

SPRINGFIELD COLLEGE

Graduate Catalog 1999-2000



ACCREDITATION AND DISCLOSURE STATEMENTS

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, health 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, biology), art education, health education, and physical education are also approved by the Massachusetts Department of Education. 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, counseling and services), the Accreditation Council for Occupational Therapy Education (occupational therapy), the Commission on Accreditation in Physical Therapy Education (physical therapy), the National Parks and Recreation Association (recreation and leisure services), the Council on Social Work Education (social work), and the American Art Therapy Association (art therapy).

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 YMCAs for the training of professional workers.

STUDENT-RIGHT-TO-KNOW DISCLOSURE STATEMENT

Notice is hereby given that, in accordance with the Student-Right-to-Know Act (Title I of Public Law 101-542), the graduation rates of degree-seeking, full-time students are available to all current or prospective students from the Office of the Registrar and will be provided upon request.

POLICY STATEMENT REGARDING STUDENTS WITH DISABILITIES

Springfield College is committed to providing equal educational opportunity and full participation in College programs for persons with disabilities in accordance with state and federal laws. The College fully supports the antidiscrimination 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.

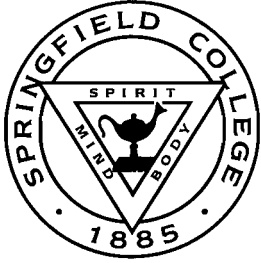
Springfield College recognizes the unique needs of students with disabilities and encourages these students to use the support services offered by the College to assist them in attaining their educational goals. The policy of the College regarding admission and access to programs and activities prohibits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

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

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SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



GRADUATE CATALOG

1999–2000

Richard B. Flynn (1999), B.S., M.Ed., Ph.D.
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Interim Vice President for Administration and Finance

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John W. Wilcox (1970), B.S., M.Ed.
Assistant Vice President, Admissions and Financial Aid

Donald J. Shaw, Jr. (1974), B.S., M.Ed.
Director of Graduate Admissions

INTRODUCTION

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

Springfield College has educated more than 34,000 people who are at work throughout the United States and in more than sixty nations. Today, more than 4,000 students attend the College's main campus in Springfield, Massachusetts, and its satellite campuses in Boston, California, Delaware, Florida, New Hampshire, Vermont, Wisconsin, Africa, Brazil, and Sweden.

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GRADUATE STUDY AT SPRINGFIELD COLLEGE

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 humanities 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 master of social work degree 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. The graduate program is, in turn, coordinated through the Office of the Provost/Vice President of Academic Affairs along with the College’s general regulations, academic policies, and philosophy of education.

Graduate students are urged to familiarize themselves with the *Student Handbook* and *Catalog*.

ADMISSION TO GRADUATE STUDY

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 that may seriously interfere with the student’s performance in their academic work; therefore the following guidelines have been developed.

No student is admitted to full graduate standing with less than a 2.500 undergraduate index. Applicants with less than a 2.500 index, but not less than 2.000, 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 they have previously attended forward official transcripts directly to the School of Graduate Studies. 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 are not required to submit official transcripts for such work. Also, they are not required to 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 from Springfield College. Faculty, administrators, and staff members may register for graduate courses and apply such credit to graduate degrees at other institutions, where acceptable.

Students who wish to begin graduate work as an undergraduate must file a written request and secure the approval of the dean of the School of Graduate Studies before registering for such study. No request will be approved unless the student’s cumulative grade point average is 3.000 or better at the start of the semester during which the course or courses are to be 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 eighteen semester hours of undergraduate coursework requirements remaining.

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

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 pertaining to specific course selection.

Applicants will be considered for conditional acceptance if they are in good academic standing and have met all admission requirements, except proof of English proficiency as determined by a minimum recommended TOEFL score of 550 (CBT equivalent is 213). Although unavailable in certain programs, the conditional acceptance will generally be available to those applicants who have scored between 450 and 549 (CBT equivalent is 133 to 212) 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—Communication Skills 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.

FINANCIAL AID

Many worthy students are unable to finance their own education with individual and family resources. Most students expect to finance their education through a variety of sources, including family support, part-time and summer employment, loans, and grants.

All students who feel they will not have sufficient resources to pay for their total educational costs are encouraged to apply for financial aid. An application for aid has absolutely no bearing on whether or not a student is accepted to Springfield College.

The College is constantly seeking new sources of scholarship and student loan funds. It attempts to employ students for necessary College tasks and provides many students the opportunity to earn money in a variety of positions on campus.

All-College Graduate Scholarships

Each year, four All-College Graduate Scholarships are made available to graduate students. The selection criteria include both academic accomplishment and professional promise. Financial need is not an influencing factor. Applications for All-College Graduate Scholarships are available from the Office of Graduate Admissions. The application deadline is April 1 for the following academic year. New and returning students are eligible to apply.

Graduate Associateships and Assistantships

Graduate associateships and assistantships are available within the College's schools and departments for a limited number of qualified graduate students. In addition to providing remuneration up to \$4,000 per academic year, a full graduate associateship enables a student to register for courses without charge for tuition up to a maximum of twenty-four semester hours per year. An assistantship is paid on an hourly basis. Persons interested in applying for graduate associateships or assistantships should complete the Graduate Associateship/Assistantship Interest Identification Form (found in the graduate application packet) and submit it to the Office of Graduate Admissions.

A limited number of doctoral associateships are also available each year. These carry a stipend of \$5,000 to \$7,000 for an academic year as well as waiver of tuition. Application for such positions should be made to the dean of the School of Physical Education and Recreation. A detailed resume of teaching and/or research competencies, as well as academic accomplishments and professional experience, should be included with the completed application form.

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 nine percent. 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 National Direct Student Loan). Funds are limited, and eligibility is based on a demonstrated need. Repayment begins after graduation and the interest rate is five 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 the full-time graduate study. Directorships include a furnished apartment in the assigned residence hall, tuition waiver (not to exceed twenty-four semester hours per year), and a stipend. Inquiry and application should be made directly to the Office of Residence Life. All applications must be received by March 1.

Student Employment

The Office of Financial Aid 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, classrooms, 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 Office of Financial Aid. It is the responsibility of the student to secure a position.

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

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 and Disability Studies Department.

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.

Grants

Grant funds may be awarded to incoming students on a very limited basis, pending available funding. Factors taken into consideration include: major field of graduate study, financial need, and prior academic achievement. The College does not guarantee funding to all eligible students.

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. The 1999-2000 cost per credit hour is \$506. The following table gives the probable cost for a student who takes 24 semester hours during the 1999-2000 academic year:

Tuition (twenty-four semester hours per year)	\$12,144
Fees	25
Books/Supplies	900
Personal/Transportation/Food/Housing	9,680
Total estimated expenses:	\$22,749

APPLICATION FEE

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

The College encourages graduate students to live in on- and off-campus, College-owned housing in an effort to create a strong, vibrant campus community. Four types of graduate housing are available at Springfield College.

The Graduate Living Center contains six apartment suites for groups of four graduate students per suite. Each fully furnished suite has a private entrance; a kitchen/dining room; a cable-ready, common living room; two bathrooms; and four bedrooms with separate telephone hookups and voice mail. An adjacent building has a laundry room and a common room. These units blend the independence of apartment-style living with regard for economy (i.e., heat, electricity, hot water, local phone service, and maintenance are all included in the occupancy fee of \$4,800 for the 1999-2000 academic year). A \$200 deposit is required.

College-owned apartments are located within easy walking distance of the campus. Each offers two to four private bedrooms; a living room; kitchen; and bathroom. The apartments are furnished with beds, desks, dressers, chairs, sofas, and appliances. Residents are expected to provide other furnishings and to secure their own telephone service. Coin-operated laundry facilities are also available nearby. The rent of \$4,140 for the academic year includes heat and utilities. Students wishing to rent these units are required to sign a nine-month or twelve-month lease and to pay a \$200 deposit.

Reed Hall is an on-campus residence hall where graduate students live in single rooms on a separate floor from undergraduate students. Reed Hall is fully accessible and includes telephone service and voice mail for each room. Residents occupy single rooms and pay \$4,584 for the academic year. Students wishing to remain in Reed Hall during vacation/winter

term 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 Street, Springfield, MA 01109-3797, (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 that might be involved in some programs of research. Students may apply for reimbursement of fundable expenses (e.g., mailing costs) via the Graduate Student Research Fund. Application deadlines are April 1 and December 1. Application forms are available in the Office of the School of Graduate Studies.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

Academic advisors, who are required to post office hours, are assigned to students during the first term of their graduate program. Academic advisors and students work in partnership to achieve the student's educational requirements and goals. An academic advisor:

- Assists the student in understanding and meeting all requirements for graduation.
- Monitors incomplete grades and progress toward completing course work.
- Assists in clarifying learning objectives and career plans.
- Addresses problems regarding work, instructors, and expectations.
- Counsels or refers student to appropriate source for assistance.
- Serves as an advocate for the student.

ACADEMIC CREDIT

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

ACADEMIC LOAD

Full-time graduate/post-graduate student—enrolled for nine or more semester hours

Half-time graduate/post-graduate student—enrolled for four and one-half to eight and one-half semester hours

Less-than-half-time graduate/post-graduate student—enrolled for less than four and one-half semester hours

ACADEMIC PROGRESS

Candidates for the master's degree are required to maintain a B average in the graduate program (all 200-level courses are considered a part of the graduate program). Students whose average falls below this are placed on probation. Any student whose cumulative average is below 2.750 (where A equals 4.000; B equals 3.000; C equals 2.000; and F equals 0.000) at the end of the semester in which he or she has completed twenty semester hour of graduate work will be dismissed from candidacy for a master's degree.

No student with a cumulative academic index of less than 3.000 will be continued as a master's degree candidate after the completion of the required minimum number of semester hours in his or her program plus six.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.000 or better, they will be removed from probation. If the index is between 2.500 and 3.000, they will remain on probation through the semester in which they complete twenty semester hours of graduate credit. At that time, the index must be at least 3.000 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.500 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Grades obtained in coursework transferred from another institution or grades for undergraduate courses taken at Springfield College, whether as prerequisites or as supplements to a student's total program, are not included in the calculation of the academic index.

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. To repeat a course, the student must re-register for the course. Both grade entries will appear on the transcript, but only the credit hours and the grade resulting from the repeat course will be used in computing hours and honor credit for graduation. This will be true whether the grade for the repeat course is higher or lower than the original grade. A course taken for graduate credit may not be repeated more than once.

AUDIT POLICY

Students may register for one course for audit designation per semester. 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 twenty percent of the semester (three weeks in a fifteen-week course) is completed.

CANCELLATION OF CLASSES

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

CLASSIFICATION OF GRADUATE STUDENTS

Nonmatriculated Graduate Students

Students who have not been admitted to a graduate program but 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 authorization of the School of Graduate Studies. Because no more than twelve semester hours of credit taken as a special student through Springfield College 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. (This option is not available in social work.) Students enrolled at the College as "Special Graduate Students" (not accepted into a degree program) are not eligible for financial assistance. Special graduate students must make payment arrangements with the Business Office at the time of registration.

Pass/Fail Policy

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.

Matriculated 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.

COMMENCEMENT

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

Notwithstanding anything to the contrary contained herein, all students are advised that, even after completing all academic requirements for any degree, the College reserves the right to withhold the granting of the degree in the event that any disciplinary proceedings have been or are being commenced against the student.

COURSE NUMBERING SYSTEM

Generally, courses are numbered as follows:

- 1 to 99—First-year and sophomore courses (undergraduate credit only)
- 100 to 199—Junior and senior courses (undergraduate credit only)
- 200 to 299—Senior and graduate courses (may be used for undergraduate or graduate credit)
- 300 to 399—Graduate courses (graduate credit only)
- 400 to 499—Certificate of advanced study and doctoral courses (graduate credit only)

Juniors may register for 200-level courses only with the signed permission of their advisors.

COURSE OVERLOAD POLICY

Graduate full-time enrollment is defined as nine credit hours. Student wishing to take an overload must have completed one full term, be in good academic standing with a B average, and have permission of their academic advisor.

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 School of Graduate Studies, or the undergraduate schools 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. Graduate CORE requirements 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 January and summer sessions.
8. Tuition charge for a cross-registration course is based on the rate applicable to the individual's degree program.

EXCEPTION TO POLICIES

Exceptions to graduate policies may only be made in the sole discretion of the School of Graduate Studies, following petition. Appropriate forms, available in the School of Graduate Studies, must be completed by the student, reviewed by the major advisor, approved by the department chair and cognate dean, and returned to the School of Graduate Studies for action.

GRIEVANCE PROCEDURE

Any graduate student who wishes to appeal an academic decision made at the departmental (program) level or at the School of Graduate Studies 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. Dean of the cognate school
5. The School of Graduate Studies

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 dean of the School of Graduate Studies for information on proper appeal procedures.

GRADES AND GRADING

Students' work will be evaluated by faculty members and course grades assigned. Examinations, written papers, or oral assignments, and/or fieldwork may constitute the basis for the grade awarded in class. Faculty members generally outline the details for determining grades on the course syllabus. Often, any weighted factors for assignments will be outlined in the syllabus. Grade points are assigned to each grade and used in the calculation of the student's grade point average for the semester's work or cumulative average. The grades and point values are:

Grade	Grade Points	General Numeric Grade Equivalencies
A	4.0	100-93
A-	3.7	92-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
C-(Lowest passing grade)	1.7	72-70
F (Failure)	0.0	Less than 70
P (Pass C- or better)	Not included in computation	
I (Incomplete)	Not included in computation	
X (Audit)	Not included in computation	
W (Withdrawal)	Not included in computation	
*	Grade not reported by faculty	
IP	Course in progress	

Faculty have sole responsibility of awarding all grades except W and X.

Calculation of Grade Point Average (GPA)

GPA is computed by dividing the total grade points earned by the total semester hours attempted. For example:

Grades	Semester Hours	Grade Points	Total Grade Points (for each course)
A	3	x 4.0	= 12.00
B	3	x 3.0	= 9.00
C	3	x 2.0	= 6.00
F	3	x 0.0	= 0.00
Totals:	12	27	(total for all courses)

Calculation:

Total grade points divided by total semester hours equals GPA
27 divided by 12 equals 2.25 GPA

Incomplete Grade Policy

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

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

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

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

Grade Changes

If a grade was erroneously recorded or an incomplete grade needs to be changed, a form for grade changes is available in the Office of the Registrar. Only faculty may complete the form and submit it to the registrar. Students will receive notification of the grade change from the Office of the Registrar.

CLASS ATTENDANCE

Students are expected to attend all classes for which they are registered. There are no all-College regulations governing class attendance, however, individual departments and/or classes may have attendance policies. Each instructor is given the freedom to handle attendance in his or her classes at his/her sole discretion. Students should make sure they know the instructor's attendance policy for each class they attend. Students who do not attend a course or section for which they are officially registered and do not officially drop it will receive a grade of F, which is calculated into their cumulative average. If a student attends a course or section for which they are not officially registered, they will not receive credit for their work.

If a student misses a class meeting for any reason, he or she is still responsible for the material covered. If a student is aware that circumstances will prevent class attendance on a particular day, he or she should contact the faculty member directly in advance of the absence. If the faculty member is not available, the student should contact the appropriate department and leave a message either through voice mail for the faculty member or with the department chairperson or secretary. Students are responsible for explaining their absences to their professors. In case of excused absences for circumstances other than illness or unforeseen emergency, the student is required to make arrangements for make up of assignments (or exams) with the professor in advance of the absence.

ACADEMIC INTEGRITY AND HONESTY

Springfield College strongly believes in the importance of teaching students to honestly represent their work. The faculty will hold students accountable to do so. The possible situations when a student could violate these expectations range from not providing credit by appropriately footnoting resource material to cheating on an examination or assign-

ment by unauthorized communication or collaboration with other students. Other examples include purchasing papers or projects; using crib sheets, aides, or unauthorized materials during an examination; or presenting the same written work as the requirement for more than one course without the permission of the instructors involved.

Academic dishonesty can also occur by misrepresenting or misusing College affiliation in assignments, projects, internships, pre-practica, practical or other field placements, or in projects and work outside of College assignments. Other examples include misrepresenting course requirements to other students; submission of fictitious materials in assignments; or misusing a position of authority in pre-practica, practical internships, or other field placements.

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 when "borrowing" material from other sources. 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.

REGISTRATION

All graduate students (full- 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.

Springfield College maintains a five-day add period and a ten-day drop period at the start of each semester. Late registration will be permitted only in an emergency, and a fee will be assessed in such cases. The approval of the dean 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. Students will not 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.

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

ADD/DROP POLICY

Springfield College maintains a five-day add period and a ten-day drop period each semester (excluding summer). During the first five days of each semester, students may request additions to their schedule of courses. Students must complete a Change-of-Schedule Form to complete schedule

additions. The form may be obtained from the Office of the Registrar. All Change-of-Schedule Forms must be signed by the student's advisor before they are brought to the registrar for processing. After the five-day add period, students may not make additions to their academic schedules. Students are urged to refer to the Academic Schedule each semester for more specific information.

