.

CAREER CENTER

Career Services provides a comprehensive program to aid all students and alumni/ae in planning their careers and securing professional and summer employment. Individual counseling, interactive career guidance computer programs, group workshops, and special programs encourage exploration of the career/life planning and job search processes. In addition to a professional staff and excellent programs, resource materials are available to research career options and target potential employers.

On-campus interviews, video taped practice interviews, employer career fairs, internet access, and job listings are available to assist in the job search process. To maximize the career assistance available through Career Services, it is critical that individuals register and establish a file within their last two semesters at Springfield College.

The Cooperative Education Office develops off-campus jobs related to the student's professional interests. Co-op's purpose is to provide students the opportunity to gain substantive work experience while earning money to pay educational costs. Most co-op positions during the academic year are half-time positions scheduled around the student's academic schedule. Full time work during the summer is possible. Contact the Cooperative Education Office for information on procedures. The Career Center is located on the lower level of the Beveridge Center (413) 748-3222.

GRADUATE COSTS AND EXPENSES

The cost of attendance at Springfield College during two semesters varies with the individual's graduate program and personal expenditures such as entertainment, travel and personal goods. Students should compute their own costs from the rates stated in the description of costs in this section. However, rising costs will necessitate a tuition and fee increase in the 1997-98 year, and students are encouraged to anticipate such an increase in their financial planning.

The following table gives the probable cost to the student (based on 1996-97 Academic year costs):

Tuition and Fees (30SH per year)	\$12,505
Board (Commuter Plan)	1,340
Books and Supplies	1,000
Room (Off-Campus Housing)	4,172
	<hr/>
	\$19,017

APPLICATION FEE

A fee of \$40 must accompany each application for admission to the College and is nonrefundable.

ACCEPTANCE FEE

A payment fee of \$200 is required at the time of acceptance for graduate study at the College. This payment will be applied to the student's tuition for the first semester and is nonrefundable.

HOUSING

Springfield College offers various housing choices for graduate students, The Living Center Graduate Hall (on campus apartments for men or women), College-owned off-campus apartments (for men, women, or married couples), and Reed Hall for women.

Here is a brief description of each offering:

The Living Center:

The Graduate Living Center is a building offering six Townhouse apartments for 24 graduate students. Each fully furnished unit features a private entrance, a kitchen/dining room, a common living room that is cable-ready, one bathroom, and four bedrooms each with phone hookups. The adjacent building also has a laundry room and an all-purpose room which can be used for programs and social activities. These units blend the independence of apartment style living with regard for economy (heat, electricity, hot water, local phone service, and maintenance are all included in the occupancy fee of \$4,278 for the 96-97 academic year). A \$200 deposit is required.

College-Owned Off-Campus Apartments:

Apartments of varying sizes as well as houses are available. The units, all of which are within easy walking distance of the campus, offer anywhere from two to four private bedrooms, a living room, kitchen, and bathroom. Major furnishings such as beds, desks, dressers, chairs, sofas, and appliances are provided. Residents must furnish their own lamps, carpets, drapes, cooking and eating utensils, linens, wastebaskets, and other non-essential items. Coin-operated laundry facilities are also available nearby.

The rental rate of \$4,172 for the academic year includes heat and utilities. Residents must provide their own telephone service. Students wishing to rent these units are required to sign a 9-month or 12-month lease and to pay a \$200 deposit.

Reed Hall:

Reed Hall is an all-women's residence hall housing both graduate students and upperclass students. Its on-campus location allows for convenient access to all academic buildings. Residents occupy single rooms and rent will be \$4074.00 for the academic year. Students wishing to remain in Reed Hall during vacation/Intersession periods will be assessed an additional charge. Students will be required to purchase a declining meal plan with a \$300 minimum balance. Students selecting this housing option will be required to pay a \$100 deposit upon acceptance of a housing offer.

Applications for graduate housing are processed through the Office of Residence Life and assignments are made on a first-come first-served basis.

For more information, please write or call Springfield College, Office of Residence Life, 263 Alden St., Springfield, MA 01109-3797 or call (413) 748-3102.

RESEARCH EXPENSE

Graduate students must pay the cost of preparing their research reports, including such expenses as thesis paper, typing the final report, and other special expenses which might be involved in some programs of research.

TUITION AND FEES

The charge of \$12,505 includes tuition cost of 15 credits per semester. The tuition fee includes cost of instruction, fieldwork supervision in schools and social agencies, guidance services (educational and vocational testing, remedial instruction and counseling), placement assistance, and use of athletic equipment.

The tuition rate per semester hour is \$416 (academic year 1995-96).

THINKING OF YOUR HEALTH

The Student Health Center, located on campus is primarily concerned with the health and safety of each student. We are available 24 hours a day, 7 days a week during the academic year. It is staffed with registered nurses and has physicians who run medical clinics that include such specialties as internal, orthopedics and gynecology. Specialty clinics are available by appointment. We have a student Emergency Medical Technicians service. Eight in-patient beds for overnight care are also available. The school medical insurance is not needed for a student to be assessed at the Health Center or to spend an overnight. However, in order for the medical staff to serve you, it is critically important for you to complete the following requirements:

- 1. **MEDICAL INSURANCE.** Have parents evaluate your medical insurance coverage. If your decision is not to purchase the school insurance, please be certain to completely fill out your waiver card and include all policy numbers correctly. The Commonwealth of Massachusetts requires that all students who are enrolled in 9 credits or more at colleges and universities in our state must have personal health insurance. Massachusetts state statutes require that we maintain record of all enrolled student immunizations. Please read the letter on HMOs (Health Maintenance organizations) that has been included in your new student packet. It is critically important for you to complete the Health Questionnaire and Immunization Record with accurate and current immunizations. This form will be sent to you by the Health Center as soon as we receive a letter stating you are an accepted paid student from the Admissions Office.
- 2. **HEPATITIS B VACCINE SERIES** - The College also requires all incoming students to have the Hepatitis B Vaccine Series. If you are to obtain this series through your own health care provider, please do so. In these cases, you must bring verification of all injections to provide documentation for your permanent health record. You can also have the Hepatitis B Vaccine Series administered to you on campus at a reduced rate of \$141.00 for a series of three injections. Health care insurance does not usually pay for immunizations. It would behoove you to check with your insurer to see if this immunization is covered. **IT IS IMPORTANT FOR YOU TO FULLY UNDERSTAND THAT STUDENTS WHO FAIL TO PROVIDE PROPER DOCUMENTATION OF IMMUNIZATIONS OR DO NOT COMPLY WITH PROVIDING HEALTH INFORMATION REGARDING ANY IMMUNIZATION WILL NOT BE PERMITTED TO ENROLL AT SPRINGFIELD COLLEGE.**
- 3. **PHYSICAL EXAMINATION** - Students who plan to participate in varsity athletics will need to have a complete physical examination by a health care provider prior to their arrival on campus. The Health Center has already mailed you a blue form for this purpose.

- **4. ALLERGY INJECTIONS** - If any students need allergy injections, please be sure to bring your allergy serum and complete instructions from your allergist. Allergy injections are given only during physician clinic hour by appointment only.

We are open during the summer from 8:00 A.M.-3:00 P.M. Monday-Friday if you have any questions about the services available at the Student Health Center or health insurance. Thank you for caring about your health.

WITHDRAWAL POLICY

Students, with the permission of their advisors and course instructors, may withdraw from a course any time up to the point at which 80 per cent of the course (12 weeks in a 15 week course) is completed. Exceptions to the Withdrawal deadline can be made only by the Registrar. A "W" Grade submitted by the course instructor will be recorded as a grade of "F".

AUDIT POLICY

Students may register for a course for audit designation. An audit carries no credit, has no grade point equivalent, and is recorded as an "X" on the transcript. Students may change to audit in a course at any time in the semester up to the point at which 20% of the semester (3 weeks in a 15 week course) is completed.

CROSS REGISTRATION PROCEDURES

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

1. Prior approval of course cross registration must be secured using the "Springfield College Cross-Registration/All College Requirement Substitution Form."
2. Students must fulfill course prerequisites, if any, prior to course cross registration.
3. Undergraduate All College Requirements and Graduate Core requirement may not be met through course cross registration.
4. Undergraduate students are eligible to cross register for undergraduate courses only. Graduate students are eligible to cross register for graduate courses or undergraduate prerequisites 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-SHS).
8. Tuition charge for a cross registration course is based on the rate applicable to the individual's degree program.

GRADUATE FINANCIAL AID INFORMATION

Springfield College offers a variety of opportunities for financial aid to graduate students. Unless otherwise specified, priority consideration for SC grant assistance will be given to those students who complete the application process and are accepted for admission to the College by March 1. Students must be accepted with full graduate

standing in order to be considered for any assistance offered through Springfield College. Special graduate students are not eligible for financial aid. Detailed information on all financial aid programs is in the publication, "Financing Your Springfield College Education" available from the Financial Aid Office. (413) 748-3108.

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degree. Satisfactory progress is defined by the College and is reviewed each semester by the Financial Aid Office. Students who fail to meet the required standard will be placed on Financial Aid Suspension. While on Financial Aid Suspension, a student loses all eligibility for College and Federal assistance, including loans. The Financial Aid Office may grant a semester of Financial Aid Probation if there are documented circumstances which affect the student's ability to maintain good academic standing. Graduate students must maintain a 3.0 cumulative average in graduate level coursework to be in good academic standing.

GRANTS

Limited funds are available on a competitive basis to graduate students who demonstrate need. Criteria considered during the review process include financial need for assistance, academic achievement, and professional promise. Application materials and information on deadlines and procedures will be forwarded upon receipt of an application for admission. Springfield College does not provide grant funding to all applicants who demonstrate financial need. Grants average \$2,500. Students who are accepted on probation are not eligible for college grant assistance.

INTERNATIONAL STUDENT SCHOLARSHIPS

The College awards a limited number of grants to international graduate students upon recommendation of the Director of the International Center. Special consideration is given to those students involved in YMCA/YWCA work. These grants are for a one year period of study. Award amounts vary.

PEACE CORPS RETURNEE SCHOLARSHIPS

An applicant for graduate-level study who has recently served in the Peace Corps may be eligible for up to a full tuition grant if he or she meets the requirements expected of other financial aid candidates.

ALL COLLEGE GRADUATE SCHOLARSHIPS

Each year, several All-College Graduate Scholarships are made available for graduate students. The criteria for selection include both academic accomplishments and professional promise. Financial need is not an influencing factor. A special application form may be obtained from the Graduate Admissions Office by persons wishing to apply for this scholarship (applications must be completed by April 1 for the following year). New and returned students are eligible to apply.

REHABILITATION TRAINEESHIPS

Another scholarship program, supported by Federal funds, is through Rehabilitation Service Administration Traineeships (stipend accompanied by full or partial tuition). Further information can be obtained from the Rehabilitation Services Department.

GRADUATE FELLOWSHIPS

A limited number of graduate fellowships are available within the departments of the College for qualified graduate students. In addition to providing remuneration up to \$3,700 per academic year, a full teaching fellowship enables a person to register for courses without charge for tuition up to a maximum of 36 semester hours. Persons

interested in applying for graduate fellowships should contact the directors of the programs in which their services might be utilized.

A limited number of doctoral fellowships are also available at the College each year. These carry a stipend of up to \$5,000 for an academic year as well as waiver of tuition. Application for such positions should be made to the Chairman of the Department of Physical Education and Health Fitness. A detailed resume of teaching and/or research competencies as well as academic accomplishments and professional experience should be included with the application.

LOANS

Detailed information on loan programs is available from the Office of Financial Aid. Federal Stafford subsidized Loan Program: Students may borrow up to \$8,500 for an academic year. The interest rate is variable but cannot exceed 9%. Repayment begins after graduation, six months after the student leaves school.

Unsubsidized federal Stafford Loan Program: Graduate students may borrow up to \$10,000 per academic year under this variable rate program. The interest rate is set yearly. Interest Repayment begins shortly after the first disbursement. A variety of payment options are available.

Perkins Loan: Springfield College participates in the Perkins Loan Program (formerly the National Direct Student Loan). Funds are limited and eligibility is based upon a demonstrated need. Repayment begins after graduation and the interest rate is 5 percent. Application for this program is part of the Springfield College Financial Aid Application.

RESIDENCE HALL DIRECTORSHIPS

A limited number of positions as residence hall directors are available at Springfield College each year. These positions are held in conjunction with full-time graduate study. Directorships include a furnished apartment in the assigned residence hall, tuition waiver (not to exceed 33 semester hours per year), and a stipend. Inquiry and application should be made directly to the Office of the Residence Life. All applications must be received by March 1.

STUDENT EMPLOYMENT

The Financial Aid Office provides opportunities through which a considerable number of students may earn part of their expenses by working on various maintenance, custodial, and clerical projects on the campus, in the laboratories, classroom, dormitories, and on the athletic fields. Although the College has a policy of using student help wherever possible, the amount of such work is limited. Jobs are posted by the Financial Aid Office. It is the responsibility of the student to secure a position.

The SC Cooperative Education Office develops off-campus jobs related to the student's professional interests. These CO-OP placements give students an opportunity to gain substantive work experience while earning money to pay for academic/personal expenses. Contact the Office of Cooperative Education for information on registration and placement services (413) 748-3110.

GRADUATE STUDY AT SPRINGFIELD

Graduate work at Springfield College began in 1899 with the completion of the graduate requirements — one year of “advance work” plus a thesis — acceptable for a diploma. In 1905, the Commonwealth of Massachusetts authorized the College to

grant the degrees of *Master of Humanics* and *Master of Physical Education*. In 1926, the College was granted the power to confer the degrees of *Master of Education* and *Master of Science*. The degree of *Doctor of Physical Education* was approved by the Board of Collegiate Authority of Massachusetts in April, 1950. The degree, *Mastr of Social Work* was approved in 1993.

While different departments offer and supervise graduate programs at Springfield College, coordination of these is effected through the *School of Graduate Studies*. A Graduate Council, chaired by the Director of the School of Graduate Studies, establishes the policies governing all graduate work at the College. The graduate program is, in turn, coordinated through the office of the Academic Dean along with the College's general programs, policies, and philosophy of education.

One or more years of graduate study are now a requisite for effective leadership in the educational, social, and religious agencies served by the graduates of the College. Students who limit their professional education to the four undergraduate years find it increasingly difficult to secure satisfactory placement and advancement within their fields.

THREE LEVELS OF STUDY

Graduate study is offered on three different levels at Springfield College.

First year normally leads to a master's degree and is provided in all of the major programs. The requirements for this degree normally fall in four areas of preparation: *CORE courses required of all degree candidates; common departmental requirements for all in the same major; concentration requirements; and electives.*

Second year which may lead to a Certificate of Advanced Study and is intended for selected students desiring to advance their graduate preparation by engaging in research, independent study, or further specialization. Second graduate year programs are offered in some, but not all, of the major programs. Special requirements for each program will be described under major programs of graduate study in the succeeding pages.

Third year which leads to the doctorate is provided only in physical education. Regulations governing the granting of this degree may be found on pg. 25.

STUDENT CLASSIFICATION

Non-Degree (Special) Graduate Students

Students who have not been admitted to a graduate program who wish to take graduate courses are required to file a special student application along with transcripts demonstrating receipt of the bachelor's degree. Special students may be admitted to those courses for which they have the prerequisites with the approval of the faculty members who teach the courses, and with Graduate School authorization. Since no more than ten semester hours of credit taken as a special student (at Springfield College and/or elsewhere) prior to admission to graduate study may be applied toward the master's degree or to the Certificate of Advanced Study, students interested in working toward a degree should apply for graduate standing as soon as possible. The major departments evaluate the work taken previously concerning its applicability within the degree program and specify how much, if any, will be accepted toward degree requirements.

Degree Graduate Students

These are students who have completed a bachelor's degree program and who have been accepted for admission to a particular program of graduate study leading to an appropriate degree, or certificate, at Springfield College.

PROGRAMS OF STUDY

While the various programs of study at Springfield College are described separately in the succeeding pages, they all have a common pattern of courses and are intended to be mutually supportive. There are four sets of courses in each of the fields of specialization.

CORE (College Requirement) courses required of all degree candidates regardless of major program of study.

Common departmental courses regardless of area of concentration.

Concentration sequences leading to particular employment objectives.

Electives which may be taken within or outside the field of specialization.

The program of study for each student is worked out in consultation with his/her major advisor in accordance with the requirements for a degree or certificate in each major program with primary consideration of individual needs and professional objectives.

The various programs on the graduate level aim to prepare professional persons to be competent in their fields, liberal in their educational outreach, aware of their "citizenship" in an expanding world, and motivated to serve their fellow humans. Every effort is made to meet the special needs of each graduate student. Arrangements can be made for a student to take courses in the different majors. Encouragement is given to students for independent study and creative effort. Flexibility of requirements is provided when needed and an atmosphere conducive to advanced study, research, and personal growth is created not only in the student's formal educational program, but also in the cocurriculum.

GRADUATE PROGRAMS IN HEALTH SERVICES

Health has been defined as the condition of being sound in body, mind, and soul, with the inference of freedom from physical disease or disablement. In the modern context, health is a way of life where wellness is maintained through the proactive processes. A team of professional groups is needed to assure the wellness of society in addition to providing therapeutic modalities to those afflicted with disease.

Springfield College's School of Graduate Studies has historically provided courses of study under the rubric of health science. These programs include . . .

HEALTH FITNESS

See page 48

SPORTS INJURY PREVENTION AND MANAGEMENT

See page 49

In addition, students interested in pursuing careers in Health Services may wish to consider other programs of study such as those listed below:

ADAPTED PHYSICAL EDUCATION

See page 59

ART THERAPY

See page 32

ATHLETIC COUNSELING

See page 36

BIOMECHANICS

See page 54

PHYSIOLOGY OF EXERCISE

See page 54

HEALTH CARE MANAGEMENT

See page 44

HEALTH PROMOTION AND WELLNESS

See page 46

MARRIAGE AND FAMILY THERAPY

See page 37

MOVEMENT SCIENCE/INTERDISCIPLINARY

See page 55

OCCUPATIONAL THERAPY

See page 56

PHYSICAL THERAPY

See page 71

THERAPEUTIC RECREATION MANAGEMENT

See page 76

REHABILITATION COUNSELING AND SERVICES

See page 78

SPORT PSYCHOLOGY

See page 64

PLAGIARISM

Plagiarism is defined as the appropriation of and use as one's own the writings and ideas of another. Intent to deceive does not have to be present for plagiarism to occur. Students should be cautious and careful when "borrowing" material from another person. Rewording (paraphrasing) of an author's ideas does not absolve the student from giving credit and making the appropriate citation. Students who plagiarize are subject to dismissal from the graduate program.

GRIEVANCE PROCEDURE

Any graduate student who wishes to appeal an academic decision made at the departmental (program) level or at the Graduate School level is encouraged to do so by first appealing to the individual or committee making the decision. The sequence of appeals is as follows:

1. Faculty Member
2. Program Director/Departmental Chair
3. Departmental Committee
4. Director of the Graduate School

There is considerable variability among departments for dealing with graduate student grievances. Some departments have highly formalized appeal procedures while other departments utilize a more informal process. If graduate students have a grievance, they are encouraged to consult with the Program Director or the Director of the Graduate School for information on proper appeal procedures.

APPLICANTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

Upon arrival at Springfield College, all students for whom English is a second language will be assessed for English language proficiency. Following the assessment, each student will receive appropriate academic advisement as pertaining to specific course selection.

An applicant will be considered for conditional acceptance to Springfield College if (s)he is in good academic standing and has met all admission requirements except proof of English proficiency as determined by a minimum recommended TOEFL score of 550. Although unavailable in certain programs, the conditional acceptance will generally be available to those applicants who have scored between 450 and 549 on the TOEFL. Students with a TOEFL result below 450, or those who present no TOEFL result, will apply directly to the International English Language Institute (IELI).

A conditionally accepted student will be granted full matriculation upon the successful completion of either ESOL 6: *English for Speakers of Other Languages - Level 6* or the TOEFL examination. Each student must also obtain a letter of recommendation from an IELI faculty member in order to obtain graduate student status.

THE MASTER'S DEGREE

Springfield College accepts men and women for graduate study who possess personal and professional potential for effective educational and social leadership. In harmony with the philosophy of education at Springfield College, consideration is given to the whole person—maturity, motivation, and purpose. At the same time, attention is given to conditions which may seriously interfere with the student's performance in their academic work; therefore:

No student is admitted to full graduate standing with less than a 2.5 undergraduate index. Applicants with less than a 2.5 index, but not less than 2.00, will be considered for probationary admission if there is convincing evidence in examining their undergraduate academic record (and/or supporting documents, including appropriate tests, interviews, additional academic work, or experience) that, if given an opportunity, they will meet the academic standards at Springfield College. In all probationary cases of admission, there should be careful examination and full documentation of the basis for admission.

Admission to graduate study requires the submission of a completed application by the student. It is the student's responsibility to have the registrars of all institutions which they have previously attended forward official transcripts directly to the School of Graduate Studies, Springfield College. Admission to the graduate program requires the possession of a bachelor's degree. The student must also return a completed medical examination form following acceptance.

Persons who have completed courses at Springfield College need not submit official transcripts for such work. Neither need they submit a medical form provided their studies from undergraduate level to graduate level are continuous. The applicant is notified when final action is taken on the application.

Springfield College faculty members with the rank of instructor or above may not receive a graduate degree from this institution. Administrators and staff members at Springfield College may not receive a degree or certificate beyond the master's degree here. Faculty, administrators, and staff members may register for graduate courses and may apply such credit to graduate degrees at other institutions where acceptable by the latter.

Students who wish to start their graduate work while still undergraduates must file a written request and secure the approval of the Director of the School of Graduate

Studies before registering for such study. No request will be approved unless the student's cumulative academic index is 3.00 or better at the start of the semester during which the course or courses are taken.

An undergraduate student at Springfield College must be within eighteen semester hours of graduation before beginning graduate study. However, if students are required to do full-time off-campus fieldwork during the final semester prior to graduation, they may be permitted to begin graduate work in the previous semester provided they have no more than the aforementioned eighteen semester hours of undergraduate coursework requirements.

No graduate credit will be allowed for a course on the 200- or 300-level taken as an undergraduate, unless it was taken specifically for graduate credit with the prior approval of the Director of the School of Graduate Studies.

REGISTRATION

All graduate students (full-time and part-time) must report to their advisors for scheduling purposes. Each student will be notified regarding the time and place for conferring with an advisor, planning a schedule of courses, and completing registration. It is imperative that the student report as indicated in the notification.

Late registration will be permitted *only in case of emergency and a fee will be assessed in such cases*. The approval of the Director of the School of Graduate Studies must be secured for late registration.

No graduate student will be placed in a supervised fieldwork or student teaching experience until admitted to graduate standing and candidacy for a degree or certificate. Neither will the student be eligible to register for a course by arrangement, Guided Individual Study (RSCH 341), Thesis (RSCH 327-328) or Dissertation (RSCH 401) *until the above condition has been met.** Before a graduate student may add or drop a course, approval of the major advisor must be obtained. A student who adds or drops a course at other than the regular registration time must pay a \$25.00 fee per course to partially cover the administrative cost of processing the change of schedule.

**On the recommendation of the department and upon approval by the Director of the Graduate School, exceptions to this regulation may be made for students pursuing approved certification programs.*

TIME LIMITS

The length of time needed to complete requirements for the master's degree depends upon several factors: the nature of undergraduate preparation, the quality of achievement in graduate courses, the professional purposes of the student, and the amount of fieldwork or part-time employment carried along with the academic work. The minimum time for graduate students who have a good background of undergraduate preparation is one academic year with at least 32 semester hours credit. If candidates lack certain prerequisites in their undergraduate background, they are expected to make up these deficiencies according to prescription without graduate credit. This may result in an extension of the time necessary for completion of the program.

Work for the degree must be completed within five years from the time of initial registration for graduate courses. In exceptional cases, this may be extended by the Director of the School of Graduate Studies following a petition by the graduate student prior to the end of the five year period. In such instances, the student's original program is subject to reexamination and additional requirements may be imposed.

All master's programs must contain a *minimum of 15 semester hours of 300-level courses*. Additional hours at this level are required in some major fields.

TRANSFER CREDIT

Normally, all work for a master's degree is done at Springfield College. No more than six semester hours of graduate credit may be transferred from one or more other institutions toward the master's degree in programs requiring less than 48 semester hours of credit. However, students who are enrolled in master's degree programs requiring a minimum of 48 semester hours of graduate credit may transfer nine semester hours of graduate credit toward the master's degree. Courses accepted for transfer credit must be completed during the five-year period of candidacy, have a grade of "B" or better, and be applicable to the individual's program of studies pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Extension credit from another accredited institution will be acceptable for transfer *only where such extension work is accepted toward a master's degree* at that other institution.

Correspondence courses will not be accepted for graduate credit.

GRADING SYSTEM

The grades assigned for graduate courses are A, A-, B+, B, B-, C+, C, C-, and F. A maximum of one course to be taken pass/fail is permitted within a master's degree program and an additional course may be taken pass/fail within a program leading to the Certificate of Advanced Study. Where programs include field work, internship or practicum, if these are graded on a pass/fail basis, they will be in addition to the above mentioned one-course maximum. Courses specifically excluded from being taken pass/fail are those for the CORE (RSCH 325 and the general education courses) and those for the research requirement (RSCH 326, RSCH 327, RSCH 328, and PHED 341) as well as all statistics and computer courses. Individual departments or major program areas may make further course restrictions for students within their majors including not allowing any courses to be taken pass/fail. Students should consult with their program directors for further information.

Students wishing to take a course for pass/fail credit must complete a petition (available at the Graduate Office) *prior* to registration and obtain the approval of the Program Director of their major and the Director of Graduate Studies. Once approved, the pass/fail election is irrevocable.

Upon student request, the instructor may give a mark of Incomplete (I) in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent taking a final examination or completing a major assignment. If course requirements are not completed by the end of the following semester, either the "I" or alternate grade where designated by the instructor becomes part of the student's permanent record.

In all cases involving a mark of "I" it is the responsibility of the student to negotiate with the instructor the conditions for removal of the Incomplete.

Candidates for the master's degrees are required to maintain a "B" average in the graduate program. (All 200-level courses are considered as a part of the graduate program). Students whose average is below "B" in graduate courses are placed on probation. Students whose cumulative average is below 2.75 (where A=4.00; B=3.00; C=2.00; and F=0.00) at the end of the semester in which they have completed 20 semester hours of graduate work will be dropped as a candidate for a master's degree.

No student with a cumulative academic index of less than 3.00 will be continued as a master's degree candidate after the completion of the required minimum number of semester hours in his/her program plus six.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete 10 semester hours of graduate credit at Springfield College. If their academic index is 3.00 or better, they will be removed

from probation and notified to that effect. If the index is between 2.50 and 3.00, they will be retained on probation through the semester in which they complete 20 semester hours of graduate credit at which time the index must be at least 3.00 or they will be removed as degree candidates. All graduate students admitted on probation whose academic index is below 2.50 following the semester in which they complete 10 semester hours of graduate credit at Springfield College *will be dropped as candidate for the master's degree.*

Grades obtained in coursework transferred from another institution are not included in the calculation of the academic index, nor are grades for undergraduate courses which are taken at Springfield College, whether as prerequisites or as supplements to a student's total program.

A graduate course with a grade of "F" must be repeated if it is a required course. Other courses may be repeated by a student if they wish. To do so they must re-register for the course. Both grade entries will appear on the record card, but only the credit hours and the grade resulting from the repeat will be used in computing hours and honor credit for graduation. This will be true whether the grade for the repeat is higher or lower than the original grade. A course taken for graduate credit *may not be repeated more than once.*

EXCEPTION TO REGULATIONS

While the relative incidence of such is small, exceptions to graduate regulations following petition are made where justified. Appropriate forms are available in the Office of the School of Graduate Studies which are to be completed by the student reviewed by the major advisor, and returned to the Director of the Graduate School for action.

AWARDING THE DEGREE

Upon the recommendation of the director of the major, the School of Graduate Studies authorizes the awarding of the master's degree for an approved program of studies with a "B" average or better (3.00).

At the start of the final term during which students expect to complete requirements for the degree, they are required to file an application for degree in the Office of the Registrar.

The College grants the following master's degrees: *Master of Education (M.Ed.)*, *Master of Science (M.S.)*, *Master of Physical Education (M.P.E.)* and *Master of Social Work (M.S.W.)*. Students in all major fields completing graduate requirements are eligible for the *Master of Science* or the *Master of Education* degree. Students in physical education may elect the *Master of Physical Education* degree if they so desire. Students in the social work program receive the *Master of Social Work* degree.

A master's degree may be earned through one of the three plans which follow

Plan A—Successful completion of a minimum of 32 semester hours of graduate work plus passing of the Comprehensive Examination in the major field (see pg 22). No thesis is required under this plan, but various departments may require research projects as part of the 32 semester hours. Students receive either the *Master of Education* or the *Master of Physical Education* degree.

Plan B—Successful completion of a minimum of 32 semester hours of graduate work wherein the student registers for RSCH 327-328 and completes a master's thesis. The six hours of thesis credit apply toward the above thirty-two semester hours. Students who write a thesis are eligible to receive the *Master of Science* degree but, at their option, may elect the *Master of Education* or the *Master of Physical Education* degree. All students who do a thesis are required to satisfactorily complete a statistics course (RSCH 301).

Plan C—Successful completion of all graduate work required by the program including a minimum of six semester hours of course work in the research area in addition to Research Methods. A graduate course in computer science is required (this requirement may be waived upon submission of a petition verifying previous coursework in computer science) with the remaining credits to be obtained in Advanced Statistics and a Research Project (RSCH 326). Departments allowing the option of Plan C in their programs require students to successfully complete a Comprehensive Examination or equivalent culminating experience approved by the Graduate School. This plan qualifies the student for the Master of Science degree while retaining the option to elect a Master of Education degree. Plan C is available only in the following majors: Art Therapy, Counseling and Psychological Services, Health Promotion/Wellness Management, Occupational Therapy, Physical Therapy, Rehabilitation Services, and Social Work.

MAXIMUM COURSE LOAD

A student may carry no more than 36 semester hours of graduate credit during one academic year. However, if a program includes undergraduate prerequisites, the total number of semester hours during the year may reach 40. Credit for all skills and techniques courses will be included in the determination of this total number of semester hours. Where the course load for a semester exceeds 18 semester hours, students are obliged to complete the form available at the Graduate School, obtain the recommendation of their major advisor, and receive Graduate School authorization prior to registration.

GRADUATE CORE REQUIREMENTS

In harmony with the tradition and general orientation of Springfield College, graduate programs leading to a degree or certificate are characterized by general education beyond the professional specialization whereby these general education courses, in harmony with the rest of the curriculum, carry the message of the Humanics Philosophy distinctive of Springfield College. Regardless of areas of specialization, all programs stress understanding of the scientific method of inquiry in its application to human problems.

Accordingly, all candidates for the master's degree are required to take RSCH 325 (Category A) and one course from Category B, C, D, E, or F. MSW students satisfy the core requirements with MSSW 321 and MSSW 311.

A. HUMANICS THROUGH SCIENTIFIC INQUIRY

RSCH 325: Foundations & Methods of Research (required of all degree graduate students)

B. HUMANICS THROUGH ARTS, LITERATURE, CULTURE, AND SOCIETY

(courses in this category available to all graduate majors)

ANTH	321:	Comparative Cultures
* ATPY	305:	Drawing and Mixed Media
* ATPY	307:	Integration of Arts Education, Art History and Art Therapy
ENGL	228:	Modern Drama
ENGL	231:	American Writers
ENGL	243:	Milton
ENGL	259:	The Contemporary Novel
ENGL	267:	Shakespeare
ENGL	306:	Language & Communication
HIST	205:	The History of the Soviet Union
HIST	210:	American Biographies
HIST	250:	Europe Since 1900

HIST	281:	Recent American History
HIST	310:	Leadership in History
PHIL	310:	Comparative Philosophy
PHIL	342:	Human Values in Modern Literature
POSC	210:	Soviet Foreign Policy
POSC	220:	United States & Contemporary World Affairs
POSC	280:	Special Topics
RELI	222:	Christianity & Modern Society
RELI	224:	The Life & Teachings of Jesus
RELI	305:	The Religious Quest
SOCI	235:	Criminology
SOCI	250:	American Social Structure
SOCI	310:	Social Welfare
SOCI	315:	Great Social Problems
SOCI	335:	Intergroup Relations & the Dynamics of Prejudice
SOCI	365:	Violence in the Family

* Not available for CORE credit to art therapy majors

C. HUMANICS THROUGH EDUCATION

(courses in this category are not available for CORE credit to education majors)

EDUC	231:	International Education: Culture & Change
EDUC	307:	Philosophical Foundations of Education
EDUC	312:	Education & the Future
EDUC	365:	Higher Education in America

D. HUMANICS THROUGH MOVEMENT AND SPORT

(courses in this category are not available for CORE credit to PE, MS, or HS majors)

PHED	220:	Sport & Art
PHED	298:	History of Physical Education & Sport
PHED	320:	Philosophy of Sport
PHED	358:	Sport in American Culture

E. HUMANICS THROUGH LEISURE AND HEALTH

(courses in this category are not available for CORE credit to RLS, HCM, HPWM, HST, RPE, MS, or HS majors)

HLTH	265:	Health Related Aspects of Aging
HLTH	270:	Women's Health Care
HPWM	310:	Issues in Public Health
HPWM	312:	Dimensions of Wellness
RLSR	205:	History & Philosophy of Leisure & Recreation
RLSR	230:	Leisure Counseling

F. HUMANICS THROUGH PSYCHOLOGY AND REHABILITATION

(courses in this category are not available for CORE credit to AT, CPS and RS majors)

PSYC	245:	Imagery, Hypnosis & Self-Hypnosis
PSYC	299:	Psychology of the College Age Adult
PSYC	315:	Confusion, Chaos, & Creativity
PSYC	321:	Theories of Personality
PSYC	338:	Adult Development & Learning
PSYC	380:	Group Dynamics
RHAB	270:	Rehabilitation Needs of the Aging
RHAB	301:	Human Development & Disabling Conditions

NOTE: The above list is subject to annual revision. Not every course is offered each year. *It is the student's responsibility to know if a course may be taken for CORE credit.*

THESIS REGULATIONS

It is the responsibility of graduate students to identify the subject for the thesis and to prepare in outline form the plan whereby they expect to investigate the problem. All students are expected to write their research in the field of their graduate major. All students who do a thesis are required to satisfactorily complete a statistics course (RSCH 301).

The School of Graduate Studies appoints a thesis committee to guide the student and to pass upon the merits of the thesis. A student's thesis proposal will not be accepted nor will a committee be appointed if the student's academic index is below 3.00.

The following schedule is to be followed by graduate students completing theses:

The first complete draft of the thesis should be in the hands of the student's committee no later than eight weeks before graduation. Three copies should be provided, one for each member of the committee.

The final draft of the thesis should be completed, approved, typed in final form and in the School of Graduate Studies Office ready for binding *no later than six weeks before graduation*.

Students who cannot meet this time schedule will not receive their diplomas until a later graduation date.

ORAL EXAMINATION (For Plan B Students)

The oral examination is administered to graduate students who have completed the thesis requirements. It cannot be taken *any later than five weeks prior to graduation*. The examination focuses upon a critical review of the student's research. In addition, it includes any aspect of the student's major field (and related fields) about which the examiners may wish to raise questions. The examining committee consists of the student's thesis committee plus one other faculty member appointed by the School of Graduate Studies. The graduate student should provide the fourth member with either a copy or an abstract of the thesis *at least one week before the oral examination takes place*.

COMPREHENSIVE EXAMINATION (For Plan A Students)

For those students completing the requirements for the master's degree via Plan A, a written examination of a minimum of three hours on the major field is required unless other evaluative procedures have been developed by the department and approved by the Graduate Council. Students will not be permitted to register for and take the comprehensive examination unless their cumulative index is 3.00 or higher at the beginning of the semester in which the comprehensive examination occurs.

All students who intend to take the comprehensive examination should notify their departmental office at least four weeks prior to the examination indicating their area of concentration. While no specific total is prescribed, it is strongly suggested that students not take the Comprehensive Examination until they have completed at least 20 semester hours of graduate course work.

A student who fails the comprehensive may request to take it a second time and may do so if recommended by the major advisor. Any student failing the master's comprehensive examination twice will no longer be considered a degree student. These students may not then select an alternate plan leading to the master's degree.

THE CERTIFICATE OF ADVANCED STUDY

Students who have obtained the master's degree may pursue programs in several of the graduate areas of specialization which lead to a Certificate of Advanced Study. The emphasis in this program is on the enrichment and advancement of the student's preparation through research, supervised clinical experience, independent study, or further specialization. While this program is usually terminal, part or all of the credit earned may be used toward the doctorate when applicable.

Each program is planned on an individual basis with an awareness of the student's objectives and previous preparation, but all programs include a minimum of 32 semester hours of graduate course credit of which a minimum of 20 must be 300 level courses. The Certificate of Advanced Study students *have the same CORE as the master's degree students*, (see page 20). However, if their master's program contained the CORE courses or their approved equivalent, no additional CORE courses are demanded of them. Where the master's has been received at an institution other than Springfield College and some or all of the CORE courses are deemed to have been satisfied, the advisor is to submit to the Graduate School the basis for such recommendation. Following approval, the latter office notifies the Office of the Registrar.

Students are required to have a cumulative average of "B" or better. All graduate level courses for which a student is enrolled are included in the computation of the student's academic index.

When a student's area of specialization is different from that in which the student received the master's degree, the requirements for the Certificate may total more than 32 semester hours beyond the master's degree. In such an instance the student is expected to complete such courses as are necessary to establish the master's degree equivalent in the new specialization in addition to the minimum of 32 semester hours for the Certificate.

A maximum of six semester hours of credit may be transferred from another approved institution. However, under special circumstances, when certain courses not offered at Springfield College are needed in the student's program, a maximum of 12 semester hours may be transferred provided such work is relevant and necessary for the student's Certificate program; is completed beyond the master's degree; and is recommended by the student's major advisor and approved by the Director of the School of Graduate Studies.

TIME LIMITS

A time limit of five years from the initial registration within the Certificate program is allowed for the completion of all requirements for the Certificate. All courses accepted for transfer credit must be completed during the five-year period of the student's candidacy for the Certificate of Advanced Study.

