



# SPRINGFIELD COLLEGE

The Springfield College Bulletin contains current information regarding programs, curricula, career opportunities, campus life, and admissions, and such information is not intended to be and should not be relied upon as a statement of the college's contractual undertakings.

Springfield College reserves the right in its sole judgment to issue and change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, cancelling of scheduled classes and other academic activities and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

In keeping with its Humanics Philosophy, Springfield College is committed to a policy of Equal Opportunity for all in every aspect of its operation. The college does not discriminate on the basis of race, color, sex, age, religion, national origin or handicap. This extends to all educational programs and activities.

Any students who are unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day shall be excused from any such examinations or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which they may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon Springfield College. No fees of any kind shall be charged by the college for making available to any student such opportunity. No adverse or prejudicial effects shall result to any student because of their availing themselves of the provisions of this section.

If you have any questions about the college's admissions procedures or simply require additional information, please call the Admissions Office at 413-788-3136 or write Director of Admissions, Springfield College, 263 Alden Street, Springfield, Mass. 01109-3797. The Toll Free number for the Admissions Office outside Massachusetts is 1-800-343-1257.

# The Springfield College Undergraduate Bulletin 1990-91

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*Vice President for Academic Affairs and Dean of the Faculty*

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*Dean of Students*

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*Vice President for Administration*

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*Director of Admissions*

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*Assistant Vice President for Academic Affairs*

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

# A WORD OF INTRODUCTION

We at SC concentrate on preparing students to work with people in a service-oriented setting. We emphasize a collegiate experience which prepares people for their specific contribution to society.

The Springfield philosophy of Humanistics—the education of the total person: spirit, mind and body—is only as strong as the people committed to it; at Springfield College you'll find people actively involved in this philosophy: living and practicing a commitment of service.

Because of this unique approach to education, we attract students from throughout the country and the world. We now have graduates in more than 60 countries, many of them in positions of leadership in their homelands.

As important as tradition is to Springfield College, we also realize the importance of change. In 1989 we look forward to many changes . . . positive changes that will add new dimension to the college experience at SC.

In recent years, Springfield has added several new majors to its dynamic curriculum. Examples are Health/Fitness, Business Management and Physical Therapy, which are among the fastest growing concentrations at the college.

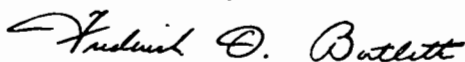
To accommodate our growth in health-related careers, we have renovated a 20-year-old building into an Allied Health Sciences Center. While providing exceptional instructional and research facilities, the Center also provides opportunities for students to gain practical experience.

Also noteworthy is our Cooperative Education Program which furthers the education of students by integrating classroom study with paid experiences in the world of work.

We invite you to visit our campus and to spend some time with us. We're confident that this experience will be a most friendly and positive one.

Thank you for your interest in Springfield College.

Sincerely,

A handwritten signature in dark ink, reading "Frederick O. Bartlett". The signature is fluid and cursive, with the first name "Frederick" being more prominent and the last name "Bartlett" following in a similar style.

Frederick O. Bartlett  
*Director of Admissions*

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Springfield College  
Springfield, Massachusetts 01109

# Springfield College

## 'The People Place'

Springfield College offers the undergraduate student an opportunity to participate in a challenging curriculum which concerns itself with today's world.

Combining classroom experience with active community participation is a basic theme at the College. It is through this learning-doing experience that Springfield students prepare themselves better to understand and react to the complexities of the contemporary world.

The emphasis at Springfield College is on our Humanics Philosophy, the education of the total person — *the spirit, the mind, the body* — with motivation of service to humanity that is international, intercultural, interracial and interreligious.

### THE NEED IS GREAT

Nearly all students accepted for entrance to Springfield College are highly motivated to follow careers of human service upon graduation. More than 24,000 alumni are at work throughout the United States and in more than 60 nations of the world. They hold professional positions as teachers, physical educators, community agency executives, health care professionals, counselors and rehabilitation specialists, YMCA executives, coaches, athletic trainers, and social workers.

Education in the human helping professions is now recognized as being of vital importance in our culture. The demand for trained persons to serve others in youth, community and international agencies continues to grow. Many social and human problems must be solved if we are to continue the rapid scientific and technological progress made in recent years.

Skilled leaders are needed to deal with juvenile crime and delinquency. More social workers must be educated for service. Thousands of school children will need highly trained and deeply dedicated teachers who are well informed not only in subject matter, but also in the dynamics of social change, community leadership and community development.

Institutions of commerce and finance and the human-helping agencies are turning increasingly to business managers who have a keen understanding of human behavior combined with sound managerial skills and techniques. As we become a more health-minded society, there will follow a greater need for highly-qualified individuals trained in a variety of areas from nutrition and exercise physiology to the practice of medicine and physical therapy.

Professional educators who are committed to the development of individuals through the medium of physical activity are needed as well as recreational and youth leaders to satisfy the increased demand for leisure time activities which has accompanied recent social change.

Springfield is deeply concerned with these segments of our culture. It is concerned—and has been since its founding—with the development of the complete person. The College educates to build character and competence in individuals who seek to serve others throughout the world.

### BEGINNING AND GROWTH

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

community service. From this beginning, Springfield College grew steadily throughout the years, retaining and strengthening its original purpose of education for service. In 1890, the name was changed to *The International YMCA Training School* and in 1912 to *The International YMCA College*. This remained the corporate name until 1953, when the institution became officially known as Springfield College.

Growth has been especially rapid since 1946. In the 1988-89 academic year, total enrollment was 3,031 – 2,545 undergraduate students and 486 graduate students studying on both a full and part-time basis. The College also offers programs of study through the Division of Graduate Studies.

The College now has programs for professional leadership in virtually every form of community and international service. Courses leading to the Bachelor's degree in a variety of professional areas are offered through 36 academic programs.

The Division of Graduate Studies at Springfield College offers advanced degree programs in a variety of areas including Counseling and Psychological Services, Health Promotion/Wellness Management, Health Sciences, Human Services and Administration, Movement Science, Physical Education, Psychophysical Movement, Recreation and Leisure Services, Teacher Education and Rehabilitation Counseling.

## LOCATION AND ENVIRONMENT

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

The main campus, which is located on the western end of Lake Massasoit, has 31 major buildings including the Art Linkletter Natatorium, considered one of the finest indoor-swimming facilities in the nation; Cheney Hall, an air-conditioned food service facility; and Babson Library. Other recent additions to the physical plant are the Physical Education Complex with a "skywalk," which combines four separate structures, the Art Linkletter Natatorium with its Olympic-size pool, the three-level Insurance Company of North America Center with seating for over 2,000 spectators, the Keith Locker and Training Facility and the Winston Paul Academic Center which includes two teaching gymnasiums. The total combined space is 143,000 square feet. The College has also added Loveland Chapel, an academic structure located on the 81-acre East Campus, and the multi-purpose Fuller Arts Center.

In addition, the Towne Student Health Center, the Dana Fine Arts Center, Blake Track and Field, Benedum Field and Bemis Hall, Springfield's science complex, are among the facilities available on the main campus.

The College also maintains an additional 81 acres of woods and fields known as the East Campus. This area provides an ideal setting for Springfield's environmental studies program, as well as for other laboratory work in conservation, camping, recreation and the natural sciences. It includes a waterfront area for boating. The City of Springfield has a population of approximately 155,000 people, is located approximately 90 miles from Boston (Mass.) and 150 miles from New York City. The College is easily reached by automobile via the Massachusetts Turnpike and Interstate 91. There are also bus and air facilities located in the area.

# Admissions Data

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

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

## EQUAL OPPORTUNITY

In keeping with its Humanics philosophy, *Springfield College is committed to providing equal opportunity for all.* It prohibits discrimination on the basis of race, sex, religion, color, creed, national origin, or handicap and discrimination against disabled Vietnam-era veterans in the recruitment, administration or treatment of faculty and staff and in the administration of its activities and programs. Inquiries concerning our compliance with anti-discrimination laws should be addressed to the Affirmative Action Officer, Springfield College, Springfield, MA 01109-3797.

## TIME FOR APPLYING

In an effort to be responsive to students who are sincerely interested in Springfield College, the Admissions Office welcomes applications and supporting credentials from students upon completion of the junior year in high school. For those highly qualified students who have Springfield College as their first choice, there is an Early Decision program. The criteria and procedures are explained on page 9. For all other candidates, the Admissions Office will attempt a decision as soon as sufficient evidence has been provided to indicate a candidate's appropriateness for the College.

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

The following timetable should be carefully noted for candidates seeking entrance:

- December 1** — *Last Day* on which Early Decision applications for freshman class enrollment can be received.
- January 1** — *Last Day* on which all supporting Admissions credentials for Early Decision can be received.
- January 15** — Application deadline for the Physical Therapy and Athletic Training Programs.
- February 1** — *Last day* on which supporting credentials for Physical Therapy and Athletic Training candidates can be received.
- February 1** — Admissions decision for Early Decision applicants.



- March 1** — *Last day on which all financial aid papers, including the Financial Aid Form (FAF) for Early Decision applicants can be received.*
- March 15** — *Financial Aid decision for Early Decision.*
- April 1** — *Deadline by which all financial aid papers must be received for freshmen.*
- April 1** — *Last day on which applicants for freshman class enrollment can be received.*
- April 1** — *Deadline for receipt of \$200 for Early Decision (non-refundable).*
- April 15** — *Last day on which supporting admission credentials for freshmen can be received and still be considered with the original application.*
- May 1** — *Deadline for \$200 deposit for fall enrollment (non-refundable).*
- May 1** — *Deadline by which all financial aid papers must be received for transfer students.*
- June 1** — *Last day on which transfer applications can be received for fall enrollment.*
- December 1** — *Last day on which applications for admission can be received for all students for January entrance.*

## **FRESHMAN ADMISSIONS POLICY**

Selection is based on the total preparation of the student. The final selection of an applicant is an individual decision. Many factors are considered. Among those which weigh heavily are: secondary school achievement record; recommendation of secondary school authorities; motivation toward a career in the youth, community and international service fields; capacity for leadership as evidenced by responsibilities successfully undertaken in school, and/or church, and/or community; performance on the Scholastic Aptitude Test of the College Entrance Examination Board; personal references. A personal interview with a college representative is required of all applicants.

## **REQUIREMENTS**

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

2. A record indicating satisfactory achievement in a college preparatory program in an accredited secondary school. The course distribution should show competence in English, social studies, science and mathematics. Due to the professional nature of many of our programs, the evaluation of a candidate's high school record will be favorably affected by an emphasis upon courses which relate to the student's intended major. For instance, candidates planning to major in Biology, Environmental Health and Technology, Health Education, Medical Technology, Science, Physical Education or Physical Therapy should include additional sciences in their high school curriculum.

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

Springfield should be preceded by appropriate relevant experience.

4. A physical examination and immunization record after acceptance. The medical form will be sent with the acceptance letter and should be returned prior to enrollment.

5. The results of the Scholastic Aptitude Test. These will be received directly from the College Examination Board.

6. A personal interview for each admissions applicant. Arrangements should be made with the Admissions Office.

7. For applicants for the Art in Urban Life curriculum, a portfolio of other art work. This should be sent to the Director of the Art in Urban Life Program by the first of April.

## **TO APPLY FOR ADMISSION**

1. Communicate with the Director of Admissions for necessary form.

2. File the completed application with the required \$25 application fee (non-refundable) at the Admissions Office. It should not be sent to any person other than the Director of Admissions. All credentials should be mailed to the Admissions Office, Springfield College, Springfield, Massachusetts 01109-3797.

3. All other necessary forms, including a secondary school report form for distribution and completion, are included in the 24-page application packet provided in the back of the College's Admissions Viewbook. Candidates should follow all instructions carefully, accurately and completely. Mistakes, incomplete information or illegible entries all serve to delay the final decision. Additional application packets can be obtained by contacting the Admissions Office, Springfield College, Springfield, Massachusetts 01109.

4. While it is desirable that as many candidates visit the campus as possible, the interview may be accomplished in the applicant's community or nearby area. Springfield is fortunate to have active and sensitive alumni who are willing to serve as interviewers in their local communities. The candidate should contact the Admissions Office for an off-campus interview if this is preferable.

Appointments for on-campus interviews can be scheduled between the hours of 9:00 a.m. and 3:30 p.m., Mondays through Fridays. The candidate should either write or call for a definite appointment. The Admissions Office will open on Saturday mornings from 9:00 a.m. through 12:00 noon for scheduled interviews during October-March. There will be a General Information Session held for students and parents in the Admissions Office at 10:00 a.m. each Saturday. Due to a limited number of available interviews on Saturday mornings, candidates should request an appointment in advance of their visit. From February 1-April 15, only those students who have submitted their application for admission will receive a personal interview. Appointments should be made in advance.

5. Arrangements should be made to take the College Entrance Examination Board test. During the academic year 1989-90 the S.A.T. will be given on the following dates (among others):

November 4, 1989

December 2, 1989

January 27, 1990

## **ADMISSIONS STAFF ACTION**

The Admissions staff begins review of applications as they become complete. Hence it is advantageous for all candidates to complete their folders as soon as possible. Final decisions, however, will be made no later than the third week in April on all Freshman candidates whose folders are completed by the Fifteenth of April.

All applicants who are accepted before completion of their current year in

secondary school should understand that acceptance is contingent upon successful completion of that secondary year.

## **DEFERRED ADMISSION**

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

If the deferment is granted, *the acceptance is extended to the following September only. The \$200 non-refundable deposit will be due no later than the First of December of the year preceding enrollment.*

## **EARLY DECISION**

Highly qualified students who have Springfield College as their first choice institution may request consideration for Early Decision. For this, the application must be filed by December 1 and all other supporting credentials included under the requirements should be furnished by January 1st. The Financial Aid deadline is March 1st with decisions being made by March 15th. A non-refundable \$200 acceptance fee is due April 1st. In cases where acceptance is not granted the credentials will be kept and updated for a decision in the normal process.