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

Course Withdrawal Policy

Students, with the permission of their advisors and course instructors, may withdraw from a course at any time up to the point at which eighty percent of the course is completed. The end of the twelfth week is the last day to withdraw from a course that meets the entire summer. Students are encouraged to refer to the College's publication of "Fiscal Facts" for additional information.

STUDENT RECORDS

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

1. Directory information may be provided unless a student has filed a written request to withhold this information. Students, whether they reside on or off campus, must advise the Office of Residence Life in writing no later than September 15 of each academic year if they wish to restrict the release of this information.

Springfield College considers the following information as "directory information": name; local and home address and phone number; name and address of parents or spouse; dates of attendance at the College and field of study; semester hours earned; degrees earned; honors received; weight, height, and age of members of athletic teams; and participation in organizations and activities recognized by the College.

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

3. Information may be shared with parents of students who are dependent upon them as defined in the IRS code.

In addition, any requests that come from officials of other institutions in which the student might be applying for transfer; government agencies and officials who provide proper identification; officers of the court;

financial aid personnel to support a student's application for aid; as well as appropriate parties in health or safety emergencies will have access to information in the student's records. Students may also be asked to sign a written waiver granting permission for the release of information from the school records.

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

Transcript of Academic Work

Students may obtain student-issued, unofficial copies of their academic transcripts for the duration of study at Springfield College. Applications for these transcripts are made in writing to the Office of the Registrar. A \$4 fee is charged for transcript requests.

Official transcripts can also be requested to be sent to a third party. The name and address of the official to whom the information is to be mailed should be included, along with a student's signature as permission to release a record.

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

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

COLLEGE WITHDRAWAL POLICY

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

DEGREE REQUIREMENTS

THE MASTER'S DEGREE

Upon the recommendation of the director of the major and the School of Graduate Studies, the College authorizes the awarding of the master's degree for an approved program of studies with a B average or better (3.000).

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 three plans.

Plan A requires successful completion of a minimum of thirty-two semester hours of graduate work and passing the comprehensive exam in the major field. No thesis is required under this plan, although various departments require research projects as part of the thirty-two semester hours. The student earns either the master of education or the master of physical education degree.

Plan B requires successful completion of a minimum of thirty-two semester hours of graduate work and a master's thesis. The thirty-two semester hours includes a statistics course and six semester hours of thesis credit for RSCH 327 (2 s.h.) and RSCH 328 (4 s.h.). The student is eligible to receive the master of science degree, or may choose to receive the master of education or the master of physical education degree.

Plan C is available only to students in the following areas of study: art therapy, psychology, health promotion/wellness management, occupational therapy, physical therapy, rehabilitation and disability studies, and social work. The plan requires successful completion of all graduate work required by the program, and a minimum of six semester hours of coursework in the research area, in addition to research methods. A graduate course in computer science is also required. However, if the student demonstrates competence in computer concepts, the course can be waived upon submission of a petition verifying previous coursework in computer sciences. The student may instead fulfill the three semester hours by taking either "Qualitative Research Methodology," "Educational and Psychological Statistics II," or "Organizational Research." Additionally, students are required to take Advanced Statistics (RSCH 301) and a Research Project (RSCH 326). The student is eligible to receive either the master of science or the master of education degree. The social work student is eligible to receive the master of social work degree that includes a minimum of six semester hours in social work research.

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 forty-eight semester hours of credit. However, students who are enrolled in a master's degree program requiring a minimum of forty-eight 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 study 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.

Course Loads - Master's Level

While graduate students register for varying amounts of academic credit depending upon circumstances, the majority of students register for ten to fourteen credit hours per semester. A student may carry no more than thirty-six semester hours of graduate credit during one year. However, if a program includes undergraduate prerequisites, the total number of semester hours during the year may reach forty. 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 eighteen semester hours, students are obliged to complete a form, available at the Office of the School of Graduate Studies; obtain the recommendation of their major advisor, department chair, or cognate dean; and receive authorization from the dean of the School of Graduate Studies prior to registration.

Thesis Regulations

It is the responsibility of graduate students to identify the subject for the thesis and to prepare, in outline form, the plan with which 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 dean of the School of Graduate Studies appoints a thesis committee to guide the student and to pass judgement on 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 3.000.

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

1. The first complete draft of the thesis must be submitted to the student's committee no later than eight weeks before graduation. Three copies must be provided, one for each member of the committee.
2. The final draft of the thesis must be completed, approved, typed in

final form, and received by the dean of the School of Graduate Studies ready for binding no later than six weeks before graduation.

3. Students who do not 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 on a critical review of the student's research and includes any aspect of the student's major field (and related fields) about which the examiners 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 must provide the fourth member with either a copy or an abstract of the thesis at least one week before the scheduled date of the oral examination.

Comprehensive Examination

(for Plan A students)

For those students completing the requirements for the Plan A master's degree, a written examination of a minimum of three hours on the major field is required, unless other evaluative procedures have been approved. Students will not be permitted to register for and take the comprehensive examination unless their cumulative index is 3.000 or higher at the beginning of the semester in which the comprehensive examination occurs.

All students who intend to take the Comprehensive Examination must 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 twenty semester hours of graduate coursework.

A student who fails the comprehensive examination may request to take it a second time, subject to approval 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 select an alternate plan leading to the master's degree.

Time Limits

The length of time needed to complete requirements for the master's degree depends on several factors: the nature of the 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. The minimum time for graduate students who have a good background in undergraduate preparation is one academic year, with at least thirty-two semester hours of credit. If a candidate lacks certain prerequisites in his or her undergraduate background, the candidate must complete those specified prerequisites according to prescription (with or 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, the time limit may be extended by the School of Graduate Studies following a petition by the graduate student and with recommendation of the dean of

the student's program, 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 fifteen semester hours of 300-level courses. Additional hours at this level are required in some major fields.

THE CERTIFICATE OF ADVANCED STUDY

Students who have obtained the master's degree may pursue programs in several of the graduate areas of specialization that 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 certificate is usually a terminal degree, part or all of the credits 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 thirty-two semester hours of graduate course credit, of which a minimum of twenty must be 300-level courses. Certificate of advanced study students have the same CORE as master's degree students (see page 16). Students whose master's program contained CORE courses or their approved equivalent need not complete additional CORE courses. 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 School of Graduate Studies a recommendation that the CORE requirement has been met. Following approval, the latter office notifies the Office of the Registrar.

Students are required to have a cumulative grade point average of 3.000 or better. All graduate-level courses for which a student is enrolled are included in the computation of the student's grade point average.

When a student's area of specialization is different from that in which he or she received the master's degree, the requirements for the certificate may total more than thirty-two semester hours beyond the master's degree. In such an instance, the student is expected to complete courses that are necessary to establish the master's degree equivalent in the new specialization, in addition to the minimum of thirty-two 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 twelve 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; is recommended by the student's major advisor; and is approved by 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 to the Office of Graduate Admissions. The application form is available from the Office of Graduate Admissions. Admission to some of these programs presupposes experience related to the field of study.

Specific information concerning the certificate of advanced study programs can be found in the *Graduate Studies Viewbook* and corresponding booklets.

THE DOCTORAL DEGREE

Persons who wish to study toward the doctor of physical education degree (three specializations include: exercise physiology, sport psychology, and teaching and administration) at Springfield College must submit a formal application to the Office of Graduate Admissions 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 the Office of Graduate Admissions.

Admission to the doctoral programs in physical education is contingent upon evidence of:

- 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. The student must fulfill any incomplete undergraduate coursework in addition to meeting doctoral degree requirements.
- A superior record at the master's level or in the first thirty semester hours of graduate study. Particularly well-qualified persons may be admitted to doctoral study following the completion of their bachelor's programs.
- Evidence of personal and professional qualities that show promise of outstanding educational and social leadership.
- A personal interview, prior to registration, with the dean of the Graduate School or associate dean of the School of Physical Education and Recreation and at least one representative from the faculty of the Department of Physical Education Teaching and Administration or the Department of Exercise Science and Sport Studies.
- Submission of Graduate Record Examination scores taken within five years of the date of application.

Doctoral Advisement

A student meeting admissions standards is permitted to undertake doctoral study on a provisional basis during the first semester if the student is full time, or during the first ten-twelve semester hours, if a student is part time. Each student is guided by a committee of three faculty members, normally with two from the student's major field of study. The advisory committee is appointed by the School of Graduate Studies during the first semester of the student's attendance or no later than at the completion of ten semester hours of work.

The doctoral advisory committee discusses with the student his/her training and experience, assesses strengths and weaknesses and vocational objectives, and assists the student in designing a program of study and research. Throughout the student's doctoral study, the committee may modify the doctoral program or recommend dismissal from the program. Following the appointment of a dissertation committee, the original

advisory committee is discharged and, from that point on, the dissertation committee becomes the advisory committee, assisting the student in the selection of courses and the conduct of the dissertation.

Transfer Credit—Doctoral Level

Students with bachelor's degrees from Springfield College must complete at least forty-five semester hours of Springfield College graduate work. Those students with bachelor's degrees from other institutions must complete at least sixty semester hours of Springfield College graduate work. Beyond this condition, graduate courses in which the student earned a grade of B or better from accredited institutions may be transferred and applied toward the doctor of physical education degree provided that such work fits into the student's doctoral program and falls within the acceptable time limit for doctoral credit.

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

The minimum requirement of the doctor of physical education degree is ninety semester hours of graduate credit. The exercise physiology specialization carries a minimum of ninety-five semester hours.

Residence Requirement

The student must spend at least one academic year in full-time graduate study in residence 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 doctoral degree. All extension course credits shall be subject to special review. No credit for correspondence courses is permitted toward the doctoral degree. All extension course credits shall be subject to special review.

Dissertation

The dissertation, which demonstrates the student's competence in the conduct and reporting of independent research, may be an original contribution to knowledge or an original application of existing knowledge to the solution of a practical problem in the field. The problem selected should grow out of the student's personal and professional interests. Publication of the student's dissertation is required, either in book form, in microform, or in a professional journal at the student's expense. The student must arrange with the School of Graduate Studies for publication of the dissertation at the student's own expense.

Time Limits

Doctoral students must complete all graduate academic work, whether in transfer or completed in residence, ten years prior to the date of candidacy for the doctoral degree. Credit for work completed beyond the ten-year limit may be given in special circumstances upon recommendation by the student's advisory committee and approval by the School of Graduate Studies.

All requirements for the doctor of physical education degree, including the dissertation, must be completed within five years of the student passing the qualifying examination and matriculation as a doctoral degree candidate. 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.

RESEARCH AND OTHER PROJECTS AT SPRINGFIELD COLLEGE

Because research is such a critical component of Springfield College graduate studies, the School of Graduate Studies administers a student research fund, which provides financial assistance to graduate students conducting research. A general research fund is also administered by the dean of the School of Graduate Studies, in consultation with the Graduate Council, designed to stimulate faculty research in which students may participate. 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 periodically.

The College Counseling Center, the East Campus, and the Babson Library offer campus opportunities for conducting 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.

CORE REQUIREMENTS

In harmony with the tradition of Springfield College, graduate programs leading to a degree or certificate are characterized by general education beyond the professional specialization and 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. Master of Social Work students satisfy the CORE requirements with MSSW 321 and MSSW 311.

A. HUMANICS THROUGH SCIENTIFIC INQUIRY

(required of all degree graduate students)

RSCH 325: Foundations and Methods of Research

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

(available for CORE credit to all graduate majors)

ANTH 321: Comparative Cultures

*ATPY 305: Drawing and Mixed Media for the Art Therapist

*ATPY 307: Integration of Art Education, Art History, and Art Therapy

ENGL 205: Literacy, Hypermedia, and Modern Communication

ENGL 228: Modern Drama

ENGL 259: The Contemporary Novel

ENGL 267: Shakespeare

ENGL 306: Language and Communication

HIST 205: The History of the Soviet Union

HIST 250: Europe Since 1900

HIST 281: Recent American History

MGTE 295: Corporate Social Responsibility

RELI 222: Christianity and Modern Society

RELI 224: The Life and Teachings of Jesus

SOCI 235: Criminology

SOCI 250: American Social Structure

SOCI 315: Great Social Problems of Our Time

SOCI 335: Dynamics of Inequality

SOCI 365: Violence in the Family

SPAN 210: Intermediate Spanish

*Not available for CORE credit to art therapy majors

C. HUMANICS THROUGH EDUCATION

(not available for CORE credit to all education majors)

EDUC 231: International Education: Culture and Change

EDUC 307: Philosophical Foundations of Education

EDUC 312: Education and the Future

D. HUMANICS THROUGH MOVEMENT AND SPORT

(not available for CORE credit to health science, movement science, or physical education majors)

PHED 358: Sport in American Culture

E. HUMANICS THROUGH LEISURE AND HEALTH

(not available for CORE credit to healthcare management, health promotion, wellness management, health science, health studies, movement sciences, physical education, or recreation and leisure services majors)

HLTH 265: Health-Related Aspects of Aging

HLTH 310: Issues in Public Health

HLTH 312: Dimensions of Wellness

HLTH 367: Wellness Strategies and Instruction for Stress Management

HLTH 370: Women's Health Care

RLSR 205: History and Philosophy of Leisure and Recreation

RLSR 230: Leisure Counseling

F. HUMANICS THROUGH PSYCHOLOGY AND REHABILITATION

(not available for CORE credit to art therapy, psychology, and rehabilitation services majors)

PSYC 311: Psychology of Humor

PSYC 321: Theories of Personality

PSYC 338: Adult Development and Learning

PSYC 361: Systemic Family Therapy

PSYC 380: Group Dynamics

RHDS 270: Rehabilitation Needs of the Aging

RHDS 301: Human Development and Disabling Conditions

Please note: The above list is subject to revision. Not every course is offered each year or every semester. It is the student's responsibility to know whether a course may be taken for CORE credit.

GRADUATE COURSE DESCRIPTIONS

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

* Faculty 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:

Fifteen hours for 1 S.H.

Forty-five hours for 3 S.H.

Thirty hours for 2 S.H.

Sixty hours for 4 S.H.

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 cancellation 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. Cultural differences in social systems, especially as manifested in value systems, are studied. Social processes inhibiting and accelerating change are also examined. Types of social change and the study of selected examples from primitive and modern societies are explored.

APPLIED EXERCISE SCIENCE

AEXS 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 the health/fitness major (ninety-nine semester hours) and/or permission of instructor.

AEXS 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 preventive 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: AEXS 160.

AEXS 261: Electrocardiogram Interpretation and 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 protocol and procedures; and to introduce the student to cardiac rehabilitation program policies and procedures. Prerequisite: AEXS 160 or YMCA Physical Fitness Workshop or permission of instructor.

AEXS 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 the following: 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 also prepares the student to take the certified strength and conditioning specialist exam through the NSCA.

AEXS 271: Strength and Conditioning Applications

1 S.H.

This course provides students with the appropriate setting in which to apply the principles of strength and conditioning which are taught in the AEXS 270 course. Emphasis is placed on assessment of athletic performance as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. Prerequisite/Corequisite: AEXS 270.

AEXS 311: Exercise and Public Health

3 S.H.

This course is designed to give students an overview of current knowledge regarding the relationships among physical activity, fitness, and health. Basic epidemiological principles and applications to the study of exercise and health are covered. Issues in the interpretation of literature, public health recommendations, and principles and strategies for exercise promotion are discussed. Format for the course is lecture/discussion. Prerequisites: MOST 130 and AEXS 160.

AEXS 313: Exercise for Special Populations

3 S.H.

This course provides an advanced level overview of the principles and practice of exercise testing and prescription in select special populations. Focus of the course is on exercise considerations for non-cardiac conditions. Laboratory exercises and clinical site visits are required. Prerequisite: AEXS 160.

AEXS 370: Advanced Strength and Conditioning

2 S.H.

This course provides students with information to complement and illustrate material taught in AEXS 270. Emphasis is placed on theory and methodology of training and preparing athletes for competition. Prerequisite: AEXS 270.

AEXS 375: Stress Management

3 S.H.

This course provides comprehensive and advanced treatise of stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental and physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisite: BIOL 10-11.

AEXS 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 health/fitness program coordinator. Prerequisite: Program requirements completed or concurrent.

ART THERAPY**ARTS 201: Asian Arts and Culture (CORE Course) 3 S.H.**

This course provides a survey of the arts of Asia, specifically India, China, and Japan from prehistory to modern times. Lectures and discussions focus on the traditional arts of painting, sculpture, and architecture, as well as the art of Feng Shui, Ikebana, Calligraphy, Haiku, Bonsai, Raku, and martial arts. Students have an opportunity to work directly with some of the art forms. Students are exposed to the aesthetics as well as the philosophical basis of these Eastern Arts.

ATPY 205: Art Therapy for the Elderly 2 S.H.

This course teaches the 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 in expressing these needs nonverbally through the art process.

ATPY 210: The Therapeutic Aspects of Clay 3 S.H.

This course demonstrates techniques and tools to utilize clay as a therapeutic medium. It introduces methods and theories of art therapy utilizing clay as a tool for healing. Technical and theoretical information is covered in depth, along with the integration of clay as a vehicle to express social and political concerns.