All students interested in following a program leading to the Certificate of Advanced Study at Springfield College must submit a formal application. The application form may be obtained from the Graduate Admissions Office. Admission to some of these programs presupposes experience related to the field of study.

Specific information concerning the Certificate of Advanced Study programs will be found on the following pages:

Art Therapy	page 33
Counseling and Psychological Services	page 34
Health Promotion/Wellness Management	page 44
Physical Education	page 67
Rehabilitation Counseling	page 74

THE DOCTORAL DEGREE

Persons who wish to study toward the Doctor of Physical Education degree at Springfield College must submit a formal application *at least six weeks prior to the beginning of the semester in which they wish to enroll*. Application forms may be obtained from the School of Graduate Studies or from Graduate Admissions.

The requirements for admission are as follows:

A bachelor's degree with a satisfactory record from an accredited college or university.

An undergraduate major in physical education equivalent to that offered at Springfield College. If this preparation is incomplete, it must be made up by study in addition to doctoral requirements.

A superior record at the Master's level or in the first thirty semester hours of graduate study. In some cases, particularly well-qualified persons may be admitted to doctoral study following the completion of their bachelor's program.

Evidence of personal and professional qualities which show promise of outstanding educational and social leadership.

A personal interview, prior to registration, with the Director or Associate Director of the Graduate School and at least one representative from the faculty in physical education.

Submission of Graduate Record Examination scores taken within five years of the date of the application.

DOCTORAL ADVISEMENT

A student meeting these standards is permitted to undertake doctoral study on a provisional basis during the first semester, if a full-time student, or during the first 10-12 semester hours of work, if a part-time student.

Each doctoral student is guided in the doctoral program by a committee of three members of the faculty with at least two from the student's major field of study.

This committee is appointed during the first semester of the student's attendance or not later than the completion by the student of 10 semester hours of work.

The chairperson shall call a meeting of the committee with the student to discuss their training and experience, strengths and weaknesses, and vocational objectives.

On the basis of this discussion, along with an evaluation of the student's credentials and doctoral requirements, the chairperson, on behalf of the committee, shall prepare a statement covering the specific requirements of the student's doctoral program.

When the need is indicated, the advisory committee may make modifications in the student's program or recommend separation.

RESIDENCE REQUIREMENT

The minimum requirement of the Doctor of Physical Education degree is 90 semester hours of graduate academic credit.

The student must spend *at least one academic year* in full-time graduate study at

Springfield College after admission to doctoral study. Residence for the master's degree at Springfield College or elsewhere does not meet this requirement.

Academic credit accepted for the master's degree may be counted in partial fulfillment of the requirements for the doctorate provided it fits into the student's program and falls within the acceptable time limit for doctoral credit.

No credit for correspondence courses is permitted toward the doctor's degree.

All extension course credits shall be subject to special review.

TRANSFER OF CREDIT

Students with Springfield College bachelor's degrees must complete at least 45 semester hours of Springfield College graduate work. Those with bachelor's degrees from other institutions must complete at least 60 semester hours of Springfield College graduate work. Beyond this condition, graduate courses of "B" grade or better from accredited institutions may be transferred and applied toward the Doctor of Physical Education degree provided that:

1. Such work fits into the student's doctoral program.
2. It falls within the acceptable time limit for doctoral credit.

Doctoral students who have received both the bachelor's and master's degrees from Springfield College must submit a minimum of 30 semester hours of approved graduate work from one or more other institutions. The regulations pertaining to transfer of credit apply in this situation.

PROGRAM OF STUDY

The doctoral program in physical education consists of courses and learning experiences in the following five areas:

1. Physical Education

This is the student's field of professional specialization. A program of studies provided by the physical education faculty will help the student to attain a thorough preparation of high quality.

2. Research

Theory and practice in research are to include problems of logical thinking, the scientific method, and techniques of research as well as a piece of original research — the doctoral dissertation — conducted under faculty supervision.

3. General Education

Consistent with its philosophy of education, Springfield College is concerned in its entire educational program, both undergraduate and graduate, not only with a student's thorough preparation in a field of professional specialization but also with liberal education, personal growth, and awareness of the surrounding social scene. Consequently, a series of non-professional courses is included as an integral part of the program of the doctoral student to help in the attainment of breadth in development as a sensitive and growing person as a sophisticated citizen, and as an educator with wide interests and goals.

4. Dissertation Area

Where the general nature of the intended dissertation can be identified sufficiently early in a student's program, coursework and other registrations are recommended to enhance the student's qualifications to conduct the dissertation.

5. Electives

Selection of electives provides effective support of the total doctoral program and results from consultation between the student and the Advisory Committee.

The allocation of semester hours of credit in the five areas is as follows:

Major (physical education)	27-31 S.H.
Research (including dissertation)	29 S.H.
Dissertation Area	9 S.H.
General Education	15 S.H.
Electives	6-10 S.H.

MINIMUM TOTAL 90 S.H.

The actual number of semester hours is likely to be more than the minimum stated above. Flexibility is encouraged in order to provide for the particular educational needs of each individual student. The requirements in each case will be determined not only on the extent of graduate credit accumulated, but with a view toward optimum preparation for the student within the intended field of service.

TIME LIMITS

In view of the present rate of expansion of knowledge and the general desirability of completing the requirements for the doctorate within a definite period of time, the following time limitations will be observed.

Graduate academic work, to be given full credit toward the requirements for the doctorate, whether in transfer or completed in residence, must have been secured within ten years prior to the date of one's candidacy for the doctor's degree. In special circumstances, credit for work completed beyond the ten year limit will be recognized, but only upon special recommendation of the student's advisory committee and approval by the Director of the School of Graduate Studies.

All requirements for the doctorate, including the dissertation, must be completed within a period of five years after the student has passed the qualifying examination and has been matriculated as a candidate for the degree. Failure to complete the requirements within the time limit stated above will mean that the student will be expected to repeat the qualifying examination in order to reestablish candidacy.

DISSERTATION

The dissertation is the crowning achievement of doctoral study. The problem selected should grow out of the candidate's personal and professional interests. The dissertation may be an original contribution to knowledge or an original application of existing knowledge to the solution of a practical problem in the field.

PUBLICATION

As part of the requirement for the doctor's degree, candidates, upon passing the oral examination, must make the necessary arrangements with the Director of the School of Graduate Studies to provide for the publication of the dissertation at their own expense. The dissertation may be published completely in book form, a professional journal, or in microform.

RESEARCH AND OTHER PROJECTS AT SPRINGFIELD

Springfield College endeavors to promote research in four areas: institutional research, research related to the College's objectives and programs, individual and new research, and service research.

The Director of the Graduate School in consultation with the Graduate Council administers a General Research Fund which is designed to stimulate faculty research and to lead to larger studies which may receive further assistance from private or public sources. Support has been given to a wide variety of investigations. A student research fund, administered by the Graduate School, is also available to provide financial assistance to graduate students who are conducting research studies.

The College Counseling Center, the East Campus, and the Babson Library offer campus opportunities for the conducting of research related to student interests and areas of study. Within the community, research is conducted in collaboration with agencies and schools. The Allied Health Sciences Building offers well-equipped laboratories for physiology, physiology of exercise, motor learning, biomechanics, and physical therapy.

Other study and training projects financed or sponsored by Federal and state governments, private industry, the YMCA, and other social organizations and philanthropic foundations are conducted from time to time making the College campus a lively place for students to enlarge their interests and to participate under supervision in many enriching experiences.

COMPUTER FACILITIES

Computers are an important part of instruction throughout the curriculum at Springfield College. Their use extends beyond simply word processing to include a wide variety of applications including spreadsheets, electronic mail, internet connection, library search services, discussion databases, and specialized instructional programs required within individual courses.

Campus Computing Services maintains 3 public access computer labs, in Marsl and Schoo buildings. These labs provide printing services, are networked with the campus and serve IBM compatible Windows 3.1 and DOS based programs. (Apple architecture is Not supported) Standard campus programs include Lotus Notes for E mail and discussion learning databases, Lotus Suite which contains AmiPro word processing, 123 spreadsheet, approach database, freelance graphics presentation, and organizer address and scheduling programs.

The college Writing Center is networked and provides writing, math and computer science tutorial assistance. In the library there are numerous public access multi-media computer stations with printers as well as a computer training lab with overhead presentation facilities. The Davis Hypermedia Lab (Schoo 105) will have a new state of the art high power computers for the 96/97 school year. This lab features CD ROM with sound, Laser Video Disk, flat bed scanning, laser printing, RGI overhead projection system, VHS video tape, college cable system, and modem lines. This networked lab unleashes students' and resourcefulness and provides advanced software programs for Art, Multimedia, Hypermedia, presentations incorporating graphics, animation, sound, full motion video, and hypertext. Students can tap into a variety of broadcasts through the campus cable network, satellite links, and access library search programs from their computer terminals.

The campus fiber optic network is being extended in the summer of 1996 to residence halls and many will be "on line" this fall. Public network access outlets are being installed in the library for students with lap tops. Technology Product Center

- TPC - at Springfield College will be open this fall to serve students, staff, and faculty for computer sales and service. For anyone wishing to purchase their own computer TPC will offer competitive pricing, and a 3 year warranty on the college standard Pentium 100 computers with 16 megs of RAM, an 850 hard drive. Each PC will come equipped with a network card and all the software and programming needed to connect to the campus network as well as the Lotus Suite, Lotus Notes, and the Library research programs. You may call 413-748-5566 for information.

MAJOR PROGRAMS OF GRADUATE STUDY

There are fifteen major programs of graduate preparation, most with a number of areas of concentration, offered through the School of Graduate Studies at Springfield College.

Art Therapy is a two-year program designed to educate art therapists through a course of study that combines theory and practice leading to vocational opportunities in a wide variety of settings.

Counseling and Psychological Services offers general programs as well as professional preparation in industrial/organizational psychology, student personnel in higher education, marriage and family counseling and therapy, athletic counseling, and general counseling.

Education is a non-certification program designed to meet the needs of part-time and full-time students.

Health Care Management is offered through the Department of Management and Economics. Students may pursue the M.S. degree by opting for a 51 S.H. program in Health Care Management or a 54 S.H. program in Health Care Management in Long Term Facilities.

Health Promotion and Wellness provides didactic instruction and practical application to individuals seeking employment and careers in health promotion/wellness programs on the developmental and managerial/administrative levels.

Health Science has programs in health fitness and sports injury prevention and management.

Health Studies offers a program for non-provisionally certified graduate students in health education and a clinical master's degree program in health education.

Human Services is a Master of Science degree program which is offered through the School of Human Services. This program is designed for working adults with experience in the human service field. Classes are held primarily on weekends. The program incorporates knowledge gained through experience, coursework, and a requirement to design and implement a project that addresses an identifiable organizational or community need. There are three specialized courses of study: Human Services Administration, Community Psychology, Gerontology and Community-Based Development. The School of Human Services has program sites in Manchester, New Hampshire; St. Johnsbury, Vermont; and Springfield, Massachusetts. More information is available in the School of Human Services Catalogue.

Movement Science prepares students for research and teaching in higher education, and offers specialization in physiology of exercise which includes a science and research track and a clinical track, biomechanics and an interdisciplinary movement science concentration.

Occupational Therapy is designed for persons with various backgrounds and levels of education who wish to become occupational therapists. This program includes occupational therapy theory, skills and administration in pediatrics, physical

disabilities, mental health, and geriatrics.

Physical Education has programs in adapted physical education, athletic administration, community physical education, teaching and administration, sports management, sports psychology, sports studies, and a teacher certification program.

Physical Therapy is an entry level program which is designed to prepare a student to practice as a licensed physical therapist. Students develop problem-solving skills for evaluating and treating clients in need of physical therapy services. Students are admitted on a space available basis only. Contact the Graduate Admissions Office for further information.

Recreation and Leisure Services offers programs in recreation management, therapeutic recreation management, and outdoor environmental management, each with a number of concentrations.

Rehabilitation Services prepares counselors and administrators who play a vital role in the vocational, educational, and personal adjustment of the physically, mentally, and emotionally disabled. Programs available are general casework and counseling, substance abuse counseling and rehabilitation, psychiatric rehabilitation and mental health counseling, developmental disabilities, rehabilitation management and administration, and special services.

Social Work prepares social workers for professional practices through a single concentration in Advanced General Practice. Two formats are offered — a weekday option and a weekend option both requiring 60 semester hours.

SKILL PREREQUISITES IN PHYSICAL EDUCATION, HEALTH SCIENCE, AND MOVEMENT SCIENCE

SKILL PREREQUISITE STATEMENT

Demonstrated expertise in a variety of physical skills has traditionally epitomized the Springfield College physical educator. This emphasis has brought Springfield graduates to the forefront as practitioners and leaders in physical education throughout the world. The graduate program in physical education and related fields is a natural outgrowth of the undergraduate programs and is also founded on the importance of a broad-based skill competency for its students. There is a commitment to the importance and value of each student's personal physical development and to the understanding, knowledge, and appreciation of physical activity as the cornerstone of the profession.

SKILL REQUIREMENTS

The skill requirements reflect the need for substantial experience in physical activity which appropriately precedes theoretical analysis of sports as well as technical competencies within defined activity areas specific to certain courses of study.

Physical Education

a. Teaching and Administration: A minimum of 13 S.H. with courses in the following areas:

- Team Sports
- Fitness Activities
- Aquatics

Individual and Dual Sports
Outdoor Activities
Dance/Rhythms

Those students pursuing certification will follow the program as outlined in *Teacher Certification Program for Graduate Students in Physical Education*.

- b. *Athletic Administration: A minimum of 6 S.H. with at least one course in each area.*
Team Sports
Aquatics
Individual and Dual Sports
Officiating Class
- c. *Sport Management: A minimum of 4 S.H. in the following areas.*
Team Sports
Individual and Dual Sports
- d. *Sport Psychology: A minimum of 6 S.H. in the following areas.*
Team Sports
Individual and Dual Sports
- e. *Sports Studies: A minimum of 6 S.H. to reflect experience in a wide range of activities.*
Team Sports
Fitness Activities
Aquatics
Individual and Dual Sports
Dance/Rhythms
Outdoor Activities
- f. *Community Physical Education*
Same as Teaching and Administration
- g. *Adapted Physical Education*
Same as Teaching and Administration
- h. *Advanced Level Coaching: A minimum of 4 S.H. in the following areas;*
Team Sports
Individual and Dual Sports
Required: MOSK 2: Sports Concepts

Health Science

- a. *Sport Injury Prevention and Management: A minimum of 4 S.H. to include the following:*
Team Sports
Individual and Dual Sports
Requirements:
Conditioning and Fitness
Relaxation
Track or Field Events
Aquatics
Weight Training (highly recommended)
- b. *Health Fitness: A minimum of 4 S.H. to include the following:*
Team Sports
Aquatics (Fitness Swimming highly recommended)
Individual and Dual Sports
Dance/Rhythms (Fundamentals of Rhythm highly recommended)
Requirements:
Conditioning and Fitness
Relaxation

Aerobics
Racketball, tennis, or badminton
Nautilus

Movement Science

- a. *Physiology of Exercise (Science and Research Track and the Clinical Track): A minimum of 4 S.H. with courses selected from the following areas:*

Team Sports

Individual and Dual Sports

Fitness Activities

Aquatics

Required:

Conditioning and Fitness

Nautilus or Weight Training

Aquatics (Fitness Swimming highly recommended)

- b. *Biomechanics: A minimum of 6 S.H. with courses selected from the following areas:*

Team Sports

Individual and Dual Sports

Fitness Activities

Aquatics

Required:

Conditioning and Fitness

Nautilus or Weight Training

Aquatics (Fitness Swimming highly recommended)

Gymnastics

- c. *Interdisciplinary Movement Sciences*

Concentration: A minimum of 4 S.H. with courses selected from the following areas:

Team Sports

Individual and Dual Sports

Fitness Activities

Aquatics

Dance and Rhythms

ART THERAPY

The Masters degree program in Art Therapy is designed to train art therapists through a course of study that blends theory and practice. Students are required to take courses in psychology, studio art and research courses through the Graduate School, and a variety of clinical art therapy courses. Full-time students can complete the academic and internship requirements in two years and part-time pursuance is possible. Students earn a Master of Science Degree. Although Art Therapy is a new graduate program at Springfield College, it was started in the 1930's through the work of Margaret Naumberg. In 1969 the American Art Therapy Association was founded and developed professional standards. Art Therapy is a human service profession that utilizes an integration of art and psychotherapy as a vehicle for healing.

Graduates of the Art therapy program can find opportunities to practice in mental health centers, hospitals, V.A. hospitals and centers, hospices, schools, residential homes, facilities for the developmentally delayed, nursing homes, rehabilitation centers, centers for children, homeless centers, alcoholic rehabilitation treatment centers, private practice, and in other social service settings. In 1992, Congress passed a bill that cited Art Therapy as preventative and rehabilitative therapy for the aged.

The Certificate of Advanced Studies is a 32 credit program for those individuals who have a Masters degree in a field accepted by the American Art Therapy Association. An internship of 700 hours is required. To become eligible to apply for A.T.R. status, students must complete an additional 2,000 hours practicum after finishing their course work.

GENERAL ADMISSION

All candidates for the Art Therapy graduate degree are expected to have completed a baccalaureate degree in art, psychology or a related field. The American Art Therapy Association mandates that students have 15 credits in art studio courses at the undergraduate level as well as 12 credits in psychology that includes: introductory psychology, abnormal psychology, developmental psychology and one elective. Students who are deficient will need to complete these prerequisites in the first year of graduate study.

A portfolio of the student's art must be submitted. This portfolio must be in a format consisting of ten slides in various media labeled with titles and appropriate for viewing. A written personal statement is also required which includes the candidate's interest in the field, personal goals, and academic objectives. Evidence of previous experience working with people in a human service or teaching setting should be included with letters of recommendation. Transcripts of undergraduate and graduate work are required. Each applicant is required to come for an interview to discuss personal and academic characteristics appropriate for successful adjustment to study and practice in art therapy.

All Masters students in Art Therapy are required to take a comprehensive exam the semester previous to enrolling in RSCH 326. A final exhibition of student art work is required towards the end of a student's final semester. It is the student's responsibility to make arrangements with the gallery coordinator before registering for his/her last semester of course work.

PROGRAM REQUIREMENTS

A minimum cumulative grade point average of 3.0 is required each semester in the program.

In order to apply for registration as an Art Therapist with the American Art Therapy Association, graduates from approved programs must complete 1,000 hours of art therapy work after graduation and be supervised by an A.T.R. as well as completing other guidelines mandated by the American Art Therapy Association.

Please note: Students can take no more than 2 courses on a by arrangement basis (C.B.Y.A.).

MASTERS PROGRAM

Students are Required to follow Plan C as described in the graduate catalogue.

	Semester Hours
Graduate School Requirements	6
RSCH 325: Foundations & Methods of Research	3
CORE Course	3
Required Art Therapy CORE Requirements	25
ATPY 200: Art Therapy with Special Needs Populations	3
ATPY 220: Theory & Practice of Art Therapy	3
ATPY 300: Art Therapy with Children & Adolescents	3
ATPY 301: Art Therapy Assessment, Methods & Materials Analysis	2
ATPY 302: Painting for the Art Therapist	2
ATPY 310: Ethics in Art Therapy	1

ATPY	312:	Family Art Therapy	3
ATPY	325:	Fieldwork in Art Therapy	2
ATPY	350:	Practicum in Art Therapy//Two Semesters	6
Art Studio Courses			4-6
Students may elect courses in any of the following areas (at least two areas are required).			
ATPY	210:	Therapeutic Aspects of Clay	3
ATPY	303:	Sculpture for the Art Therapist	2
ATPY	304:	Printmaking for the Art Therapist	2
ATPY	305:	Drawing & Mixed Media for the Art Therapist	2
ATPY	311:	Introduction to Computer Graphics for Disabled Populations	3
Required Non-Art Therapy Courses			6
PSYC	331:	Psychopathology	3
PSYC	362:	Marital & Family Interaction	3
Required Courses for Plan C			9
RSCH	301:	Educational & Psychiatric Statistics	3
RSCH	326:	Research Project	3
CISC	301:	Introductory Computer Concepts for Research	3
Electives in Art Therapy			Minimum of 4 S.H.
ATPY	315:	Issues & Treatment Methods in Brief Treatment Art Therapy	2
ATPY	316:	Art Therapy & Body Oriented Therapies	2
ATPY	307:	Integration of Art Education, Art History, & Art Therapy	2
ATPY	390:	Special Topics in Art Therapy	2-3
Elective Courses (In consultation with the student's academic advisor for those listed below. Only required for those interested in obtaining a license in counseling.)			
			Minimum of 3 S.H.
PSYC	213:	Psychological Testing	3
PSYC	215:	Child Development and Therapy	3
PSYC	245:	Imagery, Hypnosis, & Self-Hypnosis	3
PSYC	299:	Psychology of the College Age Adult	3
PSYC	315:	Confusion, Chaos, & Creativity	3
PSYC	322:	Principles of Counseling	3
PSYC	363:	Structural Family Therapy	3
PSYC	364:	Couples Therapy	3
PSYC	380:	Group Dynamics	3
RHAB	275:	Holistic Medicine	3
RHAB	278:	Manual Communication with the Deaf	3
RHAB	284:	Treatment Methods in the Rehabilitation of the Alcoholic	3
RHAB	286:	Alcoholism & Family Treatments	3
RHAB	299:	Pain Management Issues & Techniques	3
HLTH	312:	Dimensions of Wellness	3
HLTH	270:	Women's Health Care	3

Total Semester Hours: minimum required is 57 S.H.

Courses may change due to accreditation requirements of the American Art Therapy Association and the licensing requirements in Massachusetts.

Please Note: Masters students continuing in their internship a semester after completing requirements for ATPY 350 must register for one credit of ATPY 350 supervision.

CERTIFICATE OF ADVANCED STUDY

Please Note: Post-Masters students wanting to apply for licensing in Massachusetts as a L.M.H.C. must also complete the required counseling courses in addition to the Masters Program regulation. These courses vary depending upon each student's Masters degree.

Term Offered		Semester Hours
RSCH 325	Foundations and Methods of Research	3
CORE Course		3
ATPY 200	Art Therapy with Special Needs Populations	3
ATPY 220	Theory and Practice of Art Therapy	3
ATPY 300	Art Therapy with Children and Adolescents	3
ATPY 301	Art Therapy Assessment Tools and Materials Analysis	2
ATPY 302	Painting for the Art Therapist	2
ATPY 307	Integration of Art Education, Art History and Art Therapy	2
ATPY 310	Ethics in Art Therapy	1
ATPY 312	Family Art Therapy	3
ATPY 325	Prepracticum in Art Therapy	2
ATPY 350	Field Work in Art Therapy	6
and	one Art Therapy elective or Art Therapy Studio course (depending on the student's Masters degree to be determined by program director).	

Students will have the option of exhibiting their work in a final show.

Students are responsible to make arrangements with the gallery coordinator before registering for the last semester of course work.

* Post-Masters students who have a Master's degree in Special Education can substitute a course in basic counseling on the graduate level for ATPY 220.

** Post-Masters students need to complete a 700 hour Practicum.

*** Students who did not complete a Research Methods course at the Master's degree level, must take RSCH 325.

COUNSELING AND PSYCHOLOGICAL SERVICES

The graduate program in Counseling and Psychological Services (CPS) at Springfield College exists to meet community and institutional needs for individuals trained in a wide range of helping services. Since its inception in 1946, CPS has graduated more than 3,000 professionals who are needed to provide services requiring a keen sense of self-awareness, effective counseling skills, and knowledge of a wide range of helping strategies.

A primary characteristic of effective counselors is their understanding of personal values, attitudes, and needs. The CPS program, therefore, designs many of its experiences to help students increase their awareness of self and the ways in which personal behavior affects others. While mastery of content areas is expected, continual reference to personal relevance of that content is encouraged. Frequent opportunities are afforded for students to understand themselves better through participation in group and individual experiences. Also important is continued opportunity and encouragement to redefine one's own goals and methods of reaching them. This independence and self-direction become goals of the total learning process.

As a reflection of the value placed on individual program development, students in the CPS program may choose one of two options to meet the requirements for completion of the M.Ed. One of these is the comprehensive examination - an essay

examination which requires the student to demonstrate an integrated understanding of their overall course of study. The second is the portfolio which is an ongoing active evaluation process of student progress. With this option, students develop a list of their major learning goals for each year. With the help of faculty, they select courses and design specific objectives to meet those goals. This format allows for both personal exploration and the development of competence on an individual needs and interest basis. Students who choose the research path of the M.S. may complete either a thesis or a research project. The CPS Program sponsors the Center For Performance Enhancement And Applied Research (CPEAR) that serves as a clearing house for information about grants and research opportunities.

PROGRAMS

Programs in the Counseling and Psychological Services Department require all students to take two courses: PSYC 322: Principles of Counseling and PSYC 390: Counseling Practicum. In addition, students enrolled in all programs will be required to take from 48 to 60 semester hours of coursework depending on the program. All students' progress will be reviewed on an annual basis.

ATHLETIC COUNSELING

Recent trends in the world of sport have highlighted the need for individuals who are sensitive to the unique academic, psychosocial, and athletic challenges that face athletes at all levels. The Athletic Counseling Program is designed to meet this need by offering students an interdisciplinary preparation in counseling, psychology, and physical education that will enable them to offer specialized support services to athletes in a variety of settings.

Building on a foundation of general counseling competencies, students in the program are offered intensive study and research opportunities in the area of lifespan developmental factors that affect athletes. Classroom, laboratory and fieldwork placements provide students with opportunities to gain both theoretical knowledge and practical experience in providing support services to this unique population. The basic program, leading to either an M.S. or M.Ed. degree, is 48 semester hours. Students seeking further specialization in career development, life skill enhancement, sport psychology, or counseling/clinical areas may elect to take additional coursework. Students planning full-time study must begin their program in September.

GENERAL COUNSELING

Many students find it possible to satisfy professional and personal goals through a CPS program outside the frameworks of the established submajors. Such students may be preparing for any of the variety of functions in the community, and graduates are found in mental health agencies, substance abuse programs, runaway or foster home projects, half-way house programs for battered women or children, court-related programs such as probation and other projects, and in other social agencies where counseling-based helping services are needed. Courses from other departments that are relevant to a student's goals are frequently included in the individual's program and the absence of a single agency focus encourages the building of a program unique to each student. Students may also choose an emphasis in one of the CPS submajors. This is a 48 semester hour program.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

This is a multifaceted concentration, combining coursework from economics, management, counseling, organizational psychology, and computer science with a fieldwork placement in business, industry, government or nonprofit institutions.

The industrial/organization psychology concentration aims to prepare students to do the following:

- Design, conduct, and evaluate research projects
- Translate psychological information into nontechnical terms
- Design and evaluate training programs
- Assess the impact of motivation, job stress, leadership, and other constructs on work behavior
- Build effective work groups through job analysis, group development, and worker participation
- Develop, implement performance appraisal systems
- Design and analyze strategies for organizational change
- Develop effective criteria for employee selection and job placement
- Help employees develop to their full potential

MARRIAGE AND FAMILY THERAPY

Marriage and family therapy has been a rapidly growing field since its beginnings some fifty years ago. Therapists, educators, clergy and health care workers, among others, are becoming increasingly aware of the complexities of human interactions and are seeking new ways of conceptualizing and working with individuals, couples, and families. It was in response to this interest that the Graduate Program in Marriage and Family Therapy was developed at Springfield College.

Offering both a Master's degree and a Certificate of Advanced Graduate Study (for those already possessing a Master's degree), the program is designed for students beginning their graduate careers; for individuals interested in expanding or enhancing their clinical and theoretical knowledge; or for taking courses necessary to meet licensing/certification requirements. The program can be completed on a full- or part-time basis and courses are offered in the late afternoon or evening for those who work during the day.

The program offers courses which provide students an opportunity to gain a comprehensive understanding of family systems theory, exposure to the various schools of marriage and family therapy, and training in the skills necessary for provision of marriage and family therapy in a variety of settings. Courses are offered in the following areas:

- Human Development
- Marital and Family Therapy
- Marital and Family Studies
- Professional Studies in Marriage and Family Therapy
- Research Methods

Fieldwork designed to help students integrate theory and practice is also an important part of the curriculum. Students will be able to apply the theoretical knowledge and clinical skills gained during the course of study to a wide range of personal, educational, and clinical settings.

MENTAL HEALTH COUNSELING

The mental health counseling concentration was designed to train graduate students who wish to pursue licensure as a mental health counselor. This 60 semester hour program is rigorous, challenging and demanding, but upon completion the student will be well trained for work in a variety of important settings-hospitals, clinics, agencies and private practice. The curriculum has been developed with two things in mind - what is really needed to be a competent skilled professional, and what is required for licensure.

There are many excellent internship sites in the Greater Springfield area including Baystate Medical Center.

STUDENT PERSONNEL ADMINISTRATION IN HIGHER EDUCATION

An increasing diversity of students on college campuses has created a need for skilled student affairs personnel who can provide a variety of services while enhancing the development of students from varied backgrounds. In keeping with this need, the Student Personnel Administration Program offers a broad curriculum of professional development in preparation for the following positions: dean of students, financial aid officers, admissions personnel, career development specialists, college counselors, student activities coordinators, student center directors, residence life staff, and other student affairs positions.

Plans of study require 48 hours and are developed with the assistance of the major advisor. Coursework and related experiences provide students with an understanding of the foundations, organizations, and trends in the student personnel field; skill development in counseling, consultation, research, and administration; and supervised field experience in at least one specialty area of the student's choice. Students may select electives which support their areas of special interest and personal career goals.

GENERAL ADMISSION

Each application is carefully examined for evidences of those personal and academic characteristics which appear to promise successful adjustment to CPS study and professional growth activity. Further information about the individual is obtained from interviews with faculty and, in many cases, with current students in the program. Where distance precludes the possibility of an on-campus interview, regional representatives (usually graduates) of the programs are available for this purpose.

Undergraduate majors of a specific type are not considered necessary as preparation for work in CPS, but it is expected that some basic study in behavioral sciences and social sciences has been included. Attention is also paid to evidences of interest in people through choices of electives and to evidences of experience in dealing with others through extracurricular life and community development.

SPRINGFIELD COLLEGE GRADUATE SCHOOL REQUIREMENTS

The usual course of study for graduate students in Counseling and Psychological Services includes the following courses in addition to the Springfield College Graduate School requirements listed previously in this catalog.

BASIC PROGRAM: COUNSELING AND PSYCHOLOGICAL SERVICES

CORE Requirements CPS Programs

PSYC	322:	Principles of Counseling
PSYC	390:	Counseling Practicum
RSCH	325:	Research Methods

Courses appropriate for CPS Students

PSYC	201:	Motivation and Learning
PSYC	202:	Coordinating Seminar
PSYC	205:	Physiological Psychology
PSYC	206:	Psychology of Diversity
PSYC	207:	History of Modern Psychology
PSYC	208:	Cognitive Psychology
PSYC	213:	Psychological Testing
PSYC	215:	Child Development and Therapy
PSYC	222:	Interviewing and Counseling
PSYC	312:	Psychopharmacology
PSYC	313:	Professional Ethics
PSYC	315:	Confusion, Chaos, and Creativity
PSYC	321:	Theories of Personality

PSYC	322:	Principles of Counseling
PSYC	331:	Psychopathology
PSYC	333:	Introduction to Psychotherapy
PSYC	335:	Psychology in Business and Industry
PSYC	338:	Adult Development and Learning
PSYC	343:	Career Development
PSYC	345:	Fieldwork
PSYC	348:	Training and Development in Organizations
PSYC	349:	Communication and Motivation in Organization
PSYC	350:	Organizational Development and Change
PSYC	351:	Student Personnel Administration in Higher Ed
PSYC	352:	Consultation and Organizational Behavior
PSYC	354:	Issues and Techniques in Athletic Counseling
PSYC	355:	Current Issues in College Student Personnel
PSYC	360:	Introduction to Marriage and Family Therapy
PSYC	361:	Systemic Family Therapy
PSYC	362:	Marital and Family Interaction
PSYC	363:	Structural Family Therapy
PSYC	364:	Couples Therapy
PSYC	366:	Family Counseling for Separation and Loss
PSYC	367:	Strategic Family Therapy
PSYC	380:	Group Dynamics
PSYC	390:	Counseling Practicum
PSYC	392:	Lab in Counseling Athletes
PSYC	393:	Human Factors in the Workplace
RSCH	326:	Research Project
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis

Courses particularly relevant for CPS Submajors

Athletic Counseling

HFIT	275:	Stress Management
PHED	270:	Sociology of Sport
PHED	398:	Psychology of Sport and Physical Education
PHED	399:	Applied Sport Psychology
PSYC	213:	Psychological Testing
PSYC	245:	Imagery, Hypnosis, & Self-Hypnosis
PSYC	299:	Psychology of the College-Age Adult
PSYC	313:	Professional Ethics
PSYC	343:	Career Development
PSYC	354:	Issues & Techniques in Counseling Athletes
PSYC	392:	Lab in Counseling Athletes

General Counseling

This special category is provided for persons interested in programs not incorporated in the other areas of concentration. In this category individual programs are developed with the courses already offered by the department and meeting CORE courses.

Industrial/Organizational Psychology

BUSM	201:	Quantitative Methods
PSYC	288:	Psychology Modules (3)
		- Team Building
		- Managing Stress
		-Conflict Mediation
PSYC	335:	Psychology of Business and Industry
RLSR	245:	Personnel Management
PSYC	313:	Professional Ethics
PSYC	348:	Training and Development in Organizations
PSYC	352:	Consultation and Organizational Behavior
PSYC	350:	Organizational Development and Change

PSYC	380:	Group Dynamics
PSYC	343:	Career Development
PSYC	213:	Psychological Testing
RLSR	300:	Public Relations
PSYC	393:	Human Factors in the Workplace
MGTE	202:	Policy and Control
PSYC	350:	Organizational Development and Change
HFIT	275:	Stress Management
RLSR	347:	Supervisory Management
RHAB	276:	Employee Assistance Programs
MGTE	295:	Corporate Social Responsibility
PSYC	349:	Communication and Motivation in Organizations

Marriage and Family Therapy

PSYC	240:	Psychology of Sexual Behavior
PSYC	215:	Child Development & Therapy
PSYC	299:	Psychology of the College Age Adult
PSYC	313:	Professional Ethics
PSYC	321:	Theories of Personality
PSYC	331:	Psychopathology
PSYC	345:	Fieldwork & Seminar
PSYC	360:	Introduction to Marriage & Family Therapy
PSYC	361:	Systemic Family Therapy
PSYC	362:	Marital & Family Interaction
PSYC	363:	Structural Family Therapy
PSYC	364:	Couples Therapy
PSYC	366:	Counseling for Separation & Loss
PSYC	367:	Strategic Family Therapy
PSYC	369:	Professional Studies in Marriage & Family Therapy
RHAB	286:	Alcoholism and Family Treatment

Mental Health Counseling

PSYC	206	Psychology of Diversity
PSYC	213	Psychological Testing
PSYC	215	Child Development and Therapy
PSYC	312	Psychopharmacology
PSYC	313	Professional Ethics
PSYC	314	Crisis Intervention
PSYC	322	Principles of Counseling
PSYC	331	Psychopathology
PSYC	333	Psychotherapy
PSYC	343	Career Development
PSYC	345	Fieldwork/Internship
PSYC	360	Introduction to Marriage and Family Therapy
PSYC	380	Group Dynamics
PSYC	390	Counseling Practicum

Student Personnel Administration

EDUC	320:	Higher Education Law
EDUC	365:	Higher Education in America
PSYC	299:	Psychology of the College-Age Adult
PSYC	313:	Professional Ethics
PSYC	314:	Counseling Diverse Populations
PSYC	338:	Adult Development and Learning
PSYC	343:	Career Development
PSYC	351:	Issues and Techniques in Student Personnel

Administration in Higher Education

PSYC	352:	Consultation & Organizational Behavior
PSYC	355:	Current Issues in Student Personnel
PSYC	380:	Group Dynamics

EDUCATION

At the graduate level in the Education Department, different types of master's degrees can be pursued. The emphasis is on the role of the teacher as an instructional leader and one who is knowledgeable about curriculum, learning, and students. The professional preparation programs are designed for either full- or part-time study and include both formal and non-formal techniques.

The graduate experience in the Education Department is enriched by the variety of courses and by the diversity of both the faculty members and the students, many of whom are full-time practicing professionals.

MASTER'S DEGREE IN EDUCATION (M.Ed.) CERTIFICATION PROGRAMS

This degree is designed to prepare students to apply for one of the following standard certifications in the State of Massachusetts:

STANDARD CERTIFICATE:

Teacher of Early Childhood (N-3)
Teacher of Elementary Education (1-6)

Because these preparatory programs are for standard certificates, applicants must have attained the qualifications for Massachusetts provisional certification with advanced standing or its equivalent prior to admission to the program. Candidates needing to attain these qualifications may do so at Springfield College, however, this qualifying work will not be considered part of the master's degree.

The master's degree is a three-part program of coursework:

- I. Graduate School Requirement
- II. Education Department General Requirements
- III. Specific Program Requirements (for specific certificate)

In addition to coursework for the master's degree, students are expected to complete the clinical requirement pertaining to the certificate for which they will apply, in order to be eligible for certification. This requires 400 hours of documented work in a setting appropriate to the certificate. The clinical experience is not included as part of the master's degree requirements listed below because several options for meeting the clinical component of the certification requirements are likely to be available. Some candidates meet this requirement as part of their employment; others will do an internship arranged with the State and a school district. Others may do a practicum arranged and supervised by the College for which there will be a number of semester hours specified. The academic advisor should be consulted for further information about clinical requirements of a particular program and certificate.

Each student is advised by a faculty member from the Education Department who has responsibility for the particular certification program in which that student is enrolled. This academic advisor will also be responsible for supervising the culminating activity (research or seminar) for advisees in the certificate programs.

Program Requirements

I. Graduate School Requirements (all programs)	Subtotal 6
1. RSCH 325: Foundations and Methods	3
2. CORE elective	3

NOTE: Graduate School requirements specify that students must include a minimum of 15 s.h. of 300-level coursework; students must be certain to meet this requirement as they choose CORE and elective courses. Consult with the academic advisor for further information. Also students in the program are restricted to Plan A (M. Ed. only), which requires them to pass a comprehensive examination specified by the department. This exam may not be taken until at least 20 s.h. of graduate work has been completed. Consult with the academic advisor for information.