It is expected that application to other colleges and/or universities will be withdrawn if the candidate is accepted to Springfield and, if qualified, receives a favorable financial aid award.

## **DEFERRED CREDIT**

To enable highly qualified secondary school students to sample college level work and earn college credit in the process, Springfield College will recognize college work successfully completed during the senior year of high school. Credit will be granted upon receipt of an official transcript from the Registrar's Office of the college sponsoring the course and a letter from the candidate requesting that credit be awarded.

Students who have completed their junior year in secondary school and who wish to avail themselves of this opportunity at Springfield College are eligible for enrollment in freshman level courses (those numbered 1-99). Permission of the student's secondary school principal is necessary. Registration is through the Continuing Education office.

## **CREDIT BY EXAMINATION**

More and more it is recognized that education is a matter of individual accomplishment. Despite a standard calendar of education, students learn at different tempos and from stimuli outside school in addition to the traditional classroom routine. Often the accumulated knowledge is in excess of normal qualifications for entrance to college.

Candidates for undergraduate degrees at Springfield College may qualify for degree credit and/or placement in advanced courses by examination under one or more testing programs. These are the Advanced Placement Program of the College Board, the College Level Examination Program of the College Board, and Springfield College. A student may receive up to 31 semester hours of credit by any one or combination of these examinations. Credit will not be granted in substitution for courses which have been failed at Springfield College or elsewhere and students will be allowed only one trial to obtain credit by examination. No grade is assigned to any specific performance on an examination; credit only will be assigned for passing the test(s).

**Advanced Placement**—The College Board's Advanced Placement program enables high school seniors to present evidence of academic achievement in formal college level courses by the results of Advanced Placement examinations. These examinations are taken in high school, evaluated by the College Board and sent to the colleges. Scores of 3, 4, or 5 on any one of these tests automatically results in credit at Springfield College and a score of 2 may result in credit or advanced placement in a course of the same subject.

**College Level Examination Program**—The College Board's College Level Examination Program (CLEP) provides the opportunity for students to test out of the course work in several areas. The knowledge required may have been gained in classroom study and/or by unconventional means such as television, non-assigned reading, informal (non-campus) lectures, life experiences or other ways. There are test centers throughout the country. Two types of examinations are offered:

**The General Examinations** measure undergraduate achievement in English Composition, Mathematics, Natural Sciences, Humanities and Social Sciences. The fee schedule for these tests begin at \$25 for the first examination and increases with each additional exam. Credit may be awarded at Springfield College for scores at or above the 75th percentile in each area as follows:

English Composition	—	4 credits English I (All-College Requirements)
	—	2 credits English elective
Mathematics	—	3 credits Mathematics 20 and 21 elective
Natural Sciences	—	3 credits Science elective
Humanities	—	6 credits electives (All-College Requirement, Expressive Arts)
Social Science/History	—	6 credits non-restrictive elective
		24 credit — (The typical academic load for a freshman is 30-36 semester hours)

**The Subject Examinations** measure achievement in more than 30 specified undergraduate subjects. The test fee is \$35 per test. Up to 8 semester hours of credit may be given in any one subject area for a score at or above the mean score of the CLEP national forms of September 1971 (these scores range from 45 to 51) subject to the approval of the concerned department and division heads.

Freshmen arriving at the threshold of their college experience have accumulated knowledge in varying degrees. Many have amplified their schooling with other life experiences. Consequently Springfield affords them the opportunity to demonstrate that knowledge so they are not forced into repetition of subject matter in classes.

Springfield College administers the General Examinations of the College Level Examination Program on the Campus for students who expect to enroll as Freshmen in the Fall. Information about registration for this is sent in the Spring after acceptance. Students who cannot attend at either of these times are encouraged to make an appointment at one of more than 400 CLEP testing centers around the country.

Information as to their location can be secured by contacting the nearest College Board Office or the Springfield College Admissions Office.

## TRANSFER STUDENTS

The policy, requirements and procedure for transfer students is essentially the same as that outlined for freshmen, except for the College Boards. The same general requirements—scholastic, personal, physical—must be met.

**Procedure**—An applicant should request the registrar at any previous college(s) in which registration for classes was completed to send the Admissions Office a complete transcript of his/her record(s). This should be done even if the candidate did not complete any marking period.

An applicant for transfer is *expected to make a frank statement* of the reasons for desiring to attend Springfield College.

Candidates applying for Fall semester must submit their applications by the first of June for those wishing on-campus housing.

Candidates applying for Spring semester must submit their application and credentials by December 1st.

The evaluation of transfer credits is made by the Registrar upon matriculation in consultation with a representative of the major field in which the student desires to enroll. The candidate should supply a catalogue with a description of the courses taken at the institution whose credits he/she seeks to apply toward graduation here. (Students who plan to enroll in teacher preparation programs should consult with the chair of the department in which the program is housed or with the Coordinator of Teacher Preparation and Field Experience regarding the procedure used and the documentation needed for transfer of courses into those programs.)

Credits from two-year institutions that have accreditation from the New England Association of Schools and Colleges or other regional associations, are treated on the same basis as those from accredited four-year colleges. Students from institutions not accredited by a regional association are considered on their individual merits.

Upper division transfer decisions will be made no earlier than the semester of the year in which they are applying. However, it may be necessary to wait for the final college transcript of the academic year before action can be taken.

A maximum of 66 semester hours of credits may be transferred from a two-year institution.

**Freshman Transfer**—If it appears that a transfer candidate will have less than 21 semester hours of credit upon enrollment, the high school transcript and the results of the Scholastic Aptitude Test should be furnished.

NOTE: Transfer credits are included in the calculation of the Springfield College Grade Point Average.

## COLLEGE DAY CAMP EMPLOYMENT OPPORTUNITY

Each summer, the College operates Massasoit Day Camp for boys and girls in the greater Springfield area. The camp is located at the East Campus, which has 81 acres of fields, forests and shoreline one-and-a-half miles from the main campus. A selected number of incoming freshmen and transfer students who are interested in working with youth are hired each summer. Upperclassmen at the College generally make up the rest of the staff.

In addition to the benefits associated with a camp-counseling position (learning about leadership, human relations skills, and camp skills), there are a number of other benefits which include: becoming oriented to the College prior to the start of the academic year, working with and getting to know a number of upperclassmen, and completing one academic course before the year begins. Applicants for admission

who are interested should write to: Director of Summer Sessions, Box 1793, Springfield College, Springfield, MA 01109-3797 or call 417-788-3111 for further information.

## **PHYSICAL PERFORMANCE TEST**

All Physical Education and Health/Fitness majors are required to successfully complete a series of tests, known as the Physical Performance Test. The Physical Performance Test is administered by the Department of Physical Education to meet Matriculation criteria. Students are notified through the student newspaper and the College's weekly newsletter when the test is given each semester.

## **ALUMNI PREFERENCE**

Sons and daughters of alumni have a relationship with the College which entitles them to special consideration. Such candidates who apply on time, meet all the requirements for entrance, and who meet the level of competition, are given preference.

## **PROVISIONS FOR VETERANS**

A prospective student who plans to utilize any of the benefits available through the Veterans Administration should obtain from the VA a Certificate of Eligibility and Entitlement. This Certificate should be sent to the Director of Financial Aid at the College prior to the student's first semester of enrollment.

## **COOPERATIVE JUNIOR COLLEGE PROGRAM**

Springfield College has entered into a cooperative plan with seven of New England's outstanding junior colleges. The plan eases the transfer of graduates of the two-year colleges into Springfield. Those junior colleges participating in the plan are: Green Mountain College, Lasell Junior College, Mitchell College, Leicester Junior College, Dean Junior College, Endicott Junior College, and Vermont College. Further information on this program may be secured from the Director of Admissions.

## **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. Membership in this one of the six regional accrediting associations in the United States indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators. In addition, the College's undergraduate programs in physical education, health education, elementary education, and early childhood education are approved by the Massachusetts Department of Education, and graduates are eligible for certification reciprocity in recognition of coursework by all state departments of education that are members of the National Association of State Directors of Teacher Education and Certification.

The College is the only college officially affiliated with the National Council of YMCA's for the training of professional workers.

Springfield College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status which provides reliable assurance of the quality of the educational preparation of its applicants for admission.

## NEW STUDENT ORIENTATION WEEK

Freshman and undergraduate transfer students come to the campus for an orientation prior to the start of their first Semester. The New Student Orientation program gives all new students an exposure to the College and to the local community in addition to preparing them for true-life experiences on the Springfield College campus. A group of upper-class leaders assist during this week. A brochure describing the program is mailed to each accepted undergraduate student prior to enrollment.

Notification of orientation dates will be given upon receipt of the admissions deposit.

## READMISSION

Readmission to the College *must be effected through the Admissions Office* unless arrangements have been made with the Dean of Students prior to separation.

An interview at the College is one of the necessary steps. Substantiation by the student of the appropriateness of readmission must be given in writing; at least one reference will be required; and in nearly all cases, a new medical report must be submitted to update records already on file. Forms for the reference and the medical examination are furnished by the *Director of Admissions*.

An initial step with the Admissions Office—submission of the student's letter of substantiation or arrangements for the interview—must be taken no later than the

beginning of the semester previous to the one in which re-enrollment is desired; and all supporting papers must be received *no later than four weeks prior to the intended enrollment date*. A \$200 acceptance fee will be requested *within four weeks after the date of the acceptance letter*. The fee is applied to tuition and is *not refundable*.

## Undergraduate Student Expenses

The cost of attendance at Springfield College for two semesters (32 weeks) *varies* with the individual's program and personal expenditures such as entertainment, travel and personal goods. However, each student can compute basic costs from the information supplied within this section.

*The schedule of fees and charges described herein is not intended to indicate that charges have been finally determined for the 1990-1991 academic year or that charges and fees will not increase during the student's years at Springfield College.*

The following tables give the probable cost to the average student who lives in the dormitory and takes all meals in the College dining facility for the 1989-1990 academic year.

Student Basic Charge Tuition	\$ 8,203
Dormitory Room Rent	1,565
Board (19 meals)	<u>2,036</u>
Estimated Annual Cost	\$11,804

Additionally, Freshmen and Transfer students must pay for two items which are non-recurring. These are: Orientation Week Fee, \$31; Freshman Camp Fee, \$75; and Physical Education Uniform Fee, \$75.

The College reserves the right to prevent any individual who fails to pay all bills from registering, being provided transcript services, receiving grade reports, being granted a degree or selecting dorm room. Any collection costs incurred by the College, will be passed on to the individual responsible for the bill.

### APPLICATION FEE

A fee of \$25 must accompany each application for admission to the College and is not refundable.

### ADVANCED TUITION PAYMENT

Upon notification of acceptance for admission to the College, a payment of \$200 is required. This payment *will be applied to the tuition of the first semester* but is not refundable and may not be applied toward payment of any work taken prior to September of the year of the initial acceptance.

### BOARD

The meal plan required of Freshmen is a *full* seven days with two meals served on Saturday and Sunday. The charge is \$1,867 per year.



Upperclassmen who choose to live in a dormitory are required to take a minimum of a fourteen meal plan (lunch and dinner) or they may choose the full seven day meal plan.

## **DORMITORY ROOM RENTAL**

Dormitory life is considered an integral portion of the student's educational experience at Springfield College. Residence in the college dormitories is required of all students in the freshman class except those students enrolled as commuters.

Sophomores, juniors, seniors, commuters, and married students may take the *option* of living in college facilities or in off-campus housing. All dormitory rooms are \$1,361 for the academic year.

## **LABORATORY FEES**

Students enrolled in science and skill courses are assessed a moderate laboratory fee each semester. These fees are maintained in a separate cumulative account for the purpose of purchasing sufficient expensive supplies and equipment, and to pay for field trip transportation expenses, to assure students a "hands-on" experience with modern laboratory procedures and apparatus; these fees also partially cover the inevitable repair and replacement costs incurred when using fragile, sophisticated devices.

## **NEW STUDENT ORIENTATION FEE**

All freshmen and transfer students are required to attend a period of orientation activities at the beginning of their first semester at Springfield College. This extensive orientation experience is supported through a fee of \$31 (Freshmen); and \$31 (Transfers).

## **PHYSICAL EDUCATION DEPOSIT**

This \$10 deposit is made by all students using the College physical education facilities and equipment. The fee is returned at the close of the academic year after all College-owned property has been returned.

## **STUDENT BASIC CHARGE**

### **Tuition & Fees**

- a) The flat rate tuition fee covers 12-18 credits per semester plus basic fees. For undergraduate students this is \$7,502 per year.
- b) Part time students (those taking eleven credits or less) and undergraduate students taking 18 credits pay \$217 per credit.
- c) Full-time graduate students pay a flat fee of \$6,958 per year. Part-time graduate students (those taking eleven credits or less) pay \$222 per credit.

## **WITHDRAWALS**

No refunds are made to students who leave *two weeks or more* after the beginning

of each semester. Students leaving during the first two weeks will have tuition refunded *on a basis of 50%*.

Any student who drops sufficient courses to change status from full- time to part-time will receive *only 50% credit* for courses dropped.

# Student Financial Aid

Many worthy students are unable to finance their own education from individual and family resources. The College affords every opportunity possible for those seeking personal growth and better preparation for making positive contributions to society. Most students expect to finance their education through a variety of sources—family support, part-time and summer employment, loans and grants-in-aid.

All students who feel that 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.

Families should plan to support as much of the student's education as possible, freeing the student to concentrate on his or her real task—that of obtaining the soundest possible education. At Springfield, three sources of help may be considered:

**Grants-in-Aid**—The College provides non-repayable grants to students on the basis of need, academic potential, and leadership potential.

**Loans**—The College is a participating member of the Perkins Loan (NDSL) Program which provides funds to the College for individual loans for undergraduate students. In addition, the College provides information on commercial organizations which loan money for education purposes. Also available is the Stafford (Guaranteed) Student Loan, a federally subsidized program.