ATPY 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 and 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 and Assessment Techniques 3 S.H.

Students explore assessment techniques available in treatment during individual and group art therapy sessions, including use of art materials, content analysis, and the evaluation process. Students study psychological assessments and appraisal techniques that have influenced the field of art therapy. Lectures focus on issues and principles of art therapy and psychological assessment; provide a historical perspective; focus on identification (DSM), etiology, and diagnosis using such techniques; and review

basic intake procedures. Current issues and trends in psychological and art therapy assessments are evaluated. Prerequisite: ATPY 220.

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 on 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 media 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.

In this course, 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 (CORE Course) 2 S.H.

This studio course focuses on utilizing the elements of art in the therapeutic milieu. Students explore a variety of drawing media 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, and Art Therapy (CORE Course) 2 S.H.

This course integrates concepts and theories of art education, art therapy, and art history. Students learn the parameters and potential fusion of these disciplines. Discussions of the analysis of art by nineteenth and twentieth 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: Ethical Issues in Art Therapy 3 S.H.

Professional standards, legal obligations, and ethical conflicts in art therapy and mental health counseling are discussed and debated. Issues of managed healthcare and malpractice insurance are discussed. Additional topics include the interrelationship between psychotropic medication and artistic rendering, and research regarding the correlation between medication and creativity. Standards in clinical mental health counseling public policy are debated. Corequisites: ATPY220 and PSYC 331.

ATPY 311: Computer Graphics for Persons with Disabilities (CORE Course) 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 applications of art therapy with family therapy, within specific limitations of clinical settings, are examined. Prerequisite: ARTS 220 or permission of instructor.

ATPY 316: Art Therapy and Body Therapies 2 S.H.

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 the Art Department.

ATPY 319: Art Therapy with Special Needs Populations 3 S.H.

This course is designed for individuals who are interested in working with multi-diagnoses 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 320: Group Counseling Techniques and Group Art Therapy 3 S.H.

The purpose of this course is to synthesize general theories of group practice within an art therapy framework. Various types of groups, purposes, and theories are integrated with the theoretical applications of art therapy materials and modalities along with their symbolic manifestation. The course is didactic and experiential. Prerequisites: ATPY 220 and 325.

ATPY 325: Supervision for Beginning Practicum in Art Therapy 2 S.H.

Practicum in art therapy is considered the core of art therapy training. Students observe an art therapist in practice and, by the end of the semester, co-lead groups in the field for a total of 100 hours. Students participate in biweekly 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 presentations.

ATPY 330: Multicultural Issues in Art Therapy 3 S.H.

The social, political, and multicultural concerns that arise in the practice of art therapy are addressed in this course. Topics include, but are not limited to, multicultural issues in art assessment, art therapy treatment, ethics, family art therapy, and art therapy with various clientele.

ATPY 340: Advanced Seminar in Art Therapy and the Helping Professions 3 S.H.

This course provides information on advanced levels of art therapy practice as part of the helping professions. This course includes methods and materials, brief systems utilizing art therapy, professional identity and development, and integration into community resources and referrals options. Prerequisites: ATPY 220, ATPY 300, and ATPY 350.

ATPY 350: Practicum in Art Therapy 1-6 S.H.

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

ATPY 390: Special Topics in Art Therapy 1-3 S.H.

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 learning beyond the basic graduate art therapy courses.

ATHLETIC TRAINING

ATRN 205: Athletic Injury Rehabilitation and Therapeutic Exercise 3 S.H.

This course introduces the athletic training student to athletic injury rehabilitation. It includes assessment skills, treatment goal development, and documentation techniques. The use of therapeutic exercise in injury rehabilitation is emphasized. Prerequisites: ATRN 126 and enrollment in the athletic training major. Non-majors need permission of the instructor.

ATRN 207: Athletic Injury Rehabilitation and Therapeutic Modalities 3 S.H.

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.

ATRN 210: Administration and Education in Athletic Training 3 S.H.

This course examines the responsibilities of the athletic trainer as an educator and administrator. Concepts of learning theory, learning styles, and instructional strategies are presented. Topics include principles of administration, staffing, and supervision. The evolving role of athletic training in United States healthcare is also discussed. Prerequisites: Athletic training major, ATRN 197 and 205.

BIOLOGY

BIOL 208: Cell and Molecular Biology 3 S.H.

This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology, and recombinant DNA technology. Students must also register for BIOL 209. Prerequisites: BIOL 4-5 and CHEM 1-2. Organic chemistry and physics are recommended.

BIOL 209: Cell and Molecular Biology Laboratory 1 S.H.

This laboratory course emphasizes the methods of cell and molecular biology research. Topics include cell culture, DNA isolation and cloning, separation and identification of biological macromolecules, and data analysis and presentation. Students must also register for BIOL 208.

BIOL 211: Human Microscopic Anatomy 3 S.H.

The emphasis of this course is the microscopic structure of cells, tissues, and their organization into organs in the human body. The unique arrangements of tissues in each organ provides clues to understanding the functions of that organ. This course is beneficial to preprofessional students of medicine, dentistry, nursing, and allied health. Students must also register for BIOL 212. Prerequisites: BIOL 4-5.

BIOL 212: Human Microscopic Anatomy Laboratory 1 S.H.

This laboratory course is designed to be taken concurrently with BIOL 211. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 4-5.

BIOL 220: Cellular Physiology 3 S.H.

This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for BIOL 221. Prerequisites: BIOL 4-5 and 10-11 or BIOL 90-91.

BIOL 221: Cellular Physiology Laboratory 1 S.H.

Students perform laboratory exercises that elucidate the important concepts in cell physiology. They gain experience using current laboratory methods including enzyme assays, protein gel electrophoresis, chromatography, and some recombinant DNA techniques. Students must also register for BIOL 220.

COMMUNICATIONS/SPORTS JOURNALISM**COMM 270: Practicum in Sports Journalism 6-10 S.H.**

This practicum provides students with a professional experience in sports broadcasting, sports writing, and sports information. Prerequisite: Eight hours of sports journalism.

COMM 280: Journalism Internship 6-10 S.H.

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 six semester hours only.

COMPUTER SCIENCE**CISC 205: Literacy, Hypermedia, and Modern Communication (CORE Course) 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 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 combined in hypertext and hypermedia. Cross-listed as ENGL 205.

CISC 295: Special Topics in Computer and Information Sciences 3 S.H.

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

CISC 301: Introductory Computer Concepts for Research 3 S.H.

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 processing, 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.

ECONOMICS**ECON 300: Economic Aspects of Healthcare 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 236: The Microcomputer 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, as a teaching/learning tool for classroom use, and for curriculum development and enhancement is explored.

EDUC 250: Principles and 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 children, with and without special needs, manage their own behavior through preventive, problem-solving practices is emphasized.

EDUC 256: Secondary Student Teaching at the High School Level 7 S.H.

This culminating experience gives the students the opportunity to plan, organize, and manage a high school classroom for eight weeks. Students complete a minimum of 150 hours at the high school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 118, 174, and advanced standing in the Education Department.

EDUC 257: Secondary Student Teaching at the Middle School Level 7 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a middle school classroom for eight weeks. Students complete a minimum of 150 hours at the middle school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 118, 174, and advanced standing in the Education Department.

EDUC 265: Curriculum Development for Infants/Toddlers 3 S.H.

Students examine the socioemotional, 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 266: Accommodating Student Needs in the Classroom 3 S.H.

This course focuses on disabling conditions and their implications for education and service delivery. Students develop effective strategies for inclusion if individuals with special needs are in the classroom. IEP development, learning styles, and instructional strategies to promote success for all students are addressed. Prerequisites: EDUC 162 and 242, or permission of the instructor.

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 271: Learning, Teaching, and Technology 3 S.H.

This course integrates technology with meaningful learning and teaching. The goal of this course is to demonstrate how technology helps to fulfill the new vision for learning and teaching described by state and national frameworks. The emphasis is on designing and implementing projects through technology that offer students the opportunity to construct new knowledge, develop collaboration skills, apply knowledge to new situations, and integrate subjects across the curriculum. Prerequisite: CISC 10 or equivalent.

EDUC 307: Philosophical Foundations of Education (CORE Course) 3 S.H.

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, in a philosophically consistent way, a multi-ethnic approach to education in a pluralistic society.

EDUC 312: Education and the Future (CORE Course) 3 S.H.

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 explores how awareness of the future affects our present thinking.

EDUC 319: Culminating Seminar 2-3 S.H.

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.H.

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 330: Integrating Experiential Education Across the Curriculum 3 S.H.

This course provides an overview of educational theory and practice of experiential learning, interdisciplinary curriculum design, and student-centered learning environments as they relate to a pluralistic secondary school population. Students explore current research on topics such as learning styles, community service learning, adventure education, expeditionary learning, interdisciplinary curriculum design, computer assisted learning, and the use of reflection as a tool for learning as they relate to the Common Core of Learning of the Massachusetts Curriculum Frameworks.

EDUC 331: International Education: Culture and 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 that influence the distinctive character and development of national systems of education.

EDUC 340: Behavior Management for High-Risk Adolescents 3 S.H.

This course presents theory and methods for delivering the S.A.G.E. psycho-educational behavior management program to high-risk adolescents. The course explores risk factors for serious antisocial behavior. An emphasis is placed on developing a multimodal approach including cognitive restructuring, social skills development, community and family involvement, establishing boundaries, and crisis intervention.

EDUC 342: Educational Assessment 3 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 351: Clinical Teaching Experience – Elementary 7 S.H.

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 by 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 355: Clinical Teaching Experience – Secondary 4-7 S.H.

This is a supervised clinical teaching experience under the guidance of an experienced, fully certified teacher at the secondary 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 by permission of the Office of Teacher Preparation. Prerequisite: Satisfactory completion of the majority of the coursework for the S.A.G.E. M.Ed. program or permission of the coordinator of teacher preparation and certification.

EDUC 358: Clinical Teaching Experience – Early Childhood 7 S.H.

This is a 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 by 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 3 S.H.

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 and 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 teamwork in organizations.

EDUC 376: Curriculum Design and Evaluation 3 S.H.

Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation.

EDUC 377: Constructing, Managing, and Assessing Literacy 3 S.H.

This course is designed to help teachers refine ways to construct, manage, and assess literacy programs in today's schools. Course content includes an analysis of the phonological, morphemic, syntactical, and semantic aspects of reading and writing processes and an examination of current approaches and assessments in teaching reading and writing. Participants closely examine modifications for teaching reading and writing to children with special needs.

EDUC 380: The IEP Process: The Special Educator's Role 3 S.H.

This course addresses federal mandates for special education as required by PL 94-142. Students develop individual education plans and individual transition plans. All aspects of the IEP process, including assessment, construction, and writing of professional reports, are included.

EDUC 381: Seminar in Contemporary Issues in Special Education 3 S.H.

This course focuses on the most current issues facing educators who work with children. Multicultural issues, pertinent diagnosis, changes in legislation, and mainstreaming practices serve as the primary topics in the scope of the course. A requirement for this course is an independent research project, which is necessary to fulfill certification requirements.

EDUC 391: School Law 3 S.H.

This course examines issues of law that 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.

This course identifies those skills that 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 diversified groups and subgroups with which an administrator (e.g., principal, vice principal, supervisor, or curriculum specialist) must interact. The significance of these relationships in 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, including 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 seventy-five 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, and Modern Communication (CORE Course) 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 work place. 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. Cross-listed as CISC 205.

ENGL 220: Traditional Grammar and Usage 3 S.H.

This course examines rules of traditional grammar and usage in writing. Recent trends in usage are given special consideration.

ENGL 259: The Contemporary Novel (CORE Course) 3 S.H.

This course seeks to investigate the novel from the point at which 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 selected tragedies, comedies, and histories. The plays selected are concerned with the classic problems which beset humankind. The emphasis shifts yearly from the tragedies to comedies, with histories incorporated each year.

FRENCH

FREN 210: Intermediate French 3 S.H.

This course is an advanced study of the French language and a review of all verb forms, which 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 three to four years of high school French.

FREN 220: Advanced Intermediate French 3 S.H.

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 vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. Prerequisite: FREN 12 with a B+ average or FREN 210 or permission of the instructor.

HEALTH EDUCATION

HLTH 202: Methods and Materials in Health Education II 3 S.H.

Students in this class analyze the theory, practice, and planning processes for school health education. The readings, discussions, observations, lesson planning, practice teaching, unit planning, and critical analysis emphasize quality interactive teaching and professionalism in health education.

HLTH 205: Curriculum Construction and Instruction 3 S.H.

This course analyzes the essential components of and procedures for the development of a written pre-K-12 comprehensive health education curriculum. Students critically review current general and specific curricula in light of various teaching possibilities and environments for health education.

HLTH 217: Organization and Administration for the School Health Program 3 S.H.

This course studies administrative relationships and procedures in conduct of school health programs, general policies, state responsibility, annual health examinations, examinations for athletes, follow-up services, clinics, classes for the handicapped, sanitation of school plant, duties of personnel, record and report forms, 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.H.

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.H.

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

HLTH 242: Special Health Topics for the Classroom Professional 3 S.H.

This course is designed for the classroom professional (pre-K-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 251: Fieldwork in Community Health Education 15 S.H.

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

HLTH 252: Practicum in Health Education
Grades Pre-K-9 7 S.H.

This is a supervised practicum in grades pre-K-9 of a public school that includes observation of and participation in the work of the school.

HLTH 253: Practicum in Health Education
Grades 5-12 7 S.H.

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

HLTH 265: Health-Related Aspects of Aging
(CORE Course) 3 S.H.

This course focuses on the various theories associated with biological aging; the identification of major health hazards; and provisions for their treatment, prevention, and control. The healthcare delivery system is examined and discussed.

HLTH 301: Health Behavior 3 S.H.

This course presents a theoretical basis for the analysis and interpretation of health behavior. Research and literature in areas such as sociocultural and environmental factors associated with health behaviors, and planning and developing effective programs are reviewed.

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. The course analyzes how to teach students with special needs and how to develop, plan, and implement IEPs. 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, including social, psychological, political, and community problems in the provision of healthcare services, payment of healthcare, and development of health manpower. Specific issues examined vary each year.

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

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 wellness programs, identify assessment instruments, and learn to apply this knowledge to the achievement of a healthful way of living.

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

This 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 healthcare cost containment, employee productivity, and absenteeism are covered. Methods of quantifying program effectiveness 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 healthcare problems, planning, and decision-making activities of the healthcare profession.

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: Permission of instructor.

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

This course is 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: Permission of fieldwork 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 masters program or permission of the coordinator of teacher preparation and certification.

HLTH 367: Wellness Strategies and Instruction for Stress Management (CORE Course) 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: Permission of the instructor.

HISTORY

⁶⁰ HIST 205: The History of the Soviet Union (CORE Course) 3 S.H.

This course provides an analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention include: education and 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.

⁶⁵⁰ 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 World War I to the present, with special emphasis on the causes and results of the two catastrophic wars and the efforts toward the creation of a world collective security system. Prerequisite: Permission of instructor.

⁶⁸¹ HIST 281: Recent American History (CORE Course) 3 S.H.

This course is an examination of the political, diplomatic, and cultural trends in American history since 1945. Emphasis is on topics such as the Truman Presidency; the Cold War; the McCarthy Era; the New Frontier; the war in Vietnam; the Nixon, Ford, and Carter years; the SALT Talks; inflation; the Energy Crisis; and the Middle East. This course is not offered every year.

HUMAN SERVICES AND ADMINISTRATION

HSAD 223: Introduction to Human Services Administration 3 S.H.

This course introduces the concepts and processes 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 240: Proposal Writing and Fundraising 3 S.H.

This course analyzes the methods of writing funding proposals for social agencies. Methods of identifying potential funding sources as well as the process of drawing up a proposal and a fundraising event are studied.

MATHEMATICS

MATH 240: Topics in Mathematics and Computer Sciences 3 S.H.

This course covers advanced and new topics in mathematical analysis and computer sciences, with emphasis on applications, theoretical and practical, that are not covered in other courses but are of current interest and relevance. Prerequisite: Permission of instructor.

MANAGEMENT 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 to allow students to 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 and MGTE 26.

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. Prerequisite: MGTE 101 or 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, nonprofit, health agencies, and professional sports are included.

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: MGTE 10 or 11, MGTE 105, ECON 1, algebra, or permission of the instructor.

MGTE 295: Corporate Social Responsibility (CORE Course) 3 S.H.

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

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

This 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 nonprofit organizations. A management-oriented approach to accounting procedures is utilized.

MGTE 310: Financial Management of Healthcare Organizations 3 S.H.

This course explores specific skills in modern financial management. The course covers the fundamental skills of identifying financial weaknesses and problem-solving in the healthcare sector. Special emphasis is on fund raising, budget control, and fund management. Analytical skills are enhanced in the subject areas of profitability and asset management. Financial reporting criteria are discussed and case study analysis is included.

MGTE 320: Strategic Management of Healthcare Organizations 3 S.H.