Teacher of Early Childhood (N-3)

II. Education Department General Requirements			Subtotal 13-14
EDUC	242:	Educational Assessment of Children	2
RHAB	301:	Human Development & Disabling Conditions	3
EDUC	307:	Philosophical Foundations of Education	3
EDUC	319:	Seminar in Education K-12	
		OR	
RSCH	326:	Research Project	2-3
EDUC	376:	Curriculum Design and Evaluation	3
Plus Clinical Experience			
III. Specific Program Requirements			
EDUC	265:	Infant & Toddler Curriculum	3
EDUC	267:	Organization & Administration of Preschool Programs	2
EDUC	277:	Individualized Reading	2
RHAB	202:	Parents & Families of Disabled	3
RHAB	261:	Rehabilitation in Speech & Language Disorders	3
Total 32-33			

Teacher of Elementary Education (1-6)

II. Education Department General Requirements			Subtotal 13
EDUC	260:	Adult & Professional Development in Education	3
EDUC	281:	Assessment and Evaluation for the Classroom Teacher	2
EDUC	307:	Philosophical Foundations of Education	3
EDUC	319:	Seminar in Education K-12	2
EDUC	376:	Curriculum Design & Evaluation	3
Plus Clinical Experience			
III. Specific Program Requirements			Subtotal 12
1. Two courses at the graduate level in the sub-specialty area of Reading/Language Arts			
OR Social Studies:			
Reading/Language Arts			
EDUC	236:	Microcomputers in the Classroom	3
EDUC	277:	Individualized Reading	2
EDUC	280:	Whole Language in the Content Areas	3
ENGL	205:	Literacy, Hypermedia, & Communications	3
ENGL	220:	Traditional Grammar & Usage	3
ENGL	306:	Language & Communication	3
RHAB	261:	Rehabilitation in Speech & Language Disorders	3
Social Studies			
SOCI	250:	American Social Structure	3
SOCI	315:	Great Social Problems	3
SOCI	335:	Intergroup Relations & Dynamics of Prejudice	3
EDUC	231:	International Education	3
EDUC	236:	Microcomputers in the Classroom	3
HIST	205:	History of the Soviet Union	3
HIST	250:	Europe Since 1900	3
HIST	281:	Recent American History	3
POSC	270:	United States Foreign Policy	3

POSC 271: U.S. and Contemporary World Affairs	3
2. Education elective	3
3. Non-education elective	3
Total	32
Plus Clinical Experience	

MASTER'S DEGREE IN ADMINISTRATION

This degree program is offered in partnership with a nearby school system. It is an on-site program. Call the Education Department for further details.

This degree is designed for those certified teachers who are seeking a master's degree in administration and one of the following provisional with advanced standing certificates in the state of Massachusetts:

School Principal/Assistant School Principal Supervisor/Director (All Levels) (N-6) (5-9) (9-12)

Program Requirements	Subtotal 32-33
EDUC 260: Adult Professional Development in Education	3
EDUC 307: Philosophical Foundations	3
EDUC 319: Culminating Seminar	2-3
RSCH 325: Foundations and Methods	3
EDUC 370: Group Process & Organization	3
EDUC 376: Curriculum Design & Evaluation	3
EDUC 391: School Law	3
EDUC 392: The Principalsip	3
EDUC 393: Dynamics of Leadership	3
EDUC 394: Principles of Supervision	3
and one elective Core Course	3

In addition to coursework for the master's degree, students complete EDUC 395 the clinical Practicum of 150 hours (5 credits) in the setting in which they are pursuing their certificate.

TOTAL 37-38

MASTER'S DEGREE IN EDUCATION (M.Ed.) NON-CERTIFICATION PROGRAM

The Master of Education degree* is of a general nature. Working with an advisor, students are provided opportunities to select concentrations in line with their individual interests. Certain requirements must be met by all candidates, but there are a number of elective areas available for personal selection. It should be noted that certification or licensing in a particular professional field is not a component of this degree program.

CORE Requirements:	Semester Hours
RSCH 325: Foundations & Methods of Research	3
CORE Elective	3 6
Departmental Requirements:	
EDUC 231: International Education	3
EDUC 307: Philosophical Foundations of Education	3
EDUC 312: Education & the Future	3
EDUC 319: Seminar in Education (Prerequisites: EDUC 307 and RSCH 325)	2 11
Other Requirements: (Not in Education)	
Any three graduate level courses (with approval of faculty advisor)	9 9

Education Electives:
Any two graduate level courses in Education
(with approval of faculty advisor)

6 6
Total 32

*Not for Teacher Certification

HEALTH CARE MANAGEMENT

The Department of Management and Economics at Springfield College, in consultation with the Department of Health Studies, offers a graduate program in Health Care Management and a program in Health Care Management in Long Term Facilities, both of which lead to the degree of Master of Science. The programs will provide the student with the academic preparation and the practical skills required for, and an opportunity for personal growth in, challenging career opportunities in this still growing sector of the American economy. The programs emphasize preparation for and/or advancement in the broad field of health care management. This includes supervisory and administrative work in a variety of health-related organizations and service systems. With the core courses designed to enhance the management skills and the detailed specifics of the health care industry, these programs will train the caring health care professionals required in today's market.

PROGRAM REQUIREMENTS

The program in Health Care Management requires 51 semester hour credits for the degree of Master of Science. A second track within the program is designed to prepare students more specifically to manage long term health care facilities; this track involves a longer internship and requires 54 semester hour credits. The curriculum consists of core courses and elective credits. The courses chosen will complement and assist in achieving the student's career goals.

The programs include courses in management and courses in health care. Since the programs culminate in the degree of Master of Science, each student is required to complete several research and computer courses and one additional graduate core course. Students will also complete an internship and a research project. The academic credits assigned to the fieldwork/internship component varies according to the track selected by the student. The elective component includes traditional three hour electives and a variety of one semester hour graduate seminars which focus on current topics in health care management. The programs are as follows.

HEALTH CARE MANAGEMENT

Program Core		24 Semester Hours
ECON	300:	Economic Aspects of Health Care
HLTH	315:	Health Program Planning and Design
HLTH	310:	Issues in Public Health
HLTH	314:	Administration of Health Care & Wellness Programs
HLTH	316:	Health Law and Ethics
MGTE	300:	Selected Applications of Accounting
MGTE	310:	Financial Management in Health Care Organizations
MGTE	320:	Strategic Management in Health Care Organizations
Research and Computer Courses		12 Semester Hours
CISC	301:	Introductory Computer Concepts for Research
RSCH	301:	Educational and Psychological Statistics I
RSCH	325:	Foundations and Methods of Research
RSCH	326:	Research Project

Graduate Core Course	3 Semester Hours
Internship/Fieldwork Experience	3 Semester Hours
Electives	9 Semester Hours
Chosen in consultation with academic advisor.	

HEALTH CARE MANAGEMENT IN LONG TERM FACILITIES

Program Core	30 Semester Hours
ECON 300: Economic Aspects of Health Care	
HLTH 315: Health Program Planning & Design	
HLTH 265: Health Related Aspects of Aging	
HLTH 314: Administration of Health Care and Wellness Programs	
HLTH 316: Health Law and Ethics	
MGTE 300: Selected Applications of Accounting	
MGTE 310: Financial Management in Health Care Organizations	
MGTE 320: Strategic Management in Health Care Organizations	
MGTE 330: Management in Long Term Health Care Organizations	
SOCI 301: Gerontology	
Research and Computer Courses	12 Semester Hours
CISC 301: Introductory Computer Concepts for Research	
RSCH 301: Educational and Psychological Statistics I	
RSCH 325: Foundations and Methods of Research	
RSCH 326: Research Project	
Graduate Core Course	3 Semester Hours
Internship/Fieldwork Experience	6 Semester Hours
Electives	3 Semester Hours
Chosen in consultation with academic advisor.	

Fieldwork projects are planned to involve students in gaining experience in their chosen field and are chosen with reference to the individual student's interests and needs. Fieldwork placement is not limited to Massachusetts facilities and may take place at facilities such as hospitals, long term health care organizations, mental health clinics, continuing care retirement communities, health insurance organizations, ambulatory care facilities, day care facilities for the elderly, nursing homes, acute care rehabilitation centers, hospices, physician group practices, walk-in medical facilities, health maintenance organizations, social service agencies, rehabilitation centers, home health organizations, regulatory agencies, and other health care or health care related organizations.

ELECTIVE COURSES

HLTH Elective	3 S.H.
CISC 310: Micro-computer Applications in a Clinical Setting	
HFIT 275: Stress Management	
HLTH 265: Health Related Aspects of Aging	
HLTH 270: Women's Health Care	
HSAD 240: Proposal Writing and Fund Raising	
MSSW 393: Proposal Writing and Grant Acquisition	
MGTE Elective.	3 S.H.
Choose one from among the following three semester hour elective offerings.	
MGTE 201: Quantitative Methods	
MGTE 205: Managerial Supervision	
MGTE 245: Human Resources Management	
MGTE 270: Advertising	
MGTE 275: Consumer Behavior	
MGTE 280: Marketing for Nonprofit Organizations	
MGTE 330: Management of Long Term Health Care.	

Choose three from the following 1 credit courses. These represent topics of current interest offered on a variable basis. The following are among the one credit offerings included as choices.

Home Health Care
Health Insurance
Death and Dying
Issues related to Managing a Continuing Care Retirement Community
Occupational Medicine
Current Issues in Long Term Health Care
Managing an HMO
Negotiation Skills
Managed Care
Multi Hospital Systems and Academic Medical Centers
Health Policy
Alternative Health Care Delivery Systems
Facilities Planning
Governance and Board Effectiveness
Professional Skill Development
National Health Reform Alternatives

HEALTH PROMOTION AND WELLNESS

The Health Promotion and Wellness (HPW) Program has been designed for individuals with baccalaureate degrees in a wide-range of majors including (but not restricted to) physical education, health education, health fitness, nursing, rehabilitation, and psychology. The program has been established as a 48 semester hour master's degree program (either M.Ed. or M.S.)

The program consists of the basic components necessary for the successful creation of comprehensive organizational programs that are designed to enhance individual and organizational health. The concepts and strategies that are set forth are applicable to any organizational membership. Personnel trained in HPW will be able to design, implement, manage and evaluate health promotion and wellness programs. The HPW program will increase the student's skills in health promotion and better prepare the student for future employment in the private and public sector.

GENERAL ADMISSION

A student's plan of study is individualized to meet personal needs and goals. The quality of previous academic work, experiences, references, and potential for professional growth and development will be taken into consideration.

UNDERGRADUATE PREREQUISITES

The following courses are undergraduate requirements, and if not already included in the graduate student's previous preparation, are required even though they do not carry graduate credit:

Mammalian Anatomy & Physiology
CPR/First Aid Certification

FIELDWORK

Fieldwork is planned to enable students to gain experience in their field. The type of fieldwork will depend upon students' individual interests and needs. These placements may be in corporate, hospitals, community agencies, and academic settings. The placement site will have a Health Promotion and Wellness philosophy and a comprehensive program.

BASIC PROGRAM

CORE Courses		
RSCH	325:	Foundations & Methods of Research
		One other CORE course
Program CORE		
HLTH	310:	Issues in Public Health
HLTH	312:	Dimensions of Wellness
HLTH	314:	Administration of Health Promotion Program
HLTH	301:	Health Behavior
HLTH	315:	Health Program Planning and Design
HLTH	345:	Health Promotion/Wellness Management Fieldwork

Electives

To be chosen from the following list in consultation with an academic advisor.

CISC	301:	Computer for Research
HLTH	225:	Human Disease
HLTH	242:	Special Topics for the Classroom Professional
HLTH	265:	Health of the Aged
HLTH	270:	Women's Health Care
HLTH	340:	Techniques of Applied Nutrition
HFIT	200:	Management of Health/Fitness Programs
HFIT	210:	Exercise Selection
HFIT	261:	EKG Assessment & Graded Exercise
HFIT	275:	Stress Management
HLTH	316:	Health Law
HLTH	320:	Seminar in Health Promotion
HSAD	240:	Proposal Writing
PHED	303:	Exercise Physiology
PHED	370:	Cardiac Rehabilitation
PHED	371:	Physiology Applied Physical Conditioning
PSYC	222:	Interviewing & Counseling
PSYC	230:	Training & Development in Organizations
PSYC	231:	Communication & Motivation in Organizations
PSYC	245:	Imagery, Hypnosis, & Self-Hypnosis
PSYC	315:	Confusion, Chaos, & Creativity
PSYC	321:	Theories of Personality
PSYC	322:	Principles of Counseling
PSYC	331:	Psychopathology
PSYC	333:	Introduction to Psychotherapy
PSYC	335:	Psychology in Business & Industry
PSYC	352:	Consultation & Organizational Behavior
PSYC	380:	Group Dynamics
PSYC	362:	Marital & Family Interaction
RLSR	230:	Leisure Counseling
RLSR	245:	Personnel Management
RLSR	300:	Public Relations
RLSR	347:	Supervisory Management
RHAB	270:	Needs of the Aging
RHAB	275:	Holistic Medicine
RHAB	276:	Employee Assistance Programming
RHAB	284:	Treatment Methods of the Alcoholic
RHAB	286:	Alcoholism & Family Treatment
RHAB	287:	Cardiac Rehabilitation
RHAB	299:	Pain Management
RHAB	335:	Counseling Theory & Techniques
RHAB	364:	Organization & Administration
SOCI	335:	Intergroup Relations & the Dynamics of Prejudice
RSCH	302:	Educational & Psychological Statistics II

HEALTH SCIENCE

The Health Science graduate program focuses upon the prevention, treatment, and rehabilitation of physical disease and injury. The program prepares students to assume vocational roles in clinical, agency, corporate or institutional settings. Two distinct programs are offered: Health Fitness, and Sports Medicine/Sports Injury Prevention and Management.

HEALTH FITNESS

The master's candidate may choose the M.P.E., M.Ed., or M.S. degree (thesis required). Students select one of two tracks: Management or Applied Sciences. Each student must complete a minimum of 43 semester hours or 47 semester hours with a thesis.

UNDERGRADUATE PREREQUISITES

	Semester Hours
Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3
Kinesiology	3
Physiology of Exercise	3
* Assessment in Movement & Sport	3
Exercise Testing and Prescription	3
* Management of Health Fitness Programs	3
* Heritage & Values	3
Skills and Techniques	4

* Carries graduate credit

Basic program: 43-47 S.H. of graduate credit

	Semester Hours
CORE Requirement	
RSCH 325: Foundations & Methods	6
One other CORE course	
Program Requirements	12
HFIT 310: Exercise & Health	
HFIT 312: Exercise Adherence	
HFIT 340: Measurement & Evaluation: Health Fitness Programs	
HLTH 340: Techniques of Applied Nutrition	
PHED 203: Advanced Exercise Physiology	
Management Track (see also electives with * below)	6
MGTE 245: Personnel Management	
PHED 345: Sport Marketing	
Applied Science Track (see also electives with † below)	6
PHED 324: Laboratory Techniques in Movement Science	
PHED 303: Cardiopulmonary Function & Exercise	
Electives	9-12
* † HFIT 275: Stress Management	
* † HFIT 210: Exercise Testing and Prescription for Special Populations	
* † HLTH 265: Health Related Aspect of Aging	
* HPWM 314: Administration of Health Promotion Programs	
* MGTE 270: Advertising	
* MGTE 280: Marketing for Non-profit Organizations	
* MGTE 295: Corporate Social Responsibility	
† PHED 302: Metabolism & Exercise	
† PHED 372: Medical Physiology	
PHED 312: Concepts in Assessment and Remedial Exercise Theory	
PHED 375: Graded Exercise Testing and Electrocardiography	
* RLSR 300: Public Relations	
* † RSCH 302: Educational & Psychological Statistics II	
HFIT 380: Field Experience Requirement in Health Fitness	2-8
Research Requirements	5-9
RSCH 301: Educational & Psychological Statistics I (Required)	
PHED 341: Independent Study in Physical Education	
RSCH 327: Thesis Seminar	
RSCH 328: Thesis	

A thesis is required for the M.S. Degree. Those students completing PHED 341 will take a written comprehensive examination and qualify for the M.P.E. or M. Ed. Degree.

SPORTS INJURY PREVENTION AND MANAGEMENT

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Kinesiology/Biomechanics	3
Physiology of Exercise	3
*Assessment in Movement & Sport	3
Prevention & Care of Athletic Injuries (Basic & Advanced)	6
*Athletic Injury Rehabilitation & Therapeutic Exercise	
*Athletic Injury Rehabilitation & Therapeutic Modalities	
*Heritage & Values	3
Introduction to Nutrition	3
Skills and Techniques	4
*Carries Graduate Credit	

BASIC PROGRAM: Minimum of 36 S.H. of Graduate Credit

		Semester Hours
CORE Requirements		6
RSCH 325:	Foundations & Methods	
One other CORE course		
Program Requirements		20-23
PHED 301:	Advanced Exercise Physiology	
PHED 324:	Laboratory Techniques in Movement Science	
PHED 361:	Functional Human Anatomy	
PHED 362:	Skeletal Biomechanics	
PHED 374:	Fieldwork in Sports Medicine	
PHED 376:	Orthopedic Basis of Sport Injury	
RSCH 301:	Educational & Psychological Statistics I	
Selectives		5-9
HLTH 340:	Techniques of Applied Nutrition	
HFIT 275:	Stress Management	
PHED 251:	Qualitative Biomechanics of Movement	
PHED 351:	Quantitative Biomechanics of Movement	
PHED 364:	Kinesiology Applied to Disabling Conditions	
PHED 398:	Psychology of Sport & Physical Education	
PSYC 354:	Issues and Techniques in Athletic Counseling	
PHED 375:	Graded Exercise Testing and Electrocardiography	
Research Requirements		2-6
PHED 341:	Independent Study in Physical Education	
	OR	
RSCH 327:	Thesis Seminar	
RSCH 328:	Thesis	

A thesis is required for the MS degree. Those students completing PHED 341 will take a written comprehensive examination and qualify for the M.P.E. or M.Ed. degree.

Students who receive a grade of "C+" or lower in any three courses will be expected to move to another major or area of concentration.

The Sports Injury Prevention and Management concentration is not a National Athletic Trainers Association graduate program leading to certification eligibility.

This program is designed for and limited to students who have backgrounds in any of the following areas: physical therapy, medicine, athletic training, or those who have made substantial progress toward NATA certification.

HEALTH STUDIES

TEACHER CERTIFICATION PROGRAMS

* PROGRAM FOR NON-PROVISIONALLY CERTIFIED GRADUATE STUDENTS IN HEALTH EDUCATION

This teacher preparation program is for graduates who have earned undergraduate degrees in fields other than health education and who wish to complete the Massachusetts teacher certification requirements (provisional with advanced stand-

ing and standard) in health education. This certification program is based on the courses and experiences included in Springfield College's undergraduate Health Education-Teacher Preparation (Provisional with Advanced Standing Certification) and the Clinical Master's Degree Program (Standard Certification) in Health Education-Teacher Preparation. In the interest of feasibility, in cases where a graduate level course enables students to meet the same state stipulated competencies as undergraduate courses, the graduate course is offered as a substitute or an alternative to the undergraduate course. Completion of this program will, therefore, allow graduate students to qualify for provisional with advanced standing and standard Massachusetts teacher certification in elementary health education (N-9) and secondary health education (5-12).

Students in this program may choose to earn either a M.Ed. (Plan A) or a M.S. (Plan B). Students in this program, however, will have to complete a minimum of 36 to 56 credit hours due to state certification requirements.

*This certification program is new and has been submitted to the Massachusetts Department of Education for approval.

COURSES FOR HEALTH EDUCATION— TEACHER PREPARATION PROGRAM FOR NON-PROVISIONALLY CERTIFIED GRADUATE STUDENTS

I. All College CORE Requirements:

		Semester Hours
RSCH	325 Foundations and Methods of Research	3
	One other CORE course	3
	Subtotal	6

II. DEPARTMENTAL CORE REQUIREMENTS:

HLTH	301 Health Behavior	3
HLTH	310 Issues in Public Health	3
* HLTH	312 Dimensions of Wellness	3
	Subtotal	15

III. PROGRAM REQUIREMENTS:

HLTH	217 Organization and Administration for the School Health Program	3
HLTH	242 Special Health Topics for the Classroom — Grades N-12	3
HLTH	302 Teaching Methods and Learning Styles	3
HLTH	252 Practicum in School Health Education — Grades N-9	7
HLTH	253 Practicum in School Health Education — Grades 5-12	7
	Subtotal	38

IV. Research Requirements:

		Semester Hours
RSCH	301 Educational & Psychological Statistics I	3
RSCH	327 Thesis Seminar	2
RSCH	328 Thesis	4
or		
RSCH	326 Research Project	2-3
RSCH	341 Guided Individual Study	2-3
	Subtotal	38 - 47

* Course could be waived and a substitution made if the student has an extensive background in health (must have advisor referral and the approval of the Director of School Health Programs).

Students who select the Master of Education Degree will be required to take comprehensive exams.
Students who elect to write a thesis will receive a Master of Science Degree.

V. ELECTIVES: (9 credits)

			Semester Hours
CISC	301	Introductory Computer Concepts for Research	3
CISC	305	Statistical Applications of Computer Programming	3
EDUC	231	International Education: Culture and Change	3
EDUC	236	The Micro-Computer in the Classroom	3
EDUC	307	Philosophical Foundations of Education	3
HLTH	265	Health Related Aspects of Aging	3
HLTH	270	Women's Health Care	3
HLTH	315	Health Program Planning and Design	3
HLTH	340	Techniques of Applied Nutrition	3
HFIT	275	Stress Management	3
HFIT	310	Exercise and Health	3
HSAD	240	Proposal Writing and Fund Raising	3
HPWM	316	Health Law	3
MSSW	393	Proposal Writing and Grant Acquisition	3
PSYC	240	Psychology of Sexual Behavior	3
RSCH	341	Guided Individual Study	2-3
			Total 47 to 56

PREREQUISITES:

These courses are necessary to meet *Standard I - Subject Matter Knowledge*

Courses in:

Anatomy and Physiology
 Growth and Development
 Human Disease
 Human Sexuality
 Substance Use and Abuse
 First Aid and Safety
 Basic Nutrition
 Teaching Methods
 Multicultural Course (may substitute a graduate level course here)
 Pre-practicum

Total credits for graduation will be determined individually based upon prerequisites and research requirements.

VI. Clinical Experience — Standard Certification

The clinical experience will include a student teaching, supervision assisting and teaching seminar. All three experiences will be supervised and directed by Springfield College personnel. The student teaching experience will occur at the elementary, middle and/or high school level. The clinical experience will be for a total of 400 hours (10 Springfield Semester Hours).

CLINICAL MASTER'S IN HEALTH EDUCATION PROGRAM

This program is for graduates who have attained the qualifications for the state of Massachusetts provisional certification with advanced standing or its equivalent prior to admission into the program. Graduate students needing to attain these qualifications may do so at Springfield College (see the Health Education-Teacher Preparation for Non-Provisionally Certified Graduate Students).

In addition to coursework for the Master's Degree, in order to be eligible for certification students will be expected to complete a clinical experience and seminar (includes a teaching seminar). This clinical will be arranged and supervised by Springfield College personnel.

Students in this program may choose to earn either a M.Ed. (Plan A) or a M.S. (Plan B). Students in this program, however, will have to complete a minimum of 46 credit hours due to state certification requirements.

COURSES FOR HEALTH EDUCATION — TEACHER PREPARATION FOR PROVISIONAL CERTIFICATION WITH ADVANCED STANDING

I. All College CORE Requirements:

RSCH	325	Foundations and Methods of Research	Semester Hour:
		One other CORE course	3
			3
			Subtotal 6

II. DEPARTMENTAL CORE REQUIREMENTS:

HLTH	301	Health Behavior	3
HPWM	310	Issues in Public Health	3
* HPWM	312	Dimensions of Wellness	3
			Subtotal 15

III. PROGRAM REQUIREMENTS:

* HLTH	217	Organization and Administration for the School Health Program	3
* HLTH	242	Special Health Topics for the Classroom - Grades N-12	3
HLTH	302	Teaching Methods and Learning Styles	3
			Subtotal 24

IV. RESEARCH REQUIREMENTS:

RSCH	301	Educational & Psychological Statistics I	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
		OR	
RSCH	326	Research Project	2-3
RSCH	341	Guided Individual Study	2-3
			Subtotal 27 to 32

* Course could be waived and a substitution made if the student has an extensive background in health (must have advisor referral and the approval of the Director of School Health Programs).

Students who select the Master of Education Degree will be required to take comprehensive exams and complete a research project.

Students who elect to write a thesis will receive a Master of Science Degree.

V. ELECTIVES:

(Selections and number to be determined by the advisor. This number is based upon the number of prerequisites needed. 9 to 12 credits minimum.)

			Semester Hours
CISC	301	Introductory Computer Concepts for Research	3
CISC	305	Statistical Applications of Computer Programming	3
EDUC	231	International Education: Culture and Change	3
EDUC	236	The Micro-Computer in the Classroom	3
EDUC	307	Philosophical Foundations of Education	3
EDUC	391	School Law	3
HLTH	265	Health Related Aspects of Aging	3
HLTH	270	Women's Health Care	3
HLTH	315	Health Program Planning and Design	3
HLTH	340	Techniques of Applied Nutrition	3
HFIT	275	Stress Management	3
HFIT	310	Exercise and Health	3
HLTH	316	Health Law	3
HSAD	240	Proposal Writing and Fund Raising	3
MSSW	393	Proposal Writing & Grant Acquisition	3
PSYC	240	Psychology of Sexual Behavior	3
			Subtotal 45

PREREQUISITES: A provisional with advanced standing or standard teaching certificate in health education or another area of education.

These prerequisites may be necessary for those persons who do not have a provisional certificate in health education specifically.

Courses in:
Anatomy and Physiology
Human Disease
Human Sexuality
Substance Use and Abuse
First Aid and Safety
Basic Nutrition
Multicultural Course (may substitute a graduate level course)

Total credits for graduation will be determined individually based upon prerequisites and research requirements.

VI. Clinical Experience — Standard Certification

The clinical experience will include a student teaching, supervision assisting and teaching seminar. All three experiences will be supervised and directed by Springfield College personnel. The student teaching experience will occur at the elementary, middle and/or high school level. The clinical experience will be for a total of 400 hours (10 Springfield Semester Hours).

Total 46-55

MOVEMENT SCIENCES

THE PROGRAM

This program is designed around a core of science courses associated with the study of human movement. Movement Sciences concentrations are available in biomechanics, exercise physiology, or an interdisciplinary combination of both. The intent of this program is to prepare students for research activities in an appropriate setting or agency, teaching at the college level (this is not a certification program for the public schools), advancement of professionals or coaching skills, working in a clinical setting, and continuation of studies at the doctoral level.

Students in the Movement Sciences programs normally spend more than one academic year in the completion of their master's degree (all concentrations have a minimum requirement of 36-44 semester hours). Because of the academic demand of the program of study and thesis requirement, students who receive a "C+" grade or lower in any three courses will be expected to leave the Movement Sciences curriculum. If this should occur, entry into another Springfield College graduate program may be possible.

All candidates are expected to have a strong undergraduate background with specialized courses in the sciences associated with the study of human movement. Where educational deficiencies are determined to exist, the student will be required to make up those deficiencies in addition to pursuing the required components of their graduate program.

All students in Movement Sciences are required to complete a thesis as an integral part of their program. This research must be conducted in their area of concentration. Those students who choose the interdisciplinary concentration are expected to take an interdisciplinary approach to this research in fulfillment of their thesis requirement. At the completion of their thesis, students will conduct a presentation of that research to their thesis committee and interested faculty and students.

ADMISSIONS

The number of students admitted to the Movement Sciences programs is limited based on faculty/student ratio and research facilities available. Student applications to the Movement Sciences Programs are initially reviewed as they are received. Those students who demonstrate exceptional qualifications may be offered admission on an early acceptance basis. However, most applications will be retained until February 1

with subsequent offers of admissions shortly thereafter.

BIOMECHANICS CONCENTRATION

EXPECTED UNDERGRADUATE COMPETENCIES

Mammalian Anatomy & Physiology I
Mammalian Anatomy & Physiology II
Inorganic Chemistry or Organic Chemistry
Physics (Mechanical Concepts)
Algebra or Trigonometry or Analytical Geometry or Calculus
Kinesiology
Exercise Physiology
Assessment in Movement & Sport
Heritage & Values
Selected Skills and Techniques
 Aquatics Dance
 Team Sports Gymnastics
 Fitness

CORE Requirements

6 Semester Hours

RSCH 325 Foundations & Methods of Research
One other CORE course

Program Requirements

16

Semester Hours

PHED 251	Qualitative Biomechanics
PHED 304	Neuromuscular Function & Exercise
PHED 305	Seminar: Movement Sciences
PHED 324	Laboratory Techniques in Movement Sciences
PHED 351	Quantitative Biomechanics
PHED 352	On-line Data Acquisition in Movement Sciences
PHED 362	Skeletal Biomechanics

SELECTIVES

5-6 Semester Hour:

Research Requirements

12 Semester Hours

RSCH 301	Educational & Psychological Statistics I
RSCH 327	Thesis Seminar
RSCH 328	Thesis
CISC 305	Statistical Applications of Computer Programming

EXERCISE PHYSIOLOGY CONCENTRATION

* Student may select either the Science and Research track (36SH) or the Clinical track (44SH)

EXPECTED UNDERGRADUATE COMPETENCIES

Mammalian Anatomy & Physiology I
Mammalian Anatomy & Physiology II
Inorganic Chemistry
Organic Chemistry
Biochemistry
Physics (Mechanical Concepts)
Kinesiology
Exercise Physiology
Assessment in Movement & Sport
Heritage & Values
Nutrition (clinical track only)
CPR Certification
Selected Skills and Techniques
 Aquatics Dance
 Team Sports Gymnastics
 Fitness

CORE Requirements

6 Semester Hours

RSCH 325 Foundations & Methods of Research
One other CORE course

EXERCISE PHYSIOLOGY PROGRAM REQUIREMENTS			12 S.H.
PHED	302	Metabolism & Exercise	
PHED	303	Cardiopulmonary Function & Exercise	
PHED	305	Seminar: Movement Sciences	
PHED	324	Laboratory Techniques in Movement Sciences	
PHED	375	Graded Exercise Testing and Electrocardiography	
Science and Research Track			6 S.H.
PHED	304	Neuromuscular Function & Exercise	
PHED	306	Environmental Physiology	
Clinical Track			11-15 S.H.
PHED	372	Medical Physiology	
PHED	335	Rehabilitation Counseling	
HFIT	310	Exercise and Health	
PHED	380	Internship & Clinical Exercise Physiology	
SELECTIVES			6 Semester Hours
Research Requirements			9 Semester Hours
RSCH	301	Educational & Psychological Statistics I	
RSCH	327	Thesis Seminar	
RSCH	328	Thesis	

INTERDISCIPLINARY MOVEMENT SCIENCES CONCENTRATION

EXPECTED UNDERGRADUATE COMPETENCIES

Mammalian Anatomy & Physiology I
 Mammalian Anatomy & Physiology II
 General Chemistry
 Physics (Mechanical Concepts)
 Algebra or Trigonometry
 Kinesiology
 Exercise Physiology
 Assessment in Movement & Sport
 Heritage & Values

Selected Skills and Techniques

Aquatics Dance
 Team Sports Gymnastics
 Fitness

CORE Requirements

6 Semester Hours
 RSCH 325 Foundations & Methods of Research
 One other CORE course

Program Requirements

Semester Hours **2 0**
 PHED 251 Qualitative Biomechanics
 PHED 302 Metabolism & Exercise
 PHED 303 Cardiopulmonary Function & Exercise
 PHED 304 Neuromuscular Function & Exercise
 PHED 305 Seminar: Movement Sciences
 PHED 324 Laboratory Techniques in Movement Sciences
 PHED 351 Quantitative Biomechanics
 PHED 362 Skeletal Biomechanics

SELECTIVES **1-6 Semester Hours**

Research Requirements

Semester Hours **9**
 RSCH 301 Educational & Psychological Statistics I
 RSCH 327 Thesis Seminar
 RSCH 328 Thesis

OCCUPATIONAL THERAPY

THE PROGRAM

The Master's degree program in Occupational Therapy, is designed for person with various backgrounds and levels of education who wish to become occupational therapists. This course of study includes occupational therapy theory, skills and administration in pediatrics, physical disabilities, mental health and geriatrics. Full time students can complete the academic and internship requirements in two year including two summers. The standard curriculum is set up for students to earn Masters of Education in Occupational Therapy. A Master of Science is also an option which requires three additional courses to be taken outside of the four semesters of our standard program. (See "Plan B and C" at the beginning of this catalogue.)

The Humanities Philosophy of Springfield College is in concert with that of occupational therapy — both emphasize that health and learning are best gained through a mind, body and spirit unified approach. Our program is designed with an integration of course work, laboratory practice and community clinical experience which allow for proficiency in patient evaluation, treatment, research and management of occupational therapy departments.

PROGRAM REQUIREMENTS

The Occupational Therapy master's program is a special sequentially planned and challenging curriculum. Therefore, students must start the program in the fall and full-time pursuance is strongly recommended. Part-time study is also possible, until the six to nine months of field work, but it still entails a challenging schedule. For those attending full-time, we recommend only on-campus work-study or limited outside work if additional finances are necessary during the two year program.

A maximum of nine semester hours of credits may be transferred to the Occupational Therapy Program. Once a student begins courses in the professional component of the program, the college requires completion of all fieldwork within five years and all required fieldwork must be completed within two years of finishing the academic component of the program. A minimum grade of C is required in each course as well as a minimum cumulative grade point average of 3.0.

GRADUATE VERSUS PROFESSIONAL REGISTRATION

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 3122C Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduate of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the result of the NBCOT Certification Examination.

ADMISSION POLICIES

We will guarantee consideration to all applicants who have submitted their complete applications and all required credentials by January 1. Those received after this date may be reviewed. Candidates with a baccalaureate degree, and those with advanced senior standing in a Springfield College undergraduate program, Certified Occupational Therapy Assistant status, or any other related associate's degree may be eligible to apply to this program.

The following prerequisite courses with satisfactory grades are required of all candidates:

	Semester Hours
Physical Sciences 9-11	
Must include: Anatomy & Physiology with labs which should have been taken in the last four years	6-8
One elective (Survey of Physics or kinesiology is strongly recommended)	3
Social Sciences	12
Must include: Introduction to Sociology	3
Introduction to Psychology	3
Abnormal Psychology	3
One elective	3
English (must include one composition course)	6
Introduction to Statistics	3

To receive considerations for full admissions, applicants must have a minimum grade point average of 3.0 in both the physical and social science prerequisite courses and also a 3.0 overall cumulative average. Students must have completed at least two courses in the physical sciences and two in the social science categories at the time of application. Candidates may be accepted while still taking prerequisites, although it is to the applicant's benefit to have all the prerequisites completed. CLEP examinations to fulfill prerequisites are also acceptable. Those with exceptional qualifications in all areas except meeting the academic standards may be considered on a probationary basis.

Applicants must also have observed, volunteered, or worked in an occupational therapy clinic setting. This is a very important part of the credentials. Additional experiences in working with people in an educational or health care setting, especially in the capacity of full-time employment, are also strongly valued. References to these experiences will strengthen the applicant's statement of personal and professional objectives. One reference from an occupational therapist is also strongly recommended.

Transcripts, references, a resume, completed prerequisite and experience worksheets, and a strong statement of personal and professional objectives are all a part of the application process. We strongly encourage that students also attend an informational session at the Dana O.T. Center before or during the application process. Please call the department if this is a problem.

FULL-TIME CURRICULUM FOR M. Ed. IN OCCUPATIONAL THERAPY

Fall (1st year)			
PTMS	210	Human Anatomy I	3
PTMS	250	Neuroscience I	2
OCTH	201	O.T. Fundamentals	3
OCTH	205	Preclinical Education	2
OCTH	325	Foundations of Research	3
			<hr/>
			Total 13
Intersession (1st year)			
OCTH	215	Clinical Education I	3
Spring (1st year)			
PTMS	211	Human Anatomy II	3
PTMS	251	Neuroscience II	2
OCTH	207	Group Process	1
OCTH	220	Development, Dysf. & OT Adaptation in Infancy	3
OCTH	221	Development, Dysf. & OT Adapt. in Childhood	4
OCTH	277	Development, Dysf. & OT Adapt. in Adolescence	3

			Total	16
Summer (1st year)				
OCTH	340	Physical Dev't., Dysf. & OT Adapt. in Adults	3	
OCTH	350	Psychosocial Dev't., Dysf. & OT Adapt. in Adults	3	
OCTH	365	Development and OT Adapt. in Older Persons	3	
			Total	9
Optional Summer Additions				
OCTH	215	Clinical Education I	3	
Elective			3	
Fall (2nd year)				
OCTH	341	Physical Dev't, Dysf. & OT Adapt. Adults II	3	
OCTH	351	Psychosoc. Dev't., Dysf. & OT Adapt. Adults II	4	
OCTH	370	OT Management	3	
OCTH	380	Graduate Seminar	3	
XXXX		Core Course	3	
			Total	16
Spring (2nd year) Jan. into July*				
OCTH	389	Clinical Education II	10	
OCTH	390	Clinical Education III	10	
July (2nd year)				
OCTH 390 (continued): 1 week seminar on campus				
3 additional months (Optional)**				
OCTH	393	Specialty Clinical Experience	0.00	

* These dates depend upon availability and preferences of clinical sites and clinical site supervisors.

** There is a minimum of a 3-credit placement/supervisory charge for this non-credit, pass/fail course.

PHYSICAL EDUCATION

Springfield College offers programs of study in physical education leading to the master's degree, the Certificate of Advanced Study, and the doctorate.

At the master's level the candidate may earn a Master of Science, a Master of Education, or a Master of Physical Education degree by pursuing and successfully completing a program of study in one of the following areas of concentration: Adapted Physical Education; Advanced Level Coaching; Athletic Administration; Clinical Master's Degree Program; Community Physical Education; Sport Management; Sport Psychology; Sport Studies; Teaching and Administration; or Teacher Certification Program for Non-Provisionally Certified graduate students in Physical Education.

To meet the need for additional study of persons wishing to serve in supervisory and administrative positions, a program is available which leads to a Certificate of Advanced Study in Physical Education.