**Student Employment**—A large number of students are employed on a part-time basis by the College. The student may also find work off campus in private enterprises, with community residents, and in public and/or private agencies. The College also participates in the federal College Work-Study Program.

## ADMINISTRATION OF FINANCIAL AID

All financial aid from the College is administered by the Committee for Financial Aid through the Director of Financial Aid. Students generally will be expected to meet part of their need through on-campus and off-campus employment, and through the use of loan funds. The total financial assistance a student receives cannot exceed need, as determined by the Financial Aid Office.

## TERMS OF FINANCIAL ASSISTANCE

All financial aid is awarded on the basis of the following factors:

**Need**—In all cases where financial aid is sought, the College subscribes to the idea that the assistance should be given to the student, who, without such aid, would

be unable to attend college and further that the family of a student is expected to make a maximum effort to assist with College expenses. Financial assistance from college and other sources should be viewed only as supplementary to the efforts of the family.

**Intellectual Promise**—A freshman must give evidence through secondary school records and test results of ability to achieve success in college. Upperclass candidates must be in good standing at the time of application.

**Leadership**—The recipient shall show evidence of leadership by participation in school and community activities.

**Character**—The recipient shall have an outstanding character as demonstrated by the ability to assume responsibility and by loyalty to standards of high personal worth.

## PROCEDURE

All students making application for full-time undergraduate study will automatically be sent information and an Application for Financial Aid upon return of the application for admission. This application should be returned to the Financial Aid Office by all students who wish to apply for assistance.

The Financial Aid Form of the College Scholarship Service of Princeton, New Jersey should be filed *no later than February 15*. Forms are available at your high school guidance office or from the College Scholarship Service, Princeton, New Jersey. *Students who are considering applying under the "Early Decision Program" offered by Springfield College, should refer to page 9 for additional information on financial aid deadlines.*

Students applying for a Perkins Loan must, in addition, complete the student loan application of the Springfield College application for student aid.

If applications are to be made for both grants and National Direct Student Loans, they should be made at the same time.

Final action is taken on applications for financial assistance only after the decision regarding acceptance is made. Notification to the candidate is always in the same sequence. Decisions are made no later than the Fifteenth of April.

**Important**—To be considered for financial aid, both freshman and transfer students must complete and return the necessary forms to the student Financial

Aid Office by the published deadline. Recipients of awards should know that no grant or loan is automatically renewed. Application for assistance must be made each year. Forms will be made available after the Fifteenth of December.

# Residence Halls on Campus

At Springfield College, living in a college residence hall is an educational experience. While it must be assumed that the major function of housing at any institution is the physical accommodation of the student, the College residence hall program is designed in the belief that learning is not confined to the classroom.

Residence halls are staffed with Resident Directors and Assistant Directors who are members of the Student Personnel Staff at the College. In addition, each dormitory has a complete staff of undergraduate Resident Assistants. These people are available to assist students in a variety of ways and to help create an environment within each hall that is conducive to studying, as well as to living harmoniously with others in a generally pleasant atmosphere.

A senate or council, composed of students elected from within each dormitory, serves as a governing body of each residence hall and is responsible for developing a democratic way of life with regard to the established rules and regulations of the College, planning social functions, and providing programs of interest to their fellow residents.

Facilities found in each residence hall include lounges, laundry rooms and vending machines. Each room is furnished with a bed, desk, chair and a dresser for each student. Student rooms also contain one overhead light and at least one base plug. Students are expected to provide their own linen, blankets, pillows, lamps, curtains, rugs, pictures, mirrors, wastebaskets and other furnishings.

Each room is provided with a telephone jack and telephone service. Phone service is available at no additional cost; however, you will be billed monthly by the phone company for all long-distance calls. Students must furnish their own rotary telephones (push-button will not operate on our system). You will probably want to check with your roommates before buying a phone to avoid duplication of phones in one room.

Cooking is *not permitted* in the student rooms and hot plates and pets are *strictly* prohibited. As the College takes no responsibility for lost items, all clothing and personal belongings should be *clearly marked* to insure identification and avoid loss. It is suggested that parents extend their "homeowner" coverages to include the student while at College.

*All Freshmen are required to live on campus.* A \$5.00 deposit is required for each key issued to resident students, one to the dormitory and one to the student room, which is credited when the keys are returned upon departure from school. There is also a

\$10.00 fee for "Dorm Dues" used for planning social functions, and a \$20 Residence Hall Fee used to pay for unaccounted-for dorm damage and to purchase items desired by residents, i.e., TV, lounge and recreation equipment, etc.

# Athletics at Springfield

Springfield College has a long and distinguished athletic tradition which encompasses nearly a century of athletic competition and includes outstanding competitors, coaches and administrators. Many have been nationally known contributors to the world of sport such as Amos Alonzo Stagg, known as "The Dean of Football Coaches"; William C. Morgan, generally credited with the development of the game of volleyball; and James Naismith, who originated the game of basketball on the Springfield College campus in 1891.

Springfield's intercollegiate program continues to be one of the most prestigious in the East, with the college's varsity teams playing an exceptionally strong schedule of college and university division teams. Many of Springfield's varsity teams as well as individual athletes have the opportunity to participate in post-season championship competition, and one percent of the student body earns All-American recognition each year. The college is a member of the Northeast-10 Conference, the Eastern College Athletic Conference and the National Collegiate Athletic Association.

However, the primary task of athletic competition at the college is to develop its young men and women mentally, emotionally, spiritually and physically. The competitive spirit among Springfield athletes, whether on the intercollegiate or intramural level, has been one of the College's major assets.

An outstanding staff of professionally-trained coaches, many of them nationally and internationally prominent, assures thorough individual instruction in all sports.

More than 50 percent of the student body participates in the intercollegiate athletic program. The men compete in 13 varsity sports: baseball, basketball, cross country, football, golf, gymnastics, lacrosse, soccer, swimming, tennis, track, volleyball and wrestling. In addition, there are sub-varsity teams in baseball, basketball, football and soccer.

Women's athletics at Springfield boasts a tradition of excellence matched by few institutions. The "Maroons" have a 34-year history of successful competition on the local, regional and national level. The first national competitive championship in gymnastics was held on the campus, with Springfield winning the national title. Springfield's varsity teams have also compiled a long list of other regional and national titles.

The College offers the highly skilled female athlete competitive varsity programs in the following 12 sports: basketball, cross country, field hockey, golf, gymnastics, lacrosse, soccer, softball, swimming, tennis, track and volleyball. Separate sub-varsity teams compete in basketball, field hockey, soccer and softball. Students are permitted to play on one team per season and must maintain full-time undergraduate standing. All standards for participation as well as rules governing the individual sports are those of the National Collegiate Athletic Association (NCAA). Springfield's "Who's Who" staff of nationally known coaches are members of the College's teaching faculty.

Springfield also offers an extensive intramural athletic program for men and women which features competition in flag football, cross country, baseball, softball, wrestling, soccer, floor hockey, basketball, racquetball, track, badminton, frisbee, volleyball, recreational and synchronized swimming, tennis and gymnastics. More than 60% of the student body participates in the intramural program at the College.

*NCAA Divisions I and II institutions have adopted certain academic require-*

ments that must be met for a student to qualify for participation (i.e., practice and competition) in intercollegiate athletics and for the receipt of athletically related financial aid as a freshman.

Students entering NCAA Division II institutions as full-time freshman in the fall of 1989 and thereafter must meet the following requirements:

- accumulative minimum grade-point average of 2.000 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 11 academic courses including at least three years of English, two years in mathematics, two years in social science and two years in natural or physical science (including at least one laboratory course, if offered by the high school)
- as well as a (minimum) 700 combined score on the SAT verbal and math sections or a (minimum) 15 combined on the ACT

# Programs of Study

## ART IN URBAN LIFE

The art major offers all students the opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations.

Graduates of this Art Major will find they are well prepared for the many new professional career-oriented opportunities available to them in art.

It is the underlying philosophy of this major that students maturing as artists have a responsibility to share and lead in developing a better and more meaningful society.

This commitment by the art department, its faculty and students to artistic and social responsibility is the essence of the Springfield College Humanics philosophy. The prime objectives of the art major are:

To develop the creative and imaginative skills of each student in the visual arts.

To sensitize each student to the aesthetic needs of people.

To help each student, as an emerging artist, focus upon the many professional career opportunities in the visual arts.

To encourage all students to use their talent in the visual arts for constructive change of the highest order within society.

Each art major is encouraged to develop a specific area of concentration within the art program. Each of these concentrations offers an excellent foundation for the many new career opportunities in the visual arts.

A number of field work courses tailored to each student early in his/her educational program allow for first hand on the job experiences in a real world setting. A full spectrum of studio courses affords students the development of their personal talents in the visual arts. An assortment of methods, techniques, materials and philosophies challenge the art majors to express themselves to their fullest potential. Advanced studio courses in painting, printmaking, sculpture, ceramics and computer graphics can lead to graduate degree programs in each of these disciplines.

Whenever possible, prospective students are to arrange to meet with the Chairman of the Art Department with their art portfolios. Details of portfolio preparation and other related information can be obtained by contacting: Prof. William Blizard, Chairman, Visual and Performing Arts Department, 1-413-788-3300.

## **ART THERAPY**

Art therapists work with emotionally, physically or socially disabled people to help them organize feelings, thoughts and memories into visual forms. Employment may occur in hospitals, clinics, institutions, prisons, rehabilitation centers, nursing homes, with individuals, groups or families.

Art majors may choose a concentration in any one of the following areas:

## **COMPUTER GRAPHICS**

The use of sophisticated computers enables artists to easily create all types of art work from simple lettering to complex pictures, illustrations and three dimensional images. Commercial art, film, video or television are some of the areas open to computer graphic artists.

## **ARTS MANAGEMENT**

The arts manager needs to have a knowledge of financial, marketing and management issues. Private and corporate foundations, museums, art centers or in the entertainment and lecture industry provide possible opportunities for the arts manager.

## **SCIENTIFIC ILLUSTRATION**

Scientific illustrators may work on illustrating medical or biological textbooks or magazines. Employment opportunities include hospitals, research institutions, technical and medical publishing houses, or illustrators may work free-lance.

## **MUSEUM STUDIES**

A career in museum studies may lead to professions of museum registrar, exhibit designer, public relations specialists, art librarian, conservator, restorer, museum educator and museum curator and director.

## **STUDIO ART**

A career as a fine artist encompasses the disciplines of painting, printmaking, ceramics and sculpture. Most fine artists work independently or with a professional agent or art gallery. Teaching of art at the college level is possible with a Master's Degree in art.

## **ART MAJOR REQUIREMENTS**

	Semester Hours
All College Requirements	32-34
Departmental Requirements (Depending upon program)	44-59
Electives - Non-art courses	12-44
Electives in Consultation with Advisor	10-25
Total	130

## **MINOR IN ART**

The Art Department offers a minor in art for students wishing to continue their study in the Visual Arts. This series of courses affords each student the opportunity to expand and develop their visual arts skills in a wide range of studio courses. The minor in art encourages all students to utilize their creativity and imagination in such studio disciplines as crafts, drawing, painting, photography, pottery, print making and sculpture. Students considering the minor in art should consult with the Chairman of the Art Department.

### **ART DEPARTMENT ART MINOR REQUIREMENTS TOTAL SEMESTER HOURS OF CREDIT 24-26 S.H.**

#### **I. REQUIRED ART COURSES**

- ARTS 5: SENSITIVITY AND THE CREATIVE PROCESS
- ARTS 15: STUDIO IN DRAWING
- ARTS 16: STUDIO IN DESIGN
- ARTS 28: URBAN ECOLOGY & THREE DIMENSIONAL DESIGN
- ARTS 120: AMERICAN ART OF THE 20TH CENTURY

#### **II. ELECTIVES IN ART: CHOICE OF TWO (2) COURSES**

- ARTS 3: STUDIO IN PAINTING
- ARTS 14: STUDIO IN PRINTMAKING
- ARTS 20: STUDIO IN SCULPTURE
- ARTS 106: FIGURE DRAWING

#### **III. ELECTIVES IN ART: MINIMUM OF 4-6 S.H.**

- ARTS 1: INTRO TO CRAFTS
- ARTS 25: STUDIO IN PHOTOGRAPHY
- ARTS 26: STUDIO IN POTTERY
- ARTS 118: MODERN EUROPEAN ART
- ARTS 150: ADVANCED STUDIO IN ART

## **ATHLETIC TRAINING MAJOR**

The Athletic Training major is a competency based program designed to provide professional preparation leading toward eligibility to take the National Athletic Trainers Association (NATA) Certification Exam. The program has "approved status" of the National Athletic Trainer's Association.

In addition to prescribed coursework, students will complete a minimum of 800 clock hours of clinical experience under the direct supervision of certified athletic trainers. This practicum experience is sequenced to facilitate learning of both theoretical and clinical competencies and judgment skills needed by the athletic trainer.

As required by the National Athletic Trainer's Association, guidelines must be adhered to in order to retain our program approval. Among these guidelines is one which requires a maximum 8:1 ratio of students to certified clinical instructor. To



comply with this guideline, we must therefore, restrict our enrollment in the Athletic Training Major. The Admissions process for applicants to the Athletic Training major may include an additional interview conducted by the Athletic Training Faculty. Admission to the major will be dependent upon a composite profile of each applicant relative to the applicant pool.

The major provides supplemental preparation via three tracks: (1) Physical Education Teacher Preparation (2) Health/Fitness and (3) Individual.

For students interested in seeking employment in the public school sector as an athletic trainer and a certified Physical Education teacher, the Physical Education track leads to certification eligibility as a Physical Education teacher and an Athletic Trainer. Students interested in this option should familiarize themselves with the information presented in this catalog which explains the Physical Education major. Much of the information presented in that section pertains to the Athletic Training Teacher preparation track.