This course explores specific issues and concepts in long-term strategic planning to ensure exemplary healthcare delivery. Skills in identifying opportunities and weaknesses in organizational development in the healthcare sector are taught. Special emphasis is on organizational and human resource development, client-based needs assessment, and asset utilization.

MGTE 330: Management in Long-Term Healthcare Organizations 3 S.H.

This course studies the problems of organizational effectiveness in long-term healthcare organizations and the impact of public policy, accreditation, regulation, and reimbursement on their operating policies and practices.

MGTE 377: Organization Research 3 S.H.

This course provides academic and practical skills in various types of data acquisition and associated analysis within organizational settings. The course focuses on quantitative and analytical techniques that are utilized by the industrial psychologist practitioner as outlined by the Society for Industrial and Organizational Psychology. The administration of questionnaires, interviews, training evaluation, attitude surveys, sampling procedures, survey research, formulation of research-based conclusions, and ethical standards are covered. Prerequisites: RSCH 301 and 325.

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 healthcare 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 healthcare, health insurance, occupational medicine, death and dying, managing a health maintenance organization, health policy, facilities planning, hospital administration, managing a CCRC, hospice management, and negotiation skills.

MOVEMENT SCIENCES

MSCI 240: Nutrition and Athletic Performance 3 S.H.

This course focuses on the relationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisites: Permission of instructor and HLTH 340.

MSCI 245: Exercise and Aging 3 S.H.

This course provides information on the aging process and how this process is impacted by exercise. The focus is on children and the geriatric population. Prerequisites: BIOL 10-11, or permission of instructor.

MSCI 251: Qualitative Biomechanics of Movement 3 S.H.

This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. 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.

MSCI 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 skeletal, muscle, cardiorespiratory, endocrine, and renal systems. In addition, environmental effects, ergogenic aids, gender differences, and training procedures are studied. Prerequisite: PHED 103 or equivalent.

MSCI 302: Exercise Biochemistry 3 S.H.

This course covers the biochemical principles responsible for the release of energy from carbohydrates, fats, and proteins during exercise. Biochemical changes associated with acute exercise, chronic training, and endocrine control of metabolism are also covered. Prerequisite: MOST 103.

MSCI 303: Cardiopulmonary Function and 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 and 324.

MSCI 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 and 324.

MSCI 305: Seminar: Movement Science 1 S.H.

This course involves discussion of current research and literature related to selected problems in movement science. Topics are selected on the basis of current trends as well as students' interests and needs.

MSCI 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 them. Students study how physical performance is affected by environmental stressors such as heat, cold, altitude, and the hyperbaric environment both in lecture and in a laboratory component.

Prerequisites: PHED 103 and 324 or permission of instructor.

MSCI 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 science related areas including: biomechanics, exercise physiology, motor learning, cardiac rehabilitation, physical therapy, and sports injury prevention and management. Prerequisites: PHED 19 and 103.

MSCI 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 cinematographer and force platform laboratory procedures for use in kinematics and kinetic analysis projects. Prerequisites: PHED 119 and 251 or permission of instructor.

MSCI 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.

MSCI 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 nonverbal components of professional presentations.

MSCI 362: Skeletal Biomechanics 2 S.H.

This course 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 dynamics of human motion. Prerequisite: Permission of instructor.

MSCI 372: Medical Physiology 3 S.H.

This course focuses on the pathophysiology of selected diseases. The diseases covered include cardiac, pulmonary, and renal disease. This information is important for those who have an interest in clinical exercise physiology. Prerequisite: PHED 303.

MSCI 374: Fieldwork 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 may include sports medicine centers, fitness centers, physical therapy centers, etc.

MSCI 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.

MSCI 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.)

MSCI 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, 372, 375, and RHDS 335.

MOVEMENT AND SPORT STUDIES

MOST 210: Assessment in Movement and Sport 3 S.H.

This course is designed to present to the student various assessment tools in the psychomotor, cognitive, and affective domains used in movement science and sport. An introduction to research in movement science and sport and basic statistical analysis are presented. A practical experience in administering a test, including the writing of an article suitable for a research journal, is involved.

MOST 299: Heritage and Values of Movement and Sport 3 S.H.

This course is designed to teach students about the cultural heritage and values of human movement and sport from a philosophical and historical perspective. A close examination is made of important time periods of the past that have affected current attitudes, understanding, knowledge, and behavior.

MOST 315: 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 210 or permission of instructor.

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 are also addressed. Prerequisite: Occupational therapy major 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: Occupational therapy major 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 212: Neuroscience and Occupation I 3 S.H.

This course presents the neurological foundations of human performance, behavior, and emotion through lecture and laboratory formats. Students engage in collaborative analysis of clinical examples to better understand the structure, function, and development of the nervous system and its influence on functional tasks throughout the lifespan. Prerequisite: Occupational therapy major.

OCTH 213: Neuroscience and Occupation II 1 S.H.

This seminar is a continuation of OCTH 212 in which students engage in collaborative analysis of neurological disorders and begin to practice assessment procedures related to function of the nervous system. Topics discussed relate to concurrent courses in the occupational therapy curriculum, with a focus on occupational performance throughout lifespan. Cases studied are drawn from prior fieldwork, concurrent occupational therapy courses, texts, videos, and computer software. Prerequisite: OCTH 212.

OCTH 215: Clinical Education I 3 S.H.

This course is a combination of supervised field experience in one or more healthcare settings where occupational therapy is practiced, and a series of seminars. It provides experience in 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 205.

OCTH 216: Individualized Fieldwork in Occupational Therapy 1-6 S.H.

This course provides additional Level I fieldwork to explore particular clinical interests or to address specific performance issues identified in OCTH 215. The student and an occupational therapy faculty member develop specific objectives for an individualized clinical experience which includes regular supervision with a faculty member and a clinical supervisor, with readings, special projects, written assignments, and presentations. Prerequisite: OCTH 215.

OCTH 220: Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy 3 S.H.

This course presents the theory and scope of practice in occupational therapy for the prenatal through school age period. Human performance is emphasized and related to normal and dysfunctional processes affecting growth, development, self care, play/leisure, and family functioning. Techniques for occupational therapy assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. Prerequisite: Occupational therapy major or permission of the instructor.

OCTH 221: Performance, Dysfunction, and 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 271: Individual Study in Occupational Therapy 1-4 S.H.

This course provides students with the opportunity to engage in individualized study with an occupational therapy faculty member. The student may explore particular academic or professional interests, beyond or within the requirements of the occupational therapy curriculum. The learning experience may include guided study in a particular professional specialty area, a small research project, or independent reading or writing on a topic related to the field. This course may be taken more than once. Prerequisite: Occupational therapy major.

OCTH 277: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents 3 S.H.

This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self-care, leisure, peer relations, and family functioning. Various theories and occupational therapy frames of reference are utilized in understanding the life tasks of adolescents. Intervention strategies are covered and practiced in a one-hour weekly lab. Prerequisites: OCTH 201 and 350.

OCTH 331: Occupation, Dysfunction, and Adaptation in Adults I 3 S.H.

This course is the first in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the physical domain of human occupation. Techniques for occupational therapy interventions, emphasizing a neurodevelopmental approach, are reviewed and practiced in laboratory experiences. This course is concurrent with OCTH 332. Prerequisites: OCTH 220 and 221, PTMS 210 and 211.

OCTH 332: Occupation, Dysfunction, and Adaptation in Adults II 3 S.H.

This is the second in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses the operational use of psychosocial occupational therapy theories within the context of traditional psychiatric theories. Occupational therapy interventions, emphasizing therapeutic use of self, engagement in activity, and psychosocial evaluations are practiced. This course is concurrent with OCTH 331. Prerequisites: OCTH 201 and 207.

OCTH 333: Occupation, Dysfunction, and Adaptation in Adults III 3 S.H.

This is the third in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practices related to the physical domain of human occupation. Techniques for occupational therapy intervention, emphasizing biomechanic, rehabilitative, and human occupation approaches, are reviewed and practiced. This course is concurrent with OCTH 334. Prerequisite: OCTH 331.

OCTH 334: Occupation, Dysfunction, and Adaptation in Adults IV 4 S.H.

This is the fourth in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the psychosocial domain of human occupation. 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. This course is concurrent with OCTH 333. Prerequisite: OCTH 332.

OCTH 365: Development and Occupational Therapy Adaptation for the Older Adult 4 S.H.

Aging includes a variety of physical and psychosocial changes and increased risks for dysfunctions. Students discuss myths and facts surrounding these issues and the roles occupational therapists 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 evaluation, treatment, reimbursement, 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 and OTRC.

OCTH 370: Occupational Therapy Management 3 S.H.

This course examines the development of 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 and 205.

OCTH 373: Clinical Supervision in Occupational Therapy 3 S.H.

This course combines seminar, workshop, and fieldwork formats to focus on the art and science of supervision in occupational therapy practice and to build on students' skills and knowledge of effective, individualized supervision approaches. Students reflect on readings and observations from site visits to relate the philosophy of occupational therapy to their education and supervision of students and clinicians in field settings. Prerequisites: Permission of instructor.

OCTH 374: Clinical Education Administration 3 S.H.

This seminar examines legal and professional requirements of occupational therapy clinical education with emphasis on current issues such as the impact of changes in healthcare on occupational therapy fieldwork programs. Students participate in classroom and field-based activities in order to learn techniques for developing and implementing innovative programs. Prerequisites: Permission of instructor.

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 fieldwork 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.

PHYSICAL EDUCATION

PHED 223: Organization and Administration of Intramurals 2 S.H.
This course analyzes the total aspects of organizing and administering an intramural sports program on the high school, junior college, and college/university levels. Leadership qualities, financing, publicizing, liabilities, tournament preparation, equipment, motivational aspects, and the role of coeducational activities are among some of the topics discussed.

PHED 262: Physical Education for the Mentally Retarded and Those with Associated Disorders 2 S.H.
This course studies the characteristics and needs of the mentally retarded. Disorders associated with mental retardation are presented, and the focus is on theory, current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. Prerequisite: Senior or graduate status.

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 "herstorical," legislative, social, psychological, biomechanical, physiological, and nutritional perspectives. Course format is lecture/discussion.

PHED 298: History of Physical Education and Sport 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 310: Elementary and Secondary Physical Education Teaching Methods 3 S.H.
This course is designed to help graduate students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. This course is open only to graduate students enrolled in the Teacher Certification Program for non-provisionally certified graduate students in physical education.

PHED 312: Concepts in Assessment and 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 the college level or previous coaching experience at the interscholastic level or above.

PHED 320: Philosophy of Sport 3 S.H.
The ethical, aesthetic, epistemological, axiological, and metaphysical dimensions of sport are studied. Prerequisite: Undergraduate course in philosophy.

PHED 327: Construction and 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.
This course provides an opportunity for graduate students, especially those preparing themselves for administrative positions, to undertake a practical experience in physical education curriculum construction.

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 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 sport programs. Required of all students enrolled in the program for athletic administration, it should be taken after or concurrent 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 worldwide 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 are studied. Emphasis is placed on governmental and other programs designed to promote international understanding, and the role of international competition is discussed.

PHED 341: Independent Study in Physical Education 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project 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 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 1-3 S.H.

This course is devoted to the analysis and synthesis of selected problems, issues, or special topics facing physical education and sport. Students may take a maximum of four semester hours in PHED 250 and PHED 350 within a master's program.

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 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 by 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 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 successful teaching. 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 and 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, 11, PHED 103, and PHED 119.

PHED 363: Adapted Sports and 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 209.

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.

PHED 381: Fieldwork 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. The course is limited to students in the master's degree adapted physical education program, with two semester hours in the fall, and three semester hours in the spring.

PHED 390: Seminar in Sport Psychometrics 2 S.H.

This course is designed to provide students with information about the theoretical basis of sport specific psychological inventories. There are opportunities to define and understand others' feelings and attitudes and to relate these to non-observable (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 and Personnel Management in Physical Education and Athletics

3 S.H.

This course explores the theoretical and practical aspects of organizational structures, personnel management, and improving public relations as they 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 and 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.

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 398: Sport Psychology

3 S.H.

This course is designed to provide the student with the theory basis of human behavior in sport settings with an emphasis on the cognitive aspects of behavior. Areas to be discussed are sport personology (including personality, motivation, achievement, and attributions), anxiety/arousal, attentional focus, and social/cultural manifestations of sport (including humanism, youth sport, aggression, cooperation/cohesion, and leadership).

PHED 399: Applied Sport Psychology

3 S.H.

This course provides opportunity for investigations into current skill enhancement techniques from sport psychology. Direct application in sport through classroom learning and supervised field experience is emphasized. Performance enhancement techniques, including goal setting, imagery and relaxation, self talk, attributions, visualization, and mental practice, are employed as the student practices psychological skills training with an athlete. 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. This course is required of all doctoral students in physical education.

PHED 420: Internship in Sport Psychology: Performance Enhancement

1-3 S.H.

In this course, doctoral students have the opportunity to apply the principles and theories of sport psychology in different settings and utilize a variety of performance enhancement techniques with coaches, athletes, and exercisers in a supervised setting. A minimum of 135 hours of supervised experience is required. Prerequisites: PHED 399 and permissions of the instructor.

540430
PHED 430: Curriculum and Instruction Seminar

2 S.H.

This course 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 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 and 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 100 and 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

3-3 S.H.

This course provides a comprehensive study of normal and pathological functions of human movement, with emphasis on the skeletal, articular, and muscular systems. Using a regional approach, the course includes surface anatomy and clinical palpation. The laboratory experience includes dissections of human cadavers. Prerequisite: Physical therapy or occupational therapy major or permission of instructor.

PTMS 215: Clinical Education Seminar 1 S.H.

This course is designed to prepare students for their initial clinical affiliation. It introduces students to the psychosocial aspects of physical therapy, communication, and the structure of clinical education programs. Prerequisite: PTMS 110.

PTMS 220: Clinical Competency Laboratory I 1 S.H.

This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in 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 and include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. Prerequisites: 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. Prerequisites: PTMS 200 and 201.

PTMS 223: Clinical Science and Practice III 3 S.H.

This course prepares the student to evaluate and treat patients with acute medical conditions relating to the pulmonary, circulatory, and integumentary systems. Assessment and analysis of patient problems are used to provide a foundation for making clinical decisions. Prerequisites: PTMS 220, 221, 222, and 290.

PTMS 224: Clinical Science and Practice IV 3 S.H.

This course presents concepts of posture control and locomotion including strategies for physical therapy management of balance disorders. Characteristics of normal and pathological gait and strategies for management of gait dysfunction are discussed. Included are the application of orthotic and prosthetic devices to problems of the limbs, spine, conditions of limb amputation, and medical illness. 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: Neuroscience 3 S.H.

This course presents basic neuroanatomy and neurophysiology with an emphasis on issues that have clinical relevance to physical therapy rehabilitation. Emphasis is placed on developing an understanding of human performance and motor control. Prerequisite: Physical therapy major or permission of the instructor.

PTMS 251: Clinical Applications of Neuroscience 3 S.H.

This course develops an integrated model for examination, evaluation, and determination of physical therapy diagnosis, intervention, and outcomes of care in neuroscience. Emphasis is placed on physical therapy management of patients with selected diagnosis involving motor control, balance, and abnormal muscle tone. Prerequisite: PTMS 250 and 290.

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 radiological assessment are covered, with an emphasis on their relationship to rehabilitation assessment and treatment planning. Prerequisite: Physical therapy major or permission of instructor.

PTMS 290: Clinical Education Experience I 3 S.H.

This is the first clinical education experience in the application of basic physical therapy procedures, introduction to the medical care system, and patient-therapist relationships under the direction and supervision of a qualified physical therapist. Prerequisites: PTMS 200, 201, 204, 210, 211, and 220-222.

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. Prerequisites: 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 S.H.

This course provides a full-time clinical practicum experience of eight weeks duration in an approved health agency center located away from the 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 they apply 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: Successful completion of PTMS 311 and 312 or permission of instructor.

PTMS 331: Clinical Science and Practice VI 3 S.H.

This final course in the clinical science and practice series consists of three units. The first is an integrated approach to treatment of spinal disorders which includes the epidemiology of spinal disorders, spine evaluation and treatment, TMJ disorders, chronic pain, and work hardening. The second unit presents geriatric physical therapy, and the third explores women's health issues. The student is expected to integrate prior clinical experience and learning into the development of comprehensive physical therapy programs. Prerequisite: 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. Prerequisite: 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 physical therapy, occupational biomechanics, administration, education, orthopedics, neurology, sports physical therapy, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics. Prerequisites: PTMS 311 and 312.

PTMS 361: Individual Study in Physical Therapy**1-6 S.H.**

This course provides an opportunity for the student to work on an individual basis with a faculty member in the Department of Physical Therapy. The student will be responsible for designing objectives and selecting methods of study with the direction of the faculty member. The learning experience may include specialized study, research, and clinical applications that further his/her personal and professional growth in physical therapy. Prerequisite: Physical therapy major.

POLITICAL SCIENCE**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 United States has had with the rest of the world, and presents models for understanding and analyzing the policy-making process.