In recognition of completion of the highest level of formal academic preparation the Doctor of Physical Education degree is awarded to highly selected and well-qualified persons who successfully complete this program.

Eligibility requirements for the Teacher Certification Program for Non-Provisionally Certified Students in Physical Education are as follows:

To be eligible for the student teaching experience (practicum) (PHED 252S and PHED 253S, or PHED 254S), students are expected to

- earn a grade of B- or better in Pre-Practicum (PHED 140 or PHED 150) PHED 26, and PHED 36 (Students must complete PHED 26 and PHED 36 prior to registering for PHED 140 or PHED 150;
- maintain a minimum professional academic index of 2.75 in undergraduate coursework with course prefixes of MOST, MOSK, PHED, and PEPC; and
- exhibit appropriate behavior, appearance, and attitude for the profession.

ADAPTED PHYSICAL EDUCATION

The concentration in Adapted Physical Education is designed to prepare students to assist persons with special needs so that they may safely and successfully engage in programs of physical activities suited to their interests and capacities; and assist in prescriptive programs for the amelioration of disabilities with certain patients requiring specialized physical activity.

The purposes and objectives of adapted physical education are:

- To aid in adjustment and resocialization.
- To contribute to security by increasing the ability to meet demands of daily living.
- To protect individuals from undue demands and exercise beyond their tolerance.
- To develop strength, endurance, and coordination for daily living.
- To develop skill in appropriate games, sports, and rhythms.
- To aid in self-correction of conditions which can be improved or removed.

The College maintains affiliations with schools, agencies, and hospitals wherein appropriate field training experiences are provided.

All candidates for this concentration are expected to have an undergraduate background in physical education, and, where their educational background is deficient, are required to make up such deficiencies in addition to pursuing the regular graduate program.

The following courses are undergraduate requirements, and, if not already included in the graduate student's previous preparation, are required, although they do not carry graduate credit.

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3
Motor Learning and Skill Acquisition	3
Elementary or Secondary Methods of Teaching Physical Education	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
Adapted Physical Education	3
* Assessment in Movement & Sport	3
Pre-practicum (Elem. or Sec. Level)	2
Supervised Student Teaching & Senior Seminar	14
* Heritage & Values	2
Skills and Techniques	13
* Carries Graduate Credit	

- Other deficiencies which would preclude teacher certification for physical education in Massachusetts, e.g., student teaching, prepracticum, etc.
- A minimum of 13 semester hours in skills and techniques are required as follows:

General Skills (11 SH)

MOSK	130	Approaches to Dance Educ.	1.0
MOSK	2	Sport Concepts	1.0
MOSK	183	Gymnastics	1.0
MOSK	204	Swimming	.5
MOSK	263	Track and Field I	.5
PEPC	100	Fit for Life	1.0
PEPC	40	Mov. Conc. & Fund. Mot. Patterns	1.0
PEPC	90	Phys. Educ. Activities for Children	1.0
PEPC	150	Field Hockey	.5
PEPC	244	Basketball	.5
PEPC	251	Flag Football	.5
PEPC	255	Soccer	.5
PEPC	256	Softball	.5

PEPC	258	Volleyball	.5
PEPC	282	Tennis	.5
PEPC	293	Outdoor Adventure	.5

Selected Activities (Select 3 - 1.5 SH)

PEPC	211	Aerobic Dance	.5
PEPC	254	New and Field Games	.5
PEPC	265	Badminton/Archery	.5
PEPC	284	Wrestling	.5
PEPC	253	Lacrosse (Co-ed)	.5
PEPC	264	Track and Field II	.5

Skills Elective (.5 SH)

Elect any additional skills course, after consultation with advisor

Students who are accepted into the adapted and the teaching and administration programs in physical education who have not earned an undergraduate degree in physical education and who wish to attain certification must satisfy the eligibility requirements for the Teacher Certification Program for Non-Provisionally Certified Students in Physical Education

BASIC PROGRAM:

(Minimum of 36 S.H. of Graduate Credit) Semester
Hours

CORE Requirements

- 6
- | | | |
|------|------|-----------------------|
| RSCH | 325: | Foundations & Methods |
| | | One other CORE course |

Program Requirements

- 18
- | | | |
|------|------|---|
| PHED | 262: | Physical Education for Retarded |
| PHED | 312: | Developmental Physical Education |
| PHED | 361: | Functional Human Anatomy |
| PHED | 363: | Adapted Sports & Recreation |
| PHED | 381: | Fieldwork in Adapted Physical Education |

Electives

Chosen from an approved list in consultation with program supervisor.

Research Requirements

- 2-9
- | | | |
|------|------|---|
| RSCH | 301: | Education & Psychological Statistics I |
| RSCH | 327: | Thesis Seminar |
| RSCH | 328: | Thesis |
| PHED | 341: | Independent Study in Physical Education |

(Passing the Comprehensive Examination required with this option)

ADVANCED LEVEL COACHING

Springfield College has a reputation for producing outstanding coaches at all levels of sports: elite, amateur, professional, intercollegiate, and interscholastic. The advanced level coaching program is a natural extension of our undergraduate physical education programs and is designed to prepare students for the demands and responsibilities of advanced level coaching positions. Course work covers advanced level coaching, physiology, biomechanics, motor learning and control, and sport psychology.

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3

Kinesiology/Biomechanics	3
Physiology of Exercise	3
* Assessment in Movement & Sport	3
* Heritage & Values	2
Skills and Techniques (mojk 2: sport concepts is required)	4
* Carries Graduate Credit	

BASIC PROGRAM
(Minimum of 36 S.H. of Graduate Credit)

CORE REQUIREMENTS	Semester Hours
RSCH 325: Foundations and Methods of Research	6
One other CORE Course	

PROGRAM REQUIREMENTS	15 S.H.
PHED 251: Qualitative Biomechanics	
PHED 296: Motor Learning and Control	
PHED 301: Advanced Exercise Physiology	
PHED 313: Advanced Level Coaching: Methods and Issues	
PHED 398: Sport Psychology	

SELECTIVES
Chosen from an approved list in consultation with program advisor.

RESEARCH REQUIREMENTS	2-9
* PHED 341: Independent Study i Physical Education	
OR	
RSCH 301: Educational & Psychological Statistics I	
RSCH 327: Thesis Seminar	
RSCH 328: Thesis	

* Passing comprehensive examinations is required with this option.

ATHLETIC ADMINISTRATION

The athletic administration program is designed to prepare people for administrative responsibility in schools and colleges and in other settings. Students who have not been certified to teach in public schools may become certified by fulfilling additional prerequisites beyond those listed. Consultation with the advisor is necessary.

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
* Assessment in Movement & Sport	3
* Heritage & Values	2
Skills and Techniques	6
* Carries Graduate Credit	

BASIC PROGRAM:
(Minimum of 32 S.H. of Graduate Credit)

CORE Requirements	Semester Hours
RSCH 325: Foundations & Methods of Research	6
One other CORE course	
Program Requirements	18-20
PHED 327: Construction & Maintenance of Physical Education Facilities	
PHED 333: Athletic Administration	
PHED 334: Seminar in Athletic Administration	
PHED 354: Fieldwork in Athletic Administration	

PHED 392:	Organizational Theory & Personnel Management in Physical Education & Athletics	
PHED 394:	Budgeting & Liability in Physical Education & Athletics	
MGTE 300:	Selected Applications of Accounting	
Electives		0-7
Chosen from an approved list in consultation with program advisor.		
Research Requirements		2-
* PHED 341:	Independent Study in Physical Education	
OR		
RSCH 301:	Educational & Psychological Statistics I	
RSCH 327:	Thesis Seminar	
RSCH 328:	Thesis	
* Successful completion of the comprehensive examination is required with this option		

COMMUNITY PHYSICAL EDUCATION

For those students who are interested in seeking employment in a community organization or agency where a professional background in the study of physical education is important, the Community Physical Education program is available. This is not a teaching certificate program and no attempt is made to provide certification.

UNDERGRADUATE PREREQUISITES

Candidates are expected to have an undergraduate background in physical education, with or without student teaching. Where the undergraduate background is deficient, the student is required to make up such deficiencies in addition to pursuing the regular graduate program. The requirements are the same as the prerequisites for the Adapted Physical Education sequence, EXCEPT that Supervised Student Teaching in Physical Education is not required. Skill requirements are the same as those listed under Adapted Physical Education.

GRADUATE PREREQUISITES

These requirements are the same as listed under the Adapted Physical Education concentration.

BASIC PROGRAM

COMMUNITY PHYSICAL EDUCATION

(Minimum of 32 S.H. of Graduate Credit)

CORE Requirements	Semester Hours
RSCH 325: Foundations & Methods of Research	6
One other CORE course	
Required Courses	12

A minimum of 12 hours of 300-level Physical Education courses with at least one course selected from each of the following three areas:

Community Physical Education

This area to be fulfilled by completing PHED 354: Graduate Field Experience and other courses selected in consultation with program advisor.

Applied Sciences

PHED 301:	Advanced Exercise Physiology
PHED 251:	Qualitative Biomechanics
PHED 296:	Motor Learning & Control
PHED 335:	Motor Development & Analysis
PHED 351:	Quantitative Biomechanics
PHED 398:	Psychology of Sport & Physical Education

Cognitive Studies

PHED 320:	Philosophy of Sport
PHED 340:	International Relations Through Physical Education
PHED 348:	Comparative Physical Education

PHED 358:	Sport in American Culture	
PHED 396:	Current Literature & Research in Physical Education	
Research Requirements		
RSCH 301:	Educational and Psychological Statistics I	2-9
RSCH 327:	Thesis Seminar	
RSCH 328:	Thesis	
PHED 341:	Independent Study in Physical Education	
(Passing the Comprehensive Exam required with this option)		

Electives

Elective courses are to be chosen in accordance with the student's needs and interests and in consultation with the major program advisor. Elective area MUST include at least one 300-level physical education course.

SPORT MANAGEMENT

The Sport Management program is designed to prepare students for career opportunities within the sport industry such as facilities/arena management; professional sport management; sporting goods companies; management of resorts, private clubs, and camps; governmental agencies; and sport marketing organizations.

Utilizing an interdisciplinary approach to learning, coursework is selected from such areas as business, physical education, recreation, and psychology. The program accommodates interested graduate students from varying educational backgrounds. The program of study is designed to meet individual needs and interests based upon the student's past educational experience and vocational aspirations.

UNDERGRADUATE PREREQUISITES

	Semester Hours
* Assessment in Movement & Sport or Business Statistics College Math	3
* Computer Concepts for Research	3
* Heritage & Values	3
Other courses which may be individually prescribed Skills and Techniques	4
* Carries Graduate Credit	

BASIC PROGRAM:

(A minimum of 36 S.H. of Graduate Credit)

	Semester Hours
CORE Requirement	
RSCH 325: Foundations and Methods of Research	6
One other CORE course	
Program Requirements	17 -
18	
PHED 392: Organizational Theory & Personnel Management in Physical Education & Athletics	
PHED 394: Budgeting & Liability in P.E. & Athletics	
PHED 345: Sport Marketing	
PHED 356: Internship in Sport Management	

Coursework Selected from the following list:

Graduate Selectives

MGTE 201:	Quantitative Methods
MGTE 205:	Managerial Supervision
MGTE 300:	Selected Applications of Accounting
MGTE 270:	Advertising
MGTE 275:	Consumer Behavior
MGTE 278:	Business Law
MGTE 280:	Marketing for Non-profit Organizations
MGTE 290:	Entrepreneurism
MGTE 295:	Corporate Social Responsibility
MOST 299:	Heritage & Values

PSYC 335:	Psychology in Business & Industry	
PSYC 348:	Training & Development in Organizations	
PSYC 349:	Communication & Motivation in Organizations	
PSYC 380:	Group Dynamics	
HSAD 240:	Proposal Writing & Fundraising	
PHED 290:	The Female Athlete	
PHED 298:	History of Physical Education & Sport	
PHED 320:	Philosophy of Sport	
PHED 327:	Construction & Maintenance of Physical Education Facilities	
PHED 333:	Athletic Administration	
PHED 334:	Seminar in Athletic Administration	
PHED 340:	International Relations Through Physical Education	
PHED 348:	Comparative Physical Education	
PHED 358:	Sport in American Culture	
PHED 396:	Current Literature & Research in Physical Education	
PHED 398:	Psychology of Sport & Physical Education	
RLSR 300:	Public Relations	
Research Requirement		2
* PHED 341:	Independent Study in Physical Education	
	OR	
RSCH 301:	Educational & Psychological Statistics I	
RSCH 327:	Thesis Seminar	
RSCH 328:	Thesis	

A thesis is required for the M.S. Degree.

* Successful completion of the comprehensive examination is required with this option.

SPORT PSYCHOLOGY

The Sport Psychology concentration is designed for students who have a scholar interest in Sport Psychology and wish to pursue this interest in doctoral programs study. The intent of the program is to provide theoretical understanding of sport from a philosophical, sociological, psychological, and physiological perspective particularly as this knowledge may be practically applied to helping athletes maximize sport performance. Students who receive a grade of "C+" or lower in any three courses will be expected to move from the Sport Psychology concentration to another major area of concentration.

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Kinesiology/Biomechanics	3
Physiology of Exercise	3
* Assessment in Movement & Sport	3
Psycho-Social Foundations of Sport	2
Motor Learning	2
* Heritage & Values	3
Skills and Techniques	6
* Carries Graduate Credit	

BASIC PROGRAM:

(A minimum of 36 S.H. of Graduate Credit)

Semester
Hours

CORE Requirements

6

RSCH 325:	Foundation & Methods of Research	
	One other CORE course	

Program Requirements

23

PHED 301:	Advanced Exercise Physiology	
PHED 296:	Motor Learning & Control	
	OR	
PHED 335:	Motor Development & Analysis	
PHED 320:	Philosophy of Sport	
PHED 358:	Sport in American Culture	

RHED 390:	Seminar in Sport Psychometrics
PHED 398:	Psychology of Sport & Physical Education
PHED 399:	Applied Sport Psychology
RSCH 301:	Educational & Psychological Statistics I

Electives 2-7

Chosen from an approved list in consultation with program supervisor.

Research Requirements

6

RSCH 327: Thesis Seminar

RSCH 328: Thesis

The candidate will be eligible for the M.S. Degree (thesis required), M.P.E., or the M.Ed.

SPORT STUDIES

The Sport Studies program offers an academic approach to the master's degree for those students who have a scholarly interest in sport and wish to pursue a non-vocational course of study. The academic disciplines of sport art, history, philosophy, psychology, and sociology are included in this course of study.

UNDERGRADUATE PREREQUISITES

	The Athlete in Literature	3
	* Assessment in Movement & Sport	3
	* Heritage & Values	
3		
	Social Psychology	3
	Introduction to Sociology	3
	Skills and Techniques	6
	* Carries Graduate Credit	

BASIC PROGRAM:

(Minimum of 32 S.H. of Graduate Credit)

Semester
Hours

CORE Requirements

RSCH 325: Foundations & Methods of Research
One other CORE course

6

Program Requirements

PHED 220: Sport & Art
PHED 290: The Female Athlete
PHED 298: History of Physical Education & Sport
PHED 320: Philosophy of Sport
PHED 358: Sport in American Culture
PHED 398: Psychology of Sport & Physical Education

Electives

3-8

Chosen from an approved list in consultation with program advisor.

Research Requirements:

2-9

* PHED 341: Independent Study in Physical Education
OR

RSCH 301: Educational & Psychological Statistics

RSCH 327: Thesis Seminar

RSCH 328: Thesis

1

A thesis is required for the M.S. Degree.

* Successful completion of the comprehensive examination is required with this option.

TEACHING AND ADMINISTRATION

For those candidates whose interests and objectives are related to teaching and administration of physical education in schools, colleges, and agencies where successful graduate study at the master's level is important, the following program is available.

All candidates for this concentration are expected to have an undergraduate background in physical education and, where their educational background is deficient, they are required to make up such deficiencies in addition to pursuing the regular graduate program.

The following courses are undergraduate requirements and, if not already included in the graduate student's previous preparation, they are required although they do not carry graduate credit.

UNDERGRADUATE PREREQUISITES

Prerequisites for this program are identical to those listed for the Adapted Physical Education Concentration.

BASIC PROGRAM:

TEACHING AND ADMINISTRATION OF PHYSICAL EDUCATION

(Minimum of 32 S.H. of Graduate Credit)

Semester
Hours

CORE Requirements

5-6

RSCH 325: Foundation & Methods of Research

One other CORE course

Required courses

12

A minimum of 12 semester hours of 300-level physical education courses (excluding PHED 341) with at least one course selected from each of the following areas:

Teaching and Administration:

PHED 327: Construction & Maintenance of Physical Education Facilities

PHED 329: Curriculum Construction

PHED 431: Professional Preparation

PHED 332: Analysis of Teacher Behavior

PHED 333: Athletic Administration

PHED 354: Graduate Field Experience (only 2 S.H. applicable)

PHED 360: Advanced Instructional Strategies

PHED 392: Organizational Theory & Personnel Management in
Physical Education & Athletics

PHED 394: Budgeting & Liability in Physical Education & Athletics

Applied Sciences

PHED 251: Qualitative Biomechanics

PHED 296: Motor Learning & Control

PHED 335: Motor Development & Analysis

PHED 351: Quantitative Biomechanics

PHED 301: Advanced Exercise Physiology

PHED 398: Psychology of Physical Education & Sport

Cognate Studies

PHED 320: Philosophy of Sport

PHED 340: International Relations Through Physical Education

PHED 348: Comparative Physical Education

PHED 358: Sport in American Culture

PHED 396: Current Literature & Research in Physical Education

Thesis

RSCH 327: Thesis Seminar

RSCH 328: Thesis

Non-Thesis

PHED 341: Independent Study in Physical Education

(Passing the Comprehensive Exam required with this option)

Electives

Graduate courses chosen in consultation with program advisor. No more than four hours of workshop credit may be applied to the master's degree.

CLINICAL MASTER'S PROGRAM

The Clinical Master's Degree Program in Physical Education is established to meet state certification standards as well as institutional standards. Under the Massachusetts Certification Regulations, the teacher certification procedure is a two-step process. With a liberal arts and science or interdisciplinary Bachelor's Degree, those who meet the competencies established by the state will be eligible to receive a Provisional with Advanced Standing Certificate. The Clinical Master's Degree Program is designed for those students who wish to qualify for Standard Certification while earning the advanced degree.

In addition to completing the coursework listed below, students seeking standard certification will be expected to complete a clinical experience and seminar. This will require 400 hours of documented work in a setting appropriate to the certificate level. A clinical experience will be arranged and supervised by Springfield College personnel.

PROGRAM REQUIREMENTS

I. All College CORE Requirements

1. RSCH	325:	Foundations & Methods of Research	3 sh
2. SOCI	335:	Dynamics of Prejudice or	3 sh
EDUC	307:	Philosophical Foundations of Education	
			Subtotal 6 sh

II. Program Requirements

Note: Students must take a minimum of 12 semester hours of 300 level Physical Education courses. Students must take at least one course from each of the following areas: Teaching and Administration, Applied Sciences, Cognate Studies.

1. All of the following:

PHED	329:	Curriculum Construction	3 sh
PHED	392:	Organizational Theory & Personnel Management in Physical Education & Athletics	3 sh
PHED	360:	Advanced Instructional Strategies	3 sh
PHED	335:	Motor Development & Analysis	3 sh
			Subtotal 15 sh

2. One of the following:

PHED	262:	Physical Education for the Mentally Retarded	2 sh
PHED	363:	Adapted Sports and Recreation	3 sh
			Subtotal 2-3 sh

3. One of the following:

PHED	203:	Advanced Exercise Physiology	3 sh
PHED	251:	Qualitative Biomechanics	3 sh
PHED	316:	Research Seminar in Motor Learning	3 sh
PHED	296:	Motor Learning & Control	3 sh
PHED	398:	Sport Psychology	3 sh
			Subtotal 3 sh

4. One of the following:

PHED	298:	History of Sport and Physical Education	2 sh
PHED	320:	Philosophy of Sport	3 sh
PHED	340:	International Relations through Physical Education	2 sh
PHED	348:	Comparative Physical Education	3 sh
PHED	358:	Sport in American Culture	3 sh
PHED	396:	Current Literature	2 sh
			Subtotal 2-3 sh

III. Program Selectives

One of the following:

PHED	327:	Construction & Maintenance of Physical Education Facilities	2 sh
PHED	331:	Professional Preparation in Physical Education	2 sh
PHED	332:	Analysis of Teacher Behavior	3 sh

PHED 333:	Athletic Administration	3 sh
PHED 394:	Budgeting & Liability in Physical Education & Athletics	3 sh
		Subtotal 2-3 sh

IV. Research Requirement

1. For M.Ed. or M.P.E. degrees		
PHED 341:	Independent Study in Physical Education	2 sh
Note: Candidates must also take the Master Comprehensive Examination		
		Subtotal 2 sh

2. For MS degree (9 sh)		
RSCH 301:	Educational & Psychological Statistics I	3 sh
RSCH 327:	Thesis Seminar	2 sh
RSCH 328:	Thesis	4 sh
		Subtotal 9 sh

PREREQUISITES: PROVISIONAL CERTIFICATION IN PHYSICAL EDUCATION

TEACHER CERTIFICATION PROGRAM FOR NON-PROVISIONALLY CERTIFIED STUDENTS IN PHYSICAL EDUCATION

The Teacher Certification Program for Non-Provisionally Certified Graduate Students in Physical Education is intended to meet the needs of those students who have earned undergraduate degrees in fields other than physical education and who wish to complete the Massachusetts Teacher Certification requirements (provisional and standard) in physical education. The certification program is based on the courses and experiences included in the Springfield College's state-approved undergraduate teacher preparation program (provisional) and Clinical Master's Degree Program (standard) in physical education. In the interest of feasibility, in cases where a graduate level course enables students to meet the same state-stipulated competencies as undergraduate courses, the graduate course is offered as a substitute or an alternative to the undergraduate course. Completion of this program will, therefore, allow graduate students to qualify for provisional and standard Massachusetts teacher certification in elementary physical education (N-9) and the secondary physical education (5-12).

REQUIRED COURSES FOR TEACHER CERTIFICATION PROGRAM FOR NON-PROVISIONALLY CERTIFIED GRADUATE STUDENTS IN PHYSICAL EDUCATION

Standard I — Subject Matter Knowledge

Course			Semester Hours
BIOL 10	Anatomy and Physiology I		4
BIOL 11	Anatomy and Physiology II		4
MOST 24	Motor Learning and skill Acquisition		3
MOST 103	Physiology of Exercise		3
MOST 119	Kinesiology		3
MOST 299	Heritage and Values		3
PHED 108	Adapted Physical Education Program		3
PHED 125	Sports First Aid and Injury Prevention		3
PHED 335	Motor Development & Analysis		3
PHED 358	Sport in American Culture		3
PHED 398	Psychology of Sport and Physical Education		3
Physical Education Activity Courses			13.5
			Subtotal 48.5

Standards II, III, and VI — Communication, Instructional Practice, and Equity

Course			Semester Hours
SOCI	335	Dynamic of Prejudice or	3
EDUC	307	Philosophical Foundations of Education	3
PHED	26	Elementary Design and Implementation	3
PHED	36	Secondary Design and Implementation	3
PHED	140	Pre-Practicum — Elementary Level	2
		OR	
PHED	150	Pre-Practicum — Secondary Level	2
PHED	252s	Practicum Elementary	7
		AND	
PHED	253s	Practicum Secondary	7
		OR	
PHED	254s	Practicum at One Level (by petition)	14
PHED	329	Curriculum Construction	3
PHED	360	Advanced Instructional Strategies	3
PHED	392	Organizational Theory and Personnel Management in	
		Physical Education and Athletics	3
		* Clinical Experience and Teaching Seminar	7
		Subtotal	*40-50

* A clinical experience will be required only if it is necessary for certification, therefore, if it is not needed the subtotal for this section will be only 40 sh.

Standards IV, V, and VII — Evaluation, Problem Solving, and Professional Standards

Course**			Semester Hours
MOST	210	Assessment in Movement and Sport	3
PHED	341	Independent Study in Physical Education	2
RSCH	301	Educational and Psychological Statistics I	3
RSCH	325	Foundations and Methods of Research	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
		Subtotal	8-15

** All graduate students in the physical education program are required to take MOST 210 and RSCH 325. In addition, candidates for the M.Ed. or M.P.E. degrees are required to take PHED 341 and take the Master Comprehensive Examination. Candidates for the MS degree are required to complete RSCH 301, RSCH 327, and RSCH 328 in addition to MOST 210 and RSCH 325.

Physical education skills courses at Springfield College are divided into three classifications: MOSK, PEAC, and PEPC. Those courses are designated as MOSK (Movement and Sport Studies Activity Course) are designed for the Movement and Sport Studies major. They are intended to serve as laboratory experience in movement and sports activities representative of the cultural forms of sport, movement, exercise, and dance. Those courses designated as PEAC (Physical Education Professional Course) are 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. Those courses designated as PEPC (Physical Education Professional Course) are designed for the physical education teacher preparation student. In addition to focus on skill development, PEPC courses include emphasis on teaching methodology and teaching strategies for application of the activity to different age levels.

General Skills (11 SH)

MOSK	130	Approaches to Dance Educ.	1.0
MOSK	2	Sport Concepts	1.0
MOSK	183	Gymnastics	1.0
MOSK	204	Swimming	.5
MOSK	263	Track and Field I	.5
PEPC	100	Fit for Life	1.0
PEPC	40	Mov. Conc. & Fund. Mot. Patterns	1.0
PEPC	90	Phys. Educ. Activities for Children	1.0

PEPC	159	Field Hockey	.5
PEPC	244	Basketball	.5
PEPC	251	Flag Football	.5
PEPC	255	Soccer	.5
PEPC	256	Softball	.5
PEPC	258	Volleyball	.5
PEPC	282	Tennis	.5
PEPC	293	Outdoor Adventure	.5

Selected Activities (Select 3 - 1.5 SH)

PEPC	211	Aerobic Dance	.5
PEPC	254	New and Field Games	.5
PEPC	265	Badminton/Archery	.5
PEPC	284	Wrestling	.5
PEPC	253	Lacrosse (Co-ed)	.5
PEPC	264	Track and Field II	.5

Skills Elective (.5 SH)

Elect any additional skills course, after consultation with advisor.

THE CERTIFICATE OF ADVANCED STUDY

The Certificate Program in Physical Education is provided for selected graduate students who wish additional study beyond the master's program and intend to qualify for administration and supervisory positions requiring special certification.

Admission to this program is on an individual basis. A master's level program of study which is equivalent to the requirements of the concentration in the Teaching and Administration of Physical Education together with three years of satisfactory experience is normally required to matriculation. In exceptional circumstances, students may enroll for course work in the Certificate of Advanced Study program prior to the completion of three years of satisfactory professional experience, but the certificate is not awarded before this requirement and the completion of the program have been satisfactorily accomplished.

The program is composed of a minimum of 64 graduate credits. For those holding a master's degree, a minimum of 32 additional semester hours of graduate credits is required. In addition to the program of study represented by a master's degree in physical education at Springfield College or its equivalent, the Certificate Program has the following requirements.

BASIC PROGRAM

THE CERTIFICATE OF ADVANCED STUDY

	Semester Hours
Courses in Physical Education	12
Required: PHED 392, 394	
Electives: Courses approved by advisor	
Fundamentals of Administration	6
Selected courses in Educational Administration approved by advisor	
Liberal - Cultural Electives	8
Graduate courses with prefix other than HLTH, PHED, RLSR and approved by advisor	
Administrative Field Experience	6

Students in this program who have both teaching and administrative experience may substitute courses upon a review of their experience and approval of their advisor. Students who are inexperienced in teaching and administration will complete the Administrative Field Experience.

At least 26 semester hours of this program must be completed at Springfield College.

THE DOCTORATE

The objective of the doctoral program, in harmony with the philosophy of the College, is the education of the whole person; it is concerned not only with imparting

of knowledge and the search for knowledge, but also with wisdom in the use of that knowledge in the service of people.

A detailed statement entitled "Requirements and Procedures for the Doctor of Physical Education Degree" (D.P.E.) is available on request from the Graduate School.

PHYSICAL THERAPY

The Program

This entry-level master's degree program, accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE), prepares students to practice as physical therapy professionals who provide safe and effective delivery of health care services. The professional component of course work in physical therapy enables students to develop advanced problem-solving skills in evaluation, program planning, treatment, and management of those in need of 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. The program integrates the Humanities Philosophy with regard to including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic environment.

The professional component includes courses in anatomy, clinical sciences, organization and delivery of health care, research methodology, and statistics as well as full-time clinical experiences in approved clinical education facilities. The program is subject to modification to ensure a comprehensive, integrated sequence of experiences leading to a physical therapy education of the highest possible quality. Graduates receive a Master of Science degree and are eligible to apply for state licensure.

ADMISSION TO THE PROGRAM

The program is designed to admit students as undergraduates. Space in the professional component is contingent on attrition of the undergraduates already enrolled in the major. Therefore, admission to the physical therapy program as a graduate student is on a space available basis. There is no guarantee of the number of graduate acceptances per year.

Candidates applying for graduate admission must have completed a baccalaureate degree from an accredited college or university and must have taken all prerequisite courses prior to enrollment in the fall semester. No more than eight semester hours of prerequisite course work may be outstanding at the time of application.

The following prerequisite courses are required for all applicants:

Eight credits with laboratory

- Biology
- Chemistry
- Physics
- Anatomy & Physiology

Three credits each

- Exercise Physiology (with lab)
- Advanced math (calculus preferred)
- Kinesiology (optional)
- General psychology
- Abnormal psychology or psychology of disability
- Sociology or anthropology
- Computer science (introduction to programming preferred)

- Statistics

A minimum of 12 credits from

- Literature, foreign language, art, dance, drama, music, media, religion, philosophy, history, health, or social justice

Applicants must have a minimum grade point average of 3.0 in both the science and the general education prerequisite courses and also a 3.0 overall cumulative average. There is a five-year limit on basic science, mathematics, and computer science prerequisites. An extension of this limit requires that the applicant provide current and related experience within the specific area.

All applicants must document a minimum of ten hours of volunteer, observational, or paid experience in a health care setting. A physical therapist must submit a letter of recommendation. A resume is also a required component of the application. Finalist candidates will be invited for a personal interview with a physical therapy faculty member.

Transcripts, references, a resume, a completed prerequisite worksheet, and a completed application form are all a part of the application. Application forms are due November 1 and are not evaluated until official transcripts reflecting all college-level work have been received by the Office of Graduate Admissions. Transcripts and all supporting documentation must be received by December 1. Applications should indicate any fall semester courses in progress with official transcripts reflecting these courses due by January 15.

THE CURRICULUM

Year I

Fall

PTMS	110	Physical Therapy in the Health Care System	1
PTMS	200	Clinical Concepts in Physical Therapy I	3
PTMS	204	Clinical Medicine and Pathology	4
PTMS	210	Human Anatomy	3
Selective Graduate CORE Requirement			3
			<hr/> 14

Spring

PTMS	201	Clinical Concepts in Physical Therapy II	2
PTMS	211	Human Anatomy	3
PTMS	215	Clinical Education Seminar	
PHED	324	Lab Techniques in Exercise Physiology	2
PTMS	280	Topics in Physical Therapy	3
Selective Kinesiology			3
• Most	119	Kinesiology/Biomechanics	
• PHED	362	Skeletal Biomechanics	
• PHED	364	Kinesiology Applied to Disabled Conditions	
Elective Graduate level or CORE.			3
			<hr/> 14-17

Year II

Fall

PTMS	220	Clinical Competency Laboratory I	
PTMS	221	Clinical Science and Practice I	4
PTMS	222	Clinical Science & Practice II	4
PTMS	250	Neuroscience	2
RSCH	325	Foundations & Methods of Research	3
Elective Graduate Level			3
			<hr/> 17

Winter

PTMS	300	Clinical Education I	3
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Spring			
PTMS	223	Clinical Science & Practice III	3
PTMS	224	Clinical Science & Practice IV	4
PTMS	225	Clinical Competency Laboratory II	1
PTMS	251	Neuroscience	2
RSCH	301	Educational and Psychological Statistics	3
			<hr/> 13
Year III			
Summer			
CISC	310	Microcomputer Applications in a Clinical Setting	3
PTMS	303	Education in Physical Therapy Practice	3
PTMS	305	Clinical Science & Practice V	4
			<hr/> 10
Fall			
PTMS	311	Clinical Education II	6
PTMS	312	Clinical Education III	6
Spring			
RSCH	326	Research Project	3
PTMS	320	Administration and Management	3
PTMS	331	Clinical Science and Practice VI	3
PTMS	350	Clinical Education IV	2
PTMS Selective			3
PTMS	340	Advanced Orthopedics	
PTMS	341	Occupational Biomechanics	
PTMS	342	Pediatric Neurology	
PTMS	343	Sports Physical Therapy	
PTMS	344	Adult Neurology	

RECREATION AND LEISURE SERVICES

PROGRAM

The graduate program in the Department of Recreation and Leisure Services provides preparation for recreation professionals in leadership, supervisory, and management positions.

Springfield College offers graduate programs in:

- Recreation Management
- Therapeutic Recreation Management
- Outdoor Recreation Management

RECREATION MANAGEMENT

The Recreation Management program prepares graduate students for administrative and supervisory positions. Graduates of this program learn to apply the principles of systems development, public relations, personnel management, team building concepts, problem solving processes, and experiential management practices applicable in current management situations. Today's recreation and leisure service managers need to understand modern management theories and their application to effectively deal with an ever changing myriad of 21st century management issues. Cultural diversity in the workplace, downsizing the organization, total quality management (TQM) and the shift to a service driven global economy are some of the issues managers are prepared to address. These

issues and content areas are presented in the context of several recreational organizations that include: the not-for profit, municipal government, private for profit, and the resort and commercial industry.

The Recreation Management program prepares the graduate student for career opportunities in:

- Armed Forces Recreation
- Campus Recreation
- Employee Services and Recreation
- Municipal Recreation
- Resort and Commercial Recreation
- YMCA

Graduates of the Recreational Management program are eligible for certification as a Certified Leisure Professional (CLP) by the National Recreation and Parks Association (NRPA).

THERAPEUTIC RECREATION SERVICES

The Therapeutic Recreation Services program is based on the philosophy that recreation and leisure experiences are essential to the physical, emotional, psychological and social development of all individuals. The program's purpose is based on the definition of therapeutic recreation

practiced in clinical, residential, and community settings, the profession of therapeutic recreations uses treatment, education, and recreation services to help people with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well being.

Approved by the NTRS Board of Directors
February 4, 1994

Springfield College offers a Therapeutic Recreation Services program at the Bachelor's and Master's Degree level. The programs are designed to prepare entry level, supervisory and administrative personnel for the field of therapeutic recreation management. The program is competency-based in design and follows the guidelines published by the National Recreation and Parks Association (NRPA) and the National Therapeutic Recreation Society (NTRS). The program embraces the current NTRS vision statement and the curriculum

educates students who will ensure that individuals with disabilities or limitations are afforded leisure experiences that enhance their physical, social, emotional, intellectual, and spiritual abilities.

The Therapeutic Recreation Management program emphasizes and provides a variety of skills in clinical and non-clinical settings. Such settings include medical/surgical psychiatric hospitals, senior centers, child life programs, mental health agencies, sheltered workshops, vocational training center corrections and long term care facilities/nursing homes serving persons with a variety of bio psychosocial disabilities.

Graduates of Springfield's Therapeutic Recreation Management program have completed the educational requirements to be certified by the National Council for Therapeutic Recreation Certification (NCTRC) as a Certified Therapeutic Recreation Specialist (CTRS).

A Therapeutic Recreation/Child Life Specialist Concentration is available in the department of Recreation and Leisure Services.

A Child Life Specialist works in health care settings focussing on the emotional and developmental needs of children. Through the use of play and other forms of communication, the specialist seeks to reduce the stress of health care and enable children and families to cope with these experiences positively. The Child Life Specialist is a member of the interdisciplinary team for assessment, treatment, and evaluation working generally in hospital settings.

Students who complete the Therapeutic Recreation Management requirements have completed the educational requirements for certification by the NCTRC. Students who complete the Child Life Specialist concentration are eligible for certification through ACCH. Students should be aware that in order to follow the Child Life Specialist concentration they must complete requirements for the Therapeutic Recreation Management program. The Child Life Specialist concentration is not available as a separate program.

OUTDOOR RECREATION MANAGEMENT

Millions of individuals are involved in recreation activities and programs at outdoor facilities. The need for professionally trained outdoor recreation leaders and managers is essential to the field. Springfield College has prepared leaders and administrators for positions in private, nonprofit sectors such as ski areas and resorts or in such public areas as parks and forests. Graduates of the Outdoor Recreation Management program are eligible for certification as certified Leisure professionals (CLP). Springfield College has an outdoor recreation facility and area used for classroom skill and outdoor experiential learning.

THE YMCA

Springfield College Department of Recreation and Leisure Services has been preparing graduate students for professional employment for the YMCA for many years.

The national YMCA has a full-time professional staff member located on the Springfield College campus, maintaining the longstanding tradition of collaboration between the YMCA and Springfield College and providing a network with the 2,000 YMCAs located throughout the world.

RECREATION MANAGEMENT CURRICULUM

			Semester Hours Year:
*RLSR	205	History and Philosophy of Recreation	3
RLSR	335	Recreation Programming	3
RLSR	245	Personnel Management	3
RLSR	280	Legal Aspects of Leisure Services	3
RLSR	300	Public Relations	3
RLSR	315	Graduate Seminar	3
RLSR	347	Supervisory Management	3
RLSR	207	Organization and Administration of Public Recreation	3
			<hr/>
RLSR	285	Resort and Commercial Recreation	3
RLSR	306	Problem Solving	3
RSCH	325	Foundations and Methods of Research	3
Core Course		See attached current list for choice (Also available in the Graduate Office)	3
RLSR	301	Graduate Internship	10
			<hr/>
			46 S.H.

COMPREHENSIVE EXAMINATION

This is to be taken after all courses above are completed and the student has a GPA of 3.0 at the beginning of the semester in which the Comprehensive Exam is given.

No academic credit is given

A minimum of 46 credit hours is required for a Master's of Ed. degree for students who choose the Comprehensive Examination option.

* Omit if candidate has an undergraduate degree

THESIS OPTION

RSCH	301	Statistics	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
			<hr/> 9 S.H.