The Health/Fitness track is designed to provide preparation as an exercise specialist. Students interested in Athletic Training with the goal of entering the private sector of Sports Medicine might elect this program track. As a Certified Athletic Trainer and a Health/Fitness specialist, individuals may seek employment in the corporate or clinical sports medicine sectors servicing clients through injury prevention, treatment, rehabilitation, and exercise prescription. Individuals interested in this option should familiarize themselves with the section of the catalog which explains the Health/Fitness major. Much of the information presented in that section is applicable to the Athletic Training-Health Fitness track.

The individual track is a student/faculty designed series of courses designed to meet the students' specific career goals. Students who do not choose either of the other tracks can petition the athletic training faculty to complete the individual track. Examples of individual tracks have included courses in health, biology, emergency medical services, and other teacher certification preparation areas.

A minimum of 132 semester hours is required for graduation. All courses prescribed by number and by title are required and must be completed to satisfy graduation requirements. These required courses are composed of All-College Requirements, the Athletic Training Core, the Track Core, the Skills and Techniques Core and Electives.

Students interested in the Teacher Physical Education or Health Fitness tracks may need to complete in excess of the minimum of 132 semester hours.

## **HEALTH/FITNESS TRACK ATHLETIC TRAINING CORE OPTIONS**

### **I. ATHLETIC TRAINING CORE (69-71 S.H.)**

- \* HLTH 1: Personal and Community Health
- \* BIOL 10: Anatomy and Physiology
- \* BIOL 11: Anatomy and Physiology
- \* PSYC 1: Introduction to Psychology
- HLTH 3: Advanced First Aid OR
- HLTH 5: EMT
- \* CHEM 15: Chemistry Survey
- \* PHYS 15: Physics Survey
- PHED 1: HFIT/PE as Professions
- PHED 5: Motor Learning and Development
- PHED 19: Kinesiology and Biomechanics
- PHED 103: Physiology of Exercise
- PHED 125: Prevention and Care of Ath. Inj.
- PHED 110: Performance Assessment
- PHED 209: Phy. Educ. for Atyp. Children
- HLTH 160: Drugs and Society

HLTH 151: Introduction to Nutrition  
 HLTH 275: Stress Management  
 HFIT 130: Health Fitness Teaching Methodology OR  
 PSYC 4: Educational Psychology  
 PSYC 222: Interviewing and Counseling  
 ATRN 95: Introduction to Ath. Training  
 ATRN 205: Advanced Therapeutics in A.T.  
 ATRN 206: Advanced Prev. and Care A.T.  
 ATRN 196: Practicum in Ath. Training  
 ATRN 197: Practicum in Ath. Training  
 ATRN 297: Practicum in Ath. Training  
 PEPC 110: Conditioning and Fitness  
 PEAC 120: Relaxation

\* Count as A.C.R.

## **II. INDIVIDUALIZED TRACK SKILLS Minimum (3 S.H.)**

(Based on A.C.R. 4 S.H. 1 S.H. taken in A.T. Core)

All Required:

PEPC 100: Fit for Life

Gymnastics

Swimming

Track and Field

Team Sport (lax, soccer, etc.)

## **III. ALL-COLLEGE REQUIREMENT CORE (22-24 S.H.)**

### **ATHLETIC TRAINING MAJOR TEACHER PREPARATION TRACK**

#### **I. PHYSICAL EDUCATION DISCIPLINE CORE (5 S.H.)**

PHED 128: Psycho/Social Foundation of SP

PHED 299: Philosophical Inquiry Into PE

HPER 1: Outdoor Pursuits

#### **II. PHYSICAL EDUCATION PEDAGOGY CORE (9 S.H.)**

PHED 6: Elementary PE Program OR

PHED 136: Secondary PE Design & Impl.

PHED 108: Adapted PE Programming (Can substitute "Program Chng." PHED 209)

PHED 221: Org. and Ad. of Ed. & PE

PHED 225: Curricular Devel. in PE

PHED 295S: Senior Seminar

#### **III. LEVEL CORE = 19 S.H.**

##### **Elementary**

PHED 7: Pre-Practicum for Pre-School and Primary Level

PHED 8: Pre-Practicum for Intermediate Level

EDUC 60: Growth & Development-Prenatal Adolescence

EDUC 137: Mult. Cult

PHED 254: Physical Education Practicum in Teaching

**Secondary**

PHED 148:	Pre-Practicum Grades 7-9
PHED 150:	Pre-Practicum Grades 10-12
MODULES:	(Both taken in the same semester)
EDUC 137:	Mult. Cultural
EDUC 218:	AVA Media Methods
PHED 112:	Principles & Problems of Coaching
PHED 254:	Practicum in Physical Education (5-12)

#### IV. **PHYSICAL EDUCATION TEACHER PREPARATION SKILLS REQUIREMENT – BY YEAR**

**Freshman**

PEPC 100:	Fit for Life
PEPC 25:	Self Def./Wrest.
PEPC 183:	Gymnastics I
PEPC 204:	Swimming
PEPC 238:	Fund. of Rhythm
PEPC 251:	Flag Football
PEPC 255:	Soccer
PEPC 263:	Track & Field I

**Sophomore**

PEPC 110:	Cond. & Fitness
PEPC 184:	Gymnastics II
PEPC 132:	Folk Dance
PEPC 244:	Basketball
PEPC 258:	Volleyball
PEPC 264:	Track & Field II
PEPC 282:	Tennis

Skill Selectives:

(May be taken ANY Semester)

Aquatics

Fitness

**Junior**

PEPC 256: Softball

Skill Selectives:

(May be taken ANY Semester)

Adventure/Leisure Pursuits:

**Level Skills – Elementary**

PEPC 231:	Educ. Dance
PEPC 246:	Educ. Games
PEPC 248:	Educ. Gymnas.
PEPC 247:	Fit. for Children

**Level Skills – Secondary**

PEPC 150:	Field Hockey
PEPC 211:	Aerobic Dance
PEPC 193:	Outdoor Adven.
PEPC 254:	New & Fld. Games

**Senior**

Ind./Dual

PEAC 120: Relaxation

### **ATHLETIC TRAINING MAJOR HEALTH FITNESS TRACK**

#### **I. HEALTH FITNESS TRACK CORE (43-48 S.H.)**

BUSM 5:	Introd. to Business
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HPER 1:	Outdoor Pursuits
*ENGL 102:	Business and Tech Writing
HFIT 160:	Physical Fitness
HFIT 110:	Prev.-and Inter.
HFIT 150:	Practicum in H/F
BUSM 102:	Marketing Management
HLTH 152:	Applied Nutrition
HFIT 200:	Management HFIT Prog.
HFIT 210:	Methods of Ex. Select & Ldrship
HFIT 254S:	H/F Fieldwork
CISC 10:	Computer Concepts OR
CISC 70:	Computer Science/Pascal
	Outdoor Pursuits

\*Count as an A.C.R.

## II. HEALTH FITNESS TRACK – SKILLS (7 S.H.)

PEPC 100:	Fit For Life (Freshmen only)
PEPC 211:	Aeorbic Dance
PEAC 182:	Tennis OR
PEAC 163:	Badminton or Squash
PEAC 138:	Volleyball OR
PEAC 144:	Basketball
PEAC 176:	Raquetball
PEAC 104:	Swimming
PEAC 116:	Jogging
PEAC 115:	Fitness Swimming OR
PEAC 197:	Ski Touring
PEAC191:	Orienteering

### Skill Electives:

Gymnastics (recommended)  
Team Sport (recommended)

(1 S.H. taken under A.T. Core Total 8 S.H.)

The College's undergraduate programs in physical education, health education, elementary education, and early childhood education are approved by the Massachusetts Department of Education, and graduates are eligible for certification reciprocity in recognition of coursework by all state departments of education that are members of the National Association of State Directors of Teacher Education and Certification.

## BIOLOGY

The Biology Department, with the support of the Departments of Chemistry, Physics and Mathematics, offers a number of programs emphasizing the basic biological, health and environmental sciences. Undergraduate study may be pursued which will lead to acceptance in graduate schools, schools of Medicine and Dentistry and to careers in Laboratory sciences in hospitals, government or industry. Students may also prepare for professional positions in nature interpretation or conservation. (See also Environmental Health and Technology and Medical Technology/Laboratory Science).

### Biology

All-College Requirements (see page 103 )

### Departmental Requirements:

BIOL 4-5:	Bioscience
BIOL 70:	Plant Biology
BIOL 80:	Genetics
*Biology Electives	
CHEM 1-2:	General Chemistry
CHEM 21-22:	Organic Chemistry
CHEM 23-24:	Organic Chemistry Lab
PHYS 21-22:	General Physics
MATH	

\*Electives

\*Chosen in consultation with Academic Advisor

Students wishing to enter medical or dental schools are advised by an interdepartmental preprofessional committee.

Beginning at the end of the sophomore year, student academic progress is evaluated each year. Students whose scientific index falls below a 2.5 average and includes grades below C- will be given probationary status. Certification for graduation in this major/program is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. This potential is demonstrated by a student maintaining an academic index of 2.5 (or above) in all science courses stipulated for this major/program or maintaining an academic index of no less than 2.0 in all science courses stipulated for this major - with no individual grades below C-. In addition, each student will be required to demonstrate scholarly achievement by presentation of a seminar or the passing of a comprehensive written examination. Students failing to meet these requirements will be denied graduation as a departmental major.

Students enrolled in the Biology Department programs may, upon presentation of evidence of high academic performance, be elected to Beta Beta Beta, the National Biology Honor Society, during the second semester of their Junior or Senior year.

### BIOLOGY MINOR—GENERAL

The Biology Minor—General is *not* intended to satisfy requirements for teaching certification at the secondary school level.

#### CORE

BIOL 1:	Basic Concepts OR	BIOL 4-5:	Bioscience
BIOL 70:	Plant Biology		
BIOL 10-11:	Anatomy & Physiology		
BIOL 150:	General Ecology		

#### Plus

A minimum of 4 S.H. of other Biology offerings for which the student has satisfied prerequisites.

#### Plus

CHEM	(4 to 8 S.H.)
PHYS	(4 to 8 S.H.)

Students failing to maintain a 2.5 academic index in these subjects through the Senior year will be denied certification for graduation in a departmental minor.

## **BIOLOGY MINOR—NATURAL HISTORY EMPHASIS**

The Biology Minor—Natural History Emphasis is not intended to satisfy requirements for teaching certification at the secondary school level.

### **CORE**

BIOL 1: Basic Concepts OR BIOL 4-5: Bioscience  
BIOL 64: Flora of New England OR BIOL 65: Horticulture  
BIOL 77: Ornithology

#### **Plus**

One course from those listed below or one or more of the “Core” courses not previously selected.

BIOL 70: Plant Biology  
BIOL 150: General Ecology  
BIOL 178: Aquatic Biology

Students failing to maintain a 2.5 academic index in these subjects through their Senior year will be denied certification for graduation in a departmental minor.

## **BUSINESS MANAGEMENT**

The Business Management major addresses itself to the increasing need for managerial skills and techniques of business demanded by both the institutions of commerce and finance and the human-helping agencies. By offering a combination of the traditional business core and exposure to the applied and behavioral science strengths of the College, the major will educate men and women for entry positions in a wide variety of people-oriented management careers.

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

## **BUSINESS MANAGEMENT**

All-College Requirements (see page 103)

Business Requirements (78 Semester Hours)

### **Freshman Year**

#### *Fall Term*

HSAD 36: Group Dynamics  
MATH 23: Business Math  
PHIL 3: Conflict of Ideals

#### *Spring Term*

BUSM 5: Intro to Business  
MATH 21: College Algebra  
CISC 10: Intro to Computer

### **Sophomore Year**

BUSM 10:	Accounting	I	BUSM 11 :	Accounting
II				
ECON 1:	Principles of Macro	ECON 2:	Principles of Micro	
BUSM 26:	Principles of Management	BUSM 70:	Business Law	
ENGL 102:	Business & Tech Writing	CISC 40:	Microcomputers	

### **Junior Year**

BUSM 100:	Managerial Accounting	BUSM 105:	Financial Management
ECON 107:	Managerial Economics I	ECON 108:	Managerial Econ II
ECON 117:	Money and Banking	BUSM 102:	Marketing Management
BUSM 120:	Statistics for Business	PHIL 125:	Business Ethics

### **Senior Year**

ECON 135:	Bus., Gov't & Society	BUSM 202S:	Bus Policy & Control
BUSM 201:	Quantitative Methods	BUSM 205:	Managerial Supervis.

Free Electives\* 18-20

\*Chosen in consultation with academic advisor

## **CHEMISTRY/BIOLOGY MAJOR**

The CHEM/BIO major is an interdisciplinary major sponsored by the Biology and Chemistry Departments. The growing interrelationship between these two sciences has created a wide variety of opportunities for peoples having an understanding of both disciplines. To enable students to take advantage of these opportunities two programs of study are available.

### **CHEM/BIO PROGRAM**

The aim of the CHEM/BIO program is to provide a strong academic background in Chemistry and Biology leading to graduate study or entry-level positions in industry that traditionally require subsequent advanced study. Students can pursue careers in Chemistry, Biology or the numerous interface areas such as the health professions, biochemistry, pharmacology, toxicology, etc.

### **CHEM-BIO MAJORS**

#### **I. CHEM/BIO PROGRAM:**

##### **A. All-College Requirements**

\*4 SH. Science requirement included in curriculum below.