POSC 280: Special Topics 3-4 S.H.

This course is a comprehensive examination of a contemporary political or critical concern to humans and their society. It dwells on the developmental roots and the contemporary controversy, as well as the implications for the future.

PSYCHOLOGY**PSYC 201: Motivation and Learning 3 S.H.**

An examination of 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, punishment, and the contributions of Skinner, Hull, and Tolman, are but a few areas investigated.

PSYC 202: Coordinating Seminar 3 S.H.

In this seminar, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisite: Twenty-four semester hours 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.

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 or culture specific. 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 it is a science, a philosophy, or a loosely connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate 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 of their 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-psychosocial 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 218: Behavior Modification 3 S.H.

This course is designed to help students in psychology and other fields develop skills in identifying, assessing, and treating behavioral problems. At the end of the course students should be able to do the following: define behavior theory, identify fundamental behavioral models, recognize major contributors to behavior theory, apply the techniques of behavior therapy, assess different behavioral problems, and generate appropriate treatment strategies for behavioral problems.

PSYC 222: Interviewing and 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 experiences in order for students to gain a conceptual framework for the use and 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 involvement, and sexual difficulties, failures, and therapy.

PSYC 245: Imagery, Hypnosis, and Self-Hypnosis 3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of those techniques as a tool in 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 299: Psychology of the College-Age Adult 3 S.H.

Covering ages 17 to 25, this course deals with psychological and social development in this critical period. Principle dimensions and conditions influencing development are examined. Relevant research findings are related to the student's current circumstances and stage of development.

PSYC 300: Principles and Practices of School Guidance 3 S.H.

This course is designed to introduce graduate students to the career requirements of guidance counseling. It encompasses the day-to-day responsibilities inherent in working with young students and in helping them to bridge the gap from childhood to adulthood in an academic setting. Theoretical concepts, experiential activities, and variations in guidance program practices are explored.

PSYC 310: Special Topics in Counseling 2-3 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. This course may be taken for up to six semester hours of credit.

PSYC 311: Psychology of Humor (CORE Course) 3 S.H.

Psychology of humor provides a theoretical and practical basis for the role and use of humor in our society. This course explores the positive use of humor in areas of education, health and wellness, creativity, and as social commentary. It also investigates the negative uses of humor in society in areas such as racism, sexism, and ethnicity.

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, anxiety, 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 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 321: Theories of Personality
(CORE Courses)**

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) are covered so that students are able to examine their own assumptions about people.

PSYC 322: Principles of Counseling

3 S.H.

The primary content of this course consists of processes and rationale of the main counseling theories through readings and class presentations. Recognition of the 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.

This course features 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, WPPIS). A total of twenty satisfactory tests are required. The course format includes lecture, demonstrations, and videotaped 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.

This course 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, 322, 331, or equivalent, or permission of instructor.

PSYC 335: Psychology in Organizations

3 S.H.

This class aims to help students understand the 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 include 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.

**PSYC 338: Adult Development and Learning
(CORE Course)**

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 339: Human Life Span Development

3 S.H.

This course reviews various theories of human life span development. In addition, it considers cultural influences on development.

**PSYC 343: Issues and Techniques in
Career Development**

3 S.H.

This course is 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. The class includes discussion of current issues such as leisure counseling, legislative and legal aspects, and new trends in employment prospects.

PSYC 344: Pre-Practicum in School Guidance

3 S.H.

The purpose of the pre-practicum experience is to expose students to the inner workings of a guidance office. Students work with a practicum supervisor to enhance their knowledge of guidance counseling services and gain an understanding of the diversity of the school population and the demands of the profession. Students have the opportunity to determine whether school guidance is an appropriate career for them to continue to pursue.

**PSYC 345: Fieldwork/Internship and
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 submajor and goals of the student and depends upon approval 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 fifty clock hours of fieldwork/internship plus a weekly one-and-a-half hour seminar. The minimum number of credits required varies with the submajor.

PSYC 346: Practicum in School Guidance

3 S.H.

This course is designed to bring graduate students face-to-face with the actual day-to-day responsibilities undertaken by school guidance counselors. Students, in a supervised environment, are involved in all facets of the role of school guidance counselor. They work with students, administrators, teachers, parents, and the other constituencies which play a role in the academic life of students. They are challenged to adapt the theories learned in the classrooms to the practice of the school guidance setting. Prerequisites: PSYC 300, 344, and 390.

PSYC 348: Training and 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 and Motivation in Organizations 3 S.H.

This course examines the communications processes and motivational theories and practices in organizations. Specific areas addressed are communication modes and channels, nonverbal communications, listening skills, presentation skills, and employee counseling. Theories of motivation and their implementation in the workplace are also addressed.

PSYC 350: Organizational Development and 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 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: Consulting Skills 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 354: Issues and 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, 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 357: Professional Studies in Athletic Counseling 1-3 S.H.

This course is designed to prepare athletic counseling students for their roles as professionals in the field. Areas of study include professional ethics, record keeping, NCAA guidelines, working as part of an interdisciplinary team, and legal issues.

PSYC 360: Introduction to Marriage and 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 students understand these cognitive elements, it also provides for some direct experience with counseling techniques and assessment instruments.

PSYC 361: Systemic Family Therapy (CORE Course) 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, role-play exercises, and video taped examples of systemic family therapy. Prerequisite: PSYC 367.

PSYC 362: Marital and Family Interaction 3 S.H.

This course examines the family in a life-cycle framework. The interaction patterns of individuals before marriage, in the marital dyad, and as members of a family are presented as valuable constructs for the understanding and treatment of the family unit.

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 and 360.

PSYC 367: Strategic Family Therapy 3 S.H.

The purpose of this 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, 362, and 363.

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: Work Group Dynamics 3 S.H.

This is an intensive laboratory in facilitating leadership and management of work teams. 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.

This course provides an 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 and 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 versus salaried employment management, practices regarding facility design, personnel management, marketing, and feasibility are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases.

RLSR 205: History and Philosophy of Leisure and Recreation (CORE Course) 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 and 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 219: Camp Programming and Administration 3 S.H.

This course consists of lecture and laboratory sessions designed to cover selected organizations and administrative details in organized camping, including budget, camp sites, buildings and equipment, publicity, recruitment, insurance, nutrition, health safety, and current trends.

RLSR 226: Management of Natural Resources 3 S.H.

This course is designed to enable the student to develop an understanding of management concepts and practices and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principles, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.

RLSR 230: Leisure Counseling (CORE Course) 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 Illness 3 S.H.

This course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to persons with chronic illness and older adults.

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 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. Prerequisites: RLSR 72 and 274 or permission of instructor.

RLSR 280: Legal Aspects of Leisure Services 3 S.H.

This course offers an examination of general legal concepts, federal and state legislation, and legal liabilities as they impact the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

RLSR 285: Resort and 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.

This course is designed to provide students with a 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 on spending 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 the 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 313: Domestic and 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. Attention is given to the manner in which a tourist industry is deliberately developed and to the impacts of tourism. Prerequisite: RLSR 185.

RLSR 315: Seminar in Recreation and Leisure Services 2 S.H.

This course examines current and future concerns of the student and professional. The relationship between humanics and professionalism is explored, and a professional field assignment is required.

RLSR 320: Maintenance Management 2 S.H.

This course acquaints students with the scope and complexity of maintenance of park and recreation facilities. The student develops an awareness of the wide variety of disciplines necessary for competent administration of maintenance services.

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 those needs.

RLSR 340: Outdoor Recreation Planning 3 S.H.

This course offers 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. This course also includes an investigation of the supply-demand relationship and cost-benefit analysis.

RLSR 347: Supervisory Management 3 S.H.

This course includes skill development in: 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 in defining career options and qualifying for child-life certification.

REHABILITATION AND DISABILITY STUDIES

RHDS 202: Implications of Disabilities for the Family 3 S.H.

The focus of this course is on understanding the world view of the parent, child, sibling, or spouse of a person with a disability. A family system approach is used in examining problems in readjustment to disability and the effectiveness of coping strategies. Students examine the goals of interventions, including support of the family unit and its individual members.

RHDS 226: Vocational Evaluation: Principles and Philosophy 3 S.H.

Students acquire knowledge of the basic philosophies, practices, and processes of vocational evaluation and assessment as applied to various consumer populations in this course. Students gain understanding of specific instruments and clinical skills needed to provide meaningful and successful services.

RHDS 227: Vocational Evaluation: Report Development and Communication 3 S.H.

The focus of this class is primarily upon the acquisition of oral and written report skills necessary to develop and effectively communicate the results of vocational assessment activities. Emphasized is the full process of vocational assessment including marketing referral; initial intake/screening; generating hypotheses, test selection; qualifying data; data interpretation; and how to develop the VE report in both oral and written formats. Prerequisites: RHAB 342, a graduate level assessment class, or permission of instructor.

RHDS 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: RHDS 278 and 279 or permission of instructor.

RHDS 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 American Sign Language 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 semesters of general manual language course experience or demonstrated beginning competency in ASL.

RHDS 233: The Deaf Community and Culture 3 S.H.

This course is an examination of two major aspects of deafness—the history of deaf people and the community and culture of deaf people. The history is a survey of people and events that have influenced persons who are deaf, from earliest recorded history to the present. The concepts of community and culture in general, and as they relate to the deaf community, are examined. Prerequisites: RHDS 232 and 234

RHDS 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 American sign language area. Students gain exposure to varying language levels and dialectal idiosyncrasies and begin to test their skills in reverse interpreting as well as sign to voice interpreting. Prerequisite: Successful completion of ASL I or demonstrated competency as evaluated by screening process.

RHDS 235: Theory and Practice of Interpreting 3 S.H.

This course introduces physical factors and techniques as they affect the quality of the interpretation process. The process includes: interpreting versus transliteration, the profession of sign language/English interpreting, the role and function of interpreters as cross-cultural mediators, team interpreting, the Registry of Interpreters for the Deaf (R.I.D.) and

the National Association of the Deaf (N.A.D.) Code of Ethics, and the meaning and application of "professionalism."

RHDS 236: American Sign Language III (ASL) 3 S.H.

This course expands upon one's intermediate level of American sign language proficiency and is intended for interpreters in training with extensive experience in rule structure, spatial reference, grammar, and syntax. The visual/gestural language used by the deaf of the United States is the exclusive language used in this course. This course introduces specific vocabulary and language skills involved in specified interpreter settings in a concentrated manner. Prerequisites: RHDS 232 and 234.

RHDS 238: American Sign Language IV for the Interpreter (ASL) 3 S.H.

Students in this course learn increasingly complex sign language syntax and signing structure of abstract concepts. The abstract concepts include: environments removed from the classroom, asking for solutions to everyday problems, telling about life events, describing objects, and referring to past and future events. Applications of these skills in the interpreting context are analyzed.

RHDS 239: Understanding Deafness and Hearing Loss 3 S.H.

This course familiarizes the student with multiple aspects involved in diagnosis, remediation, and acceptance of hearing loss. The course clearly differentiates the issues of the hearing impaired from those of the deaf. Age of onset, familial history, enculturation, as well as specific scientific and academic issues, are addressed in this course.

RHDS 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.

RHDS 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: RHDS 25, PSYC 1, or equivalent.

RHDS 253: Anatomy and Physiology of Speech/Hearing Mechanisms 3 S.H.

This course is designed to study specific structures of the head and neck regions and their relation to respiration, phonation, articulation, and sound reception. The student learns of the intricate processes involved in the physical aspects of the human communication process.

RHDS 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.

RHDS 256: Language Acquisition and Development 3 S.H.

This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysical, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.

RHDS 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.

RHDS 259: Phonetics for Communication Disorders 3 S.H.

This course familiarizes students with the anatomy and physiology of vowels and consonants of the English language. Students learn broad transcription of spoken language and how to recognize dialectal variance 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.

RHDS 261: Rehabilitation in Speech and Language Disorders 3 S.H.

This course provides an introduction to common speech and language disorders encountered in the rehabilitation population, including aphasia, laryngectomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. Prerequisite: RHDS 160 or equivalent.

RHDS 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.

RHDS 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 mental retardation, autism, cerebral palsy, epilepsy, TBI, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.

RHDS 265: Practicum in Interpreting 3 S.H.

Utilizing American Sign Language and interpreting skills, students prepare for interpreting exercises designed to simulate the various contexts encountered by the professional sign language interpreter. Students perform text analysis, research actual or anticipated jargon/phrases for the interpreting assignment, and evaluate the setting and their performance. Students explore the 'business' of interpreting, including state quality assurance systems for interpreters, application of the Registry of Interpreters for the Deaf (R.I.D.) Code of Ethics, and preparation of a resume. Prerequisites: RHDS 238, 235, and permission of instructor.

RHDS 268: Articulation-Process, Disorders, and Treatment 3 S.H.

This course familiarizes the student with the speech articulation process involved in the production of standard American English, the intricacies of connecting sounds to produce meaningful speech, as well as causes and outcomes of disorders of phonology. The student learns to evaluate phonologic disorders and plan the remediation thereof. Prerequisite: RHDS 261 or equivalent.

RHDS 269: Field Experience for Interpreters 3 S.H.

Students gain practical experience assuming the role and responsibilities of a professional interpreter in a structured setting which provides on-going feedback. Students are placed under the guidance of a professional interpreter and assume complete responsibilities of the mentor at a mutually agreed upon time. In addition, the students attend regular recitations with campus faculty. Prerequisites: Successful completion of RHDS 265 and permission of instructor.

RHDS 270: Rehabilitation Needs of the Aging (CORE Course) 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.

RHDS 271: Therapeutic Approaches with the Aging 3 S.H.

This course familiarizes participants with the variety of rehabilitative techniques available to help reverse the debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHDS 270 or permission of instructor.

RHDS 275: Integrated Medicine 3 S.H.

This course surveys the major health care traditions and selected complementary therapies. Emphasis is placed on the responsible integration of practices including Ayurveda, chiropractic, herbalism, massage, mind-body medicine, music therapy, Reiki, and yoga with conventional Western biomedicine options in the prevention, diagnosis, and healing of disabling conditions.

RHDS 276: Employee-Assistance Programming 3 S.H.

This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various worker problems, emotional and mental health, and marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational and therapeutic factors and their interrelationships are discussed. Prerequisites: RHDS 25, PSYC 1, or permission of instructor.

RHDS 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.

RHDS 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: RHDS 278 or equivalent.

RHDS 280: Special Topics: Working 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 for up to a maximum of six semester hours of credit. Prerequisites: RHDS 25 and 131 or equivalent.

RHDS 281: Pathological Gambling 3 S.H.

This course is an introduction to the diagnostic, treatment, rehabilitation, and public policy issues surrounding the area of pathological gambling. Students learn specific diagnostic techniques. In addition, students learn the spectrum of treatment and rehabilitation issues from a cognitive-behavioral therapeutic perspective. Public policy issues are discussed and impact of such decisions upon the treatment and rehabilitation field are examined.

RHDS 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.

RHDS 284: Treatment Methods in Substance Abuse Rehabilitation 3 S.H.

This course is an introduction to the major issues in the field of alcohol and substance abuse rehabilitation, including etiology, models of recovery, and the biological and psychological consequences of substance abuse. Primary consideration is given to treatment issues; polyaddiction, specific detoxification methods; self-help programs; individual and group counseling; therapeutic community residencies; and family and other support groups.

RHDS 286: Substance Abuse and Family Treatment 3 S.H.

This course is an introduction to the issues and techniques of treatment of the family affected by substance abuse or dependency. Central topics discussed in this course include: viewing the family as a client, diagnostic assessment techniques, and prescriptive treatment of the substance abuser or dependent client, extended family members and children. An emphasis is also placed on child development in unhealthy family systems.

RHDS 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.

RHDS 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 from rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 25 or equivalent.

RHDS 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.

RHDS 294: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods utilized in community-based mental health settings. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary approaches to providing services to those with chronic illness. Students become familiar with contemporary psychiatric rehabilitation diagnosis and planning techniques through lectures, readings, group discussions, and selected site visits.

RHDS 295: Cognitive Rehabilitation 3 S.H.

This course is an introduction to the treatment and rehabilitation issues facing those clients with cognitive disorders. The neuropsychological assessment issues are examined, demonstrated, and practiced. Coordination of rehabilitation services and case management techniques are introduced and practiced.

RHDS 299: Pain Management: Issues and 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 used to foster self-help and independent functioning are emphasized. Prerequisites: RHDS 25, PSYC 1, and RHDS 160, or permission of instructor.

RHDS 301: Human Development and 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.

RHDS 305: Rehabilitation Counseling: History, Philosophy, and 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 people with disabilities, the rehabilitation teams, and interagency relationships. Students become familiar with private/public sector roles and functions of rehabilitation counselors through lectures, readings, group discussion, and selected exercises.

RHDS 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, vocational rehabilitation, independent living, and utilization of community resources is investigated. Casework recording and management skills, including computer applications and technology for caseload management, are presented.

RHDS 316: 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.