A minimum of 55 credit hours is required for a Master's of Science degree for students who choose the Thesis option.

ANY EXCEPTION TO THIS PROGRAM MUST BE DOCUMENTED BY A PROGRAM CHANGE FORM.

THERAPEUTIC RECREATION MANAGEMENT CURRICULUM

PREREQUISITES:		Semester Hours	
RLSR	72	Introduction to Therapeutic Recreation	3
RLSR	172	Processes & Techniques in Therapeutic Recreation	3
BIOL 10&11		Mammalian Anatomy & Physiology (min 1 semester)	4
PSYCH	121	Abnormal Psychology	3
*RLSR	205	History and Philosophy of Recreation	3
*RLSR	335	Recreation Programming	3
RLSR	245	Personnel Management	3
RLSR	280	Legal Aspects of Leisure Services	3
RLSR	300	Public Relations	3
RLSR	315	Graduate Seminar	3
RLSR	347	Supervisory Management	3
RLSR	230	Leisure Counseling	3
RLSR	270	Therapeutic Recreation with Chronic Illness and Older Adult	
RLSR	273	Therapeutic Recreation Programming for Persons with Disabilities	
RSCH	325	Foundations and Methods of Research	3
Core Course		See attached current list for choice (Also available in the Graduate Office)	3
RLSR	301	Graduate Internship	10
Directed Elective	RLSR 306	Problem Solving	<hr/> 46-59 SH

COMPREHENSIVE EXAMINATION

This is to be taken after all courses above are completed and the student has GPA of 3.0 at the beginning of the semester in which the Comprehensive Exam is given. No academic credit is given

A minimum of 46-59 hours of graduate credit is required for a Master's of Ed. degree for students who choose the Comprehensive Examination option.

THESIS OPTION * Omit if candidate has undergraduate degree

RSCH	301	Statistics	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
			<hr/> 9 S.H.

A minimum of 55-65 hours of graduate credit is required for a Master's of Science degree for students who choose the Thesis option.

ANY EXCEPTION TO THIS PROGRAM MUST BE DOCUMENTED BY A PROGRAM CHANGE FORM.

CHILD LIFE SPECIALIST CONCENTRATION

			Semester Hours
RLSR	274	Child Life Concepts	3
RLSR	276	Child Life Clinic	3
RLSR	398	Child Life Practicum	3-6
PSYC	226	Child Development & Therapy	3
			<hr/> 12-15 S.H.

A minimum of 61-74 hours of graduate credit is required for a Master's of Ed. degree with a child life concentration for those students who chose the Comprehensive Examination option.

A minimum of 70-83 hours of graduate credit is required for a Master's of Science degree for those students who choose the Thesis option.

RSCH 301	Statistics	3	
RSCH 327	Thesis Seminar		2
RSCH 328	Thesis	4	
			9 S.H.

A minimum of 55068 hours of graduate credit is required for a Master's of Science degree for students who choose the Thesis option.

ANY EXCEPTION TO THIS PROGRAM MUST BE DOCUMENTED BY A PROGRAM CHANGE FORM.

OUTDOOR RECREATION MANAGEMENT

			Semester Hours
PREREQUISITES:			
RLSR	189	Outdoor Leadership	3
BIOL	1	Basic Concepts in Biology	4
BIOL	150	General Ecology	3
**RLSR	205	History and Philosophy of Recreation	3
*RLSR	335	Recreation Programming	3
RLSR	245	Personnel Management	3
RLSR	280	Legal Aspects of Leisure Services	3
RLSR	300	Public Relations	3
RLSR	315	Graduate Seminar	3
RLSR	347	Supervisory Management	3
RLSR	207	Organization and Administration of Public Recreation	3
RLSR	285	Resort and Commercial Recreation	3
RLSR	226	Park and Natural Resource Management	3
RSCH	325	Foundations and Methods of Research	3
Core Course		See attached current list for choice (Also available in the Graduate Office)	3
RLSR	301	Graduate Internship	10
			<hr/> 46-56 S.H.

COMPREHENSIVE EXAMINATION

This is to be taken after all courses above are completed and the student has a GPA of 3.0 at the beginning of the semester in which the Comprehensive Exam is given.

A minimum of 46-56 hours of graduate credit is required for a Master's of Ed. degree for students who choose the Comprehensive Examination option.

THESIS OPTION

*Omit if candidate has undergraduate degree.

GRADUATE INTERNSHIP EXPERIENCE

The graduate internship is a major part of the graduate program in the Department of Recreation and Leisure Services. All graduate internships follow the guidelines of the National Recreation and Parks Association.

Graduate internships in Recreation Management and Outdoor Recreation Management are done for a minimum of 10-12 weeks full time for a minimum of four hundred hours in one setting. A wide range of opportunities are available throughout the United States and have been done in other countries as well.

Graduate internships in Therapeutic Recreation Management require 12-15 weeks full time for 450-600 hours in one setting. Students will be supervised by a faculty member and an agency supervisor who are both certified as Therapeutic Recreation Specialists (TRS) by the National Council for Therapeutic Recreation Certification (NCTRC). All internships for Therapeutic Recreation Management students must meet the requirements of the National Council for Therapeutic Recreation Certification.

The Recreation and Leisure Services office (Locklin basement) maintains an A-Z file of placements for field experience throughout the United States, Mexico, and Canada. Graduate students have the opportunity to peruse this file throughout their tenure at Springfield College.

REHABILITATION COUNSELING AND SERVICES

The Rehabilitation Services Department at Springfield College offers both full-time and part-time graduate programs in Rehabilitation Counseling and Services leading to the master's degree as well as the Certificate of Advanced Study. The programs are designed to provide a combination of didactic coursework along with professionally supervised clinical experiences.

The Rehabilitation Counseling and Services programs are offered in cooperation with the Rehabilitation Services Administration, United States Department of Education. A limited number of traineeships may be available to full-time students.

GENERAL CURRICULUM

The general curriculum requirements are such that each student is expected to demonstrate skills and understanding in six basic areas of functioning. These areas are:

1. Foundations of Rehabilitation
2. Diagnostic Assessment and Evaluation
3. Casework Planning, Practices, and Management
4. Interviewing and Counseling (Individual, Group, Family)
5. Service Coordination, Consultation, and Advocacy
6. Personal-Career Development and Placement

Within the general requirements, emphasis is placed on knowledge and understanding of medical, psychological, social, educational, and vocational aspects of disability and handicapping conditions. Faculty advisor meets with students at the beginning of their enrollment to outline an appropriate course of study. Individual differences in background and training are taken into account in meeting the basic requirements.

PROGRAMS

In addition to the general requirements which are at the core of all programs, the graduate candidate may earn a Master of Science or Master of Education degree by completing a course of study in one of the following areas:

REHABILITATION COUNSELING

General Counseling and Casework
Alcohol Rehabilitation and Substance Abuse Counseling
Psychiatric Rehabilitation and Mental Health Counseling
Developmental Disabilities
Counselor for Persons who are Deaf or Hard of Hearing
Vocational Evaluation and Work Adjustment

REHABILITATION MANAGEMENT AND ADMINISTRATION

Case Management
Employee Assistance
Insurance Rehabilitation
Supervision and Administration

REHABILITATION SERVICES

Rehabilitation Services Specialist
Head Injury and Neuro-Behavioral Rehabilitation
Geriatric Rehabilitation
Cardiac Counseling and Education
Addictions Services
Expressive and Activity Therapies
Citizen and Consumer Advocacy

The graduate programs are designed to meet the goals and needs of students with a variety of educational and experiential backgrounds as well as the national professional standards required to assist our graduates to be fully marketable in the field. Individual eligibility should be discussed with the department chairperson and faculty advisor.

Students who have completed the master's degree may pursue advanced course work leading to a Certificate of Advanced Study. Typically, students seeking the Certificate wish to complement their existing educational and professional background, training, and experience to qualify for advanced positions or to become eligible for rehabilitation certification. Programs are arranged individually with the student's faculty advisor. A minimum of 32 semester hours of graduate credit is required for the Certificate of Advanced Study. Two program levels are available for the master's degree. Program levels may be determined and approved by the completion of the first 12 to 15 semester hours of coursework.

PROGRAM LEVEL I

Eligibility: Students with bachelor's degrees, but without previous rehabilitation education or experience are eligible for the minimum 60 semester hour program. Students should have a minimum of 15 to 18 semester hours of undergraduate coursework in the behavioral and social sciences especially psychology and sociology. Where the undergraduate background is deficient, prerequisite coursework may be necessary.

PROGRAM LEVEL II

Eligibility: Students who possess a bachelor's degree, previous experience, concurrent employment in rehabilitation counseling, or a minor in Rehabilitation Services Education with at least 18 semester hours of acceptable coursework are eligible for this program. A minimum total of 48 semester hours of graduate credit is required.

PROGRAM LEVEL III

Eligibility: In recognition of the increasing need for qualified rehabilitation specialists to work with the disabled and the difficulties encountered by many individuals seeking to fulfill degree requirements, guidelines have been established for an individualized master's degree program in Rehabilitation Services and Rehabilitation Management and Administration only. Students with acceptable previous employment experience, concurrent employment, or related background may plan a program of study within the scope of departmental and related offerings. This program is subject to departmental faculty approval and should be planned in consultation with a departmental faculty advisor. A minimum of 36 semester hours of graduate credit is required in this specialized program, although additional coursework may be necessary.

Certification: Students accepted to this program level normally have or are obtaining the professional experience necessary to become eligible for certification as a rehabilitation counselor if required or desired. This program level, however, is not designed for certification eligibility, but rather is intended for those wishing to expand or complement existing background and experience. Those interested primarily in qualification for certification should consider Level I or Level II programs within the Rehabilitation Counseling programs.

CERTIFICATE OF ADVANCED STUDY

Students who have completed the master's degree may pursue advanced coursework leading to a Certificate of Advanced Study. Admission to this program is based on individual goals and objectives. Typically, students in this program seek to complement their existing educational and professional background, training, and experience; qualify for advanced positions; or become eligible for rehabilitation certification. Programs are arranged individually with the student's faculty advisor. A minimum of 32 semester hours of graduate credit is required.

ACCREDITATION

The Rehabilitation Counseling programs (Levels I and II) are approved and accredited by the Council on Rehabilitation Education. Students completing all coursework requirements including research, general rehabilitation course requirements, practica, and internships are eligible for the national certification examination to become Certified Rehabilitation Counselors (CRC) and to apply for state licensure.

REHABILITATION COUNSELING - GENERAL CASEWORK

The primary objective of this program is to prepare students to work with a wide variety of physical, mental, emotional disabilities, illnesses, traumas, and other conditions. Emphasis is placed on knowledge and skills needed for diagnostic assessments, evaluation, interviewing, and counseling. Students are educated in the use of relevant information and dynamics for casework planning and client services. Typically, graduates of this program work as counselors, consultants, and specialists for employers in many different public and private settings. Usual responsibilities require the ability to work with various individuals, groups, families, schools, employers, physicians, and other professionals.

BASIC PROGRAM:

REHABILITATION COUNSELING — GENERAL CASEWORK

CORE Requirements

- RSCH 325: Foundations and Methods of Research
CORE Elective

General Requirements

- RHAB 301: Human Development and Disabling Conditions
RHAB 305: Rehabilitation: History, Principles and Practices
RHAB 306: Casework Management Techniques
RHAB 335: Rehabilitation Counseling: Theory and Techniques
RHAB 342: Career Development and Placement Techniques
RHAB 350: Advanced Assessment Techniques
RHAB 361: Medical Survey

Specific Program Courses

- RHAB 291: Neurological Rehabilitation
RHAB 292: Group Techniques
RHAB 294: Psychiatric Rehabilitation
Specific Program Elective

Clinical

- RHAB 366: Clinical Practice I
RHAB 367: Clinical Practice II
RHAB 368: Internship

Research

- RSCH 301: Educational Statistics
RSCH 327: Thesis Seminar
RSCH 328: Thesis
OR
RSCH 341: Guided Independent Study
OR
CISC 301: Computer for Research
RSCH 301: Educational Statistics
RSCH 326: Research Project

ALCOHOL AND SUBSTANCE ABUSE COUNSELING

Alcohol and substance abuse has been a steadily increasing social problem for some time. Various rehabilitation programs are responding to meet the need. The primary objective of this program is to prepare students to work in a wide variety of detoxification and rehabilitation programs throughout the country. The focus is primarily on developing intervention techniques, counseling and therapeutic strategies for all aspects of rehabilitation programming from in-hospital acute treatment to residential/day treatment and career development. Excellent opportunities exist for clinical field placements. Graduates are employed in a variety of hospitals, clinics and treatment centers as well as in business and industry, especially in personnel risk management and employee assistance programs.

BASIC PROGRAM:

ALCOHOL REHABILITATION AND SUBSTANCE ABUSE COUNSELING

CORE Courses

- RSCH 325: Foundations and Methods of Research
CORE Elective

General Requirements

- RHAB 301: Human Development and Disabling Conditions
RHAB 305: Rehabilitation: History, Principles and Practices
RHAB 306: Casework Management Techniques
RHAB 335: Rehabilitation Counseling: Theory and Techniques

RHAB 342:	Career Development and Placement Techniques
RHAB 350:	Advanced Assessment Techniques
RHAB 361:	Medical Survey

Specific Program Courses

RHAB 284:	Treatment Methods of the Alcoholic
RHAB 286:	Alcoholism and Family Treatment
RHAB 289:	Treatment of Drug Abuse
RHAB 292:	Group Techniques

Clinical

RHAB 366:	Clinical Practice I
RHAB 367:	Clinical Practice II
RHAB 368:	Internship

Research

RSCH 301:	Educational Statistics
RSCH 327:	Thesis Seminar
RSCH 328:	Thesis
OR	
RSCH 341:	Guided Independent Study
OR	
CISC 301:	Computer for Research
RSCH 301:	Educational Statistics
RSCH 326:	Research Project

PSYCHIATRIC AND MENTAL HEALTH COUNSELING

Students primarily interested in working with mental health or psychiatric populations are offered a program in this growing and exciting area of rehabilitation. Emphasis is placed not solely on understanding and knowledge in psychopathology and psychotherapy but rather on concepts of growth and development, independent living, vocational rehabilitation, milieu and expressive therapies and psycho-social support systems. Graduates of this program are typically employed in hospitals, clinic, community mental health programs, vocational rehabilitation agencies and private psychiatric facilities.

BASIC PROGRAM: PSYCHIATRIC AND MENTAL HEALTH COUNSELING

CORE Requirements

RSCH 325:	Foundations and Methods of Research
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CORE Elective

General Requirements

RHAB 301:	Human Development and Disabling Conditions
RHAB 305:	Rehabilitation: History, Principles and Practices
RHAB 306:	Casework Management Techniques
RHAB 335:	Rehabilitation Counseling: Theory and Techniques
RHAB 342:	Career Development and Placement Techniques
RHAB 350:	Advanced Assessment Techniques
RHAB 361:	Medical Survey

Specific Program Courses

RHAB 275:	Holistic Medicine in Rehabilitation
RHAB 286:	Alcoholism and Family Treatment
RHAB 292:	Group Techniques
RHAB 294:	Psychiatric Rehabilitation
RHAB 364:	Organization and Administration

Clinical

RHAB 366:	Clinical Practice I
RHAB 367:	Clinical Practice II
RHAB 368:	Internship

Research

- RSCH 301: Educational Statistics
- RSCH 327: Thesis Seminar
- RSCH 328: Thesis
- OR
- RSCH 341: Guided Independent Study
- OR
- CISC 301: Computer for Research
- RSCH 301: Educational Statistics
- RSCH 326: Research Project

PEDIATRIC AND DEVELOPMENTAL DISABILITIES

Graduate students interested in this program prepare themselves to work with those individuals who have one or more of the following disabilities or other conditions: mental retardation, cerebral palsy, epilepsy or various forms of learning disabilities. Primary consideration is given to developmental theory and practice, social learning and behavioral techniques. Graduates usually become employed in special schools and developmental centers, rehabilitation hospitals and community agencies.

PEDIATRIC AND DEVELOPMENTAL DISABILITIES

BASIC PROGRAM

CORE Requirements

- RSCH 325: Foundations and Methods of Research
- CORE Elective

General Requirements

- RHAB 301: Human Development and Disabling Conditions
- RHAB 305: Rehabilitation: History, Principles and Practices
- RHAB 306: Casework Management Techniques
- RHAB 335: Rehabilitation Counseling: Theory and Techniques
- RHAB 342: Career Development and Placement Techniques
- RHAB 350: Advanced Assessment Techniques
- RHAB 361: Medical Survey

Specific Program Courses

- RHAB 202: Parents and Family of Disabled
- RHAB 242: Behavioral Techniques for Developmentally Disabled
- RHAB 264: Rehabilitation of Mentally Retarded Individuals
- RHAB 288: Learning Disabilities
- RHAB 364: Organization and Administration

Clinical:

- RHAB 366: Clinical Practice I
- RHAB 367: Clinical Practice II
- RHAB 368: Internship

Research

- RSCH 301: Educational Statistics
- RSCH 327: Thesis Seminar
- RSCH 328: Thesis
- OR
- RSCH 341: Guided Independent Study
- OR
- CISC 301: Computer for Research
- RSCH 301: Educational Statistics
- RSCH 326: Research Project

REHABILITATION COUNSELING FOR DEAF AND HARD OF HEARING

This program is designed to prepare students to work with individuals who are deaf or hard of hearing. Deafness and hearing disorders are among the highest specialty disabilities in need of rehabilitation services in the United States. The primary objective of this program is to develop and integrate the students' knowledge base and practitioner skills in the rehabilitation process with specific training in total communication, the deaf culture and rehabilitation practices and procedures for the deaf and hearing impaired. Graduates of this program are typically employed as specialists in the rehabilitation agencies, rehabilitation facilities, clinics and related education and community programs.

REHABILITATION COUNSELING FOR DEAF AND HARD OF HEARING

BASIC PROGRAM:

CORE Requirements

- RSCH 325: Foundations and Methods of Research
- CORE Elective

General Requirements

- RHAB 301: Human Development and Disabling Conditions
- RHAB 305: Rehabilitation: History, Principles and Practices
- RHAB 306: Casework Management Techniques
- RHAB 335: Rehabilitation Counseling: Theory and Techniques
- RHAB 342: Career Development and Placement Techniques
- RHAB 350: Advanced Assessment Techniques
- RHAB 361: Medical Survey

Specific Program Courses

- RHAB 261: Rehabilitation in Speech and Language Disorders
- RHAB 262: Rehabilitation of the Hearing Impaired
- RHAB 278: Manual Communication and Deaf Culture
- RHAB 279: Advanced Manual Communication and Deaf Culture

Clinical

- RHAB 366: Clinical Practice I
- RHAB 367: Clinical Practice II
- RHAB 368: Internship

Research

- RSCH 301: Educational Statistics
- RSCH 327: Thesis Seminar
- RSCH 328: Thesis
- OR
- RSCH 341: Guided Independent Study
- OR
- CISC 301: Computer for Research
- RSCH 301: Educational Statistics
- RSCH 326: Research Project

VOCATIONAL EVALUATION — WORK ADJUSTMENT SPECIALIST

The primary objective of this program is to prepare students to work as a rehabilitation evaluation and work adjustment specialist. Emphasis is placed on the knowledge and skills needed in the professional use of standardized educational-vocational and psychological tests, work samples, situational assessment, assessment of learning, and functional skills assessment. Typically, graduates of this program work as vocational evaluators, and work adjustment specialists for employers in many

different agencies. Usual responsibilities include the ability to assess clients-consumers in a variety of modalities and milieus, write comprehensive reports, recommend appropriate learning and behavioral rehabilitation plans and work as a member of a postacute team of rehabilitation and health care professionals. This program leads to eligibility for national certification as vocational evaluator-work adjustment specialist.

BASIC PROGRAM

VOCATIONAL EVALUATION — WORK ADJUSTMENT SPECIALIST

CORE Requirements

RSCH 325:	Foundations and Methods of Research	3
CORE elective		3

General Requirements

RHAB 301:	Human Development & Disabling Conditions	3
RHAB 305:	Rehabilitation Counseling: History, Philosophy, & Practice	3
RHAB 306:	Casework Management	3
RHAB 335:	Rehabilitation Counseling: Theory & Techniques	3
RHAB 342:	Career Development & Placement Techniques in Rehabilitation	3
RHAB 350:	Advanced Assessment Techniques	3
RHAB 361:	Medical Survey for Rehabilitation Counselors	3

Specific Program Courses

RHAB 325:	Rehabilitation Assessment & Appraisal Techniques	3
RHAB 242:	Behavioral Techniques for the Developmentally Disabled	3
RHAB 288:	Learning Disabilities	3
RHAB 280:	Philosophy & Process of Vocational Evaluation	3
RHAB 280:	Vocational Evaluation Report Development & Communication	3
PSYC 344:	Advanced Occupational Information	3

Clinical

RHAB 368:	Rehabilitation Internship	6-12
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Research

RSCH 341:	Guided Individual Study	2-6
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MANAGEMENT AND ADMINISTRATION

Excellent opportunities exist for well trained individuals to take leadership positions in the administration, supervision, management and coordination of rehabilitation programs. Primary emphasis of this offering is in the development of planning, organizational and management skills, motivational theory and practice and human resource development. Students completing this concentration become employed in a variety of public and private rehabilitation settings. Many opportunities currently exist in business and industry as well as public agency settings in such areas as personnel management and supervision, employee assistance programs, projects with industry and insurance rehabilitation.

BASIC PROGRAM:

REHABILITATION MANAGEMENT AND ADMINISTRATION

CORE Requirements

RSCH 325:	Foundations and Methods of Research
CORE Elective	

General Requirements

RHAB 301:	Human Development and Disabling Conditions
RHAB 305:	Rehabilitation: History, Principles and Practices
RHAB 306:	Casework Management Techniques
RHAB 335:	Rehabilitation Counseling: Theory and Techniques
RHAB 342:	Career Development and Placement Techniques

- RHAB 350: Advanced Assessment Techniques
 RHAB 361: Medical Survey

Specific Program Courses

- RHAB 276: Employee Assistance Programming
 PSYC 335: Psychology in Business and Industry
 RHAB 364: Organization and Administration
 Specific Program Elective

Clinical

- RHAB 366: Clinical Practice I
 RHAB 367: Clinical Practice II
 RHAB 368: Internship

Research

- RSCH 301: Educational Statistics
 RSCH 327: Thesis Seminar
 RSCH 328: Thesis
 OR
 RSCH 341: Guided Independent Study
 OR
 CISC 301: Computer for Research
 RSCH 301: Educational Statistics
 RSCH 326: Research Project

SPECIAL SERVICES

Within the scope of departmental offerings and related offering of other, cooperating departments or programs, opportunities exist with faculty advisor guidance and assistance to develop a specialized program or specific individualized elective concentration. For example, specialty programs currently exist within some of the following areas: sensory disabilities (visual and hearing disorders), gerontological services cardiac rehabilitation, and head injury rehabilitation. Students interested in this program option must arrange a planned program of study with faculty advisor and departmental approval.

BASIC PROGRAM

REHABILITATION — SPECIAL SERVICES

CORE Requirements

- RSCH 325: Foundations and Methods of Research
 CORE Elective

General Requirements

- RHAB 301: Human Development and Disabling Conditions
 RHAB 305: Rehabilitation: History, Principles and Practices
 RHAB 306: Casework Management Techniques
 RHAB 335: Rehabilitation Counseling: Theory and Techniques
 RHAB 342: Career Development and Placement Techniques
 RHAB 350: Advanced Assessment Techniques
 RHAB 361: Medical Survey

Specific Rehabilitation Course Options (Other offerings may be selected in consultation with faculty advisor)

- RHAB 202: Parents and Family of the Disabled
 RHAB 250: Action Expressive Therapies
 RHAB 261: Speech/Language Disorders
 RHAB 262: Rehabilitation of the Hearing Impaired
 RHAB 270: Rehabilitation Needs of the Aging
 RHAB 271: Therapeutic Approaches of the Aging
 RHAB 275: Holistic Medicine and Rehabilitation
 RHAB280A: Manual Communication with Deaf
 RHAB 280E: American Sign Language
 RHAB280H: Transactional Analysis

RHAB 285:	Blind and Visually Disabled
RHAB 287:	Cardiac Rehabilitation
RHAB 299:	Biofeedback
RHAB 364:	Organization and Administration

Clinical

RHAB 366:	Clinical Practice I
RHAB 367:	Clinical Practice II
RHAB 368:	Internship

Research

RSCH 301:	Educational Statistics
RSCH 327:	Thesis Seminar
RSCH 328:	Thesis
OR	
RSCH 341:	Guided Independent Study
OR	
CISC 301:	Computer for Research
RSCH 301:	Educational Statistics
RSCH 326:	Research Project

SOCIAL WORK

The Department of Social Work Master's in Social Work Program prepares social workers for professional practice through a single concentration in Advanced Generalist Practice. Students are prepared to work at the individual, family, group, organization, and community levels with knowledge-guided practice. In addition to the generalist core curriculum, students take three electives in the second year.

The program is offered in two formats: a weekday option and a weekend option. The content and quality of the program is the same under both options; the scheduling of classes differs in order to provide the flexibility required of employed persons. Students satisfy the core requirement with MSSW 321 and MSSW 311.

Graduates receive the degree Master's in Social Work (M.S.W.).

Weekday Option

The 60 credit program is completed in two academic years or four semesters. In the weekday option classes meet during the week on Tuesdays and Wednesdays. In addition to classroom work, a field practicum is required in each of the four semesters, and as part of the field practicum, participation in a field seminar is required.

Weekend Option

In the extended degree program, the 60 credit program is completed in three calendar years or eight semesters. In the weekend option classes meet two weekends per month. In addition to classroom work, a field practicum is required in the fourth, fifth, seventh and eighth semesters.

The Curriculum Overview

The curriculum consists of:

1. A four course sequence in Social Work Practice.
2. Three course sequences in Human Behavior in the Social Environment, Social Policy and Services, and Social Research.
3. Four semesters of Field Practicum with associated Field Seminars.
4. Three electives.

Admission Requirements

1. A bachelor's degree from an accredited college or university which reflects a broad background in liberal arts with at least twenty semester-hours in the social and biological sciences. Social sciences includes anthropology, economics, history, political science, philosophy, psychology and sociology; biological

sciences include botany, biology, physiology, and zoology. The College looks favorably on transcripts that include course work in writing and in research methods or statistics.

2. A grade point average of 2.5 for all undergraduate work and 3.0 in the last 2 years of academic work. Exceptions to the GPA requirement will be made by the faculty on the basis of other evidence which demonstrates the ability to do graduate work in social work. Applicants who do not meet the GPA minimum will be considered only for admission on probation if space is available.
3. The personal capacity to do work effectively with people and to achieve professional standing.
4. Social work experience as an employee, volunteer, or in an undergraduate practicum.
5. Three references which address the applicant's performance in social work activity and academic and professional potential.
6. A personal statement describing the following:
 - a. employment or volunteer experience with human service agencies
 - b. beliefs and expectations that attracted the applicant to the program
 - c. personal qualities the candidate considers useful in studying for a career in social work
 - d. areas of personal and professional growth to focus on during the course of graduate studies
 - e. career goals and plans as a professional social worker

Advanced Standing

Applicants who have completed a baccalaureate degree in social work from an accredited BSW program with a "B" grade or higher may be awarded advanced standing.

Accreditation

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Colleges and Secondary Schools which accredits schools and colleges in the six New England states. Membership in this one of the six regional accrediting associations in the United States indicates that the College has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The Master's in Social Work Program is accredited by the Council on Social Work Education, the official accrediting body for social work programs in the United States

Weekday Curriculum Sequence for the Master of Social Work

<u>Credits</u>	
FALL OF FIRST YEAR	
Human Behavior in the Social Environment 1	3
Social Policy 1	3
Research 1	3
Social Work Practice 1	3
Field Practicum/Seminar	4
	<hr/> Total 16
SPRING OF FIRST YEAR	
Human Behavior in the Social Environment 2	3
Social Policy 2	3
Research 2	3
Social Work Practice 2	3
Field Practicum/Seminar	4
	<hr/> Total 16
FALL OF SECOND YEAR	
Human Behavior in the Social Environment 3	2
Research 3	3
Social Work Practice 3	3
Field Practicum/Seminar	4
Elective	2
	<hr/> Total 14
SPRING OF SECOND YEAR	
Social Policy 3	3
Field Practicum/Seminar	4
Social Work Practice 4	3
Elective	2
Elective	2
	<hr/> Total 14

Weekend Curriculum Sequence for the Master of Social Work

	Credits
FALL OF FIRST YEAR	
Social Policy 1	3
Human Behavior in the Social Environment 1	3
Total	6
SPRING OF FIRST YEAR	
Human Behavior in the Social Environment 2	3
Research 1	3
Total	6
SUMMER OF FIRST YEAR	
Social Policy 2	3
Research 2	3
Total	6
FALL OF SECOND YEAR	
Social Work Practice 1	3
Field Practicum/Seminar	4
Total	7
SPRING OF SECOND YEAR	
Elective	2

Field Practicum/Seminar	4
Social Work Practice 2	3
Total	9

SUMMER OF SECOND YEAR

Human Behavior in the Social Environment 3	2
Elective	2
Elective	2
Total	6

FALL OF THIRD YEAR

Research 3	3
Social Work Practice 3	3
Field Practicum/Seminar	4
Total	10

SPRING OF THIRD YEAR

Social Policy 3	3
Social Work Practice 4	3
Field Practicum/Seminar	4
Total	10

GRADUATE COURSES

Graduate courses at Springfield College are numbered as follows:

200-299 — Open to seniors and graduate students only*

300-399 — Open to graduate students only

400-499 — Open to Certificate of Advanced Study and Doctoral students only

***Instructors who teach 200-level courses in which graduate students are permitted to enroll require higher academic achievement for graduate students than is required for seniors.**

The following is the minimum number of class hours of attendance required per semester to earn the indicated number of semester hours of academic credit:

15 hours for 1 S.H. credit.

45 hours for 3 S.H. credit.

30 hours for 2 S.H. credit.

60 hours for 3 S.H. credit.

Not every course in the following listing is offered annually. Definite information about course offerings and class hours is available at the time of registration through the Office of the Registrar. Insufficient enrollment or changing conditions may occasionally necessitate the withdrawal of scheduled courses.

ANTHROPOLOGY

ANTH 321: Comparative Cultures (CORE Course)

2 S.H.

This course is an analysis of the origin, history, structure, and effects of various contrasting culture patterns. Culture differences in social systems, especially as manifested in value systems are studied. Social processes inhibiting and accelerating change are also examined. Kinds of social change and the study of selected examples from primitive and modern societies are explored.

ART THERAPY

ATPY 200: 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.

ATPY 205: Art Therapy for the Elderly

2 S.H.

This course familiarizes student to utilize 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 non-verbally through the art process.

- ATPY 220: Counseling Theory, Practice and Techniques in Art Therapy** 3 S.H.
This course is a survey of the major counseling theories as related to art therapy. The comprehension and applications of these theories are enhanced by experiential exercises in addition to lectures, discussion and studio work.
- ATPY 220: Theory and Practice of Art Therapy** 3 S.H.
This survey course covers the historical development and major theoretical trends in the art therapy field. Various therapeutic approaches in art therapy that apply to a variety of client populations comprise the essence of the course. Discussion, lectures, and experimental exercises are the foundation of the classroom experience.
- ATPY 300: Art Therapy with Children & Adolescents** 3 S.H.
This course focuses on preventive art therapy and treatment methods of various childhood psychological and behavioral disorders. Students review theories of child and adolescent development with special consideration of psychological issues occurring in childhood and adolescence. Case studies and hands on experience with children enhance the practical application of art therapy with this age group.
- ATPY 301: Art Therapy Assessment Methods & Materials Analysis** 2 S.H.
Students explore art materials and techniques applicable in treatment during individual and group art therapy sessions. Lectures focus on issues and principles of art therapy techniques as they refer to the process and product of studio experience. In addition to a comprehensive review of the literature, the developmental approach to art therapy is addressed. Students learn and apply their knowledge of various theoretical approaches in art therapy assessment.
- ATPY 302: Painting for the Art Therapist** 2 S.H.
This course focuses on the art of art therapy. The formal elements of art are utilized by artists/art therapists to help convey the motive and psychological atmosphere of their work. Students are required to develop work based upon an extensive exploration or thematic approach addressing these concerns.
- ATPY 303: Sculpture for the Art Therapist** 2 S.H.
This course focuses on utilizing the elements of sculpture in the therapeutic milieu. Students explore a variety of innovative sculpture making mediums and processes. They research and design techniques appropriate for healing. They also exercise these techniques to develop and extend their own artistic abilities and expressions.
- ATPY 304: Printmaking for the Art Therapist** 2 S.H.
This course focuses on techniques of printmaking used in art therapy. Students learn traditional and innovative printmaking techniques, utilize materials and equipment, and understand limits and advantages of printmaking as a therapeutic modality in clinical sites. Students are required to produce prints in various media, apply techniques to selected client populations in a written paper, and produce a Final Book Project.
- ATPY 305: Drawing and Mixed Media for the Art Therapist** 2 S.H.
This studio course focuses on utilizing the elements of art in the therapeutic milieu. Students explore a variety of drawing mediums and collage. Research on art as healing accompanies the studio component.
Prerequisite: Portfolio review and permission of instructor.
- ATPY 307: Integration of Art Education, Art History, & Art Therapy** 2 S.H.
This course integrates concepts and theories of art education, art therapy and art history. Students learn the parameters and potential enmeshment of these disciplines. Discussions of the analysis of art by 19th and 20th century artists who experienced psychological problems as well as the utilization of art history in therapeutic practice with clientele is the essence of the course.
- ATPY 310: Ethics in Art Therapy** 1 S.H.
Professional standards, legal obligations, and ethical situations in art therapy are discussed and debated. Issues of insurance and liability regarding art materials and their interactions with medications are addressed.
Prerequisites: ARTS 200, ARTS 301, and PSYC 331.
- ATPY 311: Computer Graphics for Persons with Disabilities** 2 S.H.
This course focuses on computer graphics for therapeutic use with persons with disabilities. Students learn assistive technology and combine therapeutic interventions with clients and their knowledge of computer graphics. Students also explore computer graphics for their own artistic expression.
- ATPY 312: Family Art Therapy** 3 S.H.
This course introduces students to the use of art processes within the framework of systemic and contextual family therapy and familiarizes students with clinical family therapy models through the process of art therapy. Students develop clinical models and follow case studies utilizing art therapy with families or with an individual family member. The benefits and application of art therapy with family therapy within specific limitations of clinical settings are examined. *Prerequisite: ARTS 220 or permission of instructor.*
- ATPY 315: Issues and Treatment Methods in Brief Treatment Art Therapy** 2 S.H.
Short-term art therapy strengthens an individual's ability for problem solving. This course acquaints students with the realities of brief treatment art therapy and the implications of the mental health system. Issues and treatment methods are discussed. *Prerequisites: Art Therapy Majors or Permission of Instructor.*

ATPY 316: Art Therapy and Body Therapies

2 S.J.

This course is designed for students who are interested in how to incorporate body therapies in the practice of Art Therapy. Case studies are discussed depicting the connection between emotions held within the body and illness. *Prerequisite: consent of Art Department.*

ATPY 325: Supervision for Beginning Practicum in Art Therapy

2 S.J.

Practicum in Art Therapy is considered the core of art therapy training. Students observe an art therapist practice and co-lead groups by the end of the semester for a total of 100 hours in the field. Students participate in bi-weekly supervision meetings. Clinical supervision, peer supervision, video supervision, and discussion of literature are a part of each meeting. Students learn to write clinical notes and organize case presentation

ATPY 350: Practicum in Art Therapy

1-6 S.J.

Practicum in Art Therapy is 600 hours. This course provides practical involvement necessary for acquiring skills of art therapy in a variety of clinical settings. Practicum experiences include a minimum of 25 hours group supervision to be held on campus. Prerequisites include ARTS 200, 220, 300, 325, and PSYC 331. The six credits are usually taken over a period of two semesters.

ATPY 390: Special Topics in Art Therapy

2-3 S.J.

This course examines various current professional issues, theories, mediums and experientials in art therapy. Specific units concentrate on content areas that enhance and augment student's learning beyond the basic graduate art therapy courses.

ATHLETIC TRAINING**ATRN 205: Athletic Injury Rehabilitation & Therapeutic Exercise**

3 S.J.

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 126 and enrollment in the Athletic Training Major; non majors need permission of the instructor.*)

ATRN 206: Advanced Prevention & Care of Athletic Injuries

3 S.J.

This course emphasizes an in-depth discussion of athletic injury preventative screening, pathomechanics of injury, and evaluation techniques. It consists of lecture-laboratory sessions where the students apply the screening and evaluation techniques in a case study approach. *Prerequisite: PHED 125, enrollment in the Athletic Training Pattern, or permission of the instructor.*

ATRN 207: Athletic Injury Rehabilitation & Therapeutic Modalities

3 S.J.

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 205) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise and modalities in the treatment of athletic injuries. (*Prerequisites: ATRN 205 and enrollment in the Athletic Training Major; non majors need permission of instructor.*)

BIOLOGY**BIOL 208: Cell and Molecular Biology**

4 S.J.

Cells are the fundamental units of life. 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. Laboratory investigations are integral to the course, with emphasis on learning the methods of cell and molecular biology research. *Prerequisites: BIOL 4-5; CHEM 2. Organic chemistry and physics are recommended.*

BIOL 220: Comparative Cellular Physiology

4 S.J.

This course emphasizes the amazing array of cellular activities that allow the human body to function. Understanding diverse cell types and their functions in various organs throughout the body, students can appreciate the elegance and precision of cellular interaction necessary to maintain human health. Laboratory exercises provide hands-on experience with designing and performing experiments. Students learn to use current laboratory methods including enzyme assays, protein gel electrophoresis, chromatography, and recombinant DNA techniques. *Prerequisites: BIOL 4-5 and BIOL 10-11 or BIOL 90-91*

COMPUTER SCIENCE**CISC 295: Special Topics in Computer & Information Sciences**

3 S.J.

This course deals with contemporary topics and issues within the scope of computer and information science. Topics may include a broad range of hardware and software issues treated from both a theoretical and applied perspective. *Prerequisite: Permission of the instructor.*

CISC 301: Introductory Computer Concepts for Research

3 S.J.

This is an introduction to computer concepts course for use by the graduate student. Content of this course includes demonstrations and hands-on experiences using such computer applications as: word processor, spreadsheet use and design, library searching, statistical and mathematical data reduction, on-line data acquisition, elementary programming, etc.