##### **B. Required Courses/or equivalents**

1. BIOL 4-5: Bioscience  
BIOL 70: Plant Biology  
BIOL 80: Genetics  
BIOL 115-116: Microbiology  
or  
BIOL 208: Cell Biology

A minimum of two courses selected from the Science Electives below (C)

2. Chemistry
  - CHEM 1-2: General Chemistry
  - CHEM 21-22: Organic Chemistry
  - CHEM 23-24: Organic Chemistry Lab
  - CHEM 32: Biological Chemistry
  - CHEM 33: Biological Chemistry Lab
  - CHEM 41: Quantitative Analysis
  - CHEM 42: Quantitative Analysis Lab
  - CHEM 110: Physical Chemistry with Biol. Application
  - CHEM 111: Physical Chemistry Lab

3. Mathematics
  - MATH 27-28: Calculus I-II

4. Physics
  - PHYS 21-22: General Physics

5. Demonstrated Proficiency in a Computer Language

C. Science Electives (minimum of two, see 1 B, above)

- BIOL 109:110: General Histology
- BIOL 150: General Ecology
- BIOL 170: Lab Instrumentation and Methodology
- BIOL 188: Comparative Vertebrate Anatomy
- BIOL 220: Cellular and Comparative Physiology

D. Free Electives (Chosen in consultation with Faculty Advisor)

## **BIO/CHEMICAL TECHNOLOGY PROGRAM**

The BIO-CHEMICAL TECHNOLOGY program is designed to prepare students for entry-level positions that require extensive technical training in both Biology and Chemistry, such as laboratory technicians in industry, hospitals, government and the newer biotechnology companies.

### **II. Program in Bio/Chemical Technology**

#### **A. All-College Requirements**

\* 4 SH Science requirements included in curriculum below.

#### **B. Required Courses/Equivalents**

1. Biology
  - BIOL 4-5: Bioscience
  - BIOL 70: Plant Biology
  - BIOL 80: Genetics
  - BIOL 115-116: Microbiology
  - BIOL 170: Lab Instrumentation and Methodology
2. Chemistry
  - CHEM 1-2: General Chemistry
  - CHEM 30: Organic Chemistry Survey.
  - CHEM 31: Organic Chemistry Survey Lab
  - CHEM 32: Biological Chemistry



CHEM 33: Biological Chemistry Lab  
CHEM 41: Quantitative Analysis  
CHEM 42: Quantitative Analysis Lab

3. Mathematics  
MATH 27-28: Calculus I-II  
or/  
MATH 21-22: Algebra; Precalculus Math
4. Physics  
PHYS 21-22: General Physics
5. Demonstrated Proficiency in the Use of the Computer

C. Science Electives (Minimum of two)

BIOL 109-110: General Histology  
BIOL 150: General Ecology  
BIOL 220: Cellular and Comparative Physiology  
CHEM 110-111: Physical Chemistry with BIOL applications

D. Free Electives (Chosen in consultation with Faculty Advisor)

Beginning at the end of the sophomore year, student academic progress is evaluated each year. Students whose scientific index falls below a 2.5 average and includes grades below C- will be given probationary status. Certification for graduation in this major/program is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. This potential is demonstrated by a student maintaining an academic index of 2.5 (or above) in all science courses stipulated for this major/program or maintaining an academic index of no less than 2.0 in all science courses stipulated for this major - *with no individual grades below C-*. In addition, each student will be required to demonstrate scholarly achievement by presentation of a seminar or the passing of a comprehensive written examination. Students failing to meet these requirements will be denied graduation as a departmental major.

## COMPUTER AND INFORMATION SCIENCES

The Computer and Information Sciences Major at Springfield College is a professional program of study which includes two tracks of study: Management Information Systems and Computer Science respectively. The student can postpone his/her decision of which track to follow until the end of the freshman year without any significant impact on his/her program curriculum.

The Management Information Systems track prepares computer professionals with advanced skills in computer information processing and business management. Students learn about the latest technological advances in both computer software and hardware applications within a business enterprise. Through a carefully coordinated program of study, graduates of the program can advance into high-level management positions in large corporations having a corporate structure which includes a Division of Information Services or smaller enterprises requiring the management and processing of significant data banks.

The Computer Science track provides the student with a more traditional education in computer science. Both theoretical and applied aspects of computer science are stressed. The student who elects to pursue the Computer Science track acquires important marketable skills in computer programming, algorithm design and

analysis, hardware design and analysis, and software engineering. Students can tailor their electives to emphasize any combination of theoretical and applied computer science and mathematics courses, as well as pursue minors in programs such as Business Management. Graduates of the Computer Science program track have the flexibility to obtain employment in a variety of industries requiring computational skills as well as a sound knowledge of computer systems hardware, computer programming, and the use of standard microcomputer applications programs.

## COMPUTER AND INFORMATION SCIENCES MAJOR

### ALL COLLEGE REQUIREMENTS

#### Core Requirements

CISC 20:	Intro. to Computer-Based Management Systems
CISC 40:	The World of Microcomputers
CISC 70:	Intro. Computer Science with Pascal
CISC 100:	Data Structures
CISC 110:	Data Base Development and Management
CISC 150:	Computer Logic Design
CISC 155:	Data Communications
CISC 205S:	Computer Systems Seminar

#### Program Tracks

##### Management Information Systems Requirements 60 S.H.

Each of the following courses  
is 3 S.H. credit.

BUSM 10:	Principles of ACCT I
BUSM 11:	Principles of ACCT II
BUSM 26:	Principles of Management
BUSM 102:	Marketing Management
BUSM 105:	Financial Management
BUSM 201:	Quantitative Methods
BUSM 202:	Business Policy & Ctrl
CISC 55:	RPG and Data Processing
CISC 80:	COBOL & File Processing
CISC 85:	Advanced COBOL
CISC 120:	Systems Analysis and Software Design
CISC 140:	Office Automation
ECON 1:	Principles of Macroecon
ECON 2:	Principles of Microecon
ENGL 102:	Business & Technical Writing
HSAD 36:	Introduction to Group Dynamics
MATH 21:	College Algebra
MATH 23:	Business Mathematics
MATH 40:	Contemporary Mathematics
MATH 130:	Probability and Statistics

##### Computer Science Requirements 41 S.H.

Each of the following require-  
ments is 3 S.H. credit, except where  
noted otherwise.

CISC 68:	Computer Program Fortran
CISC 95:	Computer Organ.
CISC 170:	Computer Arch.
CISC 190:	Operating Systems Analysis
ENGL 102:	Business & Tech Writing
MATH 27:	Calculus I
MATH 28:	Calculus II
MATH 40:	Contemporary Math
MATH 50:	Linear Algebra
MATH 130:	Probability and Statistics
MATH 200S:	Introductory Discrete Math
Laboratory Sciences 8 S.H.	

Free Electives 11 S.H.  
 Total Required for  
 Graduation 130 S.H.

Free Electives 30 S.H.  
 Total Required for  
 Graduation 130 S.H.

## COMPUTER AND INFORMATION SCIENCES MAJOR

### SCHEDULE OF REQUIRED COURSES BY YEAR

#### FRESHMAN YEAR

(Both Tracks)

##### *Fall Semester*

MATH req. (MATH 21 or MATH 27)  
 CISC 20

##### *Spring Semester*

MATH req. (MATH 23 or MATH 28)  
 CISC 40  
 CISC 70

#### Sophomore Year

MIS

*Fall*

BUSM 10

CISC 80

CISC 100

ECON 1

MATH 40

*Spring*

BUSM 11

BUSM 26

CISC 85

CISC 150

ECON 2

CS

*Fall*

CISC 100

MATH 40

*Spring*

CISC 95

CISC 150

#### Junior Year

MIS

*Fall*

BUSM 102

CISC 110

(CISC 155)

CISC 140

HSAD 36

*Spring*

BUSM 105

CISC 55

CISC 120

(CISC 205S)

ENGL 102

MATH 130

CS

*Fall*

CISC 110

(CISC 155)

MATH 50

LAB SCI

*Spring*

CISC 68

CISC 205S

(MATH 200S)

ENGL 102

LAB SCI

MATH 130

#### Senior Year

MIS

*Fall*

BUSM 201

CISC 155

(CISC 110)

*Spring*

BUSM 202S

CISC 205S

(CISC 120)

*Fall*

CISC 155

(CISC 110)

CISC 170

CS

*Spring*

CISC 190

MATH 200S

(CISC 205S)

## COMPUTER SCIENCE MINOR

#### Prerequisite:

Minimum of 3 S.H. to be chosen from MATH 21, MATH 22, MATH 27, MATH 40, MATH 50.

#### Requirements:

CISC 70:

CISC 150:

Introduction to Computer Science with PASCAL  
 Computer Logic Design

plus any four of the following courses:

CISC 68:

CISC 95:

Computer Programming in FORTRAN  
 Computer Organization

CISC 100:	Data Structures
CISC 170:	Computer Architecture
CISC 190:	Operating Systems Analysis

## COMPUTER PROGRAMMING MINOR

### Prerequisite:

Minimum of 3 S.H. to be chosen from MATH 21, MATH 22, MATH 27, MATH 40, MATH 50.

### Requirements:

CISC 65: Computer Programming in BASIC

plus any five of the following courses:

CISC 55:	RPG and Data Processing
CISC 68:	Computer Programming in FORTRAN
CISC 70:	Introduction to Computer Science with PASCAL
CISC 80:	COBOL and File Processing
CISC 85:	Advanced COBOL
CISC 95:	Computer Organization
CISC 100:	Data Structures

## EMERGENCY MEDICAL SERVICES MANAGEMENT

It is estimated that each year, in the United States, over 100,000 individuals die because of the lack of prompt prehospital emergency care. Since the enactment of the Highway Safety Act of 1966 and the Emergency Medical Services Act of 1973, there have been many Emergency Medical Services (E.M.S.) established to decrease these fatalities. Each of these systems must be manned by personnel trained in emergency medical procedures to: stabilize patients at the scene; safely transport patients to a hospital; maintain a communications network; conduct education programs and manage a crisis scene. Emergency Medical Technicians obtain pride and satisfaction from helping people in trouble.

The degree program in Emergency Medical Services Management provides individuals with a broad-based general education and prepares young men and women for certification at various levels of Emergency Medical Services competency—up to the level of Paramedic. The Emergency Medical Service courses in the curriculum have been approved by the Massachusetts Department of Public Health, Office of Emergency Medical Services and are divided into three components: didactic, clinical (in-hospital), and field internship. Individuals completing this course of study are equipped with the capabilities to manage an E.M.S. network and/or emphasize Emergency Sports Injury Care.

# EMERGENCY MEDICAL SERVICES MANAGEMENT

## Requirements:

### Freshman

ENGL 3:	Written and Oral English
BIOL 10:	Anatomy and Physiology I
CHEM 15:	Chemistry Survey
HLTH 1:	Personal Health
HLTH 5:	Emergency Medical Training
PEAC 118:	Personal Fitness
ENGL 4:	Written and Oral English
BIOL 11:	Anatomy and Physiology II
BUSM 5:	Introduction to Business
PSYC 1:	Introduction to Psychology
EMSM 1:	Career Plan E.M.S.
EMSM 2:	Field Work
PEAC 120:	Relaxation

### Sophomore

MATH 20:	Fundamentals of Math
CISC 10:	Introduction to Computer Concepts
SPAN 11:	Elementary Spanish
HIST 1:	Survey of the History of Western Civilization
EMSM 3:	Continuing Education and CPR
EMSM 4:	Basic Field Work
PEAC 104:	Swimming
PHYS 15:	Physics for Movement Science
PHED 125:	Prevention and Care Athletic Injuries
SPAN 12:	Elementary Spanish
	Elective
EMSM 5:	Continuing Education and Basic Refresher
EMSM 6:	Basic Field Work
PEAC 205:	Lifesaving

### Junior

BIOL 114:	Bacteriology
HLTH 160:	Society and Drugs
ARTS	Expressive Arts—All College Requirement
EMSM 7:	EMT—Intermediate
EMSM 8:	Clinical Affiliation—Field Internship
PEAC 122:	Weight Training
BUSM 10:	Principle of Accounting I
RELI	Religion—All College Requirement
PHED 19:	Kinesiology/Biomechanics
SOCI 145:	Sociology of Death and Dying
EMSM 9:	EMT-Paramedic
EMSM 10:	Field Internship
PEAC 175:	Karate

### Senior

SOCI 155:	Medical Sociology
RHAB 25:	Introduction to Rehabilitation
BUSM 26:	Principles of Management
PHED 206:	Advanced Prevention and Care of Athletic Injuries
EMSM 11:	EMT—Paramedic
EMSM 12:	Clinical Affiliation
PEAC 195:	Rock Climbing
PHIL 3:	Conflict of Ideals: Values in a Changing Society
ENGL 102:	Business and Technical Writing

PHED 275:	Stress Management
RHAB 31:	Psychology of Disability
EMSM 13:	EMT—Paramedic
EMSM 14:	Field Internship
PEAC 279:	Self-Defense

## ENGLISH

The goals of the Department of English are to increase students' abilities in oral and written expression, to develop their proficiency in reading and analyzing literature, and to stimulate their appreciation, awareness and understanding of the fundamental human problems and situations revealed in great literature. It seeks further to develop their skills and techniques in the communicative arts. In order to accomplish these goals the Department offers a major with the following concentrations: English Literature, American Literature, Drama, Language and Communications, and Sports Journalism. A major without a concentration and minors are also available.

### ENGLISH MAJOR

#### All-College Requirements (see page 103)

In consultation with the English Department Faculty Advisor, students will select a **minimum** of 36 semester hours of course work in English beyond English 1 and 2, 3 and 4, or 5 and 6.

#### Department Requirements:

ENGL 41 and 42:	Survey of American Literature
ENGL 61 and 62:	Survey of English Literature
ENGL 195:	The Structure of American English
	<b>or</b>
ENGL 197:	The History of the English Language and
ENGL 200:	Seminar
ENGL 267 or 268:	Shakespeare

In addition to these courses:

Twelve (12) hours are needed to satisfy the requirements for a concentration; and a total of fifteen (15) hours are needed for the major.

Those students who elect a major without a concentration must take nine (9) hours of courses at the 100 or 200 level in addition to the departmental requirements and electives.