RHDS 335: Rehabilitation Counseling: Theories and 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 students' development of counseling skills and techniques which are used to influence and support consumer change and rehabilitation efforts.

RHDS 336: Rehabilitation Counseling Practice 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 fifty clock hours for each semester hour of credit in addition to a seminar. Prerequisite: Graduate degree student in rehabilitation.

RHDS 342: Career Development and Placement Techniques in Rehabilitation 3 S.H.

This course is an examination of career development theories and placement procedures utilized by rehabilitation counselors in both private and public settings. Topics considered include transitional and supported employment strategies, job analysis, job modification and/or restructuring, job-seeking skills training, vocational evaluation, and the transferability of job skills.

RHDS 350: Psychosocial Evaluation and Assessment 3 S.H.

In this course students experience opportunities for the application of counseling methods in a closely supervised laboratory situation. Each student is seen individually and in a group seminar on a weekly basis for discussion, skill building experiences, and videotape evaluation of counseling interviews. Discussion topics include intake, career counseling, assessment feedback, and adjustment counseling.

RHDS 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.

RHDS 364: Rehabilitation Organization and 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.

RHDS 367: Rehabilitation Counseling Practicum 3-6 S.H.

This course is a supervised experience in an approved rehabilitation setting. The experience includes work with a caseload, and increasing responsibility 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 and services.

RHDS 368: Rehabilitation Internship I and II 6-12 S.H.

This course is a 300- to 600-hour (six to twelve semester hours), part-time or full-time internship in an intensive and practical learning experience in an appropriate rehabilitation center, hospital, school, or agency, for students doing advanced graduate work in rehabilitation counseling. Through direct service work, which is supplemented with individual and group supervision, students are provided an opportunity to demonstrate and perfect skills and competencies related to his or her respective rehabilitation counseling program.

RELIGION

RELI 222: Christianity and Modern Society (CORE Course) 3 S.H.

This course is a study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day.

RELI 224: The Life and Teachings of Jesus 3 S.H.
(CORE Course)

This is a social-historical examination of the record of Jesus' life and thought, with attention to the present-day significance of his message.

RESEARCH

RSCH 301: Educational and Psychological Statistics I 3 S.H.

This course covers statistical analysis methods for descriptive, correlation-al, 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, and RSCH 325, or permission of instructor.

RSCH 302: Educational and 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 and Methods of Research (CORE Course) 3 S.H.

This course emphasizes the search for truth and the ways in which this search is conducted. It includes the identification and delineation of research problems, survey of related literature, detailed examination of different research methods, and basic descriptive and inferential statistical coverage. Attention is given to the presentation of research results in acceptable form. Required of all master's degree students.

RSCH 326: Research Project 3 S.H.

A research study is 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, students must receive a grade of B or better on RSCH 325 proposal. Recommended: RSCH 301 and any necessary laboratory technique classes.

RSCH 328: Thesis 1-4 S.H.

This course involves meetings with the thesis committee and satisfactory completion of thesis requirements including the oral examination. Students must register for a total of four semester hours. Prerequisite: RSCH 327.

RSCH 330: Qualitative Research Methodology 3 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 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 technique classes.

SOCIAL WORK

MSSW 300: Theories of Intervention and Psychotherapy 2 S.H.

This course provides an opportunity for students to study theory and practice of clinical social work through an overview of major contemporary theories of personality and therapeutic interventions. In addition, the course reviews case studies in various methods of practice.

MSSW 301: Human Behavior in the Social Environment I: Stages in the Life Process — Individuals, Families, and Groups (CORE Course) 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 and the Life Cycle — Culture, Community, Organizations, and Individuals (CORE Course) 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 III: Biopsychosocial Theories of Psychopathology (CORE Course) 2 S.H.

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 304: Applications of Human Behavior Theory for Advanced Standing Students 2 S.H.

This course provides advanced standing MSW students with an opportunity to learn and apply contemporary themes of human behavior which provide the foundation for advanced generalist social work practice. These theories include psychodynamic theories, postmodern and other theories of human behavior and the social environment that are considered essential in advanced generalist social work practice but which are not generally covered in depth in BSW training programs. The course is highly interactive and includes guest presentations, small group discussions, and application of theory in cases selected by both students and the instructor(s).

MSSW 305: Therapeutic Applications of Adventure 2 S.H.

This advanced course focuses on the use of adventure-based activities and the therapeutic application of this modality to individuals, families, and groups. Course content includes theoretical and philosophical foundations of adventure-based practice. Special attention is paid to integrating adventure activities into assessment and intervention with populations. Prerequisites: MSSW 301, MSSW 302, or permission of the instructor.

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 and Services I: Social Welfare Policy in America — History and Basic Analysis (CORE Course) 3 S.H.

This course looks at the history of American social welfare policy and social work, focusing 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 and Services II: Policy Implementation and Change in Organizations and Communities (CORE Course) 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 III: Policy Implementation: Social Action in the Struggle for Human Dignity (CORE Course) 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. The course underscores a variety of analysis and action strategies, such as critical education, creative dialogue, lobbying, organizing, campaigning, testifying, and monitoring. Prerequisites: MSSW 311 and 312.

MSSW 321: Social Work Research I: Introduction to Social Work Research (CORE Course) 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 and Evaluation (CORE Course) 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 (CORE Course) 3 S.H.

This advanced course stresses qualitative methodology and its relevance for social work theory and practice. While it continues to emphasize primary areas of social work, such as clinical practice and program and policy development, its emphasis is upon the elicitation of the structure and meaning of experiences of individuals in social settings.

MSSW 324: Human Rights 2 S.H.

This course examines how the social construct of human rights can assist in the development of economic and social justice, thereby becoming 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 examines the history of human rights, as well as contemporary human rights concepts.

MSSW 334: Contemporary Challenges in Child Welfare 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. Family treatment approaches and 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, and Practice Techniques with Individuals, Families, and Small Groups (CORE Course) 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, and Practice Techniques with Groups, Organizations, and Communities (CORE Course) 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 interventions. Prerequisite: MSSW 341.

MSSW 343: Advanced Generalist Practice I: Social Work with Vulnerable Populations (CORE Course) 2 S.H.

This course pulls together what students are learning about advanced generalist social work practice across the curriculum. The course utilizes the knowledge and skills gained in the foundation courses and advances them, using more comprehensive models of assessment, theory, and intervention.

MSSW 344: Advanced Generalist Practice II: Social Work Administration and Supervision (CORE Course) 3 S.H.

This is an advanced course designed to assist students in gaining the knowledge and skills required to enter into the complex arena of interaction within and between human service organizations and to prepare students to assume management roles and responsibilities.

MSSW 345: Social Work Practice with Children 2 S.H.

This course focuses on the integration of various models in the assessment and treatment of children and their families. Students are introduced to a wide range of play therapy techniques. Cases from students and instructors are used throughout the course. The various theoretical models are psychodynamic, cognitive-behavioral, family systems, and solution focused in the assessment and treatment of children and their families. Group and family work, interdisciplinary collaboration, partnerships with schools and the use of self-help groups adjunctive to therapy are all addressed. Trauma and work with children in special circumstances are studied. Cases are drawn from students' and instructors' practice experience throughout the course. These cases are used to illustrate the theoretical constructs being discussed in each module.

MSSW 349: Psychodynamic Theories of Counseling Psychotherapy 2 S.H.

This course studies social work practice as derived from the integration of theoretical understanding and technique 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, countertransference, 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: Economic and Political 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, the course compares and contrasts organized social movements based on ethnicity and race, economic position (the labor movement, working class women's organizing, and the welfare rights movement), and sexual orientation (the movement for gay and lesbian liberation).

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 380: Policy and Practice Issues in Aging 2 S.H.

This course is designed to provide an overview of the multifaceted issues in gerontology. It explores the phenomenon of growing old in America, from the changing demographics of society that will command our attention in the years ahead, to the pressing need for satisfactory long-term care arrangement. This course seeks to further students' understanding of the myths and realities of aging, the role of social work in gerontology, health and social policy as it relates to aging, special populations, and research issues in gerontology.

**MSSW 384-385: Field Seminar and Practicum
(CORE Course) 4-4 S.H.**

These courses provide foundation learning in field seminar, concurrent 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 and Practicum
(CORE Course) 4-4 S.H.**

These courses provide foundation learning in a field seminar, concurrent 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 393: Proposal Writing and 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.

**MSSW 394: Mediation and Conflict Resolution
for Clinicians and Managers 2 S.H.**

This course examines law and legal processes using legal materials and teaches legal skills. Among areas explored in the course 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 396: Social Work in Education 2 S.H.

This course provides an overview of social work practice in public education settings. It furnishes information on the historical roots of school social work with a strong emphasis on the diverse roles and skills required to work effectively with students, parents, teachers, school administrators, and related community agencies. Particular attention is given to the ecological perspective school social workers bring to areas such as: special education, assessment, intervention, multicultural sensitivity, and school reform.

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: Twelve semester hours of sociology, psychology, or other social science, or permission of instructor.

**SOCI 335: Dynamics of Inequality
(CORE Course) 3 S.H.**

This course examines the theoretical concepts used to understand various forms of inequality (e.g., classism, racism, and sexism) and their individual, cultural, and structural manifestations (e.g., prejudice and discrimination).

**SOCI 365: Violence in the Family
(CORE Course) 3 S.H.**

This course is a comprehensive review of family violence: child abuse, marital abuse, elderly abuse, 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
(CORE Course) 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 210. Prerequisite: SPAN 210, three or more years of high school Spanish, or permission of the instructor.

SPORT MANAGEMENT

SMGT 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. Components of the course include developing products, sponsorships, special event fundraising, public relations, utilizing television, and radio networking.

SMGT 356: Internship in Sport Management 8-16 S.H.

This course is a 360- to 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.

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Ruth Arnold (1999)

Assistant Professor of Physical Education
B.S., *University of Wisconsin*, 1971
M.A., *University of Minnesota*, 1981
D.P.E., *Springfield College*, 1999

Daryl Arroyo (1990)

Associate Professor of Physical Education
Wrestling Coach
B.S., *Springfield College*, 1984
M.S., *California State University, Fullerton*, 1988
Ph.D., *University of Connecticut*, 1996

Robert C. Barkman (1969)

Professor of Education and Biology
B.A., *Wittenberg University*, 1964
M.S., *University of Cincinnati*, 1966
Ph.D., 1969

Mary G. Barnum (1990)

Assistant Professor of Physical Education
B.S., *East Carolina University*, 1987
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Leslie Beale (1994)

Associate Professor of Health Studies
B.A., *University of Massachusetts*, 1976
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Ed.D., 1987

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Associate Professor of Biology
B.S., *City College of New York*, 1971
M.A., *California State University*, 1977
Ph.D., *University of California-Santa Cruz*, 1982

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Professor of Human Services
B.S., *City College of New York*, 1961
M.A., *Harvard University*, 1963
Ph.D., 1980

Robert J. Bergquist (1971)

Associate Professor of Physical Education
B.S., *Springfield College*, 1969
M.S., 1970
Certificate of Physical Therapy, *University of Pennsylvania*, 1971

Britton Brewer (1991)

Associate Professor of Psychology
Men's Cross Country Coach
B.A., *University of Washington*, 1986
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Associate Professor of Physical Education
Men's Basketball Coach
B.S., *Springfield College*, 1976
M.S., 1980

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Acting Provost and Vice President for Academic Affairs
Professor of Physical Education
B.A., *Luther College*, 1965
M.S., *Springfield College*, 1966
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Assistant Professor of Physical Education
Women's Soccer Coach
B.S., *Springfield College*, 1990
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Roy Bryan (1994)

Assistant Professor of English
B.A., *Michigan State University*, 1969
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Mary Brydon-Miller (1997)

Associate Professor of Human Services
B.A., *University of California, Santa Cruz*, 1976
M.A., *University of Massachusetts*, 1980
Ph.D., 1984

Keith D. Bugbee (1985)

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Men's Lacrosse Coach
B.S., *Keene State College*, 1979
M.Ed., *Springfield College*, 1984

Clifton Bush, Jr. (1988)

Associate Professor of Human Services
B.S., *University of New Haven*, 1973
M.S., *New Hampshire College*, 1981
Ph.D., *Columbia Pacific University*, 1984

David R. Carlson (1967)

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B.S., Upsala College, 1957
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M.Ed., University of Maine, 1973
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Professor of Psychology
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C.A.S., 1995

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B.A., *Dartmouth College*, 1968
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Lethuy Hoang (1992)

Assistant Professor of Modern Languages
B.A., *Agnes Scott College*, 1984
M. Phil., *Yale University*, 1989
Ph.D., 1997

John M. Holik (1993)

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Assistant Football Coach
B.A., *Trinity College*, 1975
M.P.Ed., *Springfield College*, 1982

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Assistant Professor of Emergency Medicine
B.A., *University of Massachusetts*, 1976
M.S., *Springfield College*, 1994

Shu-An Hu (1996)

Associate Professor of Mathematics
B.S., *University of Science and Technology of China*, 1970
M.S., *Nanjing University*, 1981
Ph.D., *University of Connecticut*, 1991

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B.A., *Siena College*, 1996
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M.S., *University of Iowa*, 1963
Ph.D., 1965

Susan Joel (1995)

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B.A., *State University of New York-Fredonia*, 1978
M.A., *Michigan State University*, 1984
Ph.D., 1992

Joni L. Jones (1999)

Assistant Professor English
B.A., *American University*, 1989
M.A., *University of California, Los Angeles*, 1994
C. Phil., 1996
Ph.D., 1998

Margaret T. Jones (1995)

Assistant Professor of Applied Exercise Science
B.A., *University of Tennessee*, 1980
M.Ed., *University of Houston*, 1985
Ph.D., *University of Georgia*, 1989

Gina Joseph-Collins (1993)

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B.A., *Smith College*, 1975
M.B.A., *University of North Carolina*, 1977
M.A., *American International College*, 1993

Jonathan Kahane (1972)

Professor of Psychology
B.A., *Clark University*, 1966
M.A., *George Washington University*, 1968
Ph.D., *Yeshiva University*, 1972

Regina Kaufman (1998)

Assistant Professor of Physical Therapy
B.S., *Russell Sage College*, 1984
M.S., *MGH Institute of Health Professions*, 1995
Board Certified Physical Therapy Specialist in Neurology, 1999

Susan A. Keys (1994)

Assistant Professor of Biology
B.A., *Wellesley College*, 1969
M.S., *University of Massachusetts*, 1983
Ph.D., 1978

Paula Kilcoyne (1993)

Associate Professor of Political Science
B.A., *Brandeis University*, 1976
M.A., *Tufts University*, 1980
Ph.D., 1985
J.D., *Western New England School of Law*, 1999

Hai Kinal (1998)

Assistant Professor of Biology
B.S., *State University of New York*, 1987
M.A., 1990
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Kenneth H. Klatka (1970)

Associate Professor of Physical Education
B.S., *Springfield College*, 1969
M.Ed., 1970

Bryon H. Koh (1968)

Associate Professor of English
A.B., *Middlebury College*, 1959
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Ph.D., *University of Massachusetts*, 1972

Susan E. Langlois (1999)

Assistant Professor of Physical Education
B.S., *University of New Hampshire*, 1978
M.S., *Springfield College*, 1980
D.P.E., 1990

Joan Granucci Lesser (1992)

Associate Professor of Social Work
B.A., *City College of New York*, 1974
M.S., *Columbia University School of Social Work*, 1976
Ph.D., *New York University*, 1992

Paul A. Levy (1990)

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B.A., *Amherst College*, 1965
M.S., *Case Western University*, 1967
J.D., *Georgetown University*, 1971

John Liu (1999)

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B.S., *Wuhan Institute of Physical Education*, 1982
M.A., *Ball State University*, 1990
Ph.D., *University of Tennessee-Knoxville*, 1993

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B.A., *University of Rochester*, 1967
Ph.D., *University of Leeds*, 1975

Zenobia Lojewski (1989)

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M.S., *Marie Curie Sklodowska University*, 1974
Ph.D., 1983

Diane Crawley Lorenzo (1994)