CISC 305: Statistical Applications of Computer Programming 3 S.H.
This is an introduction to computer programming for uses in research or educational environments. Emphasis is placed on the fundamentals of program design, development, testing, and documentation with statistical applications using FORTRAN. Coverage includes language syntax, input and output devices, editing, and problem analysis. An exposure to a statistical package is also included.

CISC 310: Microcomputer Applications in a Clinical Setting 3 S.H.
This course deals with those concepts and principles which govern the use of microcomputers in a clinical setting. Emphasis is placed on the use of commercially available integrated software packages. Prior programming experience in a high-level language such as BASIC or PASCAL is assumed. *Prerequisite:* CISC 65 or CISC 70 or the equivalent.

ECONOMICS

ECON 300: Economic Aspects of Health Care Organizations 3 S.H.
This course introduces students to basic concepts of macroeconomics and microeconomics and examines the economic aspects of health services in terms of production, distribution, and institutional structure. Topics covered include conditions affecting the demand for and the supply of medical care, delivery mechanisms, human resource management, the role of government regulation, and proposals to restructure the health care system in response to changing economic conditions.

EDUCATION

EDUC 218: Media Methods Workshop 3 S.H.
The origins of instructional media are traced from the eighteenth century. Modern instructional media are demonstrated with delivery systems. The opportunity to use instructional media and equipment is provided in class projects and assignments.

EDUC 231: International Education: Culture & Change (CORE Course) 3 S.H.
This course takes a cross-disciplinary approach in studying the origins and growth of selected educational patterns in other countries. Emphasis is on the various factors which influence the distinctive character and development of national systems of education.

EDUC 236: The Micro-Computer in the Classroom 3 S.H.
Students study and practice using the software and computer hardware typically utilized in the elementary and secondary school classrooms. The impact of computers in information processing in the public school classroom, and as a teaching/learning tool for classroom use, and for curriculum development and enhancement is explored.

EDUC 242: Educational Assessment of Children 2 S.H.
This course acquaints the students with formal and informal techniques for assessing and recording the development of children with and without special needs. Naturalistic observation, anecdotal record-keeping and portfolio assessments are examined and experienced within the context of the course.

EDUC 250: Principles & Practices of Classroom Management 2 S.H.
In this course, students examine effective approaches to classroom management, student behavior, and student discipline in the elementary school. In the context of classroom groups, special attention is given to the skills and strategies needed to develop an optimal learning environment. Helping with and without special needs children manage their own behavior through preventive, problem-solving practices is emphasized.

EDUC 257: Half Practicum 5 S.H.
This is a supervised half practicum under the direct guidance of a tenured, certified public school teacher for a minimum of 150 clock hours. The course is intended to qualify students for alternate level certification within a field or for internship. Site assignments are made by the Coordinator of Teacher Preparation in consultation with the department chair. *Prerequisite:* Successful completion of a full practicum or approval of the Teacher Preparation Council.

EDUC 260: Adult & Professional Development in Education 3 S.H.
This course examines key issues of adult development and socialization as they relate to an individual's professional life and growth in the education field. A range of developmental perspectives are considered as well as issues of gender, ethnicity, and class.

EDUC 265: Curriculum Development for Infants/Toddlers 3 S.H.
Students examine the socio-emotional, cognitive, physical, and language development of children from birth to three years of age. Students learn about attachment, family/child practices, inclusionary programs for young children with special needs, and the role of play in developmental settings. This course fulfills part of the requirements for the Lead Teacher qualification for the Office for Children.

EDUC 267: Organization and Administration of Early Childhood Programs 3 S.H.
This course examines administration of early care and education programs including program design, instructional and organizational leadership, licensing requirements, parent and community partnerships, budgeting and the day-to-day administration of a center. (*Prerequisite:* MGTE 5 (required for O.F.C. qualification for director) or permission of instructor.)

EDUC 268: Teaching English as a Second Language 3 S.I.
The course familiarizes students with methods and materials used in teaching English to non-English speaker. Emphasis is on means of developing and implementing ESL curricula to enable children and adults to progress from survival-level communication toward increasingly fluent speech and development of basic reading and writing skills.

EDUC 270: Group Processes in the Classroom 3 S.I.
This course trains future middle school and high school teachers in a range of group techniques that can be utilized in the classroom. Participants acquire skills in group-process observation and analysis; group work design, facilitation, and evaluation. Major attention is paid to group designs for whole language learning activities.

EDUC 271: Learning, Teaching, and Technology 3 S.I.
This course integrates technology for meaningful learning and teaching. The goal of this course is to show how technology helps fulfill the new vision for learning and teaching described by state and national frameworks for science, math, the humanities, and the arts. The emphasis is on doing projects through technology that offer students the opportunity to create new knowledge, develop collaboration skills, apply knowledge to new situations, and integrate subjects across the curriculum. (Prerequisite: CISC 10 or equivalent.)

EDUC 277: Individualized Reading 2 S.I.
Conditions in the classroom for individualizing teaching of reading; development of reading power through children's interests; growth of self-motivation through independent reading; the role of evaluation in keeping of records related to reading by children and by the teacher; methods of determining children's individual needs in reading are examined.

EDUC 281: Assessment and Evaluation for the Classroom Teacher 2 S.I.
This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of assessment/evaluative procedures to assess student learning are examined and practiced. Alternative forms of assessment and traditional measurement instruments are compared and contrasted.

EDUC 307: Philosophical Foundations of Education (CORE Course) 3 S.I.
This course provides an introduction to some of the major philosophical approaches to education, including theories of multicultural education. Emphasis is on the importance of understanding and implementing, a philosophically consistent way, a multiethnic approach to education in a pluralistic society.

EDUC 312: Education & the Future (CORE Course) 3 S.I.
This course represents an attempt to study the human condition in the context of educational enterprises and alternative futures. It provides the opportunity to examine our developing consciousness of time and explore how awareness of the future affects our present thinking.

EDUC 319: Culminating Seminar 2-3 S.I.
The focus of this course is on identifying and clarifying common problems and issues in education and developing strategies for communicating them effectively. The problems and issues vary as changes occur in state and Federal legislation and educational research.

EDUC 320: Higher Education Law 3 S.I.
This course is an exploration of the legal issues that affect the administration of postsecondary institutions. The major focus is on issues pertaining to the various constituents (students, faculty, administrators) of colleges and universities. Legal cases are analyzed from the perspectives of law, education, and public policy. While the course is open to any graduate student, it is designed primarily for those who will be faculty or administrators in higher education.

EDUC 351: Clinical Teaching Experience, Elementary 7 S.I.
This is a supervised clinical teaching experience under the guidance of an experienced, fully certified teacher at the elementary level for a total of 400 hours or one semester. A seminar conducted by Springfield College Faculty is included. Site assignments are made in consultation with and permission of the Office of Teacher Preparation. (Prerequisite: Satisfactory completion of the majority of the coursework for the Clinical Master's Program or permission of the Coordinator of Teacher Preparation and Certification.)

EDUC 358: Clinical Teaching Experience, Early Childhood 7 S.I.
This is supervised clinical teaching experience under the guidance of an experienced, fully certified teacher at the early childhood level for a total of 400 hours or one semester. A seminar conducted by Springfield College Faculty is included. Site assignments are made in consultation with and permission of the Office of Teacher Preparation. (Prerequisite: Satisfactory completion of the majority of the coursework for the Clinical Master's Program or permission of the Coordinator of Teacher Preparation and Certification.)

EDUC 365: Higher Education in America (CORE Course) 3 S.I.
This course provides an examination of the landmark historical events in the development of higher education in America and the implications thereof. Some description of circumstances in differing types of institutions is developed. Some limited treatment of legal, financial, and social complexities which have evolved in recent years is given.

- EDUC 370: Group Processes & Organizations** 3 S.H.
The purpose of this course is to train future administrators in a range of group process skills that can be utilized in organizations. Major attention is given to group process analysis, evaluation, and intervention in organizational contexts. Students also learn a variety of designs and facilitation techniques for promoting effective team work in organizations.
- EDUC 376: Curriculum Design & Evaluation** 3 S.H.
Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation.
- EDUC 379: Real World Science in the Classroom** 3 S.H.
Success both in science and in teaching is a matter of practice, teamwork, skill development and problem solving. This course is designed for experienced teachers interested in implementing an inquiry approach to science. The pedagogy of Real World Science is demonstrated, rehearsed, and applied to existing curriculum by course participants, giving experienced teachers an alternative way to teach science in the classroom.
- EDUC 391: School Law** 3 S.H.
School law examines issues of law which affect public schools today. Legal aspects of teaching, teachers' and students' rights, and a variety of other legal issues are introduced.
- EDUC 392: The Principalship** 3 S.H.
The principalship identifies those skills which exemplify effective principals. Among the topics and skill competencies examined are school organization, curricular needs, program and staff development, strategies for institutional change, fiscal management, and leadership styles.
- EDUC 393: Dynamics of Educational Leadership** 3 S.H.
This course builds a knowledge base of the multi-diversified groups and subgroups with whom an administrator (i.e., principal, vice-principal, supervisor, or curriculum specialist) must interact. The significance of these relationships for leadership behavior are studied. Participants demonstrate the requisite skills that are successfully used in working relationships with groups of adults and in one-to-one conferences.
- EDUC 394: Principles of Supervision** 3 S.H.
This course studies major problems confronting supervisors in improving instruction: interpreting educational objectives to staff and public, coordinating education programs, teacher-supervisor relations, mentoring, evaluating instruction, and supervision of student teachers.
- EDUC 395: Administrative Practicum** 5 S.H.
The administrative practicum necessary for provisional certification is 150 hours of supervised work and 75 additional hours of assigned work. The activities must meet the Massachusetts Standards for Principal/Vice Principal or Director/Supervisor. *Prerequisite: One year in the program.*

ENGLISH

- ENGL 205: Literacy, Hypermedia, & 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 towards a definition of literacy and an understanding of its underlying technological basis. They trace 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.
- ENGL 220: Traditional Grammar & Usage** 3 S.H.
This course examines rules of traditional grammar and usage in writing. Recent trends in usage are given special consideration.
- ENGL 228: Modern Drama (CORE Course)** 3 S.H.
This course explores modern trends in the development of dramatic literature with emphasis on Realism and Theatricalism.
- ENGL 259: The Contemporary Novel (CORE Course)** 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.
- ENGL 267: Shakespeare (CORE Course)** 3 S.H.
This course is designed to develop the student's appreciation of Shakespeare as a master dramatist through a study of his better tragedies, comedies, and histories. The plays selected are concerned with serious problems which have always beset humankind. The emphasis shifts yearly from the tragedies to the comedies with histories incorporated each year.
- ENGL 270: Practicum in Sports Journalism** 2 S.H.
This practicum is designed to provide students a professional experience in sports broadcasting, sportswriting, and sports information. *Prerequisite: 8 hours of Sports Journalism.*

ENGL 280: Journalism Internship

6-10 S.F.

This course provides an opportunity for the student to work on an individual basis with a professional in the field of journalism. The student 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 ten weeks. *Prerequisite: Permission of the department chairperson. Graduate credit for 6 semester hours only.*

ENGL 306: Language & Communication (CORE Course)

3 S.F.

This course explores the relationship between language and communication. It focuses on American regional and social dialects and their influence on intercultural and interpersonal communications.

FRENCH**FREN 210: Intermediate French**

3 S.F.

This course is an advanced study of the French language and a review of all verb forms, and concentrates on conversational ability. Literary and cultural studies are used as a basis for conversation. Students completing this course should be able to take part in fairly sophisticated discussions in the French language and should appreciate cultural differences. Classes are conducted entirely in French using the video series "French in Action." *Prerequisite: FREN 12, or 3-4 years of high school French.*

FREN 220: Advanced Intermediate French

3 S.F.

This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning, long distance planning a trip, writing business letters, or operating a computer terminal. The review of grammar and the acquisition of a particular vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. *Prerequisites: FREN 12 with a B+ average or FREN 210 or permission of the instructor.*

HEALTH EDUCATION**HLTH 217: Organization & Administration for the School Health Program**

3 S.F.

This course studies administrative relationships and procedure in conduct of school health programs; general policies, state responsibility, annual health examinations; examinations for athletes, follow-up service clinics; classes for the handicapped, sanitation of school plant, duties of personnel, record and report form services of outside agencies and community relationships; and the opportunity for considering specific problems encountered during school or public health education experience. *Prerequisite: HLTH 102.*

HLTH 220: Health Counseling

3 S.F.

This course provides the health professional with an understanding of the dynamics of different health and wellness characteristics in relation to mental health. It examines interpersonal relations, psychological practices and interventions to enable health professionals to provide effective referrals and/or service delivery to clients and students. *Prerequisite: Permission of instructor.*

HLTH 225: Human Disease

3 S.F.

This course examines a wide range of contemporary health problems. The health professional examines the epidemiology and pathology of major diseases and the attendant psychosocial implications. Prevention and control is discussed within the ethical issues identified for study. *Prerequisites: BIOL 1, BIOL 10-11, HLTH 1, or permission of instructor.*

HLTH 242: Special Health Topics for the Classroom Professional

3 S.F.

This course is designed for the classroom professional (N-12) 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.

HLTH 250: Workshop in Health

2 S.F.

This course provides students with an understanding of contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. Not a student may register for this course for credit more than once provided the area to be included is different each time.

HLTH 251: Field Work in Community Health Education

15 S.F.

This is a supervised experience in a health agency for a full term. Includes observation of, and participation in, the work of the agency.

HLTH 252: Practicum in Health Education Grades

N-9 7 S.F.

This is a supervised practicum in grades N-9 of a public school which includes observation of, and participation in, the work of the school.

HLTH 253: Practicum in Health Education Grades

5-12 7 S.F.

This is a supervised practicum in grades 5-12 of a public school which includes observation of, and participation in, the work of the school.

HLTH 265: Health Related Aspects of Aging (CORE Course)

3 S.F.

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 301: Health Behavior**3 S.H.**

A theoretical basis for the analysis and interpretation of health behavior is presented. Research and literature is reviewed in areas such as sociocultural and environmental factors associated with health behaviors and planning and developing effective programs.

HLTH 302 : Teaching Methods and Learning Styles**3 S.H.**

This course analyzes the theories, practices and planning processes for school health education. Readings, discussions, observations, lesson planning, practice teaching and critical analysis emphasize quality teaching and professionalism in the health education field. Also, the course analyzes how to teach students with special needs and how to develop, plan and implement IEP'S. *Prerequisite: Permission of instructor.*

HLTH 310: Issues in Public Health (CORE Course)**3 S.H.**

Selected contemporary issues in the field of public health are examined: social, psychological, political, and community problems in the provision of health care services, payment of health care, and development of health manpower. Specific issues examined vary each year.

HLTH 312: Dimensions of Wellness (CORE Course)**3 S.H.**

Wellness is best described as a way of life. This course examines the dimensions of wellness: spiritual, physical, intellectual, career, emotional, and social. Emphasis is on self-responsibility and a holistic approach to wellness and illness. Students review present wellness programs, identify assessment instruments, and can apply this knowledge to the achievement of a healthful way of living.

HLTH 314: Administration of Health Programs**4 S.H.**

The course is designed to teach students how to implement, manage, and evaluate health promotion programs in the public and private sectors. The components of a comprehensive health promotion program are examined and the relationship of health promotion to health care costs containment, employee productivity, and absenteeism are covered. Methods of quantifying program effectiveness are discussed and techniques for improving the student's employment market ability are examined. *Prerequisite: HLTH 301.*

HLTH 315: Health Program Planning and Design**3 S.H.**

This course provides an overview of assessment, planning, implementing, and evaluating public and community health administration, education, and promotion programs. Students develop their abilities in setting goals and objectives, coordinating and administering health services, and communicating health education, needs, concerns and resources.

HLTH 316: Health Law**3 S.H.**

This course is designed to provide an analytical framework to enable the understanding of the legal and ethical climates within which the health care institution operates. Emphasis is placed on the legal and ethical concepts which bear most heavily upon current health care problems, planning and decision-making activities of the health care profession.

HLTH 320: Seminar in Health Promotion**1-3 S.H.**

This seminar considers problems and provides advanced study in health promotion/wellness management programs. A graduate student, with the permission of the advisor, may register for this seminar only two times.

HLTH 340: Techniques of Applied Nutrition**3 S.H.**

This course is a study in applied nutrition as related to human health. Health issues related to nutritional deficiencies and excesses and related therapies are discussed. Practical applications of sound nutritional principles are the focus of this course. *Prerequisite: Consent of instructor.*

HLTH 345: Health Promotion/Wellness Management Field Work**6-9 S.H.**

A field work experience designed to supplement classroom study by providing direct insights in the operation of a health promotion/wellness management program through a participant-observer experience. *Prerequisite: Consent of field work supervisor.*

HLTH 351: Clinical Teaching Experience, Health Education**7 S.H.**

This is a supervised clinical teaching experience under the guidance of an experienced, fully certified teacher at the K-12 level for a total of 400 hours or one semester. A seminar conducted by Springfield College Faculty is included. Site assignments are made in consultation with and permission of the Office of Teacher Preparation. (*Prerequisite: Satisfactory completion of the majority of coursework for the Clinical Master's Program or permission of the Coordinator of Teacher Preparation and Certification*).

HLTH 367: Wellness Strategies and Instruction for Stress Management**3 S.H.**

This course provides students with a review of numerous coping and stress reduction strategies and skills. It focuses primarily on how to teach those strategies and skills to clients and students and how to run your own stress reduction programs. *Prerequisite: A basic level stress management course.*

HLTH 370: Women's Health Care (CORE Course)**3 S.H.**

This course is designed to consider those personal health topics of special interest and applicability to women. The focus is upon the role of self-understanding and self-help in promotion of health and well-being. *Prerequisite: Consent of instructor.*

HEALTH/FITNESS

HFIT 200: Management of Health/Fitness Programs

3 S.H

This course is designed to give students the basic skills necessary to develop and implement an employee health/fitness program. An emphasis is placed on management, facility development, programming, and leadership procedures. *Prerequisite: Senior status in Health Fitness (99 A.H.) and/or permission of instructor.*

HFIT 210: Exercise Testing and Prescription for Special Populations

3 S.H

Students enrolled in this course are exposed to methods of leadership and exercise selection specific to preventative exercise prescription for people without disease, with controlled disease, and medically cleared company patients. Particular attention is directed to principles of selecting and organizing innovative activities for individuals of various ages and fitness levels. Lecture and lab time is included. *Prerequisite: HFIT 160.*

HFIT 261: Electrocardiogram Interpretation & Graded Exercise Testing

3 S.H

The purpose of this course is to continue general orientation to a cardiovascular health program; to review physical fitness knowledge techniques and interpretation; to increase understanding of monitored graded exercise testing; to provide skill training in the administration and interpretation of exercise testing protocols and procedures; and to introduce the student to cardiac rehabilitation program policies and procedures. *Prerequisites: HFIT 160 or YMCA Physical Fitness Workshop or permission of instructor.*

HFIT 270: Strength and Conditioning

3 S.H

This course examines the scientific theories and principles of the physical conditioning process. Emphasis is placed on the design and implementation of effective strength and conditioning programs for enhanced athletic performance. Topics include analysis of sports specific performance demands, physiological adaptations to training, power and force production, functional strength training, theory of periodization and application, plyometric training, speed development, and Olympic-style weight training techniques. This course will also prepare the student to take the Certified Strength and Conditioning Specialist exam through the NSCA.

HFIT 275: Stress Management

3 S.H

This course covers the concept, sources, symptoms, and related disorders of stress and tension. Emphasis is given to the holistic approach to program management including social, psychological, and physical techniques. Project and laboratory experiences include individual and group techniques applicable to the educational, sports, agency, and corporate settings.

HFIT 310: Exercise & Health

3 S.H

This course is a comprehensive review of what is known about regular exercise and its effects on individual and population health. Key topics are prevention of coronary heart disease, metabolic disorders, excessive body fat distribution, cancer and hypertension. Critical analysis of relevant research is emphasized.

HFIT 312: Exercise Adherence

3 S.H

This course is a comprehensive review of research in exercise adherence and determinants of physical activity. Key topics of inquiry are habitual exercise and public health, mental health, and longevity; theoretical models of adherence; strategies for modification; adherence comparisons in clinical, community, and corporate settings; and relevant research methodology.

HFIT 380: Fieldwork in Health/Fitness

1-8 S.H

This course is a supervised field-based experience in an appropriate work site. The work experience is arranged on an individual basis and must reflect a new dimension consistent with career aspirations. The student becomes involved with on-the-job training through active observation and participation in programs, projects, and practices. Placement must be made and approved by the HFIT Program Coordinator. *Prerequisite: Program requirements completed or concurrent.*

HISTORY

HIST 205: The History of the Soviet Union (CORE Course)

3 S.H

The 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 the social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and the U.S.S.R.'s relations with other nations of the world.

HIST 250: Europe Since 1900 (CORE Course)

3 S.H

An examination of the political, social, and economic development of major European nations from the prelude to the First World War 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 281: Recent American History (CORE Course)

3 S.H

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.

HUMAN SERVICES AND ADMINISTRATION

HSAD 223: Introduction to Human Services Administration 3 S.H.
This course introduces the concepts and process of administration, develops an understanding of the task of executive leadership, and examines the implications of group work methods in the administration of social agencies.

HSAD 224: Strategic Planning 1-2 S.H.
This course is designed to assist executives of non-profit organizations to acquire insight concerning the human dimensions of planning and management and to become familiar with the concepts and processes involved in strategic planning, operational planning, and implementation. Adult learning techniques are employed.

HSAD 240: Proposal Writing & Fund Raising 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 a proposal and a fund raising event are studied.

HSAD 272: Development Ethics 3 S.H.
This course is a study of the moral implications in the presentation and execution of means and choices of personal and community values as they affect the nature of human service needs and programs. Special emphasis is placed upon the varied moral systems that influence or determine the attainment of human service objectives. Students explore the various codes of ethics adopted by the U.N. and human service professions both national and international.

HSAD 310: Principles & Practices of Group Work 3 S.H.
This course considers philosophy, principles, and practices of group work as a method of working with individuals and in meeting human needs. Different types of groups are discussed and narrative records are used to understand the significance of group experience and its relation to the development of individuals and groups. *Prerequisite: For HSAD majors only.*

MANAGEMENT AND ECONOMICS

MGTE 201: 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 and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. *Prerequisite: Reasonable facility with college math is desired.*

MGTE 205: 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. *Prerequisites: HSAD 36, BUSM 26.*

MGTE 253: 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 partnership and S corporation taxation. *Prerequisites: MGTE 10 or MGTE 300.*

MGTE 270: Advertising 3 S.H.
This course introduces the richness and variety of the real world of 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. *Prerequisites: MGTE 101 or MGTE 102 or permission of the instructor.*

MGTE 275: 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. *Prerequisites: MGTE 101 or 102, ECON 2, and either PSYC 1 or SOCI 1 or permission of instructor.*

MGTE 278: Business Law 3 S.H.
This course explores basic legal principles and engages the student 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.

MGTE 280: Marketing for Nonprofit Organizations 3 S.H.
This course focuses on approaches and techniques that can significantly improve the practice of marketing, a systematic approach to solving marketing problems, and an awareness and ability in using the very latest concepts and techniques from the private sector. *Prerequisites: MGTE 101 or MGTE 102 or permission of the instructor.*

MGTE 290: Entrepreneurial Studies**3 S.H**

The course covers the theoretical and practical points of starting new organizations. The course covers financing options, 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: BUSM 10 or 11, BUSM 105, ECON 1, algebra, or permission of the instructor.*

MGTE 295: Corporate Social Responsibility**3 S.H**

This course examines the multifactor problems and issues that are typical of the business and society interface and the initiatives taken by business to resolve those issues. Students learn how to identify issues and stakeholders and also how to formulate and implement social-issues strategies and to integrate them with business strategy. *Prerequisites: PHIL 125 and MTGE 70 or permission of the instructor.*

MGTE 300: Selected Applications of Accounting**3 S.H**

The course offers an in-depth study of accounting for the graduate student with no previous accounting background. The emphasis is on the preparation, interpretation, and use of financial statements for profit and non-profit organizations. A management-oriented approach to accounting procedures is utilized.

MGTE 310: Financial Management of Health Care Organizations**3 S.H**

This course explores specific skills in modern financial management. The course covers the fundamental skill of identifying financial weaknesses and problem-solving in the health care sector. Special emphasis is on fundraising, budget control, and fund management. Analytical skills are enhanced in the subject areas of profitability and asset management. Financial reporting criteria are discussed. Case study analysis

MGTE 320: Strategic Management of Health Care Organizations**3 S.H**

This course explores specific issues and concepts in long-term strategic planning to ensure exemplary health care delivery. Skills in identifying opportunities and weaknesses in organizational development in the health care sector are taught. Special emphasis is on organizational and human resource development client base needs assessment, and asset utilization.

MGTE 330: Management in Long-Term Health Care Organizations**3 S.H**

This course studies the problems of organizational effectiveness in long-term health care organizations and the impact of public policy, accreditation, regulation and reimbursement upon their operating policies and practices.

MGTE 390: Special Topics**3 S.H**

This course consists of a series of one semester hour graduate seminars which focus on current topics in health care management; students choose three in consultation with an advisor. Topics of current interest to students are offered on a variable basis. A list of topics includes, but is not restricted to, home health care health insurance, occupational medicine, death and dying, managing an HMO, health policy, facilities planning, hospital administration, managing a CCRC, hospice management, and negotiation skills.

OCCUPATIONAL THERAPY**OCTH 201: 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 is also addressed. *Prerequisite: Major in Occupational Therapy or permission of the instructor.*

OCTH 205: Preclinical Education**2 S.H**

This practicum provides occupational therapy students with observational experiences 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 instructor.*

OCTH 207: 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 201.*

OCTH 215: Clinical Education I**3 S.H**

This course is a combination of a supervised field experience in one or more health care settings 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 201 and OCTH 205.*

OCTH 220: Performance, Dysfunction, & Occupational Therapy Adaptation in Infancy**3 S.H**

This course presents 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/leisure, and family functioning. Techniques for occupational therapy

assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. *Prerequisite: Major in Occupational Therapy or permission of the instructor.*

OCTH 221: Performance, Dysfunction, & Occupational Therapy Adaptation in Childhood 4 S.H.
Through the study of human performance from preschool through school age, emphasis is given to normal and dysfunctional processes which may affect growth and development, learning, self-care, play/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 220.*

OCTH 277: Development, Dysfunction, & 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. *Prerequisites: OCTH 201 and 350.*

OCTH 340: Physical Development, Dysfunction, & Occupational Therapy Adaptation in Adults I 3 S.H.

This course examines adult physical pathologies, theory, and practice in occupational therapy for adult physical dysfunctions. Human performance analyzing normal and dysfunctional process affecting work, self-care, and leisure are stressed. Techniques for occupational therapy interventions emphasizing a neurodevelopmental approach are reviewed and practiced in laboratory experiences. *Prerequisites: OCTH 220 and 221.*

OCTH 341: Physical Development, Dysfunction, & Occupational Therapy Adaptation in Adults II 3 S.H.

This course and laboratory continues the presentation of adult physical pathologies, theory, and scope of practice in occupational therapy. Techniques for occupational therapy intervention emphasizing biomechanic, rehabilitative, and human occupation approaches are reviewed and practiced. *Prerequisite: OCTH 340.*

OCTH 350: Psychosocial Development, Dysfunction, & Occupational Therapy Adaptation in Adults I 3 S.H.

This course, with a laboratory experience, presents psychosocial occupational therapy theory and practice as it relates to human performance and all daily activities. Operational use of psychosocial occupational therapy theories within the context of traditional psychiatric theories is examined. Occupational therapy intervention emphasizing therapeutic use of self, engagement in activity, and psychosocial evaluations are practiced. *Prerequisites: OCTH 201 and 207.*

OCTH 351: Psychosocial Development, Dysfunction, & Occupational Therapy Adaptation in Adults II 4 S.H.

This course continues the presentation of the theory and practice in occupational therapy for adult psychosocial dysfunctions affecting work, self-care, leisure, and the family. Psychiatric diagnoses are explored along with occupational therapy techniques for assessment and intervention. Students have the opportunity to experience group leadership roles in the community. *Prerequisite: OCTH 350.*

OCTH 365: Development and OT Adaptation for the Older Adult 3 S.H.

Aging includes a variety of physical and psychosocial changes along with increased risks for dysfunctions. Students discuss myths and facts around these issues, and the roles OT's play to facilitate normal health during this part of life. A short field experience is required. *Prerequisite: OCTH 201.*

OCTH 366: Occupational Therapy for the Older Adult 1 S.H.

Techniques and issues specific to occupational therapy and older persons are explored, including evaluations, treatment, reimbursement issues, and other special issues. Students with a great deal of work and/or academic experience related to older persons tailor this course with the professor to fit their individual needs. (*Prerequisite: Permission of Professor & OTRC*)

OCTH 370: Occupational Therapy Management 3 S.H.

This course examines developing occupational therapy programs and departments emphasizing strategic planning, marketing, budgeting, staffing, reimbursement, and Federal and State licensing regulations. Managing staff, consulting to agencies, writing grant proposals, and utilizing resources are also explored. *Prerequisites: OCTH 201, 205.*

OCTH 380: Graduate Seminar 3 S.H.

This course provides a discussion of professional ethics and current issues in the field. Personal values and attitudes and their relationship to the provision of patient care are explored as they relate across the spectrum of cultures, classes, and current events. *Prerequisite: Occupational Therapy major.*

OCTH 389: Clinical Education II 10 S.H.
A two hour weekly seminar, designed to assist in the academic to field work transition, is followed by an intensive twelve week (or the equivalent) field experience in an accredited facility. In these settings students

practice application of occupational performance theories and clinical reasoning with a case load of clients.
Prerequisite: Permission of Instructor.

OCTH 390: Clinical Education III

10 S.H.

This intensive course consists of a 480 hour (usually twelve weeks full time) supervised field experience and a fifteen hour follow up seminar. In sequence, this is the second required Level II Fieldwork Experience (as defined by AOTA). During Level II Fieldwork, students have the opportunity to learn about the application of occupational therapy theory to practice in assessment, planning, treatment, and administration. Students are also exposed to the applications of professionalism, ethics, and clinical reasoning through reflective practice. *Prerequisite: OCTH 389.*

OCTH 393: Specialty Clinical Education

0 S.H.

This optional field work goes beyond the traditional requirement and offers students the opportunity to explore and perfect occupational therapy skills in a specialty area of practice. It is designed to strengthen students' skills in a specialty area which demands refined expertise. *Prerequisite: Permission of Instructor. Fee.*

PHILOSOPHY

PHIL 310: Comparative Philosophy (CORE Course)

3 S.H.

This course provides an opportunity for a student to learn about types of philosophy from a variety of cultures. After a study of the traditional systems of thought — Hindu, Buddhist, Chinese, Platonic, and Christian — an effort is made to demonstrate the influences of contemporary eastern and western thought on one another through the works of Marx and Mao, Ghandi and King, Jung and Suzuki.

PHIL 342: Human Values in Modern Literature (CORE Course)

3 S.H.

This is a study of human problems through the medium of literature. Topics include man and man, man and woman, man and God, the individual and the collective, the meaning of freedom, etc. Materials are drawn from representative works of such writers as Dostoevsky, Sartre, Camus, Eliot, Duertenmatt, and Ionesco.

PHYSICAL EDUCATION

PHED 209: Physical Education for Atypical Children

3 S.H.

This course covers basic materials, methods, and principles for a graded program; programs of general class activities; and special adaptive education and the therapeutics of recreation for the disabled and handicapped. The laboratory period affords practical experience in individual and group methods for conducting developmental conditioning and corrective exercise in the appraisal of postural deviations and in prescriptive guidance for correction. *Prerequisite: BIOL 10, 11.*

PHED 220: Sport & Art (CORE Course)

3 S.H.

The historical and contemporary relationship of sport and art is explored by examining: sport as the subject matter of the artist's work, selected pieces of testimony and essays which reveal the occurrence of aesthetic experiences in sport, sport as the medium to produce a work of art, and questions posed by scholars about the nature of sport and art and their possible relationship.

PHED 221: Organization & Administration of Education & Physical Education

3 S.H.

The basic principles and patterns of organization and administration as manifested in educational institutions are analyzed in this course. Topics such as class scheduling, fiscal management, policy formulation, educational funding, teacher unions, and legal liability are explored. *Prerequisites: Concurrent registration in PHED 154 or permission of instructor.*

PHED 222: Organization & Administration of Aquatics

2 S.H.

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers; financing; publicizing; motivating attendance; and legal relations.

PHED 223: Organization & 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 225: Curriculum Development in Physical Education

2 S.H.

Students enrolled in this course are exposed to principles of curriculum development and frameworks for decision-making in physical education. Particular attention is directed to principles of selecting and organizing content appropriate for students of varying age levels. The processes of change and school politics form the bases for study of the implementation phase of curriculum development. *Prerequisite: Concurrent registration in PHED 154 or permission of instructor.*

PHED 240: 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. *Prerequisite:* Consent of instructor/HLTH 340.

PHED 245: Exercise & Aging

3 S.H.

This course provides information on the aging process and how this process is impacted upon by exercise. 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 10, BIOL 11, or permission of instructor.

PHED 250: Workshop in Physical Education

1-2 S.H.

This course provides an opportunity for group thinking and discussion on problems of organization, administration, and conduct of programs of physical education. Provisions are made for students to work individually or in small groups toward the solution of problems of their own choosing. NOTE: a student may register for this course for credit more than once provided the area to be included is different each time. *Prerequisite:* Undergraduate major in physical education or permission of instructor.

PHED 251: Qualitative Biomechanics of Movement

3 S.H.

Qualitative biomechanical concepts of human and related animal movements are examined. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. The student becomes familiar with determining and applying biomechanical principles based on aided and unaided observation, and measurements taken using commonly available equipment. *Prerequisite:* PHED 119.

PHED 262: Physical Education for the Mentally Retarded & Those with Associated Disorders

2 S.H.

Characteristics and needs of the mentally retarded are studied. Disorders associated with mental retardation are presented. Focus is on current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. This is theory course. *Prerequisite:* Senior-graduate status.

PHED 270: Sociology of Sport (CORE Course)

2 S.H.

This course examines the study of sport within a sociological context. Theories of sport and society are examined in an attempt to analyze and explain various relationships existing between sport and social groups, processes, forces, and institutions.

PHED 290: The Female Athlete

3 S.H.

This course, through a review of related materials, lecture, and discussion is designed to examine the female in the sport milieu from an "heretofore," legislative, governance, social, psychological, biomechanical, physiological, and nutritional perspective. Course format is lecture/discussion.

PHED 296: Motor Learning and Control

3 S.H.

This course is designed to present information concerning fundamental concepts in motor learning and control. Topics include stages of skill acquisition, neurological bases of movement, motor integration, feedback, motor memory, conditions of practice, attention, and perception. Laboratory sessions are designed to enhance the understanding of topics covered. *Prerequisites:* MOST 24 and MOST 210 or permission of instructor.

PHED 298: History of Physical Education & Sport (CORE Course)

2 S.H.

Designed to explore the history of physical education and sport within the context of man's cultural development, this course includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

PHED 299: Philosophical Inquiry Into Physical Education

2 S.H.

This course is designed to help students develop an expanded view of the nature, meaning, and significance of physical education by examining questions and writings which focus on reality, beauty, knowledge, ethics, embodiment, and values.

PHED 301: Advanced Exercise Physiology

3 S.H.

This course takes an in-depth look at the physiological responses and adaptations to acute and chronic exercise. Topics that are covered include the physiology of the following systems: skeletal muscle, cardio-respiratory, endocrine, renal. In addition, environmental effects, ergogenic aids, gender differences, and training procedures are studied. *Prerequisite:* PHED 103 or equivalent.

PHED 302: Metabolism & Exercise

3 S.H.

Energy production, utilization and measurement are examined with emphasis on provision of substrates and energy for muscular exercise. The interactions between energy metabolism and training are explored in relation to metabolic adaptations, work capacity, energy stores, nutrition and performance. This course includes both lecture and laboratory sessions. *Prerequisites:* PHED 103, CHEM 32, PHED 324.

PHED 303: Cardiopulmonary Function & Exercise

3 S.H.

This course examines pulmonary function, gas exchange, cardiovascular function, and body fluids during exercise and recovery. Cardiopulmonary adaptations to training are examined in relation to age, gender, training program, and fitness condition. *Prerequisites:* PHED 103, PHED 324.

PHED 304: Neuromuscular Functional Exercise

3 S.H.

This course examines the integration of neural and muscular aspects of human movement, the effects of acute and chronic exercise on neuromuscular function, and factors which influence neuromuscular function. *Prerequisites:* PHED 103, PHED 324.