#### Concentration in English Literature

ENGL 121:	Chaucer and the Middle Ages
ENGL 132:	The Victorian Period
ENGL 133:	The Romantic Period
ENGL 149:	Modern British and American Poetry
ENGL 156:	Readings in the English Novel
ENGL 228:	Modern Drama
ENGL 243:	Milton and His Contemporaries

#### Concentration in American Literature

ENGL 52:	Afro-American Literature
ENGL 125:	Survey of American Drama from 1916
ENGL 146:	The American Short Story
ENGL 149:	Modern British and American Novel
ENGL 158:	Readings in the American Novel
ENGL 228:	Modern Drama
ENGL 259:	The Contemporary Novel

### **Concentration in Drama**

ARTS 2:	Fundamentals of Acting
ARTS 6:	Stage Production
ENGL 120:	Oral Interpretation of Literature
ENGL 125:	Survey of American Drama from 1916
ENGL 228:	Modern Drama

### **Concentration in Language and Communications**

ENGL 24:	Introduction to Journalism
ENGL 34:	Introduction to Communication
ENGL 101:	Advanced Composition
ENGL 120:	Oral Interpretation of Literature or
ENGL 102:	Business, Scientific, and Technical Writing
ENGL 143:	Film as Narrative Art
ENGL 147:	Filmmaking
ENGL 195:	The Structure of American English
ENGL 197:	The History of the English Language
ENGL 220:	Traditional Grammar and Usage

*Concentration in Sports Journalism (Non-English majors must complete ten hours of Sports Journalism courses in the English Department).*

ENGL 24:	Introduction to Journalism
ENGL 99:	Writing for the Student newspaper
ENGL 101:	Advanced Composition
ENGL 111:	Sports Information
ENGL 112:	Sportswriting
ENGL 116:	The Athlete in Literature
ENGL 119:	Electronic Journalism in Sports
ENGL 195:	The Structure of American English
ENGL 270:	Practicum in Sports Journalism
PHED 112:	Principles and Problems
PHED 270:	Sociology of Sport
PHED 298:	History of Physical Education and Sport
RLSR 3:	Introduction to Recreation and Leisure Services
RLSR 10:	Introduction to Community Recreation
RLSR 200:	Sports and Recreation Facility Management
RLSR 150:	Public Relations in Community Agencies

## **ENGLISH MINOR**

This minor requires completion of a minimum of eighteen semester hours of English courses beyond freshman English.

With the guidance of English Department faculty advisors, students may select courses from among the concentrations in American Literature, British Literature, Drama, Language and Communications, or Sports Journalism, and from among the English 15-Readings in Literature offerings. The student will be required to take at least two courses (6 s.h.) in American Literature and two courses (6 s.h.) in British Literature.

## **ENVIRONMENTAL HEALTH AND TECHNOLOGY**

The Environmental Health & Technology program addresses the need for meeting the challenge of improving the natural and working environment.



Because this challenge is multi-dimensional in nature, Environmental Health & Technology is interdepartmental and interdisciplinary. As a result of this interdisciplinary approach, a student will be well prepared for a career in an environmentally related field. The various areas which a student may select for a career include: Environmental Technology and Analysis, Environmental Administration and Management and Occupational Health/Industrial Hygiene.

Because the administration and coordination of the Environmental Health & Technology program requires participation on the part of several departments, the program is carefully administered under the leadership of a Director, by an Environmental Health & Technology Committee with representation from the faculty of several departments and the student body. Through our transition team, we offer a CO-OP program to qualified students who apply. This affords the opportunity to (1) gain actual on the job experience and (2) obtain some financial assistance. This co-op program is flexible as to time factors and may offer an opportunity to earn credit toward graduation.

Beginning at the end of the sophomore year, student academic progress is evaluated each year. Students whose scientific index falls below a 2.5 average and includes grades below C- will be given probationary status. Certification for graduation in this major/program is dependent evidence of an individual's demonstrated potential to practice science in a professional manner. This potential is demonstrated by a student maintaining an academic index of 2.5 (or above) in all science courses stipulated for this major/program or maintaining an academic index for this major - **with no individual grades below C-**. In addition, each student will be required to demonstrate scholarly achievement by presentation of a seminar or the passing of a comprehensive written examination. Students failing to meet these requirements will be denied graduation as a departmental major.

**A. Core for Environmental Health and Technological Program**

BIOL 4-5:	BioScience
BIOL 150:	General Ecology
CHEM 1-2:	General Chemistry
MATH	Flexible
CISC	Computers
PHYS 21,22:	General Physics
ENGL 102:	Bus./Tech. Writing

**B. All-College Requirements 30-32 S.H.**

**C. Program Selectives (35 S.H. required)**

BIOL 64:	N.E. Flora
BIOL 65:	Horticulture
BIOL 160:	Plant Physiology
BIOL 178:	Aquatic Biology
BIOL 114:	Bacteriology
BIOL 70:	Plant Biology
CHEM 41-42:	Quant. Analysis
CHEM 30-31:	Organic Survey and Lab
BIOL 170:	Lab. Instr. & Method
EH & T 110-111:	Adv. Env. Sci.
E.H. & T. 221S:	Seminar

## GERONTOLOGY MAJOR

Our society at every level is changed by the growth in our elderly population. The need for qualified professionals to deal with the aged has increased dramatically in all areas of life. These professionals interested in the aging process and how it affects society study all aspects of a person in order to service in the best possible way the aged population.

The major in Gerontology is interdisciplinary and involves the students in a wide variety of course selections. The major also reflects a merging of the scientific and applied aspects of the field. The purpose of this program is three-fold: It is designed for the student who wishes to pursue graduate work and research in social gerontology; it is designed to meet the academic needs of those students who wish to enter the fields of applied gerontology on completion of the baccalaureate degree; and it is designed to meet the requirements of the student wishing to continue graduate work leading to the Master of Social Work degree with a concentration in gerontology.

Students, after consultation with their assigned academic advisor, may combine courses in the Gerontology Major with courses outlined in the Health Services Administration Major to prepare for careers in Long-Term (geriatric) Health Care Administration.

In addition to the All-College Requirements, the following is a list of the required courses for the program in gerontology:

### REQUIRED COURSES:

SOCI 1:	Introduction to Sociology
PSYC 1:	Introduction to Psychology
PSYC 9:	Human Development
SOCI 10:	Introduction to Social Welfare
SOCI 60:	Sociology of the Family
SOCI 140:	Social Gerontology
SOCI 155:	Medical Sociology
SOCI 291:	Theories and Methods of Social Casework
RHAB 270:	Introduction to Rehabilitation
SOCI 191:	Supervised Experience in Gerontology (Fieldwork)

## HEALTH EDUCATION

Health Education is concerned with the health-related behaviors of people. Therefore, it must take into account the forces that affect those behaviors and the role of human behavior in the promotion of health and the prevention of disease. As a profession, it uses educational processes to stimulate desirable change or to reinforce health practices of individuals, families, groups, organizations, communities and larger social systems. Its intent is the development of health knowledge, the exploration of options for behavior and change and their consequences, and the choices of the action courses open and acceptable to those affected.

The program of study comprising the Health Education major is designed to develop knowledge and skills which will enable the individual to:

1. communicate health and health education needs, concerns, and resources;
2. determine the appropriate focus for health education;
3. plan health education programs in response to identified needs;
4. implement planned health education needs;
5. evaluate health education programs;
6. coordinate selected health education activities; and
7. serve as a resource for health and health education.

Positions are available in the professional field, some requiring additional

professional preparation beyond the bachelor's degree, including health educators in governmental and social agencies, public and private schools, and clinical settings such as hospitals and medical facilities. Specialists in this field serve in public health departments; social agencies such as the American Heart Association, American Cancer Society, and the American Lung Association, and in the allied areas of research, medicine, hospital administration, patient education, schools and health delivery institutions.

With increasing attention and concern focused upon the state of health and health practices of all segments of our American society, the future employment opportunities for qualified health educators seem to be both increasing and expanding.

The College offers an excellent curriculum for students interested in health education careers. Two tracks are contained within the major: health education/teacher preparation and community health. Students interested in becoming certified as public school teachers elect the teacher preparation track while those expecting employment in a setting outside the school environment select the community health track. Students in both tracks can supplement their majors with supportive concentrations in Psychology, Business, Health/Fitness or other areas of interest.

## COMMUNITY HEALTH CURRICULUM

### Freshman Year

#### Fall

ENGL 3:	Written & Oral English
HLTH 1:	Personal Health
PSYC 1:	Introduction to Psychology
BIOL 1:	Basic Concepts
HPER 100:	Fit for Life
All College Requirement	

#### Spring

ENGL 4:	Written & Oral English
CHEM 15:	Chemistry Survey
HLTH 2:	Personal & Community Health
SOCI 1:	Introduction to Sociology
Activity Course	
All College Requirement	

### Sophomore Year

#### Fall

BIOL 10:	Anatomy & Physiology
HLTH 3:	Advanced First Aid/CPR
HLTH 110:	Consumer Health
HLTH 160:	Drugs and Society
HLTH 143:	Community Health
Activity Course	
All College Requirement	

#### Spring

BIOL 11:	Anatomy & Physiology
HLTH 4:	Instructor Course: Advanced First Aid/CPR
HLTH 150:	Practicum in Community Health Service
PSYC 121:	Abnormal Psychology
Activity Course	
All College Requirement	
Selective	

## **Junior Year**

### *Fall*

HLTH 102: Methods and Materials in Health Education  
HLTH 151: Introduction to Nutrition  
HLTH 155: Human Sexuality  
BIOL 114: Bacteriology  
ECON 1: Principles of Macroeconomics  
Activity Course

### *Spring*

HLTH 152: Applied Nutrition  
ECON 2: Principles of Microeconomics  
EDUC 136: The Design and Production of Instructional Media  
PSYC 111: Introduction to Statistics  
Activity Course  
All College Requirement  
Selective

## **Senior Year**

### *Fall*

HLTH 225: Human Disease  
HLTH 230: Public Health Administration  
HLTH 265: Health Related Aspects of Aging  
PSYC 222: Interviewing & Counseling  
Selective  
Activity Course

### *Spring*

HLTH 251: Field Work in Community Health Education

### *Selective Courses:* (suggestions)

CISC 10: Introduction to Computer Concepts  
ECON 160: Health Economics  
HFIT 110: Prevention and Intervention in Health Fitness  
HFIT 275: Stress Management  
HLTH 101: Education for Family Living  
HLTH 270: Women's Health Care  
HSAD 283: Communication and Community Development  
PSYC 201: Motivation and Learning  
PSYC 218: Behavior Modification  
PSYC 231: Communication and Motivation in Organizations  
RLSR 150: Public Relations  
RLSR 245: Personnel Management

### *Activity Courses:* (suggestions)

Relaxation  
Jogging  
Conditioning and Fitness Programs

## **130 TOTAL CREDITS REQUIRED FOR HEALTH EDUCATION MAJORS**

(128 Academic, 4 S.H. in Skills)

# SCHOOL HEALTH CURRICULUM

## Freshman Year

### Fall

ENGL 3: Written & Oral English  
HLTH 1: Personal Health  
PSYC 1: Intro. to Psychology  
BIOL 1: Basic Concepts  
Activity Course  
HPER 100: Fit for Life  
All College Requirement

### Spring

ENGL 4: Written & Oral English  
CHEM 15: Chemistry Survey  
HLTH 2: Personal & Community Health  
SOC 1: Introduction to Sociology  
Activity Course  
All College Requirement

## Sophomore Year

### Fall

BIOL 10: Anatomy & Physiology  
HLTH 3: Advanced First Aid and CPR  
PSYC 4: Educational Psychology  
HLTH 107: School Health Programs  
HLTH 110: Consumer Health  
HLTH 160: Drugs and Society  
Activity Course

### Spring

BIOL 11: Anatomy & Physiology  
EDUC 60: Growth & Develop.—Prenatal through Adolescence  
HLTH 4: Instructor Course: Advanced First Aid/CPR  
HLTH 140: Pre-Practicum in Health Education  
PSYC 121: Abnormal Psychology  
Activity Course  
All College Requirement

## Junior Year

### Fall

HLTH 102: Methods and Materials in Health Education  
HLTH 151: Introduction to Nutrition  
HLTH 155: Human Sexuality  
BIOL 114: Bacteriology  
PSYC 111: Introduction to Statistics  
Activity Course

### Spring

EDUC 136: The Design and Production of Instructional Media  
EDUC 137: Multicultural Foundations of Education  
HLTH 152: Applied Nutrition  
Selectives  
Activity Course  
All College Requirement

## Senior Year

### Fall

- HLTH 217: Organization & Administration of the School Health Prog.
- EDUC 281: Tests & Measurements for the Classroom Teacher
- HLTH 225: Human Disease
- PSYC 222: Interviewing & Counseling
- Selectives
- Activity Course

### Spring

- HLTH 252 Student Teaching in Health Education

The Massachusetts Department of Education is in the process of changing regulations for teacher certification. Changes in regulations will necessitate alterations in this Springfield College teacher preparation program. Consult the Department Chair or the Coordinator of Teacher Preparation and Certification for further information.

## 131 TOTAL CREDITS REQUIRED FOR HEALTH EDUCATION MAJORS

(121 Academic, 4 Skill S.H.)

### *Selective Courses: (suggestions)*

- CISC 10: Introduction to Computer Concepts
- HFIT 275: Stress Management
- HLTH 101: Education for Family Living
- HLTH 143: Community Health
- HLTH 242: Special Health Topics for the Classroom Professional
- HLTH 265: Health Related Aspects of Aging
- HLTH 270: Women's Health Care
- SOCI 145: Sociology of Death and Dying

### *Skill Courses: (suggestions)*

- Relaxation
- Jogging
- Conditioning and Fitness Programs

## MATRICULATION IN HEALTH EDUCATION

Matriculation status must be received prior to attainment of 75 semester hours, and before registering for HLTH 140 Pre-practicum in School Health Education or HLTH 150 Practicum in Community Health Service. During the Sophomore year, students who desire matriculation status must file a formal written application with the Department. These forms are available in all Health Education faculty offices.

### **Minimum standards for matriculation in Health Education include:**

1. a 2.50 cumulative index in all Health Education courses;
2. a 2.25 cumulative academic index;
3. a 2.25 cumulative index in skills and techniques courses;
4. three favorable recommendations from faculty members (two of which must be from Health Education faculty); and
5. a completed formal application form.