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B.A., *Elon College*, 1972
M.A., *Appalachian State University*, 1980
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- Patricia Lucas (1991)**
Instructor in Biology
B.A., *University of Massachusetts*, 1963
M.A., 1968
- Robert N. Lussier (1978)**
Professor of Business Management
B.S., *Salem State College*, 1972
M.Ed., *Suffolk University*, 1974
M.B.A., 1975
C.A.G.S., *Boston College*, 1978
Sc.D., *University of New Haven*, 1993
- Laura Maggio (1987)**
Associate Professor of Psychology
B.S., *St. Bonaventure University*, 1974
M.A., *Miami University*, 1977
Ph.D., 1984
- Ronald J. Maggio (1987)**
Chair, Visual and Performing Arts Department
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B.A., *State University of New York-Fredonia*, 1974
M.F.A., *Miami University*, 1976
- Amelia Mallona (1998)**
Assistant Professor of Human Services
B.A., *Universidad Centroamericana*, 1984
M.A., *University of Missouri*, 1987
Ph.D., *Boston College*, 1998
- Barbara D. Mandell (1986)**
Professor of Psychology
Co-Chair, Psychology Department
B.S., *North Adams State College*, 1966
M.Ed., *American International College*, 1972
Ed.D., *University of Massachusetts*, 1987
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Softball Coach
B.S., *Springfield College*, 1986
M.Ed., 1988
- Ignatius A. Maniscalco (1971)**
Professor of Chemistry and Computer and Information Sciences
B.S., *Manhattan College*, 1965
Ph.D., *Fordham University*, 1971
- Betty L. Mann (1984)**
Acting Dean of the School of Graduate Studies
Professor of Physical Education
B.S.E., *North Adams State College*, 1967
M.Ed., *Springfield College*, 1974
D.P.E., 1984
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M.A., *Columbia University*, 1986
Ed.D., 1993
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Ed.D., *American International College*, 1993
- Kathleen Martin (1999)**
Assistant Professor of Research
B.S., *Keene State College*, 1994
M.S., *Springfield College*, 1997
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- Verne McArthur (1988)**
Professor of Human Services
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M.Ed., 1977
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M.Ed., 1986
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Professor of Physical Therapy
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Certificate in Physical Therapy, *Emory University*, 1977
M.S., *University of North Carolina*, 1983
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- Carol E. Mitchell (1975)**
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M.A., 1971
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- Missy-Marie Montgomery (1999)**
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Associate Professor of Physical Education
Acting Athletic Director
B.S., *University of Akron*, 1973
M.A., *Bowling Green State University*, 1975
Ph.D., *University of Iowa*, 1993
- Christopher Scott (1998)**
Assistant Professor of Emergency Medical Services Management
B.S., *Springfield College*, 1996
M.Ed., 1998
- Thomas J. Shea (1970)**
Professor of Economics
A.B., *Boston College*, 1963
M.A., *Northeastern University*, 1968
- Deborah A. Sheehy (1997)**
Assistant Professor of Physical Education
B.S., *Union University*, 1984
M.Ed., *University of Memphis*, 1986
University of Massachusetts, 1993
- Martin Shell (1993)**
Associate Professor of Theater Arts
B.S., *Northwestern University*, 1977
M.F.A., *Carnegie Mellon University*, 1993
- Joanne Silver-Jones (1988)**
Director, School of Human Services
Springfield Campus
Professor of Human Services
B.A., *University of California-Santa Barbara*, 1968
B.S.W., *California State University*
M.S.W., *University of Calgary*, 1973
Ed.D., *University of Massachusetts*, 1985
- Mark A. Simeone (1996)**
Assistant Professor of Physical Education
Baseball Coach
B.S., *Springfield College*, 1987
M.S., 1996
- Joan Simmons (1989)**
Assistant Professor of Occupational Therapy
B.A., *Keene State College*, 1977
M.S., *Virginia Commonwealth University*, 1984
- Julianne Smist (1982)**
Associate Professor of Chemistry
B.A., *College of Our Lady of the Elms*, 1972
M.S., *Boston College*, 1974
Ph.D., *University of Connecticut*, 1997
- John Smith (1989)**
Associate Professor of Health Studies
Chair, Health Studies Department
B.S., *Bowling Green State University*, 1973
M.S., *Old Dominion University*, 1978
Ph.D., *University of Miami*, 1983
- Donald R. Snyder (1982)**
Professor of Recreation and Leisure Services
B.S., *Southern Connecticut State University*, 1973
M.S., 1978
Ed.D., *New York University*, 1989
- Judith Stang (1999)**
Assistant Professor of Human Services
B.A., *Slippery Rock State College*
Ph.D., *Nova Southeastern University*, 1992
- Joseph F. Stano (1978)**
Professor of Rehabilitation and Disability Studies
B.A., *Assumption College*, 1972;
M.A./C.A.G.S., 1974
Ph.D., *University of Connecticut*, 1982
- Charles Sullivan (1998)**
Assistant Professor of Physical Education
Men's Volleyball Coach
B.S., *Springfield College*, 1991
M.Ed., 1997
- Michael Surrence (1999)**
Assistant Professor of Psychology
B.A., *Roger Williams University*, 1986
M.A., *Radford University*, 1988
Ph.D., *University of Rhode Island*, 1991
- Joyce L. Szewczynski (1988)**
Associate Professor of Modern Languages
B.A., *Westfield State College*, 1970
M.A., *University of Massachusetts*, 1985
Ed.D., 1998
- John Taffe (1991)**
Assistant Professor of Physical Education
Men's and Women's Swimming Coach
B.S., *University of Rhode Island*, 1985
M.A., *East Carolina University*, 1988
- Frank J. Torre (1973)**
Chair, Chemistry/Biology Department
Professor of Chemistry
B.S., *Monmouth College, New Jersey*, 1967
Ph.D., *Rutgers University*, 1971
- Corrie Trattner (1991)**
Assistant Professor of Occupational Therapy
B.S., *Boston University*, 1971
M.S., 1981

Linda J. Tsouzas (1986)

Chair, Physical Therapy Department
Associate Professor of Physical Therapy
B.S., *University of Vermont*, 1975
M.S., *University of Massachusetts*, 1979

Forrest C. Tyson (1971)

Associate Professor of Physical Education
B.A., *Springfield College*, 1964
M.A., 1965
Ph.D., *Ohio State University*, 1976

Fides P. Ushe (1996)

Assistant Professor of Mathematics
B.S., *University of Malawi*, 1973
M.A., *Indiana University*, 1983
M.A., *University of Rochester*, 1986
Ph.D., *State University of New York-Buffalo*, 1997

Marjeanne Vacco (1988)

Professor of Human Services
A.B., *Colby College*, 1962
M.S.W., *Boston University*, 1964
C.G.A.S., *Rivier College*, 1987
Ph.D., *Walden University*, 1991

Judy Van Raalte (1990)

Associate Professor of Psychology
B.S., *Tufts University*, 1986
M.A., *Arizona State University*, 1988
Ph.D., 1990

Loretta M. Vecchiarelli (1995)

Assistant Professor of Allied Health Sciences
B.S., *Alderson Broadbudd College*, 1979
M.S., *Springfield College*, 1986
C.A.G.S., 1986

Francine J. Vecchiolla (1990)

Dean, School of Social Work
Professor of Social Work
B.S., *Springfield College*, 1972
M.S.W., *University of Connecticut*, 1974
Ph.D., *Brandeis University*, 1987

Kenneth Wall (1983)

Director of the International Center
Associate Professor of International Studies
B.A., *St. Olaf College*, 1968
M.S., *Springfield College*, 1973
D.P.E., 1975

Katherine Walsh-Burke (1993)

Assistant Professor of Social Work
B.S., *Smith College*, 1975
M.S.W., *Columbia University School of Social Work*, 1977
D.S.W., *Boston College Graduate School of Social Work*, 1990

Carol A. Wargula (1997)

Associate Professor of Health Studies
B.A., *D'Youville College*, 1962
M.L.S., *State University College of New York-Geneseo*, 1967
Ed.D., *State University of New York-Buffalo*, 1989

Elizabeth J. Wark (1990)

Assistant Professor of Business Management
B.A., *Mount Holyoke College*, 1984
M.B.A., *University of Massachusetts*, 1990
M.A., *Clark University*, 1997

Sharon J. Washington (1996)

Associate Professor of Education
B.S., *Ohio State University*, 1983
M.A., *Central Michigan University*, 1985
Ph.D., *Ohio State University*, 1988

Jean Crothers Wells (1986)

Associate Professor of Physical Therapy
B.S., *Northeastern University*, 1973
M.S., *University of Pittsburgh*, 1982

Robert Welles (1994)

Assistant Professor of Physical Therapy
B.S., *Central Connecticut State College*, 1971
M.A., *Columbia University*, 1974

Ruth West (1999)

Assistant Professor Art-Computer Graphics
B.A., *Bard College*, 1979
M.F.A., *University of Massachusetts*, 1989

William V. Wheeler (1998)

Director, School of Human Services
Manchester Campus
Assistant Professor of Human Services
B.A., *University of Chicago*, 1968
M.A., *University of Chicago*, 1971
M.S.W., *University of Georgia*, 1976

Cecilia Douthy Willis (1997)

Director, School of Human Services
Wilmington Campus
Associate Professor of Human Services
B.S., *Kansas State University*, 1971
M.S., *Kansas State University*, 1972
Ph.D., *Iowa State University*, 1997

Christa R. Winter (1996)

Associate Professor of Research and Statistics
M.A., *Ball State University*, 1980
Ph.D., *University of Chicago*, 1988

Joseph Wronka (1992)

Associate Professor of Social Work
B.A., *Brooklyn Center*, 1970
M.A., *Duquesne University*, 1972
Ph.D., *Brandeis University*, 1992

Chun-Kwun Wun (1990)

Professor of Biology
B.S., *Chinese University of Hong Kong*, 1964
M.S., *Springfield College*, 1969
M.S., *University of Massachusetts*, 1971
Ph.D., 1974

Nancy Zare (1994)

Associate Professor of Human Services
B.A., *Boston University*, 1969
M.S.W., *Boston College Graduate School of Social Work*, 1976
D.S.W., 1991

Dorothy J. Zenaty (1970)

Associate Professor of Physical Education
Field Hockey Coach
B.S., *Springfield College*, 1965
M.A., *Colorado State College*, 1969

Herbert Zettl (1969)

Associate Professor of History/Distinguished
Springfield Professor of Humanities
B.A., *Alderson-Broadbudd College*, 1963
M.A., *University of Vermont*, 1965

Daniel Zuckergood (1996)

Assistant Professor of Education
B.S., *State University College of New York-Oneonta*, 1976
Ph.D., *Syracuse University*, 1994

In any given year, a number of Springfield College professors will be on sabbatical or leave of absence from their teaching duties.

ADJUNCT FACULTY

Chuck Abel

B.A., University of Massachusetts, 1990
M.F.A., University of Hartford, 1997

Terry A. Aberdale

B.A., Mass. College of Pharmacy, 1965
M.Ed., Springfield College, 1971

Paula Abrahamson

Recreation and Leisure Services
A.A.S., State University of New York, 1984
B.S., Wheelock College, 1986
M.A., St. Joseph College, 1992

Leslie Abrams

Art Therapy
B.A., University of Wisconsin, 1969
M.P.S., Pratt Institute, 1974
Ph.D., Fordham University, 1994

B. Raymond Alm

Psychology
M.S., Springfield College, 1986

Amato, Gaetano J.

Physical Education
B.S., Springfield College, 1953
M.A., University of Connecticut, 1954
Sixth Year Professional Diploma,
University of Connecticut, 1959

Gretchen J. Antonelli (1997)

Recreation and Leisure Services
B.A., Saint Anselm College, 1994
M.Ed., Springfield College, 1995

Robert C. Antonelli (1997)

Recreation and Leisure Services
B.S., State University of New York, 1992
M.Ed., Springfield College, 1995

David Balsley

Physical Education
B.A., Hartwick College, 1969
M.Ed., Springfield College, 1972
P.T., Downstate Medical Center

Glen Benson-Lewis

Psy.D., Antioch New England
Graduate School, 1997

Wayne Carpenter

Ph.D., Syracuse University, 1988

Brandon Claycomb

Humanities/Philosophy
B.A., Transylvania University, 1993
M.A., University of Kentucky, 1995

Kevin Collins

Visual and Performing Arts
B.Mus., Hartt College of Music, 1991

Maureen L. Conroy

Recreation and Leisure Services
B.S., Bridgewater State College, 1980

Allen Cornelius

Ph.D., University of North Carolina-
Chapel Hill, 1995

William Donovan

Management and Economics

Jim Duffy

Psychology
Ph.D., University of Michigan

Richard G. Floyd, Jr.

Recreation and Leisure Services
B.S., University of Massachusetts, 1964
M.S., University of New Hampshire, 1970

Ross Fox

Visual and Performing Arts
B.A., University of Windsor, 1972
M.A., Wayne State University, 1975
Ph.D., University of Missouri, 1987

Frank Fu

Physical Education
Dip., St. Paul's College, Hong Kong, 1968
B.A., Dartmouth College, 1971
M.S., Springfield College, 1973
D.P.E., 1975

Burton Giques

Psychology
B.S., City College of New York, 1944
M.D., New York University College
of Medicine, 1948

Christine J. Gorman

Rehabilitation and Disability Studies
B.S.W., James Madison University, 1979
M.Ed., Springfield College, 1985

Ligia Guerin

Humanities-Languages
M.A., Worcester State College, 1969

Zahi Haddad

Computer and Information Sciences
B.S., Western New England College, 1982
M.S., Worcester Polytechnic Institute, 1984

Nancy Anne Hutchings

Social Work
M.S.W., Fordham University, 1956
Ph.D., New York University, 1989

Cynthia Joyce

Education
B.Ed., Westfield State College, 1976
M.A., Westfield State College, 1986

Paul Kalill

J.D., Suffolk University Law School, 1968
M.Ed., Springfield College, 1998

Elaine P. Kirschling

Counseling and Psychological Services
B.A., Hunter College, 1959
M.Ed., Springfield College, 1981
C.A.G.S., 1986

Timothy Knapp

Counseling and Psychological Services
B.A., Concordia College, 1977
M.Div., Concordia Theological Seminary, 1983

Anne Knight

Social Work
M.S.W., Adelphi University, 1986

Karen A. Lachapelle

Recreation and Leisure Services
B.S., Springfield College, 1986
M.Ed., 1987

Barnett D. Laschever

Recreation and Leisure Services
B.S., University of Michigan, 1951

Sharon Lestinsky Louchen (1998)

B.S., Southern Connecticut State University, 1988
M.S., Southern Connecticut, 1990

Jill McCarthy-Payne

Recreation and Leisure Services
B.S., University of Massachusetts, 1976
M.Ed., Springfield College, 1979
J.D., Western New England School of Law, 1986

Allyn R. Michalek

Recreation and Leisure Services
B.A., Springfield College, 1979
M.Ed., 1991

John F. Moriarity

Visual and Performing Arts/Computer Graphics
B.A., Vermont College of Norwich University

Samuel Muri

Visual and Performing Arts
B.S., University of Zurich
M.F.A., Kunstgenerbeschule, Zurich
M.A., Lesley College in Expressive Therapies, 1980
C.A.D.C., L.M.F.T./L.M.H.C.

Holly Murray

Art-Ceramics/Design
M.F.A., University of Massachusetts, 1991
B.F.A., Syracuse University, 1967

Susan M. Murray

Recreation and Leisure Services
B.S., Keene State College, 1977
J.D., Western New England College, 1986

Terry Nelson

Psychology
M.S., Springfield College, 1998

Dan Peterson

B.A., Rockford College, 1964
M.A., University of California-Los Angeles, 1969
C.M.A., Laban/Bartenieff Institute of
Movement Studies, 1982
Ph.D., New York University, 1986

Teresa Pfeifer

Humanities-English
B.A., Elms College, 1989
M.F.A., University of Massachusetts, 1995

John Phillips

Humanities-Religion/Philosophy
B.A., Colgate University, 1956
M.Div., Colgate Rochester Seminary, 1960
Ph.D., University of Glasgow, 1964

Alan J. Pickering

Human Services and Administration
Ph.D., National Training Director,
YMCA of the USA

John A. Provost

Computer and Information Sciences
A.D., Springfield Technical Community
College, 1967
B.S.B.A., Western New England College, 1970
M.B.A., 1972

Melissa Mason Shea (1993)

Recreation and Leisure Services
B.A., University of Texas, 1990
J.D., Catholic University, 1993

Joan H. Ramos

Psychology
B.S., Springfield College, 1987
M.Ed., 1989
Ed.D., American International College, 1996

Karen Marie Rossi

Computer and Information Sciences
B.S., North Adams State College, 1983

Torbjorn Stockfelt

Professor of Humanics and Pedagogics
B.A., Uppsala University, Sweden
M.A.
Ph.D.

John P. Sullivan

Psychology
M.S., Springfield College, 1995

Yenn-er Ida Tang

Computer and Information Sciences
B.A., Tamkang College of Taipei, 1972
M.Ed., Rutgers, University, 1975
C.P.C.S., Western New England College, 1983

JoAnne Welch

Education
B.A., St. Joseph's, Connecticut, 1977
M.A., American International College, 1980
Ed.D., 1996

Lucy Mueller White

Art Therapy-Printmaking
B.A., Cornell University, 1966
M.A., Lesley College, 1992

Kathryn Wiezbicki-Stevens

Psychology
B.A., Smith College, 1986
M.S., Springfield College, 1990

CLINICAL FACULTY**Occupational Therapy****Grace Calcano**

B.S., University of Puerto Rico, 1982

Janet Cope

B.S., University of New Hampshire, 1980
M.S., Springfield College, 1994
C.A.S.