- PHED 305: Seminar: Movement Science** 1 S.H
This course involves discussion of current research and literature relative to selected problems in movement science. Topics are selected on the basis of current trends as well as students' interests and needs.
- PHED 306: Environmental Physiology** 3 S.H
This course provides the student the opportunity to study the various forms of environmental stress, and how the human organism responds physiologically to these stressors. How physical performance may be affected is studied both in lecture and in a laboratory component. The environmental stressors to be considered are heat, cold, altitude, and the hyperbaric environment. *Prerequisite: PHED 103, PHED 324, or permission of instructor.*
- PHED 312: Concepts in Assessment & Remedial Exercise Theory** 3 S.H
This is an application of appropriate exercise programs for individuals with specific rehabilitation needs. It includes testing and evaluation, indications and contraindications of exercise, crutch and wheelchair management, use of adaptive equipment, and specific pathology.
- PHED 313: Advanced Level Coaching: Methods and Issues** 3 S.H
In this course, graduate students examine the role and responsibilities of the coach in intercollegiate and elite athletics. Major topics include ethics, recruiting, staffing, practice design, and governing body regulations. *Prerequisite: previous playing experience at least at the college level or previous coaching experience at the interscholastic level or above.*
- PHED 316: Seminar in Research in Motor Learning** 3 S.H
The seminar involves an in-depth study of current research topics in the field of motor learning with specific application to the field of physical education. Specific content areas vary, but the major areas of emphasis are in feedback, transfer, perception, and current motor learning theories of skill acquisition. *Prerequisite: PHED 204 or equivalent is required and PHED 315 is recommended.*
- PHED 320: Philosophy of Sport (CORE Course)** 3 S.H
The ethical, aesthetic, epistemological, axiological, and metaphysical dimensions of sport are studied. *Prerequisite: Undergraduate course in philosophy.*
- PHED 324: Laboratory Techniques in Movement Science** 1-3 S.H
This modularized course provides students with demonstrations and hands-on experiences utilizing selected laboratory techniques from the Movement Sciences. Specialized sections of the course are offered to fulfill the needs of students in a number of Movement Sciences related areas: Biomechanics, Exercise Physiology, Motor Learning, Cardiac Rehabilitation, Physical Therapy, and Sports Injury Prevention and Management. *Prerequisites: PHED 19, PHED 103.*
- PHED 327: Construction & Maintenance of Physical Education Facilities** 2 S.H
Principles, terminology, and standards for planning, construction, use, and maintenance of outdoor and indoor physical education facilities are considered.
- PHED 329: Curriculum Construction in Physical Education** 3 S.H
The course provides opportunity for graduate students, especially those preparing themselves for administrative positions, to avail themselves of a practical experience in physical education curriculum construction.
- PHED 330: Curriculum & Instruction Seminar** 2 S.H
The seminar provides opportunities for advanced students to study and research selected topics in curriculum theory and make practical application of the processes of curriculum development and instructional implementation.
- PHED 332: Analysis of Teacher Behavior in Physical Education** 3 S.H
This course provides graduate students with an introduction to current research and literature in the analysis of teacher behavior. It provides opportunities for students to practice various analytic techniques currently being utilized in physical education teacher behavior research.
- PHED 333: Athletic Administration** 3 S.H
Problems and standards connected with the administration of school and college athletics are considered as well as relationships with state and national athletic foundations and with conferences for athletics. The course is also designed to prepare the graduate student to organize and administer a program of intramural sports on both the public school and collegiate levels. *Prerequisite: PHED 221.*
- PHED 334: Seminar in Athletic Administration** 2 S.H
This course explores in depth relevant problems in administering school and collegiate athletic sports programs. Required of all students enrolled in the program for Athletic Administration, it should be taken after or concurrently with PHED 333.
- PHED 335: Motor Development and Analysis** 3 S.H
This course is an examination and analysis of perceptual motor factors which affect cognitive, psychological, social, and physical development throughout the lifespan. Topics include prenatal development, patterns of growth and development, reflexes, information processing, gender differences, adult regression, and remediation programs.

- PHED 340: International Relations Through Physical Education** 2 S.H.
The contribution to world-wide understanding which might be made through health, physical education, and recreation is explored; development of national programs, physical education in other countries, and the contributions which Springfield College graduates can make to the development of other countries is studied. Governmental and other programs designed to promote international understanding are emphasized. The role of international competition is discussed.
- PHED 341: Independent Study in Physical Education** 2 S.H.
The course is intended to meet the non-thesis master's degree requirements in the Health Science and Physical Education programs. A topic is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. *Prerequisite: Approval of major advisor and faculty supervisor.*
- PHED 345: Sports Marketing** 3 S.H.
This course provides the student with basic knowledge and understanding of sports marketing and promotions on the educational, recreational, and professional levels. Attention is given to a history of sports marketing, definition of terms, principles of marketing, strategic market planning, and evaluation of sports marketing programs. The components of the course include developing products, sponsorships, special event fund raising, public relations, utilizing television, and radio networking.
- PHED 348: Comparative Physical Education** 3 S.H.
This course presents systematic analysis and comparisons of various physical education systems in different parts of the world with special emphasis on the impact of historical, political, societal, religious, cultural, and economic influences on past and present practices.
- PHED 350: Special Topics in Physical Education and Sport** 1-2 S.H.
This course is devoted to an analysis and synthesis of selected problems, issues, or special topics facing physical education and sport. Students may take a maximum of 4 S.H. in PHED 250 and PHED 350 within master's programs.
- PHED 351: Quantitative Biomechanics of Movement** 3 S.H.
The process of quantitative biomechanical analysis is examined with emphasis on human motion and its mechanical interaction with the environment. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Instruction is provided in cinematographic and force platform laboratory procedures for use in kinematic and kinetic analysis projects. *Prerequisite: PHED 119 and PHED 251 or permission of instructor.*
- PHED 352: Data Acquisition and Signal Analysis in Movement Sciences** 2 S.H.
This course is designed to present theory and procedures used in computerized real-time data acquisition and subsequent signal analysis. Practical experience is gained through the use of hardware and software packages designed for that purpose. Applications are drawn from representative data acquisition tasks used in Movement Sciences research. *Prerequisite: BASIC or FORTRAN computer programming experience or permission of instructor.*
- PHED 353: Presentation Techniques and Technologies in Movement** 1 S.H.
This course is designed to present the theory and application of technology to facilitate effective verbal and non-verbal components of professional presentations.
- PHED 354: Graduate Field Experience** 2-4 S.H.
Supervised experiences are arranged on an individual basis. The student is expected to be involved in the conduct of programs through active observation and participation. This new experience is to be fitted to the student's career development and supervised by a qualified person. *Prerequisite: PHED 154 or equivalent.*
- PHED 355: Clinical Teaching Experience** 7 S.H.
This is a supervised clinical teaching experience under the guidance of an experienced, fully certified physical educator at the elementary, middle, or high school level for a total of 400 hours or one semester. A seminar conducted by Springfield College Faculty is included. Site assignments are made in consultation with and permission of the Office of Teacher Preparation. *Prerequisite: Satisfactory completion of the majority of the coursework for the Clinical Master's Program or permission of the Coordinator of Teacher Preparation and Certification.*
- PHED 356: Internship in Sport Management** 8-16 S.H.
This course is a 360-720 hour full-time supervised internship at an appropriate work site within the sport industry. The work experience is arranged on an individual basis and must reflect a new dimension consistent with career aspirations. Students become involved with on-the-job training through active observation and participation in programs, projects, and practices. Job placement must be made and approved by the Coordinator of the Graduate Physical Education Program. *Prerequisite: Completion of all course requirements for the Sport Management concentration.*
- PHED 358: Sport in American Culture (CORE Course)** 3 S.H.
This course offers the graduate student an opportunity to inquire into the nature, meaning, and expression of sport with particular emphasis on American Culture.

- PHED 360: Advanced Instructional Strategies** 3 S.H.
This course is designed to extend the knowledge and skills of experienced teachers in instructional strategies and techniques which are generic in physical education. Lecture sections are focused upon advanced concepts underlying the successful teaching act. Laboratory sessions are devoted to "hands-on," practical applications and observational assessments of lecture concepts in a controlled environment and in field based classes.
- PHED 361: Functional Anatomy & Kinesiology Applied to Disabling Conditions** 4 S.H.
This course exposes students to functional anatomy and kinesiology for use in the evaluation of persons with special needs. The nervous system, skeletal-muscular systems, arthrology, and myology are reviewed as applicable to abnormal motor function. *Prerequisites:* BIOL 10, BIOL 11, PHED 103, PHED 119.
- PHED 362: Skeletal Biomechanics** 2 S.H.
This is an evaluation of biomechanical principles as applied to skeletal structures. Concepts from statics and dynamics are applied to bone and joint structures which enhance students' understanding of the causes of human motion. *Prerequisite:* Permission of instructor.
- PHED 363: Adapted Sports & Recreation** 3 S.H.
This is a theory course which presents a study of prevalent physically handicapping conditions with special emphasis on relevant legislation, research, muscular and motor dysfunction, and adaptation of activity/equipment for amelioration and remediation through physical activity. *Prerequisite:* PHED 108 or PHED 209.
- PHED 364: Kinesiology Applied to Disabling Conditions** 2 S.H.
Anatomical relationships which deal principally with arthrology, myology, and physical principles are stressed as they apply to mechanical and kinesiological problems of normal and abnormal motor functions are examined. *Prerequisites:* BIOL 10, 11 and PHED 19.
- PHED 365: Fitness/Cardiac Rehabilitation Program Development** 3 S.H.
This course, in a lecture/lab format, emphasizes the various developmental and administrative aspects of cardiac rehabilitation and health-care programs such as organization, policies and procedures, budget and finance, marketing, personnel, liability, cost effectiveness, quality control, and evaluation. The lab experience provides opportunities for site observation.
- PHED 372: Medical Physiology** 3 S.H.
This course presents the physiological mechanisms appropriate to an understanding of bodily function for individuals planning a career in cardio/pulmonary rehabilitation. The course discusses acute, chronic, normal, and pathological functions of the body with minor emphasis on the role of exercise. *Prerequisite:* all undergraduate requirements for admittance into the Cardiac Rehabilitation concentration.
- PHED 374: Field Work in Sports Medicine** 3-9 S.H.
This course provides a sports medicine supervision fieldwork experience with direct clinical supervision for students enrolled in the Sports Injury Prevention and Management Master's degree program. Sites include sports medicine centers, fitness centers, physical therapy centers, etc.
- PHED 375: Graded Exercise Testing and Electrocardiography** 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 supraventricular and ventricular dysrhythmias. This course is also designed to acquaint students with the procedures involved with exercise testing and prescription for healthy and diseased populations. *Prerequisite:* PHED 303 or permission of instructor.
- PHED 376: Orthopedic Basis of Sport Injury** 3 S.H.
This is a course dealing with the prevention and management of sport-related injuries. It provides a detailed discussion of orthopedics as applied to sport and activity-related injuries. (This course is open to Theory of Athletic Injury Movement Science, and Physical Therapy master's degree students. Others may register with permission of the instructor.)
- PHED 377: Internship in Advanced Level Coaching** 2-4 S.H.
In this course, graduate students have an opportunity to utilize the knowledge base acquired in the coaching program and to practice their coaching skills with intercollegiate or elite athletes. *Prerequisite:* PHED 313: *Advanced Level Coaching: Methods and Issues*.
- PHED 380: Internship in Clinical Exercise Physiology** 2-6 S.H.
In this course, graduate students have the opportunity for hands on application of their didactic instruction. Students are exposed to a variety of clinical experiences as they interact with patients suffering or recovering from cardiac, pulmonary or metabolic disease in an approved site. *Prerequisites:* PHED 303, PHED 372, PHED 375, RHAB 335.
- PHED 381: Field Work in Adapted Physical Education** 2-6 S.H.
Students are introduced to a variety of programs and handicapped/disabled populations. A minimum of three placements is required. Emphasis is placed on public school adapted physical education programs with additional placements in recreational, geriatric, clinical, and social agencies. Limited to students in the Master's Degree Adapted Physical Education Program. 2 S.H. fall, 3 S.H. spring.
- PHED 390: Seminar in Sport Psychometrics** 2 S.H.
This course is designed to provide students with information in regard to the theoretical basis of sport specific

psychological inventories. There are opportunities to define and understand others' feelings and attitudes and to relate these to nonobservable (cognitive) processes and observable behaviors through an examination of selected inventories with demonstrated efficacy in the sport milieu. *Prerequisites: RSCH 325 and PHED 398.*

PHED 392: Organizational Theory & Personnel Management in Physical Education & Athletics 3 S.H.

This course explores the theoretical and practical aspects of organizational structures and personnel management, and improving public relations as these relate to administering physical education and athletic units. Emphasis is placed on the behavioristic theories relevant to recruitment and selection practices and on ways of enhancing school-community and school-media relationships.

PHED 394: Budgeting and Liability in Physical Education & Athletics 3 S.H.

This course is designed to provide knowledge and understanding of the budgetary processes in public school education, the laws pertaining to physical education and athletics throughout the United States, and the factors important to school and college physical educators concerning liability and negligence. Actual court cases concerning tort liability of physical educators and coaches are discussed and analyzed. *Prerequisite: PHED 221 or PHED 392.*

PHED 395: Administrative Field Experience 2-6 S.H.

This course provides administrative field experience for students enrolled in the Certificate of Advanced Study program in Physical Education. Students may elect to complete the experience within one semester or during several semesters.

PHED 396: Current Literature & Research in Physical Education 2 S.H.

This is a critical analysis of recent literature and research in physical education. Readings and assignments are organized around problems significant in present day education. Seminar method is employed.

PHED 398: Psychology of Sport & Physical Education 3 S.H.

The course studies the research evidence of psychology of sport and interprets the findings in light of application to the field of physical education. Areas to be discussed are values in sport, motivation and arousal, level of aspiration, goal collaboration, anxiety and emotions, psych-out, stress, aggression, personality, self concept and body image, effects of competition, social facilitation, and team cohesion.

PHED 399: Applied Sports Psychology 3 S.H.

This course provides opportunities for investigations into current skill enhancement techniques from sport psychology. Direct application in sport through classroom learnings and supervised field experiences are emphasized. *Prerequisite: PHED 398.*

PHED 410: Doctoral Seminar 2 S.H.

This course deals with broad, vital issues in physical education and sport, and critically analyzes recent research studies related to these issues. Problems involved in conducting and publishing research are discussed. The course is required of all doctoral students in physical education.

PHED 431: Professional Preparation in Physical Education 2 S.H.

This course considers problems involved with teacher preparation in physical education and health education. It aims to provide students with background to assume responsibility for professional education in physical education. Major topics considered include admission requirements, professional subject matter, degree requirements, faculty, facilities, and evaluation. Topics are treated on both the graduate and undergraduate level.

PHYSICAL THERAPY

PTMS 200: 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 minimal level of competency in selected fundamental clinical skills. *Prerequisite: Physical Therapy major*

PTMS 201: Clinical Concepts in Physical Therapy II 2 S.H.

This is the final introductory course in physical therapy prior to the Clinical Science and Practice Sequence. Topics addressed prepare students for an initial clinical experience. These include the principles of isolation procedure, postural assessment and scoliosis screening, gait analysis, assistive devices, wheelchair selection and use, and relaxation techniques. Students are required to read and abstract professional literature in the APTA format. *Prerequisite: PTMS 110, 200.*

PTMS 204: 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, pediatrics, and neurology. *Prerequisite: Physical Therapy major or permission of instructor.*

PTMS 210-211: Human Anatomy

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. *Prerequisites: PT or OT major or permission of instructor.*

- PTMS 215: Clinical Education Seminar** 1 S.H.
The 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: PTMS 110.*
- PTMS 220: Clinical Competency Laboratory I**
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 PTMS 221 and 222.*
- PTMS 221: Clinical Science and Practice I** 4 S.H.
This is the initial course in the clinical science and practice sequence. The clinical evaluation techniques of goniometry and manual muscle testing are presented. Treatment approaches are introduced. These include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. *Prerequisite: PTMS 200 and 201.*
- PTMS 222: Clinical Science and Practice 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. *Prerequisite: PTMS 200 and 201.*
- PTMS 223: Clinical Science and Practice III** 4 S.H.
This course introduces the assessment and clinical management of patients with peripheral nerve lesions, chronic pain, and vascular and pulmonary disorders. Areas covered include electrodiagnostic testing and treatment, application of pain modalities, use of intermittent compression, and postural drainage. *Prerequisites: PTMS 220, 221, and 222.*
- PTMS 224: Clinical Science and Practice IV** 4 S.H.
This course includes an analysis of muscle and joint action present in normal gait and evaluation and treatment of abnormal gait. Topics include physical therapy intervention and management of patients with spinal cord injury, amputation, cancer, and hand problems. In addition, there is instruction on orthotics and prosthetics. *Prerequisites: PTMS 220, 221, and 222.*
- PTMS 225: 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. *Prerequisite: Concurrent registration in PTMS 223 and 224.*
- PTMS 250-251: Neuroscience** 2-2 S.H.
This course deals with both structure and function of the nervous system and is aimed at building a better understanding of both normal and abnormal movement. Emphasis is on the central nervous system and its specific functions and on the integration of these functions in motor activity. Certain disabilities and lesions are discussed, as well as the neurological basis behind treatment procedures. *Prerequisites: Physical Therapy or Occupational Therapy major or permission of the instructor.*
- PTMS 280: Topics in Physical Therapy:**
Cardiac Rehabilitation, Pharmacology, and Radiology 3 S.H.
This course presents diagnostic assessment, interventions, and exercise-program planning in cardiac rehabilitation. Additional topics in basic pharmacology and radiologic assessment are covered, with an emphasis on their relationship to rehabilitation assessment and treatment planning. *Prerequisite: Physical Therapy Major or permission of instructor.*
- PTMS 300: Clinical Education I** 3 S.H.
The first clinical experience in the application of basic physical therapy procedures, introduction to the medical care system, and patient-therapist relationships under the direction and supervision of a qualified physical therapist. PTMS 210, 211, 200, 201, 204, 220, 221, and 222.
- PTMS 303: Education in Physical Therapy Practice** 3 S.H.
Education in physical therapy occurs with patients, families, colleagues, and the public through individual, group, collaborative, and consultative presentation. The focus of this course is on the development of objectives, learning experiences, and evaluation of teaching in physical therapy practice. Students have the opportunity to develop, present, and evaluate instructional materials for use across settings in physical therapy practice. *Prerequisite: PTMS 110, PTMS 215, and final year physical therapy major or permission of instructor.*
- PTMS 305: Clinical Science and Practice V** 4 S.H.
This course provides the knowledge, skills, and abilities to apply neurophysiological principles and techniques in therapeutic exercise. Included are motor and reflex development, evaluation procedures, various treatment approaches, and selected physical disabilities. *Prerequisites: PTMS 220-225, 250, and 251.*

PTMS 311-312: Clinical Education II-III**6-6 S.H.**

A full-time Clinical Practicum Experience of eight (8) weeks duration in an approved health agency center located away from college. This is a supervised, direct-patient care experience that allows students to put problem-solving theories into practical application and to develop effective and efficient approaches to total patient care. *Prerequisites: All PTMS courses through PTMS 305.*

PTMS 320: Administration and Management in Physical Therapy**3 S.H.**

This course introduces students to basic concepts and principles of management as it applies to the administration and direction of physical therapy services. Included are development planning and design, fiscal management, principles of supervision, legal issues, and quality assurance. *Prerequisites include successful completion of PTMS 311 and 312, or permission of instructor.*

PTMS 331: Clinical Science and Practice VI**3 S.H.**

This is the final course in the Clinical Science and Practice series. New topics include the physical therapy management of chronic pain, temporomandibular joint dysfunction, oncology, and obstetrics. The course also includes a synthesis of material from the Clinical Science and Practice series, with exercises in comprehensive program planning. *Prerequisites include successful completion of PTMS 311 and 312, or permission of instructor.*

PTMS 340: Advanced Orthopedics**3 S.H.**

This course examines the theoretical basis for treatment of the patient with orthopedic problems. Students design treatment strategies for orthopedic problems that are based on an understanding of advances in research in the areas of anatomy and biomechanics, tissue healing, diagnostics, and rehabilitation. *Prerequisite: Physical Therapy Major or permission of instructor.*

PTMS 341: Occupational Biomechanics**3 S.H.**

The contrast between human physical capacities and human performance requirements in the work setting are addressed. Content includes strategies to enhance interaction of workers and their environment/tools and efforts to minimize the risk of musculoskeletal disorders. Additional topics include an approach to pre-employment screening and returning injured workers to employment. *Prerequisite: Physical Therapy Major or permission of instructor.*

PTMS 342: Pediatric Neurology**3 S.H.**

This course addresses physical therapy evaluation, treatment, and management for children with neurological dysfunction. The course follows a continuum from the newborn through adolescence and young adulthood, with modification of the evaluation, analysis, and program development at the various ages based on changing developmental needs. *Prerequisite: Physical Therapy Major or permission of instructor.*

PTMS 343: Sports Physical Therapy**3 S.H.**

This course is designed for the physical therapy student interested in developing advanced skills and competence in prevention and management of sport-related injuries. *Prerequisites: Physical Therapy Major or permission of instructor.*

PTMS 344: Adult Neurology**3 S.H.**

This course explores the theoretical basis for the evaluation and treatment of patients with neurological impairments. Current theories of motor learning, motor control and motor development will be used as the framework for this process. Evaluation procedures, findings, and their implications for therapeutic intervention will be discussed. The format will include patient demonstrations. *Prerequisite: Physical Therapy Major or permission of instructor.*

PTMS 350: Clinical Education IV**2 S.H.**

This course provides an opportunity for the student to gain essential knowledge, specialized application, and evaluation in the following special topic areas: cardiopulmonary PT, occupational biomechanics, administration, education, orthopedics, neurology, sports PT, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics. *Prerequisites: PTMS 311, 312.*

POLITICAL SCIENCE**POSC 220: United States and Contemporary World Affairs (CORE Course)****3 S.H.**

This is the study of contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are dealt with. *Prerequisite: POSC 120, HIST 6, or permission of instructor.*

POSC 270: United States Foreign Policy**3 S.H.**

This course is an overview of the forces that helped to shape America's foreign policy in the post-World War II era. It examines the institutions involved in making foreign policy (President, Congress, interest groups), the relationship the U.S. has had with the rest of the world and presents models for understanding and analyzing the policy making process.

POSC 280: Special Topics (CORE Course)**3-4 S.H.**

This course is a comprehensive examination of a contemporary political or critical concern to man and his society. It dwells on the developmental roots and the contemporary controversy as well as the implications for the future.

POSC 377: Politics, Energy, & World Interdependence (CORE Course)

3 S.H.

This is an examination of selected problems confronting the nation as it seeks both to lead and adjust to an increasingly interdependent and diverse world. Focus is on the forces that constrain the nation as well as on the expanding relationships between domestic and foreign policies. Issues such as energy, technology, trade, communication, and prospects for democracy are dealt with.

PSYCHOLOGY

PSYC 201: Motivation & Learning

3 S.H.

An examination of the major theories and issues is covered from both a historical and contemporary perspective. Stress is put 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 but a few of the areas investigated.

PSYC 202: Coordinating Seminar

3 S.H.

Students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. *Prerequisite: 24 S.H. of psychology.*

PSYC 205: Physiological Psychology

3 S.H.

The physiological bases of a variety of behaviors are studied. 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 1: Introduction to Psychology.*

PSYC 206: Psychology of Diversity

3 S.H.

This course examines the ways in which culture influences behavior and perception and is concerned with understanding psychological principles as either universal (true for all people of all cultures) or culture specific (true for some people of some cultures). Standard areas of psychology; cognitive, development, language acquisition, emotion, abnormal behavior and social psychology are explored from a cross-cultural perspective.

PSYC 207: 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 thoughts that make up psychology are examined with special emphasis on the political, social, and cultural climate which allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated to show the contributions that our college has made.

PSYC 208: 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 given to application to problem solving enterprises.

PSYC 213: Psychological Testing

3 S.H.

This course establishes 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.

PSYC 215: Child Development and Therapy

3 S.H.

This course examines the bio-psycho-social development of children and adolescents. Child and adolescent disorders such as autism, psychosis, behavior disorders and others are understood in terms of developmental functioning as well as developmental deviation.

PSYC 222: Interviewing & Counseling

3 S.H.

This course is designed to help students in education, recreation, health fitness, and psychology develop helping and listening skills. The class combines lecture and practical experience in order for the students to gain a conceptual framework for the use of treatment methods in counseling.

PSYC 240: Psychology of Sexual Behavior

3 S.H.

This course studies all forms of human sexual behavior with emphasis on attitudes and practical concerns such as interpersonal relationships, emotional involvements and sexual difficulties, failures, and therapy.

PSYC 245: Imagery, Hypnosis, & 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 260: Rituals in Families

3 S.H.

This course provides an overview of the functions 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, use of popular movies, and class participation.

- PSYC 299: 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 310: Special Topics in Counseling** 2 or 3 S.H.
This course examines various current professional issues, topics, and techniques in the area of counseling services. Specific units concentrate on content areas that enhance and augment students' learning beyond the basic, traditional counseling courses. May be taken up to a maximum of 6 semester hours of credit.
- PSYC 312: Psychopharmacology** 3 S.H.
This course examines the role of psychiatric medication in the treatment of psychiatric disorders. Topics include the neurological basis of mental disorders, pharmacokinetics; and specific medications used in the treatment of mood disorders, anxiety disorders and psychotic disorders. In addition, the role of biological treatment of organic disorders is investigated.
- PSYC 313: Professional Ethics** 3 S.H.
This course provides a foundation for the ethical practice of counseling. The focus is on ethical decision-making through an understanding of legal and ethical standards of practice for counselors and psychologists and by way of self-examination. Issues such as client rights, confidentiality, dual relationships, duty to warn and ethical consideration of special populations are studied.
- PSYC 314: Counseling Diverse Populations** 3 S.H.
This course provides a conceptual framework with which to view the complex interplay of values, expectations, and social and political forces in the counselor-client relationship. Also examined is the practice of cross-cultural counseling in mental health agencies, schools and institutions. Guidelines and detailed methods for counseling specific groups of people (including African Americans, Hispanics, American Indians, Asian-Americans, and Gays and Lesbians) are covered.
- PSYC 315: Confusion, Chaos, & Creativity (CORE Course)** 3 S.H.
This course introduces students to the new science of "chaos" and the concept of "confusion." Both the science of chaos and the concept of confusion are put into a psychological perspective with special emphasis on the study of creativity. Psychotherapy and counseling, play and work, art and science, and social movements are examined as creative acts which embrace the principles of confusion and chaos.
- PSYC 321: Theories of Personality (CORE Course)** 3 S.H.
This course emphasizes the dynamics of human behavior and the application of these principles in a better understanding of one's life. A variety of theorists from the major schools of thought (psychoanalytic, behavioral, and existential/humanistic) is covered so that students are able to examine their own assumptions about people.
- PSYC 322: Principles of Counseling** 3 S.H.
Primary content consists of processes and rationale of the main counseling theories through readings and class presentations. Recognition of deeper meanings of these counseling stances is encouraged by small group discussion, role playing, etc. Stress is on the "why" more than the "how" of counseling. Each student is encouraged to engage in counseling-type relationships in the surrounding communities.
- PSYC 323: Crisis Intervention** 3 S.H.
This course examines crisis intervention techniques used in the treatment of children, adolescents, and adults in hospital and community agency settings. Topics such as suicide and risk assessment, polysubstance abuse, spousal battery, psychotic disorders, anxiety disorders and post-traumatic stress syndrome, violence and bereavement are explored in light of current crisis intervention strategies.
- PSYC 327: Individual Intelligence Testing** 4 S.H.
Instruction and supervised practice in the administration and interpretation of the Wechsler Scales. The history, purpose, interpretation, strengths, and weaknesses of these scales are reviewed. Each student gives no less than five tests on each of the Wechsler Scales (WAIS, WISC-R, WPPSI). A total of twenty satisfactory tests are required. The course format includes lecture, demonstrations and video-taped testing sessions.
Prerequisite: PSYC 325 or equivalent.
- PSYC 331: Psychopathology** 3 S.H.
Employing psychodynamic, behavioral, and systems approaches, the various types of pathology are examined emphasizing descriptive characteristics, etiology, and treatment. Students are instructed in the uses of the DSM III along with training in the development and interpretation of case histories.
- PSYC 333: Introduction to Psychotherapy** 3 S.H.
Explores the major psychotherapies ranging from psychoanalysis through person-centered therapy to neurolinguistic programming, and integrates their techniques into the theory of relative causation. *Prerequisites:* PSYC 321, PSYC 322, PSYC 331, or equivalent or permission of instructor.
- PSYC 335: Psychology in Business & Industry** 3 S.H.
This class aims to help students understand nature and problems of personnel administration and to evaluate ways in which psychological theory and techniques may be applied to the improvement of human relations

in business and industry. Major topics covered are motivation, attitudes, and morale; psychological and other devices for selection; placement and development of personnel; analysis and evaluation of jobs and job performance; communication; training and supervision; employee services and programs; etc.

PSYC 338: Adult Development & Learning

3 S.H

This course introduces students to current information related to adult development and learning. Life stage life phase, and life event theories are examined as well as research concerning learning during the adult years. Implications for teaching, counseling, and serving adult students are discussed. A special emphasis is placed on adult transitions and the change process.

PSYC 343: Issues & Techniques in Career Development

3 S.H

Designed to familiarize the counselor with the dynamic process involved in making educational and vocational choices. Special attention is given to career information, theory, testing, and organizational procedures needed for career guidance and programming. Class includes discussion of current issues such as: leisure counseling, legislative and legal aspects, new trends in employment prospects.

PSYC 345: Fieldwork/Internship & Seminar

1-16 S.H

Supervised field experience is considered to be an integral part of preparation for professional activity. The specific nature of the fieldwork/internship experience varies with the sub major and goals of the student and approved by the respective graduate program director. Students receive regular supervision from competent professionals in the field and attend a weekly fieldwork/internship seminar with the director of the student's submajor. Each semester hour of credit is based upon 50 clock hours of fieldwork/internship plus a weekly 1 1/2-hour seminar. The minimum number of credits required varies with the submajor.

PSYC 348: Training & Development in Organizations

3 S.H

This course presents an overview of the training and development process in organizations. Specific topics presented are adult learning theory, training needs assessments, training evaluation, program designs, and presentation skills.

PSYC 349: Communication & Motivation in Organizations

3 S.H

This course examines the communications processes in organizations and motivational theories and practice. Specific areas addressed are communication modes and channels, non-verbal communications, listening skills, presentation skills, and employee counseling. Theories of motivation and their implementation in the workplace are also addressed.

PSYC 350: Organizational Development & Change

3 S.H

This course examines the process of planned organizational change. Students are introduced to several organizational development techniques including team building, job enrichment, survey feedback, Quality of Work Life Programs, and the quality-control circle. Class demonstrations and participatory activities help students experience organizational change strategies.

PSYC 351: Student Personnel Administration in Higher Education

3 S.H

This is an introduction to various forms of organizations and functions in student personnel work in higher education. Student development theory is analyzed and its utilization is examined in a variety of settings including admissions, counseling, financial aid, residence life, and career development.

PSYC 352: Consultation & Organizational Behavior

3 S.H

This course examines management, motivational, and leadership theories and their applications in a variety of settings. Change strategies, organizational development, and the role of the consultant are emphasized.

PSYC 353: Student Personnel Administration II: Consultation & Organizational Behavior

3 S.H

This course examines management, motivational, and leadership theories and their application in a variety of settings including student affairs. Change strategies, organizational development, and the role of the consultant are emphasized.

PSYC 354: Issues & Techniques in Athletic Counseling

3 S.H

This course examines current counseling strategies used with members of sport teams at high school, college and professional levels. Participants explore current research in three main areas: motivation and skill development; psychosocial development; and career maturity. Class demonstrations, in-vivo counseling experiences, and field visits are designed to enhance learning.

PSYC 356: Life Skills Programming for Student-Athletes

3 S.H

This course offers students an overview of various life skills (i.e., career development, study skills, goal setting, time management, health, values clarification, etc.). Students are introduced to teaching skills and methods. They are given opportunities to do presentations on topics of their interest so that they may teach or offer workshops on life skills to student-athletes.

PSYC 360: Introduction to Marriage & Family Therapy

3 S.H

This course introduces students to the history of marriage and family counseling, major interpretive systems, current theoretical issues, counseling techniques, and practices. While the course focuses on helping the student understand these cognitive elements, it also provides for some direct experience with counseling techniques and assessment instruments.

- PSYC 361: Systemic Family Therapy** 3 S.H.
This course explores recent developments in family systems theory and therapy. Specifically, the course reviews theories of first and second-order cybernetics, constructivism, and "post-Milan" models of systemic family therapy including the reflecting team. Class activities include class discussion, roleplay exercises, and videotaped examples of systemic family therapy. *Prerequisite:* PSYC 367.
- PSYC 362: Marital & Family Interaction** 3 S.H.
The family is examined 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.
- PSYC 363: Structural Family Therapy** 3 S.H.
This course presents concepts related to the formation and resolution of human problems from the structural family therapy perspective. Students learn the basic theory and skills used in assessing and treating problematic families. *Prerequisites:* PSYC 360, 362, or permission of instructor.
- PSYC 364: Couples Therapy** 3 S.H.
This course is designed for students who have mastered basic counseling skills and marriage and family theory. Specific dynamics that became important when working with couples are explored. Students are asked to demonstrate the use of counseling techniques in simulated couple counseling situations. *Prerequisites:* PSYC 390, PSYC 360.
- PSYC 366: Family Counseling for Separation & Loss** 3 S.H.
This course focuses on the development of treatment modalities and intervention strategies for families stressed by predictable transitions (marriage, parenthood, retirement) and unpredictable events (divorce, disability, premature death) in the life cycle. Traditional theories of separation-individuation are considered along with emerging research on separation, loss, and grief.
- PSYC 367: Strategic Family Therapy** 3 S.H.
The purpose of the course is to teach students the theory and application of three specific models of Strategic Family Therapy as developed by the Mental Research Institute, Haley and Madanes, and the Milwaukee Group. Students have the opportunity to videotape family role plays and design strategic team interventions utilizing the live supervision approach with the three models. *Prerequisites:* PSYC 360, PSYC 362, and PSYC 363.
- PSYC 369: Professional Studies in Marriage & Family Therapy** 3 S.H.
This course is designed to prepare marriage and family therapy students for their roles as professionals in the field. Areas of study include professional ethics, licensure or certification, professional organizations, legal issues, family law, and independent practice. In addition to these professional issues, attention is given to personal factors in professional development including the interaction of one's career with one's own family.
- PSYC 380: Group Dynamics (CORE Course)** 3 S.H.
This is an examination of and experience in basic group processes. Emphasis is on knowledge of group dynamics, skill building as group leaders, and participation in a group experience. Awareness of self and others at increasingly open and honest levels of communication is encouraged without the intensity of encounter approaches.
- PSYC 381: Advanced Group Dynamics** 3 S.H.
This is an intensive laboratory in facilitating leadership and management development in self and others. Experiential and cognitive learning in all aspects of group management such as analysis of leadership styles, intra- and inter-group communication, management of conflicts, and other important elements is offered. *Prerequisite:* PSYC 380 or permission of instructor.
- PSYC 390: Counseling Practicum** 3 S.H.
Opportunity for skill-building experience in the application of counseling methods in a closely supervised laboratory situation. Each student is seen individually and in group seminar on a weekly basis for discussion and videotape evaluation of counseling interviews. *Prerequisite:* PSYC 322.
- PSYC 392: Laboratory in Counseling Athletes** 3 S.H.
This course is designed for athletic counseling students who wish to improve their career development, counseling, and skill building techniques with athletes. Participants have an opportunity to practice contingency planning, imagery, NLP, and other strategies to enhance their effectiveness in counseling this unique population. *Prerequisite:* PSYC 354 or permission of instructor.
- PSYC 393: Human Factors in the Workplace** 4 S.H.
This course is designed as an overview and practicum in the study of organizational ergonomics. The major goal is to provide students with a broad understanding of the worker's relationship with technology and the design of the workplace environment. The course involves contemporary human factors theory, concepts, principles, and research techniques. A hypermedia laboratory allows students the opportunity to apply ergonomic principles using computer simulations.

RECREATION AND LEISURE SERVICES

- RLSR 200: Sports & Recreation 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, corporation, sales proprietorship, entrepreneurship vs. salaried employment management process regarding facility design, personnel management, marking, 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.
- RLSR 205: History & Philosophy of Leisure and Recreation** 3 S.H.
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.
- RLSR 207: Organization & Administration of Public Recreation** 3 S.H.
This course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, collaborative teams, organizational structure, and facility operations are included.
- RLSR 226: Management of Natural Resources** 3 S.H.
This course is designed to enable the student to develop an understanding of the management concepts and practices, and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principles, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.
- RLSR 230: 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.
- RLSR 245: Personnel Management/Human Resource 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.
- RLSR 270: Therapeutic Recreation with Older Adults and Persons with Chronic Illnesses** 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 illnesses and older adults.
- RLSR 273: Therapeutic Recreation Programming for Persons with Disabilities** 3 S.H.
The 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 persons with mental retardation; physical, social, or emotional disabilities; learning disabilities; 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.
- RLSR 274: 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: RLSR 72: Introduction to Therapeutic Recreation or permission of instructor.*
- RLSR 276: 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. *Prerequisite: RLSR 72: Introduction to Therapeutic Recreation, RLSR 274: Child Life Concepts and Theories in Working with the Hospitalized Child or permission of instructor.*
- RLSR 280: Legal Aspects of Leisure Services** 3 S.H.
The course offers an examination of general legal concepts, Federal and state legislation, and legal liabilities as they impact on the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.
- RLSR 281: Law Enforcement & Security** 2 S.H.
The course is an introduction to police operations, police duty, traffic enforcement and direction, communications and alarm systems. Included in the course are the principles of obtaining oral and written statements, interrogation, and processing investigative accident and incident reports.

- RLSR 285: Resort & Commercial Recreation** 3 S.H.
This course offers 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 are the focus of the course. Technological changes, the diversity of lifestyles, and social needs are examined in relation to their impact on the industry.
- RLSR 286: Recreation and Leisure Behavior** 3 S.H.
This course examines the behavior of individuals and populations involved in recreation and leisure. Students explore the concepts developed in behavioral theories that apply to recreation and leisure. Social and psychological aspects of leisure are explored through recreation and behavioral research.
- RLSR 300: Public Relations: Principles, Cases, and Problems** 3 S.H.
The 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, marketing, advertising, research processes, media relations, communication, and evaluation. Emphasis is placed on case analysis, problem solving, development, and presentation of student campaigns and examinations of public relations practices in modern society.
- RLSR 301: Graduate Internship** 10 S.H.
Each student should plan to spend a minimum of ten weeks in a field placement. This experience comprises a carefully designed program agreeable to all parties concerned: the student, the agency director, and the director of this major. Selection of location is consistent, if possible, with the student's vocational goals. *Prerequisite: Graduate standing in Recreation and Leisure Services Program.*
- RLSR 306: 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.
- RLSR 310: Resource Analysis** 3 S.H.
The course is designed to provide the student with techniques necessary for evaluating the potential of a recreational resource. Attention is given to the development and reporting of research studies in the field. Students must complete a study of a major problem facing a recreational agency.
- RLSR 313: Domestic & International Tourism** 3 S.H.
This course is designed for students interested in an overview of the travel and tourism industry in America and around the world. The manner in which a tourist industry is deliberately developed and the impacts which tourism has are explored. *Prerequisite: RLSR 185.*
- RLSR 315: Seminar in Recreation & Leisure Services** 2 S.H.
Current and future concerns of the student and professional are examined. The relationship between Humanities and professionalism is explored. A professional field assignment is required.
- RLSR 320: Maintenance Management** 2 S.H.
The course acquaints students with the scope and complexity of maintenance of park and recreation facilities. It develops a general awareness of the wide variety of disciplines necessary for competent administration of maintenance services.
- RLSR 330: Current Issues** 3 S.H.
Current issues and problems confronting the leisure and recreation movement are dealt with in this course. Material is presented on a team basis.
- RLSR 335: Program Planning** 3 S.H.
Principles and methods of program development and delivery are explored. Emphasis is on understanding participant leisure behavior, participant leisure needs, and the ways in which organizations create services to respond to these needs.
- RLSR 340: Outdoor Recreation Planning** 2 S.H.
This is an introduction to the concepts and procedures of planning on all levels: national, state, regional, county, and local. Students are introduced to the complexity of the planning process including social, historical, resource, and management perspectives. Included also is an investigation of the supply-demand relationships and cost benefit analysis.
- RLSR 347: Supervisory Management** 3 S.H.
This course includes office organization, record keeping, use of microcomputers, time management, maintenance management, supervision, communication, delegating, leadership, marketing, policy and decision making, productivity in the delivery of services, and risk management.
- RLSR 398: Clinical Practicum in Child Life** 3-9 S.H.
The clinical practicum in child life is designed to provide child life students with opportunities for observing, assisting and utilizing child life interventions in a clinical child life setting. Under professional supervision, this course is individually contracted to assist students define career options and qualify for child life certification.