Application for matriculation will be approved or disapproved by the Health Education faculty. Failure to achieve matriculation status by the time 75 semester hours has been accumulated will result in a transfer to probationary status and placement into the NMAT program (non-matriculation). If matriculation has not been achieved upon completion of 90 semester hours, the student will be required to leave the major of Health Education.

## **SUPERVISED STUDENT TEACHING: HEALTH EDUCATION**

Application for practicum is made on a form obtained at a practicum application meeting. One meeting will be held early in the second semester of the Junior year. Students who have achieved matriculation prior to the meeting date are expected to make out an application at the meeting for a 15-week practicum assignment for the Fall or Spring semester of the Senior year.

An additional practicum application meeting will be held during the Fall semester of the Senior year, prior to the registration period for Spring semester. Seniors who have achieved matriculation since the Junior year meeting and prior to this meeting are expected to make application at the meeting for practicum assignment for Spring semester of the Senior year.

All students enrolled in Health Education 252 must have attained senior status, have advanced standing, and have completed HLTH 102: Methods and Materials in Health Education; HLTH 107: Physical and Health Inspection; HLTH 140: Pre-practicum in Health Education; and HLTH 217: Organization and Administration of the School Health Program.

## **SUPERVISED FIELDWORK IN COMMUNITY HEALTH**

Students majoring in Community Health must have completed the Practicum in Community Health (HLTH 150) prior to planning their fieldwork experience. Matriculation must be achieved in advance of scheduling both the practicum and the fieldwork experiences.

The process for selecting and securing a fieldwork placement is explained in the Community Health Handbook. The Handbook can be obtained in the Health Education Office during the Junior Year. Applications for fieldwork should be completed one semester prior to the field work semester.

For all fieldwork experiences, the following procedures apply:

1. an application form must be completed;
2. all arrangements for fieldwork placement must be made with the knowledge and approval of the Community Health Fieldwork Coordinator;
3. an interview must be completed at the fieldwork site (wherever possible);
4. HLTH 150 Practicum in Community Health Service must be completed prior to registration for HLTH 251 Fieldwork in Community Health. No concurrent registration in HLTH 150 and HLTH 251 will be allowed; and
5. the Practicum and Fieldwork placements may not be done at the same site.

## HEALTH/FITNESS

The Health/Fitness major is designed as a professional preparation program of study leading toward the assumption of vocational roles as directors and leaders in the health/fitness field in the clinical, agency, corporate or institutional environment. The Health/Fitness major is housed within physical education but is a separate, distinct program of study from the physical education (teacher preparation) major. It is intended that the Health/Fitness major serve as an alternative for those students who are attracted to the field of physical education but do not desire vocational preparation as a teacher for the school setting.

The program of study comprising the Health/Fitness major is designed to develop knowledge and skills which will enable individuals to:

1. institute and develop physical fitness/health assessment and maintenance programs;
2. interpret physical fitness/health assessment data;
3. prescribe appropriate activities for individual and group programs;
4. educate program participants in the safe conduct of exercise activities and the benefits of such;
5. organize and administer health/fitness programs and facilities;
6. intervene in the practice of harmful health practices and effect attitudinal change toward the adoption of healthful activities.

The Health/Fitness major is required to complete All-College Requirements as specified by the Department. Each Health/Fitness major must also complete a 17-21 semester hour science block and a 64 semester hour major core, including courses which lead towards selected certifications in physical fitness and aquatics. Additional courses required include a variety of physical education, health education and psychology courses as well as practicum and field work experiences. Since the physical fitness/exercise leader will most likely assume administrative responsibility for health/fitness operations, it is strongly recommended that business management courses be utilized as free electives. Supplemental preparation in business management will enable the health/fitness specialist to administer a program in an efficient manner as well as relate on a personal/professional basis with members of the business world.

## HEALTH/FITNESS CURRICULUM

A minimum of 132 semester hours is required for graduation with at least 124 S.H. in non-skill courses.

### All-College Requirements =(28-30 S.H.)

ENGL 3,4 (6) HLTH 1 (3) SOSC Elect (6) Aesth & Spirit Studies (10-12)  
Does *not* incl. 4 SH of skills (see required skills) PHYS 15 (4)

### Health/Fitness Core = (65-72 Semester Hours)

PHED 1:	PE as a Profession	PSYC 1:	Intro. to Psyc
PHED 5:	Motor Development & Learning	PSYC 222:	Interviewing & Counseling
PHED 19:	Analysis of Motion		Counseling
PHED 103:	Physio of Exercise	HFIT 110:	Prevention & Intervention



PHED 125:	Prevention and Care of Athletic Injuries		
HLTH 3:	Advanced First Aid	HFIT 140:	Princ. of H/F Eval. & Assessment
or			
HLTH 5:	Emergency Medical Training	HFIT 150:	Pre-Practicum in H/F
		HFIT 160:	Physical Fitness
HLTH 151:	Intro to Nutrition	HFIT 200 :	Management of H/F Program
HLTH 152:	Applied Nutrition		
BUSM 5:	Intro to Business	HFIT 210:	Methods of Exercise Selection and Leadership in Health/ Fit Programs
BUSM 102:	Marketing Management		
HPER I :	Outdoor Pursuits		
		HFIT 254S:	Fieldwork
		HFIT 261:	Electrocardiogram Assess. and Graded Exercise Testing
		HFIT 275:	Stress Management

### **Health/Fitness Sciences = (16-20 Semester Hours)**

CHEM 1,2 (8) OR CHEM 15(4)  
 BIOL 10/11 (6) Computer Science (3)  
 MATH 20 (3) OR MATH Elect (3)  
 OR Science Elect (3) OR Computer Sci Elect (3)

### **Health/Fitness Selectives = (7 Semester Hours)**

HFIT 105:	Physical Education and H/F Programs in Social Agencies
PHED 165:	Teaching Swimming/Diving
PHED 209:	PE for Atypical Child
HLTH 4:	Instructor Course in First Aid
HLTH 5:	Emergency Medical Training
HLTH 110:	Consumer Health
HLTH 153:	Epidemiology
HLTH 160:	Society and Drugs
PSYC 130:	Industrial Psychology
PSYC 218:	Behavior Modification
PSYC 223:	Intervention Techniques
HSAD 36:	Introduction to Group Dynamics
HSAD 116:	YMCA Management & Survival
RHAB 270:	Rehab. Needs of the Aging
RHAB 284:	Treatment Methods in Rehab Alcoholic
RLSR 150:	Public Relations
MATH 23:	Business Math
CISC 55:	RPG and Data Process
CISC 65:	Computer/BASIC
CISC 70:	Intro to Computer
CISC 80:	COBOL and File Processing
ECON 135:	Bus. Gov't & Society
RHAB 287:	Cardiac Rehabilitation
SOCI 155:	Medical Sociology
BIOL 114:	Bacteriology
Or other courses by Departmental permission.	

**Free Electives = (3-8 Semester Hours)**

**Health/Fitness Skill Requirements = 8.0 S.H. Total**

**Health/Fitness Required Skills = (5.5 Semester Hours)**

PEPC 100:	Fit for Life
PEAC 104:	Swimming
PEPC 10:	Conditioning
PEAC 116:	Jogging
PEAC 120:	Relaxation
PEAC 176:	Racquetball
PEAC 211:	Aerobic Dance
	OR
PEAC 115:	Fitness Swimming
PEAC 182:	Tennis
	OR
PEAC 165:	Badminton
PEAC 144:	Basketball
	OR
PEAC 158:	Volleyball
PEAC 197:	Ski Touring
	OR
PEAC 191:	Orienteering

**Health/Fitness—Elective Skills = (2.5 S.H.)**

*\*8 S.H. of skills includes the 4 S.H. of skills for All-College requirement.*

## **MATRICULATION IN HEALTH/FITNESS**

Matriculation in Health/Fitness must be achieved prior to completing 75 semester hours at Springfield College or the student will be placed on probation with their major designated as NMAT (Nonmatriculation). If matriculation has not been achieved upon completion of 100 S.H., the student will be required to leave the Department.

## **MINIMUM STANDARDS FOR MATRICULATION**

- 1) a 2.25 cumulative academic index (for all courses taken at Springfield College).
- 2) a 2.75 cumulative skill index (only skill courses taken at Springfield College).
- 3) a 2.50 cumulative professional index (only professional course taken at Springfield College).
- 4) four positive evaluation forms from faculty members within the department who have been selected by students.
- 5) successful completion of the Health-Related Test one time prior to applying for matriculation. The test will be given once during each semester; test dates will be publicized. Applications will be reviewed in October, February, and May.

## **PROCEDURE FOR OBTAINING MATRICULATION**

- 1) **Freshman Year**
  - a. Successfully complete the Health Related Test

- b. Submit evaluation forms to departmental faculty. A recommended schedule is to submit 2 from your freshman year. Initial and date the evaluation forms in your folder as they are completed. Folders are kept in the department office.  
(Current cumulative indices are available in your department folder and also from your advisor.

## 2) Sophomore Year

- a. Satisfy the minimal performance criteria on the Health Related Test if not already completed.
- b. Submit two more personal evaluation forms (available in Department Office) to faculty members within the Department. Initial and date completed forms in your department file.
- c. Submit an application for matriculation anytime following 55 semester hours when you have completed the minimum standards listed above.

**TRANSFER** Students will be able to apply for matriculation upon completion of 20 semester hours and must apply for matriculation upon completion of 45 semester hours of academic work at Springfield College.

A student who is not matriculated may not take 200 level courses in the major, nor may he/she register for the pre-practicum course or the fieldwork course.

## PROCEDURES IN THE EVENT OF FAILURE TO OBTAIN MATRICULATION

- 1) A student who is being required to leave the Department of Physical Education may appeal this decision directly to the Chairperson of the Physical Education/Health/Fitness Department.
- 2) Re-entry into the Department of Physical Education, requires:
  - a. The student to petition the Appraisal and Retention Committee in person.
  - b. The Appraisal and Retention Committee to recommend to the Chairperson of Physical Education/Health/Fitness that the student's petition be granted based upon the student's ability to meet minimum standards for matriculation. The student may appeal a denial of readmission directly to the Chairperson of Physical Education/Health/Fitness.

## HEALTH/FITNESS FIELDWORK

Students majoring in Health/Fitness must have completed the Pre-Practicum experience prior to planning their fieldwork experience. Matriculation must be achieved in advance of the scheduling of both the Pre-Practicum and the Fieldwork experiences.

The process for selecting and securing a fieldwork placement is explained during **required meetings** held at scheduled times throughout the academic year. These meetings, announced in the **Communication**, are planned to accommodate placement in Fall Semester, Spring Semester, or the Summer Session. Students interested in fieldwork placement must attend the meeting scheduled during the semester prior to the semester in which they wish to register for the fieldwork course.

For all fieldwork experiences, the following apply:

- 1) An application form must be completed.
- 2) All arrangements for fieldwork placement must be made with the knowledge and approval of the Fieldwork Coordinator.

- 3) An interview must be completed at the fieldwork site (wherever possible).
- 4) HFIT 150: Pre-Practicum must be completed prior to registration for HFIT 254S: Fieldwork. No concurrent registration in HFIT 150 and HFIT 254S will be allowed.
- 5) The Pre-Practicum and the Fieldwork placements may not be done at the same site.

## **HEALTH SERVICES ADMINISTRATION**

Health Services Administration is concerned with the management and operation of those facilities which comprise the health care industry. The goal of the program is to graduate qualified managers who are seeking careers in health care and/or prepare students for more specialized study at the graduate level. Graduates are also prepared to enter the general business world.

The number of Americans working in health care administration from the supervisory level up is expected to increase dramatically within the next decade. This includes those employed in or affiliated with public and private institutions including long term care facilities, health maintenance organizations, hospices, medical group practices, clinics, home health agencies, consulting firms, equipment manufacturers, pharmaceutical companies, voluntary health organizations, government publishing and research firms.

Springfield College, with its long standing tradition of preparing students for careers in the human-helping occupations, provides a well-rounded curriculum in which to train people as health services administrators in both proactive and therapeutic settings.

## **HEALTH SERVICES ADMINISTRATION MAJOR**

**Degree Requirements:** The curriculum leading to the baccalaureate/degree includes the following general requirements:

<u>Department</u>	<u>Semester Hours</u>
Business/Economics	48
Sociology	9
Health Education	18
Computer and Information Sciences	6
All-College Requirements	32
<u>Field Experience</u>	<u>4</u>
Total	117

### **Freshman Year**

BUSM 5:	Introduction to Business
SOCI 1:	Introduction to Sociology
HLTH 1,2:	Personal and Community Health
CISC 10:	Introduction to Computer Concepts

### **Sophomore Year**

ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
BUSM 10:	Principles of Accounting I
BUSM 11:	Principles of Accounting II
BUSM 26:	Principles of Management
BUSM 70:	Business Law
CISC 99:	Computer Applications in Health Care

### **Junior Year**

BUSM 100:	Managerial Accounting
BUSM 105:	Financial Management
BUSM 120:	Statistics for Business and Management
ECON 107:	Managerial Economics I
ECON 108:	Managerial Economics II
ECON 160:	Health Economics
SOCI 155:	Medical Sociology
HLTH 110:	Consumer Health
HLTH 143:	Community Health
HLTH 151:	Introduction to Nutrition

### **Senior Year**

BUSM 201:	Quantitative Methods
BUSM 202S:	Business Policy and Control
BUSM 205:	Managerial Supervision
HLTH 225:	Human Disease
SOCI 140:	Social Gerontology

### **Electives to be chosen in consultation with academic advisor**

BUSM 102:	Marketing Management
BUSM 110:	Fund Accounting for Nonprofit Agencies
ECON 117:	Money and Banking
ECON 135:	Business, Government, and Society
ENGL 102:	Business and Technical Writing
HLTH 230:	Public Health Administration
HLTH 265:	Health Related Aspects of Aging
HLFT 200:	Management of Health Fitness Programs
HSAD 1:	Introduction to Human Services
HSAD 36:	Introduction to Group Dynamics
HSAD 130:	Modern Management Concepts and Human Resources
MATH 23:	Business Mathematics
PHIL 3:	Conflict of Ideals
PHIL 125:	Business Ethics
POSC 140:	Public Administration
PSYC 1:	Introduction to Psychology
RHAB 25:	Introduction to Rehabilitation
RHAB 31:	Psychology of Disability
(and other selected rehabilitation courses as appropriate)	
RLSR 245:	Personnel Management
SOCI 10:	Introduction to Social Welfare
SOCI 131:	Minority-Majority Relations
SPAN 11,12:	Elementary Spanish

## HISTORY

The study of history at Springfield College is designed to offer the student an opportunity to obtain a liberal education which enables inquiry into the past to better understand oneself, the world and his/her heritage. The student is prepared in the discipline, knowledge and re- search skills required of the general historian. Careers in government service, law, business and teaching most readily follow the training of a student who majors in this area.