Carol Stoddard

Clinical Instructor in Physical
and Occupational Therapy
B.S., University of New Hampshire, 1970
Certified Hand Therapist

Joyce Yaffa

Clinical Assistant Professor
of Occupational Therapy
B.S., Utica College, 1976
M.S., University of Pittsburgh, 1982

Athletic Training**Ronald Agnes**

Clinical Professor of Athletic Training
B.S., Colby College, 1982
M.D., Brown University, 1989

Joseph M. Boyle

Clinical Instructor in Athletic Training
B.S., Springfield College, 1978
D.C., Palmer College of Chiropractic, 1983

Thomas Clark

Clinical Professor of Orthopedics/
Athletic Training
A.B., Dartmouth College, 1966
M.D., Harvard, 1970

Jay Grant

Clinical Instructor in Athletic Training
B.S., Springfield College, 1975
M.A., Western Michigan University, 1978

Cary Gray

Clinical Preceptor in Athletic Training
B.S., Springfield College, 1981

Noble Hanson

Clinical Professor of Orthopedics/
Athletic Training
A.B., Dartmouth College, 1967
B.M.S., Dartmouth College, 1969
M.D., John Hopkins University, 1971

Steven B. Holsten

Clinical Professor of Orthopedics/
Sports Medicine
B.A., Rutgers University, 1963
M.D., Jefferson Medical College, 1967

Ellen Perrella

Clinical Instructor in Athletic Training
B.S., University of Utah, 1981
M.S., University of Colorado, 1983

Leonard Wagner

Clinical Professor of Orthopedics/
 Athletic Training
B.A., Middlebury College, 1972
M.D., State University of Buffalo, 1977

Emergency Medical Services Management

Raymond F. Conway

Clinical Professor of Emergency Medicine
B.A., American International College, 1970
*M.D., University Autonoma de
 Guadalajara, 1976*

Kim B. Krach

Medical Director, Clinical Professor
 of Emergency Medicine
B.A., University of Southern California, 1971
*M.D., University Autonoma de
 Guadalajara, 1977*

Stephen A. Lieberman

Clinical Professor of Emergency Medicine
*B.A., State University of New York at
 Buffalo, 1973*
M.D., New York Medical College, 1978

Gregory S. McDonald

Clinical Professor of Emergency Medicine
B.S., University of Massachusetts, 1976
M.D., 1980

John P. Santoro

Chief, Emergency Services,
 Baystate Medical Center
 Clinical Professor of Emergency Medicine
B.S., St. Bonaventure University, 1968
M.D., State University of New York, 1972

Laboratory Science/ Medical Technology

Dorothy A. Lakoma

Clinical Assistant Professor
 of Medical Technology
B.A., College of Our Lady of the Elms, 1970
M.S.T., American International College, 1974

Ralph M. Otto

Clinical Associate Professor of
 Laboratory Science
B.S., Earlham College, 1959
M.D., Jefferson University Medical School, 1963

William Patten

Clinical Instructor of Medical Technology
B.S., North Adams State College, 1977
M.T.

Physician Assistant

Marilee C. Elliott

Clinical Instructor of Medicine
B.S., University of Massachusetts, 1986
*Physician Assistant Certificate, Northeastern
 University, 1980*

Robert M. Fishman

Clinical Associate Professor of Medicine
*B.A., State University of New York-
 Binghamton, 1976*
*D.O., New York College of Osteopathic
 Medicine, 1981*

Thomas Hewitt

Clinical Associate Professor of Medicine
B.A., Kenyon College, 1973
M.D., Tufts University, 1977

Nicholas Kulbida

Clinical Associate Professor of Medicine
B.A., New York University, 1984
*M.D., Universidad Del Noreste School
 of Medicine, 1988*

Mary M. Powers

Clinical Instructor of Medicine
B.S., St. John's University, 1986

Mark E. Quigley

Clinical Associate Professor of Medicine
B.S., Georgetown University, 1969
M.D., Georgetown University, 1973

Richard A. Shuman

Clinical Associate Professor of Medicine
A.B., Harvard University, 1986
*M.D., University of Massachusetts Medical
 School, 1990*

Henryk Jan Szewczynski

Clinical Instructor of Medicine
*Certificate, Primary Care Physician Assistant
 Program, Dartmouth College, 1973*
B.S., University of Massachusetts, 1979

Edward G. Tessier

Clinical Associate Professor of Medicine
B.S., University of Rhode Island, 1980
M.P.H., University of Massachusetts, 1988
D.Pharm., Idaho State University, 1995

Philip J. Yanni

Clinical Instructor of Medicine
A.A., Holyoke Community College, 1975
*Physician Assistant Certificate, Penn State
 University, 1978*

Physical Therapy

Cathleen Bastible

B.A., Mahattanville College, 1985
M.A., Touro College, 1989

Janet Cope

B.S., University of New Hampshire, 1980
M.S., Springfield College, 1994

Cheryl Elinsky

Clinical Assistant Professor of Physical Therapy
B.S., West Virginia University, 1984
M.S., Beaver College, 1986

Debra Rudnick Ellis

Clinical Assistant Professor of Physical Therapy
B.A., Emory University, 1987
M.S., Columbia University, 1991
*Certificate in Advanced Study in Neurology,
 Massachusetts General Hospital Institute
 of Health Professions*

Eileen Frink

Clinical Assistant Professor of Physical Therapy
B.S., Quinnipiac College, 1986
*Certificate of Gerontology, American
 International College, 1992*
M.Ed., Cambridge College, 1994

Leanne Lundrigan

Clinical Assistant Professor of Physical Therapy
B.A., College of Our Lady of The Elms, 1991
M.S., Springfield College, 1994

Kimberly Nowakowski

B.S., Springfield College, 1990;
M.S., 1991

John O'Sullivan

Clinical Assistant Professor of Physical Therapy
B.S., State University of New York, Buffalo, 1986
Athletic Training Certification, 1987
Certificate of Orthopedic Specialist, 1995

Amy Powers

B.S., Springfield College, 1995
M.S., 1996

Robert Reed

A.S., Springfield Technical Community College, 1968
B.S., Northeastern University, 1975
M.S., Boston University, 1979

Michelle R. Quirk

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1985
M.S., 1997

Sports Biology**Cathleen Bastible**

B.A., Mahattanville College, 1985
M.A., Touro College, 1989

Mark E. Chrusz

Clinical Associate Professor of Sports Biology
B.S., Springfield College, 1974
M.Ed., 1975
D.D.S., Loyola University School of Dental Medicine, 1980

Conrad A. Henrich

Clinical Associate Professor of Sports Biology
D.C., Chiropractic Institute of New York, 1965

Kent B. Pandolf

Clinical Professor of Sports Biology
B.S., Boston University, 1967
M.A., University of Pittsburgh, 1968
M.P.H., 1970
Ph.D., 1972

ASSOCIATE PRACTITIONERS**James Athearn**

Orthotics and Prosthetics
B.S., Fairleigh Dickenson, 1978
Certificate in ONP, NYU, 1981

Martin Barrett

Physical Education
B.S., University of Massachusetts, 1971
M.S., Springfield College, 1978

Susan Holmes Brady

Elementary Education
A.B., Drew University, 1967
M.Ed., Westfield State College

Lisa Burnett

Health-Fitness
B.S., Springfield College, 1989

Rebecca Cohen

Rehabilitation
B.S., University of Massachusetts-Amherst, 1982
M.S., Springfield College, 1992
C.A.S.

Patricia Colkos

Early Childhood Education
B.A., William Paterson College, 1979

Robert Conklin

Physical Education
B.S., Springfield College, 1976

Michael R. Deary

Physical Education
B.S., Springfield College, 1973
M.S., 1979

Marian Dippel

Elementary Physical Education
B.S., CCSU, 1977
M.S., Springfield College, 1986

Heidi Eriksen

Social Work
B.S., Bridgewater State College, 1983

Estelle A. Gross

English Secondary Education
B.S., Russell Sage College, 1947
R.N., Albany Hospital, 1947
M.Ed., American International College, 1970

Laura Guerin

Early Childhood Education
B.S., Springfield College, 1989
M.Ed., 1990
C.A.G.S., 1993

Susan E. Hershey

Early Childhood Education
A.B., Wilson College, 1970
M.Ed., University of Massachusetts, 1991

Marilyn A. Higgins

Elementary Physical Education
B.A., Springfield College, 1976

Rich Juskalian

Elementary Physical Education
B.S., University of Massachusetts, 1966
M.S., Springfield College, 1981

Gloria S. Lash

Elementary Education
B.A., University of Massachusetts, 1972
M.Ed., Westfield State College, 1976

Karen Limero

Physical Education
B.S., Springfield College, 1983
M.Ed., 1996

Kristina E. Manniello

Occupational Therapy
B.S., Springfield College, 1988
M.S., Medical College of Virginia, 1990

Elaine M. Mastronardi

Arts Education
A.A., Holyoke Community College, 1981
B.A., University of Massachusetts-Amherst, 1983
M.A.T., Elms College, 1993

Ralph McCarroll

Physical Education
B.S., Springfield College, 1962
M.Ed., 1970

Cathy Meader

Physical Education
B.S., Westfield State College, 1977

Anne Milkowski

Occupational Therapy
B.S., University of New Hampshire, 1975
M.Ed., University of Illinois, 1984

Linda A. Morell

Early Childhood Education
B.S.E., Westfield State College, 1972
M.Ed., American International College, 1976

Mark Parent

Physical Therapy
B.S., Northeastern University, 1989

C. Brie Quartin

Elementary Physical Education
B.S., Springfield College, 1985
M.A., Central Connecticut State University, 1991

Richard Record

Health Education
*B.S., State University of New York-
 Brockport, 1966*
M.S., University of Massachusetts, 1971

George Rosch

Social Work/Psychology
*M.A., State University of New York-
 Stony Brook, 1978*
M.S.W., 1980
*Ph.D., Cambridge Graduate School of
 Psychology, 1991*

Larry K. Saex

Mathematics
B.S., University of Vermont, 1973
M.S., Syracuse University, 1975

C. Tom Sawyer

Health Fitness
B.S., Springfield College, 1968
M.S., 1973

Michael D. Tillyer

Mental Health/Art Therapy
B.F.A., Windham College, 1975

Robert Trahan

Physical Education
B.S., University of Bridgeport, 1968

Sandra R. Vella

Elementary Education
B.A., Elms College, 1967
M.A., Westfield State College, 1975

FACULTY EMERITI**Archie P. Allen**

Professor of Physical Education

Louis J. Ampolo

Assistant Professor of Physical Education

Dorothy Anderson

Associate Professor of Physical Education

Allan D. Austin

Professor of English and Black Studies

Thomas Bernard

Professor of Education and Psychology

L. William Blizard

Professor of Art Education

Edward R. Bilik

Director of Athletics
 Professor of Physical Education

Carroll Britch

Professor of Drama and English

Mary Lord Brown

Associate Professor of Human Services
 and Administration

Josephine L. Cecco

Distinguished Springfield Professor
 of Humanities
 Professor of Education

Joel R. Cohen

Distinguished Springfield Professor
 of Humanities
 Professor of Biology and Health Sciences

Paul U. Congdon

Distinguished Springfield Professor
 of Humanities
 Professor of Education

Philip W. Conklin

Associate Professor of Business Management

John J. Costello

Associate Professor of Physical Education

John C. Cox

Distinguished Springfield Professor
 of Humanities
 Professor of Psychology

Leon Doleva

Professor of Education

Martin L. Dosick

Distinguished Springfield Professor
 of Humanities
 Professor of Sociology

Wayne S. Doss

Professor of Physical Education

Edward T. Dunn

Distinguished Springfield Professor
 of Humanities
 Professor of Health Education

Mattie S. Edwards

Professor of Education

Mark A. Ehman

Professor of Religion

Janice C. Eldridge

Distinguished Springfield Professor
 of Humanities
 Professor of Chemistry

Lora M. Ewing

Assistant Professor of English

James E. Genasci

Distinguished Springfield Professor
 of Humanities
 Professor of Humanities

Gerard A. Harrison

Professor of Recreation and Leisure Services

Thomas W. Hay

Assistant Professor of Physical Education

Roberta B. Heston

Associate Professor of Education

Miriam F. Hirsch

Professor of Sociology

Laura Jo Judd

Assistant Professor of Recreation

Allen R. Kaynor

Professor of Psychology

Clifford E. Keeney

Professor of Biology

Gertrude Lamb

Instructor in Physical Therapy

Roger Lind

Professor of Human Services

Robert E. Markarian

Professor of Education

Merle K. Miller

Professor of Psychology

Valerie Montgomery

Professor of Modern Languages

Nicholas P. Moutis

Professor of Physical Education

John L. Neumann

Associate Professor of Physical Education

Thomas O'Conner

Professor of Political Science

Mason Olds

Professor of Philosophy

Bruce Oldershaw

Associate Professor of Education

John O'Neill

Professor of Human Services

Henry J. Paar

Distinguished Springfield Professor

of Humanities

Professor of Psychology

Douglas E. Parker

Professor of Physical Education

Diane L. Potter

Distinguished Springfield Professor

of Humanities

Professor of Physical Education

Robert B. Resnick

Professor of English

Young H. Rhie

Professor of Mathematics and Computer

and Information Sciences

James Robertson

Distinguished Springfield Professor

of Humanities

Associate Professor of Physical Education

Jean F. Ross

Distinguished Springfield Professor

of Humanities

Professor of Biology

Charles N. Roys

Associate Professor of Physical Education

Irvin R. Schmid

Professor of Physical Education

Emery W. Seymour

Buxton Professor of Physical Education

Sherrod Shaw

Professor of Physical Education

Edward J. Sims

Distinguished Springfield Professor

of Humanities

Professor of English

Charles J. Smith

Associate Professor of Physical Education

Director of the International English

Language Institute

William J. Sullivan

Dean, School of Graduate Studies

Professor of Physical Education

Edward H. Thiebe

Associate Professor of Music

Margaret Thorsen

Professor of Physical Education

Gilbert T. Vickers

Director of Music

Professor of Music Education

Charles F. Weckwerth

Distinguished Springfield Professor

of Humanities

Professor of Recreation

Frank A. Wolcott

Assistant Director of Athletics

Professor of Physical Education

PRESIDENTS EMERITI

David Allen Reed	1885-1891
Henry S. Lee	1891-1893
Charles S. Barrows	1893-1896
Laurence L. Doggett	1836-1936
Albert Z. Mann	1936-1937
(Acting President)	
Ernest M. Best	1937-1946
Paul M. Limbert	1946-1952
Thornton W. Merriam	1952-1953
(Acting President)	
Donald C. Stone	1953-1957
Wesley F. Rennie	1957-1958
(Interim President)	
Glenn A. Olds	1958-1965
Wilbert E. Locklin	1965-1985
Frank S. Falcone	1985-1991
Randolph W. Bromery	1991-1998
Robert N. Aebersold	
(Interim President)	1998-1999

IMPORTANT THE NUMBERS

All numbers are in the 413 area code

Academic Advising Services	748-3379	Student Affairs	748-3100
Academic Affairs	748-3959	Student Support Services	748-3794
Athletic Programs	748-3332	Student Volunteer Programs	748-3394
Babson Library	748-3502	Undergraduate Admissions	748-3136
Bookstore	748-3302	Wellness Center	748-3396
Business Office	748-3116	YMCA Relations	748-3914
Campus Ministry	748-3210		
Campus Police	748-5555	ACADEMIC DEPARTMENTS	
Campus Post Office	748-3876	Chemistry/Biology	748-3337
Career Center	748-3222	Sports Biology	748-3382
Child Development Center	788-2451	Environmental Science	748-3336
Continuing Education	748-3111	Medical Technology/Laboratory Science	748-3748
Cooperative Education	748-3110	Education	748-3295
Counseling Center	748-3345	Emergency Medical Services Management	788-2428
Credit Union	748-3203	Exercise Science and Sports Studies	748-3231
Dean of Students	748-3100	Applied Exercise Science	
Financial Aid	748-3108	Athletic Training	
Grace Food Services	748-3205	Sport Management	
Graduate Admissions	748-3479	Health Studies	788-2420
Health Center	748-3175	Humanities	748-3117
International Center	748-3215	Communications/Sports Journalism	
Multicultural Affairs	748-3249	English	
Registrar	748-3150	Management and Economics	748-3200
Residence Life	748-3102	Mathematics, Physics, and Computer Science	748-3117
School of Arts, Sciences, and Professional Studies	748-3344	Occupational Therapy	748-3762
School of Graduate Studies	748-3125	Physical Education Teaching and Administration	748-3148
School of Human Services	788-2445	Disabled Sports and Movement Studies	
School of Physical Education and Recreation	748-3385	Movement and Sports Studies	
School of Social Work	788-2401	Physical Education Teacher Preparation	
Special Programs	748-5287	Physical Therapy	748-3950
Student Activities Office	748-3341	Physician Assistant	788-2420
		Psychology	748-3328
		Recreation and Leisure Services	748-3693
		Rehabilitation and Disability Studies	748-3318
		Social Sciences	748-3646
		Undeclared Program	748-3379
		Visual and Performing Arts	
		Art	748-3580
		Art Therapy	748-3752
		Computer Graphics	748-3679
		Dance	748-3158
		Drama	748-3449
		Music	748-3277

ACADEMIC DEPARTMENTS

Chemistry/Biology	748-3337
Sports Biology	748-3382
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