REHABILITATION COUNSELING

RHAB 202: Implications of Disability for the Family

3 S.H.

The focus of this course is upon understanding the world view of the parent, child, sibling, or spouse of a person with a disability. A family systems 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.

RHAB 231: The Interpreter at Work

3 S.H.

This course presents an overview of the field of interpreting for the deaf. It is a career exploration course that informs students about necessary competencies and skills leading to national certification through the Registry of Interpreters for the Deaf (R.I.D.) as well as professional standards, job responsibilities, options and current trends in areas of deaf studies and services. (*Prerequisites: RHAB 278, RHAB 279 or permission of instructor*).

RHAB 232: American Sign Language I (ASL)

3 S.H.

This course is designed to expose students to a specific language of the deaf. The course is taught as a total visual experience with emphasis on learning the ASL rule structures of duration, location and intensity of sign generation. Students develop skills in both receptive and expressive comprehension and use of this unique visual language. *Prerequisite: two (2) semesters of general manual language course experience or demonstrated beginning competency in ASL.*

RHAB 234: American Sign Language II (ASL)

3 S.H.

This course expands and refines students' manual gestural communication skills in both the receptive and expressive ASL language area. Students gain exposure to varying language levels and dialectal idiosyncracies and begin to test their skills in reverse interpreting as well as sign to voice interpreting. *Prerequisites: Successful completion of ASL I or demonstrated competency as evaluated by screening process.*

RHAB 242: 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 youth and adults who have developmental disabilities. The case study approach is used to provide guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHAB 250: Action-Oriented Therapies

3 S.H.

This course is used to provide an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving adults with physical disabilities children with exceptionality, and aging consumers. Action-oriented therapies are used to employ nonverbal modes of interacting, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are sorted out and resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. *Prerequisites: RHAB 25, PSYCH 1 or equivalent.*

RHAB 253: Anatomy & Physiology of Speech/Hearing Mechanisms

3 S.H.

The 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 learns of the intricate processes involved in the physical aspects of the human communication process.

RHAB 255: Introduction to Audiology

3 S.H.

This is an introduction to the profession of audiology. Students learn about education and training requirements to become an audiologist. Theories of hearing, clinical testing instrumentation and assistive devices are explored in detail. Students administer basic hearing tests and explore audiogram interpretation.

RHAB 257: 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 formats.

RHAB 259: Phonetics for Communication Disorders

3 S.H.

This course familiarizes students with the anatomy and physiology of vowels and consonants of the language. Students learn broad transcription of spoken language and how to recognize dialectal variance arising from a variety of medically disabling conditions. Students are introduced to the manner and place of the theory of articulation and are presented with laboratory experiences in which they are given transcription tapes to analyze.

RHAB 261: Rehabilitation in Speech & 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: RHAB 160 or equivalent.*

- RHAB 262: Rehabilitation of the Hearing Impaired** 3 S.H.
This course is designed to provide 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.
- RHAB 263: Rehabilitation Programs & Systems** 3 S.H.
An analysis of the major rehabilitation systems is followed by an evaluation of specific program serving a variety of disabled populations. Attention is given to change agency programs serving a variety of disabled populations. Attention is also given to change agency techniques that can be used by practitioners to effect and participate in program development.
- RHAB 264: Rehabilitation of the Developmentally Disabled** 3 S.H.
This is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with MR, autism, cerebral palsy, epilepsy, TBI, and other CNS disorders. Exploring techniques used in various life stages and reviewing innovative ways to overcome apathy and discrimination in community settings set the tone for this offering.
- RHAB 270: Rehabilitation Needs of the Aging (CORE Courses)** 3 S.H.
Aging in our society is associated with a variety of special medical, social, and psychological needs. Participants explore these needs as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community.
- RHAB 271: Therapeutic Approaches with the Aging** 3 S.H.
This course familiarizes participants 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: RHAB 270 or permission of instructor.*
- RHAB 275: Holistic Medicine** 3 S.H.
This course is used to examine current strategies in holistic medicine as they apply to the rehabilitation of a variety of persons with disabilities. Prevention, amelioration, and self-efficacy are stressed. Students are better able to understand various methods of treating the total person, including meditation, guided imagery, reflexology, Reiki, acupuncture, chiropractic, and others.
- RHAB 276: Employee-Assistance Programming** 3 S.H.
This course is used to explore the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various worker problems, emotional and mental health, and marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed. *Prerequisites: RHAB 25, PSYCH 1 or permission of instructor.*
- RHAB 278: Introduction to Manual Communication/Issues of Deaf Culture** 3 S.H.
Designed as an introduction to sign language, fingerspelling, and deaf culture, this course is used to present 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.
- RHAB 279: Manual Communication and Culture** 3 S.H.
This course is used to promote advanced skill development in the use of Pidgeon 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: RHAB 278 or equivalent.*
- RHAB 280: Workshop in Special Issues and Techniques in Rehabilitation** 2-3 S.H.
This course is used to provide 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. May be taken up to a maximum of six semester hours of credit. *Prerequisites: RHAB 25, RHAB 131, or equivalent.*
- RHAB 283: Learning Disabilities** 3 S.H.
This course is used to examine theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.
- RHAB 284: Treatment Methods in the Rehabilitation of the Alcoholic** 3 S.H.
Students analyze the major issues in the fields of alcohol rehabilitation, including the etiology of the disease and its biological and psychological consequences. Primary consideration is given to treatment issues, polyaddiction, specific detoxification methods, self-help programs, individual and group counseling, therapeutic community residences, and family and other support systems.
- RHAB 285: Rehabilitation of the Blind and Visually Disabled** 3 S.H.
The focus of this course is upon specific rehabilitation services which are used to assist young, adult, and aging persons who are blind or possess visual disabilities. Topics include psychological adjustment, education, optical and non-optical aids, mobility training, vocational placement opportunities, and low-vision clinics.

- RHAB 286: Alcoholism & Family Treatment** 3 S.H.
This course is an introduction to the issues and techniques of treating the family with an alcoholic member. Among the topics discussed are viewing the family as a client, diagnostic assessment techniques, and prescriptions for treatment of the alcoholic as well as spouse and children. A family case analysis approach is also utilized. *Prerequisite:* RHAB 284 or PSYC 360 or equivalent.
- RHAB 287: Cardiac Rehabilitation** 3 S.H.
Students are familiarized 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.
- RHAB 289: Treatment Techniques for Substance Abuse** 3 S.H.
This course is a study of the rehabilitation techniques and treatment alternatives utilized with substance abusers. A wide variety of illicit substances are considered. CNS depressants, stimulants, opiates and other analgesics, cannabinoids, hallucinogens, glues, solvents, and over-the-counter drugs. Emphasis is on methods which may be incorporated in a total treatment approach of intervention, education, and rehabilitation. *Prerequisites:* RHAB 25, 31 or equivalent.
- RHAB 291: Neurological Rehabilitation** 3 S.H.
This course familiarizes students with the major issues in the field of neurological 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:* RHAB 25 or equivalent.
- RHAB 292: Group Counseling Techniques in Rehabilitation** 3 S.H.
Students are presented with an overview of the major counseling techniques used with rehabilitation consumers in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.
- RHAB 294: 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 discussed.
- RHAB 299: Pain Management: Issues & Techniques** 3 S.H.
This course is an introduction to the issues and techniques of pain management. The nature and types of pain are explored. A spectrum of pain management techniques is considered including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management which is used to foster self-help and independent functioning are emphasized. *Prerequisites:* RHAB 25, PSYC 1, and RHAB 160 or permission of instructor.
- RHAB 301: Human Development & Disabling Conditions (CORE course)** 3 S.H.
This course is designed to assist students to gain an understanding of the world of persons with disabilities. The social and psychological aspects of illness, trauma, and various handicapping conditions are examined. The nature, meaning, and dynamics of disability are explored in relation to the normal course of human development.
- RHAB 305: Rehabilitation Counseling: History, Philosophy, & Practice** 3 S.H.
This course is an introduction to the history, philosophy, and principles of rehabilitation counseling. Emphasis is placed on an understanding of the rehabilitation process as it relates to the person with a disability, the rehabilitation team, and inter-agency relationships. Students become familiar with the role and functions of rehabilitation counseling through lectures, readings, group discussion, and selected exercises.
- RHAB 306: Casework Management** 3 S.H.
This course is an introduction to case management and caseload management procedures, techniques, and issues. The relationship of evaluation, counseling, rehabilitation, planning, and utilization of resources is investigated. Casework recording and management skills are presented and practiced with an emphasis on the resolution of ethical dilemmas.
- RHAB 325: Rehabilitation Assessment & Appraisal Techniques** 3 S.H.
This course familiarizes students with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of disabled individuals. Measurements of behavior, intelligence, aptitude, achievement, and personality are considered. Note: This course is also numbered as RHAB 125. Course requirements are considerably more rigorous and higher academic achievement is required of graduate students than is expected of undergraduates.
- RHAB 335: Rehabilitation counseling: Theory & Techniques** 3 S.H.
Students are provided with an overview of counseling theories and practices as they pertain to the rehabilitation process. Emphasis is given to the student's development of counseling skills and techniques which are used to influence and support consumer change and rehabilitation efforts. Counseling effectiveness

is assessed through the use of sample cases, role play, and videotape sessions. *Prerequisite:* RHAB 305 or permission of instructor.

RHAB 342: Career Development & Placement Techniques in Rehabilitation 3 S.H.
Students examine career development theories and placement techniques used by those in vocational counseling and placement of persons with handicaps and disabilities. Topics considered include job analysis, job restructuring, job-seeking skills, vocational evaluation, and work sample assessment and development.

RHAB 350: Advanced Assessment Techniques 3 S.H.
Students examine the diagnostic assessment process which rehabilitation specialists and counselors use to evaluate personal, social, medical, and vocational competencies. The integration of traditional and situational assessment procedures is considered. Report writing techniques are discussed and practiced. The role of the computer in the assessment process is also considered. *Prerequisite:* RHAB 125 or 325 or equivalent.

RHAB 361: Medical Survey for Rehabilitation Counselors 3 S.H.
This course is presented by medical professionals and others acquainted with the total rehabilitation process. Emphasis is placed on interpreting and understanding medical information, evaluation, and alternative treatment techniques for typical disability cases. The role and responsibilities of physicians and other members of a rehabilitation team is also stressed.

RHAB 364: Rehabilitation Organization & Administration 3 S.H.
This is an analysis of the administrative and organizational structure of representative rehabilitation agencies. Emphasis is given to the role of rehabilitation counselors in program evaluation, management, and innovation. Also included is an examination of the counselor's functions in relationship to other professionals, support personnel, supervisors, and administrators.

RHAB 366: Rehabilitation Counseling Practice I 3 S.H.
This course is an initial practical application in an approved rehabilitation center, hospital, school, or agency. Consistent with the student's goals, opportunity exists for initial interviewing, testing, education, vocational, personal adjustment counseling, and other rehabilitation functions under professional supervision. Each student devotes 50 clock hours for each semester hour of credit in addition to a seminar. *Prerequisite:* Graduate degree student in rehabilitation.

RHAB 367: Rehabilitation Counseling Practice II 3 S.H.
This course is a supervised experience in an approved rehabilitation setting. The experience includes work with a caseload and increased responsibilities in counseling, testing, rehabilitation planning and coordination, placement, and follow-up. There are opportunities for special assignments based on professional career goals. Fifty clock hours for each semester hour of credit are required in addition to a seminar. A review of the counseling interview and casework by the instructor is required. The course is restricted to students in Rehabilitation Counseling.

RHAB 368: Rehabilitation Internship 6-12 S.H.
This course is a 300- to 600- hour full-time or part-time supervised internship in an appropriate rehabilitation center, hospital, school, or agency for students doing advanced graduate work in rehabilitation counseling. It is an intensive and practical professional learning experience providing the student an opportunity to demonstrate and perfect skills and competencies in all aspects of rehabilitation counseling.

RELIGION

RELI 222: Christianity & Modern Society (CORE Course) 3 S.H.
A study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day.

RELI 224: The Life & Teachings of Jesus (CORE Course) 3 S.H.
This is a social-historical examination of the record of Jesus' life and thought. Attention to the present-day significance of his message.

RELI 305: The Religious Quest (CORE Course) 3 S.H.
This is a study of modern religious thought, with special attention to movements, thinkers, problems and proposed solutions. Topics discussed include Fundamentalism, Liberalism, NeoOrthodoxy, Death-of-God Theology, Catholic Reform, and Naturalistic Humanism.

RESEARCH

RSCH 301: Educational & Psychological Statistics I 3 S.H.
This course covers statistical analysis methods for descriptive, correlational, and experimental designs. Descriptive statistics, linear regression, introduction to multiple regression, t-ratio, analysis of variance for independent and repeated measures designs, factorial designs, chi square, and non-parametric measures are included. Students receive instruction in the use of SPSS at the Academic Computer Center. *Prerequisite:* Course in elementary statistics.

RSCH 302: Educational & Psychological Statistics II 3 S.H.
This course includes multiple regression analysis, ANOVA through regression analysis, trend analysis, analysis of covariance, introduction to multivariate statistics, and reliability and validity procedures for measurement research. *Prerequisite:* RSCH 301 or permission of instructor.

RSCH 325: Foundations & Methods of Research (CORE Course)**3 S.H.***(Required of all master's degree students)*

This course emphasizes man's search for truth and the ways in which such search is conducted. Includes the identification and delineation of research problems, survey of related literature, and detailed examination of different research methods. Attention is given to the presentation of research results in acceptable form.

RSCH 326: Research Project**2-3 S.H.**

A research study organized and conducted under the supervision of a faculty member and presented in approved form for retention by the department in which the study is completed. Required for Plan C Master's students. *Prerequisite: RSCH 325. Open only to degree students.*

RSCH 327: Thesis Seminar**2 S.H.**

The seminar assists the student in finalizing the thesis proposal for presentation to the thesis committee. Students are required to complete the full proposal, make a class presentation of the research design, and prepare the computer statistical program for the study when statistics are involved. *Prerequisite: RSCH 325. Recommended: RSCH 301 and any necessary laboratory techniques classes.*

RSCH 328: Thesis**4 S.H.**

This involves meetings with the thesis committee and satisfactory completion of thesis requirements including the oral examination. *Prerequisite: RSCH 327.*

RSCH 330: Qualitative Research Methodology**2 S.H.**

This course examines the nature of qualitative research methodology. Within the framework of this course, the philosophic basis, major paradigms, strategies of inquiry, methods of collecting empirical materials, interpretation and evaluation of empirical materials, and presentation of qualitative research are renewed. *Prerequisite: RSCH 325: Foundations and Methods of Research or permission of the instructor.*

RSCH 341: Guided Individual Study**2-6 S.H.**

Graduate students with special needs, interests, and capacities conduct individual study under faculty supervision involving library work, tutorial work, research, independent reading or writing, or other approved study which contributes to the educational growth of a particular student. This course is not a substitute for, nor a part of, the thesis requirement.

RSCH 401: Doctoral Dissertation**1-14 S.H.**

An original contribution to knowledge or an application of existing knowledge to the solution of a practical problem in the field is made.

RSCH 427: Dissertation Seminar**2 S.H.**

The seminar assists the student in finalizing the dissertation proposal for presentation to the dissertation committee at the dissertation colloquium. Students are required to complete the full proposal, make a class presentation of the research design, and prepare the computer statistical program for the study when statistics are involved. *Prerequisite: RSCH 325. Recommended: RSCH 301 and any necessary laboratory techniques classes.*

SOCIAL WORK**MSSW 301: Human Behavior in the Social Environment I: Stages in the Life Process —
Individuals, Families, & Groups****3 S.H.**

This course introduces systems theory and person-in-environment as the conceptual framework for the HBSE sequence. It addresses the ecological context of human development with attention to cognitive, psychological, and social development and the individual's membership in the family, groups, organizations, and the community. Particular emphasis is given to gender, race, class, and culture.

**MSSW 302: Human Behavior in the Social Environment II: Social Structure & the Life Cycle —
Culture, Community, Organizations, & Individuals****3 S.H.**

This course continues the systems theory and person-in-environment framework introduced in HBSE I. It explores the structure of organizations, groups, and communities as they provide social contexts for human development beyond the family group. This course gives attention to the demographic profile of communities and issues surrounding access to services. *Prerequisite: MSSW 301.*

**MSSW 303: Human Behavior in the Social Environment 3: Biopsychosocial
Theories of Psychopathology****2 S.H.**

Revised course description: This advanced course continues the study of human behavior with emphasis on the behavioral and psychological difficulties people experience in interacting with their environments. The biological, sociological and intrapsychic theories of psychopathology and treatment based on these theories are reviewed in depth. The course includes an examination of the use of the DSM IV, and the impact of diversity and oppression in the etiology, epidemiology, treatment and prevention of psychopathology.

MSSW 310: Seminar in Social Work Practice with Diverse Populations**2 S.H.**

This seminar provides an in-depth experience of assessment, intervention and evaluation in work with diverse groups of individuals, families, and small groups. Theoretical and conceptual overviews of ethnicity, culture, stigma, and oppression will be examined. The seminar focuses on understanding the impact of internalized and institutional oppression and refinement of interventive skills when a multiplicity of factors may be operating.

MSSW 311: Social Welfare Policy & Services I: Social Welfare Policy in America — History & Basic Analysis 3 S.H.

The course looks at the history of American social welfare policy and social work focussing primarily on progressive reform eras. It uses history as a springboard for developing an understanding of the dimensions, values, and dynamics of social policy and for exploring persistent issues of the profession. In this process, it introduces three "lenses" that reveal special insights into conventional history and policy matters — race, gender, and class lenses. The course also reviews current social welfare policies and introduces students to the legislative process.

MSSW 312: Social Welfare Policy & Services II: Policy Implementation & Change in Organizations & Communities 3 S.H.

This course moves from the policy development, analysis, and design insights of Policy I to an exploration of the complexities of policy implementation and a consideration of ways in which social workers, their clients, and oppressed communities can address threats that result in the implementation process. *Prerequisite:* MSSW 311.

MSSW 313: Social Welfare Policy and Services 3: Policy Implementation: Social Action in the Struggle for Human Dignity 3 S.H.

This course emphasizes the actual execution of policy by providing a focal point for students' growth as independent scholar-practitioners and public spirited citizens in the field of social policy. In seminar format, it builds upon the foregoing sequence, by considering state-of-the-art approaches and honing skills to advance policy and underscores a variety of analysis and action strategies, like critical education, creative dialogue, lobbying, organizing, campaigning, testifying and monitoring.

MSSW 321: Social Work Research I: Introduction to Social Work Research 3 S.H.

This course introduces information on various types of research appropriate to primary, secondary, and tertiary interventions. Included are steps in the research process, elementary forms of data analysis, and critical analysis of research design and literature.

MSSW 322: Social Work Research II: Social Work Research & Evaluation 3 S.H.

This course stresses the execution of research design and practice. It accentuates the relevance of research to major areas of social practice such as clinical practice, program development, and social policy. Students develop basic skills to communicate their research findings to both professional and lay audiences. *Prerequisite:* MSSW 321.

MSSW 323: Social Work Research III: Qualitative Research 3 S.H.

This advanced course stresses qualitative methodology and its relevance for social work theory and praxis. While it continues to emphasize primary areas of social work such as clinical practice, program and policy development, its emphasis is upon the elicitation of the structure and meaning of lived experiences of individuals in social settings. *Prerequisites:* MSSW 321 and 322.

MSSW 324: Human Rights 2 S.H.

This course examines how the social construct, "Human Rights" can assist in the development of economic and social justice thereby being a strategy for social change. It emphasizes the United Nations' Universal Declaration of Human Rights, endorsed by the General Assembly in 1948, and today referred to as customary international law. It first examines the history of the idea of human rights and then contemporary human rights concepts with emphasis upon the United States and suggested research and action strategies.

MSSW 334: Families & Public Policy: Systems in Crisis 2 S.H.

This course focuses on children and families as they relate to and are a part of the larger social system and its institutions of education, politics, economics, and religion. Particular attention is on families and children as victims of child abuse, neglect, and domestic violence. Processes which facilitate client healing and the use of interdisciplinary and collaborative community resources are examined.

MSSW 335: Family Treatment 2 S.H.

This course focuses on children and families in crisis by concentrating on issues of power distribution, communication system, and external institutional influences. Learning family treatment approaches and practicing techniques of problem identification and assessment are introduced through examination of strategies to help families deal with maturation and situational crises.

MSSW 339: Substance Abuse in Social Work Practice 2 S.H.

This course provides an opportunity to study substance abuse practice concepts and skills with emphasis on assessment, treatment planning, and intervention strategies with individuals and families affected by substance abuse. Evaluation of individual and family substance abuse problems is emphasized with particular attention to the complex interaction with domestic violence.

MSSW 341: Social Work Practice I: Assessment, Goal Setting, & Practice Techniques with Individuals, Families, & Small Groups 3 S.H.

This course provides information on the historical base of social work with emphasis on the underlying values and ethics which drive professional practice. Relationship in all social work practice is studied with emphasis on theory, concepts, and skills. Differential theoretical constructs and assessment and intervention skills used in direct practice with individuals, families, and small groups are examined.

- MSSW 342: Social Work Practice II: Assessment, Goal Setting, & Practice Techniques with Groups, Organizations, Communities.** 3 S.H.
This course, based on a problem-solving model, examines assessment, goal setting, and intervention techniques in large systems. It includes community organization and planning intervention strategies. It explores the problems of stress and conflict of interest between clients and workers and focuses on the relationship between alleviation and empowerment in large scale intervention such as groups in the context of communities and organizations. *Prerequisite:* MSSW 341.
- MSSW 343: Social Work Practice III: Advanced Generalist Practice I** 3 S.H.
This is an advanced course designed to assist students in gaining the knowledge and skills required to assume management and administrative roles in social work.
- MSSW 344: Social Work Practice IV: Advanced Generalist Practice II** 2 S.H.
This final course in the Practice sequence pulls together what students have learned about advanced generalist social work practice across the curriculum. The course utilizes the knowledge and skills gained in the foundation courses and advances these using more comprehensive models of assessment, theory and intervention.
- MSSW 349: Psychoanalytic Theories of Psychotherapy** 2 S.H.
Social work practice derives from the integration of theoretical understanding and technical skill. The contributions of various theoreticians in developmental psychology and their implications for treatment are studied. Issues such as the initial interview, working through transference, counter transference, resistance, and defenses are examined within the different theoretical models. Attention is given to race, culture, gender, sexual orientation, and the implications varying theoretical models have on clinical intervention with vulnerable populations.
- MSSW 354: Analysis of Social Movements** 2 S.H.
This course provides an analysis of social movements in themselves and in relation to community organizing and community development among oppressed groups. Using the civil rights movement as the starting paradigm of an organized social movement based, ethnicity and race, it compares and contrasts this with movements based on economic position (the labor movement, working class women's organizing, and the welfare rights movement) and on sexual orientation (the movement for Gay and Lesbian liberation).
- MSSW 357: Environmental Assessment & Strategic Planning** 2 S.H.
This course examines strategic planning for public and nonprofit organizations. The goals of the course involve developing an understanding of what strategic planning is and how to apply it to organizations. It considers the importance of blending theory and practice to achieve organizational development and change.
- MSSW 361: Organizational Development** 2 S.H.
This course examines theories of organizational behavior, the professional practice of organizational development, and integrated strategies of planned organizational change. Through the context of this course, students explore several types of organizations, the organizational goals, and look at organizations as systems in the sense of being societal microcosms that mirror, or are reflective of, the larger society. Three primary organizational styles — the autocratic, bureaucratic, and laissez faire management styles are studied.
- MSSW 368: Legal Aspects of Social Welfare** 2 S.H.
This course examines law and legal processes using legal materials and teaches legal advocacy skills. Among the areas explored are social work malpractice, privileged communication, and discrimination. Selected types of dispute resolution are explored with emphasis on developing initial skills in testifying and negotiation.
- MSSW 376: Psychopathology & Social Deviance** 2 S.H.
This course identifies the classification of major childhood, adolescent, and adult mental disorders including etiology, symptomatology, epidemiology, treatment alternatives, and prevention. Emphasis is given to applying social work values and commitment to safeguarding the rights of diverse and vulnerable populations.
- MSSW 384-385: Field Seminar & Practicum** 4 & 4 S.H.
These courses provide foundation learning in field seminar concurrently with a practicum experience suitable for generalist social work practice. Seminar content emphasizes integration of knowledge from the foundation courses with the practicum experience to develop self-assessment and beginning social work skills.
- MSSW 386-387: Field Seminar & Practicum** 4 & 4 S.H.
These courses provide foundation learning in a field seminar, concurrently with a practicum experience, suitable for advanced generalist practice in social work. Seminar content emphasizes the ongoing application of knowledge from second year courses to the practicum experience and the development of increasingly advanced social work skills. *Prerequisites:* MSSW 384 and 385.
- MSSW 388: Mediation and Conflict** 2 S.H.
This course teaches widely applicable mediation skills through enactment approaches. Focus is on evaluation and intervention in different types of conflict, finding common ground, and developing collaborative, win-win strategies resulting in lasting agreements.

MSSW 391: Women's Issues in Human Services**2 S.H.**

This course examines significant current trends in women's issues from the perspective of the human services professions. Focus is on fostering non-sexist practice in human services and working toward a non-sexist society. Vital issues of concern such as economic status; dual responsibilities of home and work representation in executive, administrative, and academic positions; and women as health consumers are addressed.

MSSW 392: Health Policy & Services**2 S.H.**

This course examines the current crisis in the U.S. health care system and its sociopolitical contexts. Giving prominence to debates and contrasting perspectives in policy, topics include factors in the cause of disease, structure and processes of health care organizations, contrasting approaches to financing medical care, and health care and social change. Structural constraints on health workers and the potentials for progressive structural change are emphasized.

MSSW 393: Proposal Writing & Grant Acquisition**2 S.H.**

This course introduces proposal planning and development techniques. Differences between grants written for Federal funds and those written for foundations are described. Utilization of grant acquisition informational resources such as the Federal Request for Proposal (RFP) and researching private foundation funding are reviewed.

SOCIOLOGY**SOCI 235: Criminology (CORE Course)****3 S.H.**

The causation, control, and prevention of adult crime are studied in relation to criminal law. *Prerequisites: 12 semester hours of sociology, psychology, or other social science, or permission of instructor.*

SOCI 250: American Social Structure (CORE Course)**3 S.H.**

This course examines American society as a network of social institutions including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structures.

SOCI 301: Social Gerontology**3 S.H.**

The age structure of American society is experiencing major demographic changes. These changes will place heavy demands on the social structure and its institutions as they adjust to meet the requirements of an increasingly older population. This course provides an interdisciplinary approach and knowledge base with a focus on the sociological perspective regarding the social issues confronting the elderly as we enter the 21st century. *Prerequisite: SOCI 1.*

SOCI 310: Social Welfare (CORE Course)**3 S.H.**

An historical and sociocultural exploration of current social welfare programs and services is taken. The evolution, characteristics, and problems associated with these programs are examined in detail.

SOCI 315: Great Social Problems of Our Time (CORE Course)**3 S.H.**

The definition, analysis, or causation and study of attempted resolution of social problems in the areas of social disorganization and deviant behavior are examined.

SOCI 335: Intergroup Relations & the Dynamics of Prejudice (CORE Course)**3 S.H.**

An examination of basic concepts in intergroup relations such as anti-minority ideology, prejudice, and discrimination as these have developed and manifested themselves in society.

SOCI 342: Theories and Methods of Social Casework**3 S.H.**

This course explores the theories, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

SOCI 365: Violence in the Family (CORE Course)**3 S.H.**

This course is a comprehensive review of family violence: child abuse, marital abuse, abuse of the elderly, and incest. It examines family violence from a sociological and psychological perspective. It also focuses on methods of preventing, as well as ameliorating, violent situations.

SPANISH**SPAN 210: Intermediate Spanish****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 12, three or more years of high school Spanish, or permission of instructor.*

SPAN 220: Advanced Intermediate Spanish**3 S.H.**

This course is a continuation of SPAN 21. *Prerequisite: SPAN 21, three or more years of high school Spanish or permission of the instructor.*

The Graduate Teaching Faculty at Springfield

Date in parentheses following the name indicates beginning of service as a member of the Teaching Faculty at Springfield College.

ROBERT W. ACCORSI (1990)

Assistant Professor of Recreation & Leisure Services

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MARY C. ALLEN (1988)

Assistant Professor of Education

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Associate Professor of Art/Coordinator of Art Therapy

B.A., University of Massachusetts, 1976; M.Ed., Lesley College, 1979; Ed.D., University of Massachusetts, 1990

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Professor of Education and Biology

B.A., Wittenberg University, 1964; M.S., University of Cincinnati, 1966; Ph.D., 1969

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Associate Professor of Physical Education

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Professor of Education/Education Program Director

B.A., New Jersey State College, 1962; M.Ed., University of Massachusetts, 1963; C.A.G.S., 1967; Ed.D., 1969

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Professor of Physical Education/Director of Athletics

B.S., Springfield College, 1957; M.S., 1962; Ed.D., University of Oregon, 1966

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Professor of Arts and Education

B.S., State Teachers College at Buffalo, New York, 1958; M.A., New York University, 1960

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B.S., *Keene State College*, 1969; M.A., *University of South Dakota*, 1981; D.P.E., *Springfield College*, 1983

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B.S., *Monmouth College, New Jersey*, 1967; Ph.D., *Rutgers University*, 1971

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B.S., Springfield College, 1972; M.S.W., University of Connecticut, 1974; Ph.D., Brandeis University, 1987

KENNETH A. WALL (1983)

Associate Professor of International Studies

A.A., Waldord College, 1966; B.A., St. Olaf College, 1968; M.S., Springfield College, 1973; D.P.E., Springfield College, 1975

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B.S., Smith College, 1975; M.S.W., Columbia University, 1977; D.S.W., Boston College, 1990

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B.S., Northeastern University, 1973; M.S., University of Pittsburgh, 1982

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B.S., Central Connecticut State College, 1971; M.A., Columbia University, 1974; Certificate in Physical Therapy, Columbia University, 1975

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Associate Professor of Social Work

B.A., Brooklyn College, 1970; M.A., Duquesne University, 1972; Ph.D., Brandeis University, 1992

HERBERT ZETTL (1969)

Associate Professor of History; Distinguished Springfield Professor of Humanities

B.A., Alderson-Broadbent College, 1963; M.A., University of Vermont, 1965

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Physical Therapy

B.S., Springfield College, 1988; M.S., 1988

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Art Therapy

Ph.D., American Institute, 1996; M.A., Lesley College, 1982; B.S., Springfield College, 1979

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Social Work M. S.W. Boston University, 1952

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M.S.W., Fordham University, Ph.D., 1981; B.S., Sacred Heart University, 1979; B.A., Sacred Heart University, 1979; A.S., Sacred Heart University, 1977; R.P.H., Associate Trainers in Clinical Hypnosis Syosset, 1982

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Carroll Britch, *Professor of Drama and English*
Mary Lord Brown, *Associate Professor of Human Services and Administration*
Josephine L. Cecco, *Distinguished Springfield Professor of Humanities*
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Olga E. Ellis, *Professor of Education*
Walter H. English, *Distinguished Springfield Professor of Humanities*
Lora M. Ewing, *Assistant Professor of English*
Harold C. Harlow, *Professor of Human Services and Administration*
Gerard A. Harrison, *Professor of Recreation and Leisure Services*
Thomas W. Hay, *Assistant Professor of Physical Education*
Roberta Heston, *Associate Professor of Education*
Miriam F. Hirsch, *Professor of Sociology*
Allen R. Kaynor, *Professor of Psychology*
Clifford E. Keeney, *Professor of Biology*
Attalah A. Kidess, *Professor of Physical Education*
Gertrude Lamb, *Instructor in Physical Therapy*
Roger Lind, *Professor of Human Services*
James B. McGuire, *Professor of English*
Robert E. Markarian, *Professor of Education*
Merle K. Miller, *Professor of Psychology*
Valerie Montgomery, *Professor of Modern Languages*
John L. Neumann, *Associate Professor of Physical Education*
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John O'Neill, *Professor of Human Services*
Henry J. Paar, *Distinguished Springfield Professor of Humanities*
Douglas E. Parker, *Professor of Physical Education*
Robert B. Resnick, *Professor of English*
Jean F. Ross, *Distinguished Springfield Professor of Humanities*
Irvin R. Schmidt, *Professor of Physical Education*
Emery W. Seymour, *Buxton Professor of Physical Education*
Sherrod Shaw, *Professor of Physical Education*
Charles E. Silvia, *Distinguished Springfield Professor of Humanities*
Edward J. Sims, *Distinguished Springfield Professor of Humanities*
Edward H. Thiebe, *Associate Professor of Music*
Margaret Thorsen, *Professor of Physical Education*
Gilbert T. Vickers, *Director of Music, Professor of Music Education*
Charles F. Weckwerth, *Distinguished Springfield Professor of Humanities*
Robert J. Wehner, *Professor of Political Science*

Springfield College is a small, privately endowed institution of higher learning that emphasizes educating young men and women for the human helping professions. It is situated in the center of New England providing easy access to the skiing areas of New Hampshire and Vermont, the cosmopolitan assets of Boston, as well as the quiet beauty of the Berkshire Hills.

Location: Springfield. The third largest city in Massachusetts, population 155,000.

In addition to a large central retail district, the city offers such cultural opportunities as museums, a symphony, and professional theater company.

Campus: More than 32 buildings, such new facilities as the Fuller Arts Center, Physical Education Complex, academic/interfaith Chapel, and the Applied Health Sciences Center. These facilities stretch over 160 acres that comprise the college's Main Campus and East Campus, a site of woods and field that overlooks Lake Massasoit and is one mile from the Main Campus.

Graduates: More than 5,500 graduate alumni are at work in the United States and numerous other countries throughout the world. Their professional education at Springfield has prepared them to assume leadership positions in virtually all areas of community service, including recreation, physical education, guidance, psychological services, education, rehabilitation, community leadership and development, and community education.

Addresses and Telephone Numbers:

(The College's telephone area code is 413. When writing to an office use the following address: Springfield College, 263 Alden St., Springfield, MA 01109-3797)

Graduate Office	
Administrative Building	748-3125
Graduate Admissions	748-3225
Financial Aid Office	
Administration Building	748-3108
International Center	748-3215
Housing Office	
Administration Building	748-3102
TTY	748-3383
(located in Campus Police Station)	

**Office of the Graduate School
Administration Building
(413) 748-3125**

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SPRINGFIELD COLLEGE
ACADEMIC CALENDAR 1996/1997/98

<u>Fall Semester</u>	<u>1996/97</u>	<u>1997/98</u>
Holiday - Labor Day	September 2	September 1
Classes Begin	September 3	September 2
Convocation	September 5	September 4
Holiday - Columbus Day	October 14	October 13
Thanksgiving Break (Begins after last class on Tuesday evening)	November 27- December 1	November 26-30
Classes End	December 13	December 12
Reading Days	December 14-15	December 13-14
Exams	December 16-19	December 15-18
<u>Winter Term</u>	January 2-19	January 5-18
<u>Spring Semester</u>		
Holiday - M.L. King	January 20	January 19
Classes Begin	January 21	January 20
Holiday - President's Birthday	February 17	February 16
Spring Break	March 15-23	March 14-22
Classes Resume	March 24	March 23
Classes End	May 6	May 5
Reading Day	May 7	May 6
Exams	May 8-9, 12-13	May 7-8, 11-12
Baccalaureate	May 17	May 16
Commencement	May 18	May 17
<u>Summer School Mini Session</u>		
Classes Begin	May 19	May 18
Holiday - Memorial Day	May 26	May 25
Classes End	June 6	June 5
<u>Summer School 1st Session</u>		
Classes Begin	June 16	June 15
Holiday	July 4	July 4
Classes End	July 25	July 24
<u>Summer School Graduate P.E. Session</u>		
Classes Begin	June 16	June 15
Holiday	July 4	July 4
Classes End	August 8	August 7

The Springfield College Graduate Catalogue contains current information regarding programs, curricula, career opportunities, campus life, and admissions and such information is not intended to be and should not be relied upon as a statement of the College's contractual undertakings.

Springfield College reserves the right in its sole judgment to issue and change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, cancelling of scheduled classes, and other academic activities and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

Springfield College does not discriminate in its admissions or employment policies and practices on the basis of race, sex, sexual orientation, age, color, religion, national origin, disability, status as a veteran of the Vietnam War era, or as a disabled veteran. The College is committed to fostering multi-cultural diversity in its faculty, staff, student body, programs of instruction, and participation on all College boards and committees. When past acts of discrimination or exclusions are discovered, affirmative steps are taken to remedy such practices.

Any students who are unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day shall be excused from any such examinations or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which they may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon Springfield College. No fees of any kind shall be charged by the institution for making available to any student such opportunity. No adverse or prejudicial effects shall result to any students because of their availing themselves of the provisions of this section.



Springfield College

School of Graduate Studies

263 Alden Street

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