## HISTORY

ALL-COLLEGE REQUIREMENTS (SEE PAGE 103)

### History Requirements 30 S.H.:

HIST 5:	Colonial America to the Civil War
HIST 6:	The Civil War to Modern America
	European History (6 S.H.)
HIST 190:	History Seminar

The remaining semester hours should be selected from other history offerings. However, HIST 141 may **not** be used for fulfilling these requirements.

### Non-History Requirements:

POSC 5-6:	American Government
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A **minimum** of 15 semester hours in the following disciplines: political science, economics, sociology/anthropology, geography (at least onecourse must be taken in each area)

*\*Electives*

*\*Chosen in consultation with Academic Advisor*

## HUMAN SERVICES AND ADMINISTRATION

Human Services and Administration, as one of the oldest established areas of study at the College, is the major dealing with the applied, practical intellect of the Springfield College tradition. It offers a unique interdisciplinary approach to professional training in human- helping professions through the creative union of theory and practice. It can be tailored to meet the student's interests.

Courses in human behavior, liberal studies and group dynamics lead a student to professional positions working with groups in, agency management and community development. The academic courses are supplemented by a field work or internship experience. This "learning by doing" in the actual practice of one's profession is supervised by both faculty and the field supervisors. Students have the opportunity to participate in such things as: helping families striving to achieve a better life for themselves, working in community action; enabling neighborhood associations, working with groups and committees, administering and training volunteers in agencies as varied as YMCA, YWCA, Scouting, city and town planning boards, cooperatives, juvenile delinquency centers, children's services and many more.

Human Services and Administration prepares people for working human-istically with people where the process of problem-solving, assisting, directing or managing is as important as the result. This program seeks to develop professional competence in the human services field, to prepare students to work sensitively and effectively in a wide range of people- helping services.

We are seeking people who want to work for the development and involvement of people in the world in which they live. We are living in a challenging, exciting world where rapid social change and unique experiences await the professional in human services. We help create a more humane world as we use our professional education.

## **HUMAN SERVICES AND ADMINISTRATION MAJOR**

### **ALL-COLLEGE REQUIREMENTS 32 S.H.**

#### **Major Requirements**

HSAD 1:	Intro to Human Services
HSAD 36:	Human Behavior in Small Groups
HSAD 39-40:	Group Work Method
HSAD 141:	Supervised Field Work (15 wks)
OR	
HSAD 199:	Internship (6 months)
SC 50:	Community Services Experience
OR	
RSCH 141:	Independent Research Project
SOCI 1:	Introduction to Sociology
SOCI 70:	Community in America
POSC 1:	People and Politics

*\*Selectives 51 S.H.*

*\*Electives*

*\*Selective and Elective courses are chosen in consultation with your faculty advisor.*

Select also a minimum of two courses from Human Services, a minimum of two courses from each of two other areas and one course from the remaining area:

#### **Human Services**

HSAD 111:	The YMCA: Past, Present, and Future
HSAD 116:	YMCA Management and Continuity Planning
HSAD 130:	Modern Management Concepts and Human Resources
HSAD 223:	Human Service Administration
HSAD 240:	Proposal Writing and Fund Raising
HSAD 250:	Management of Volunteer Programs
HSAD 259:	Community Development Process

#### **Business**

BUSM 5:	Intro to Business
BUSM 26:	Principles of Management
BUSM 10-11:	Accounting
BUSM 100:	Managerial Accounting
BUSM 105:	Financial Management
BUSM 202:	Operations Management

#### **Political Science**

POSC 5,6:	American Government
POSC 17:	International Relations
POSC 140:	Public Administration and Budgeting
POSC 150:	Politics of Development
POSC 177:	International Interdependence
POSC 250:	Seminar in Gov't and Politics

## **Sociology**

SOCI 10:	Intro to Social Welfare
SOCI 50:	Social Organization
SOCI 60:	The Family
SOCI 120:	Social Change
SOCI 130:	Social Problems
SOCI 131:	Minority-Majority Relations

**Human Services with the Elderly:** Students interested in working with agencies dealing with older adults should include these courses in their program.

RHAB 270:	Needs of the Aging
SOCI 145:	Death and Dying
SOCI 132:	Violence and Victimization
OR	
SOCI 165:	Women and Society
SOCI 140:	Gerontology

**YMCA Professional Director:** Students interested in pursuing a career in the YMCA as as Program, Youth, Family Services, Aquatics or other director, may take a 15-week field work, a six-month internship or a 12-month internship. Students should take the following courses:

HSAD 111:	The YMCA: Past, Present, and Future
HSAD 116:	YMCA Management and Survival Planning
HSAD 220:	Urbanology
BUSM 26:	Principles of Management

**Human Services Administration in Non-Profit Organizations (NPO's):** Students interested in the human dimension of administration in a wide variety of private agencies (United Way, Boy Scouts, Girl Scouts, Boy's and Girl's Clubs, Big Brother, Big Sister, Youth and Children's Services, Community Centers, Housing and other inner-city programs, etc.) should include the following courses in their program:

BUSM 26:	Principles of Management
BUSM 100:	Managerial Accounting
HSAD 130 :	Management Concepts
RLSR 245:	Personnel Management

**Human Services in Health-Related Organizations:** Students interested in working with personnel and volunteers, and assisting specialists in group processes in work with people within hospitals, or volunteer agencies, such as the Heart Association, Cancer Society, Easter Seal, United Way, may choose to do a field experience in such an agency to learn first-hand the variety of opportunities available to a Human Services major. Students should include the following courses in their studies:

ENGL 24:	Introduction to Journalism
HLTH 110:	Consumer Health
OR	
HLTH 143:	Community Health
OR	
HLTH 160:	Society and Drugs
RLSR 150:	Public Relations
RHAB 31:	Psychology of Disability
SOCI 155:	Medical Sociology



**International Service:** Students interested in human service with an international agency and/or in working abroad, should consider developing proficiency in a second language in order to be a more effective facilitator. In addition, the following courses should be included in their education:

HLTH 2:	Personal and Community Health
POSC 17:	International Relations
POSC 150:	Politics of Development
POSC 177:	International Interdependence
POSC 220:	United States and Contemporary World Affairs

## MATHEMATICS MAJOR

The Mathematics Major at Springfield College is designed to offer the student a broad and solid background in the field with special emphasis on the social and scientific problems of modern life. Students are prepared to pursue immediately a professional career in government, business and various industries which require mathematical discipline, or to proceed to graduate school for further study in mathematics, statistics, physical sciences, bio-mathematics, or computer and information sciences. Interested students are specially guided to take the actuarial examinations.

The major stresses offerings in mathematical analysis, linear algebra, discrete mathematics and probability theory, supplemented by courses in abstract algebra, geometry, and topics in mathematics. There are opportunities for the student to take individually directed study courses according to their interests, in such areas as applied mathematics and computer science. Mathematics majors also have the opportunity to minor in computer science, computer programming, and business management. All majors will be assigned an academic advisor who will assist them in the development of their course of study.

ALL COLLEGE REQUIREMENTS 34 S.H.

**Mathematics Requirements 36 S.H.**

MATH 27-28:	Calculus I, II*
MATH 31:	Calculus III
MATH 33:	Elementary Differential Equations
MATH 40:	Contemporary Mathematics
MATH 45:	Geometry
MATH 50:	Linear Algebra
MATH 110:	Mathematical Analysis
MATH 130:	Probability and Statistics
MATH 200S:	Introductory Discrete Mathematics
MATH 210S:	Abstract Algebra
MATH 240S:	Topics in Mathematics & Computer Sciences

*\*Students having a mathematics deficiency may be required to take MATH 21: College Algebra and/or MATH 22: Precalculus Mathematics prior to taking MATH 27 and MATH 28.*

Laboratory Requirement (approved by academic advisor) 4 S.H.

Free Electives 56 S.H.

Total Required for Graduation 130 S.H.

## **MATHEMATICS MINOR**

### **REQUIREMENTS**

MATH 27:	Calculus I
MATH 28:	Calculus II
MATH 31:	Calculus III
MATH 32:	Calculus IV
OR	
MATH 33:	Elementary Differential Equations

Plus three courses to be chosen from the following:

MATH 40:	Contemporary Mathematics
MATH 45:	Geometry
MATH 110:	Mathematical Analysis
MATH 130:	Probability and Statistics
MATH 200S:	Introductory Discrete Mathematics

## **MEDICAL TECHNOLOGY/LABORATORY SCIENCE**

Medical Technology is an ever expanding profession keeping pace with advances in clinical and laboratory medicine and biotechnology. Medical Technologists are scientifically trained professional who perform skilled technical procedures in the modern clinical pathology, public health and/or research laboratory. Individuals who concentrate in Laboratory Science integrate a strong background in Science with skills in administration, management and teaching.

Medical Technologists are in the top echelon of laboratory personnel-supervisors, specialists and teachers—responsible for knowledge and application of a wide spectrum of complex diagnostic and research procedures.

The Medical Technology Program is so designed that the student completes at least 100 hours of academic studies at Springfield College, and 12 months of residence in a hospital school of medical technology accredited by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association—through The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). At the end of the four years, the student is awarded a Baccalaureate degree from Springfield College and is qualified to apply for certification by the Board of Registry, the American Society of Clinical Pathologists and by the National Certification Agency for Medical Laboratory Personnel (NCAMLP).

Students concentrating in Laboratory Science will spend all four years on campus and upon graduating may elect to complete the requirements to become a Registered Medical Technologist by applying for enrollment in a CAHEA accredited school of medical technology.

The Medical Technology/Laboratory Science curricula, as listed, fulfill the educational requirements of the College, NAACLS, the Board of Registry of the American Society of Clinical Pathologists and the National Certifying Agency for Medical Laboratory Personnel (NCAMLP).

## **MEDICAL TECHNOLOGY/LABORATORY SCIENCE**

**ALL-COLLEGE REQUIREMENTS (SEE PAGE P103)**

### **Departmental Requirements (for both programs)**

BIOL 4-5:	Bioscience
BIOL 109-110:	General Histology (Lecture & Lab)

BIOL 115-116: Microbiology  
 BIOL 170: Laboratory Instrumentation & Methodology  
 CHEM 1-2: General Chemistry  
 CHEM 30-31: Organic Survey, Biological Chemistry  
 CHEM 32-33: and Laboratories  
 OR  
 CHEM 21-22: Organic Chemistry and Laboratories  
 CHEM 23-24:  
 CHEM 41-42: Analytical (Quantitative) Chemistry  
 PHYS 21-22: General Physics  
 MATH

*\*Biology Electives*

Medical Technology

Course work is completed in an accredited hospital school of medical technology.

Laboratory Science (Senior Year)

- \*Additional Math (Statistics or Computer Science)
- \*Education
- \*Economics
- Psychology
- \*Additional Electives

*\*Chosen in consultation with Academic Advisor*

A 2.5 academic index in the natural science and mathematics courses stipulated for this major is required for continuation in the major after the end of the Sophomore year, as an indication of ability to handle sciences in a professional manner. Students failing to maintain a 2.5 academic index in these subjects through the Junior year may be denied entrance to an approved Hospital School of Medical Technology for completion of senior year requirements. Students failing to maintain a 2.5 academic index in these subjects through the Senior year will be denied certification for graduation as a departmental major.

## PHYSICAL EDUCATION

The eminence of Springfield College in Health, Physical Education and Recreation is a product of great and inspiring heritage, a philosophy of service to all people, an able and a dedicated faculty and the selection of highly qualified students who earnestly seek to assist in the overall development of youth through the medium of these activities.

As one of America's foremost pioneers in Health, Physical Education and Recreation, the College has graduated persons who have made creative contributions in worthy use of leisure; in physiological research; in the invention of games such as basketball and volleyball; in the publication of numerous tests on sports, recreation, and physical fitness, and in the leadership of professional organizations, including the American Alliance for Health, Physical Education and Recreation and Dance.

Liberal education must understand and appreciate the importance of movement in their complete development. Whether it be in the development of fitness, the opportunities for self-expression, the skills learned for later utilization or the lessons of life experienced in sports and games, our students are offered opportunities for development, for enrichment and for the pleasure and joy which come from achievement and excellence.

Physical education skills courses at Springfield College are divided into two classifications, PEAC and PEPC. Those courses designated as PEAC (Physical Education Activity Course) are designed for the general college population and are intended to support the development of student commitment to, and skills needed for, lifelong participation in movement activity. Those courses designated as PEPC (Physical Education Professional Course) are designed for the physical education teacher preparation student. In addition to a focus on skill development, PEPC courses include emphasis on teaching methodology and teaching strategies for application of the activity to different age levels.

Springfield College has from the beginning of the profession in this country prepared physical educators and physical directors for schools, social agencies and communities. It has been a pioneer in the field and has an outstanding national and international reputation for its excellent program and its eminent faculty.

Candidates for the physical education program at Springfield College must demonstrate acceptable physical and intellectual competence as well as desirable character and personality traits. The program in physical education seeks to develop the qualities of human leadership and professional skill and also to foster in the individual a desire to aid others in their professional growth.

The physical education curriculum is designed to prepare professionals whose primary role is to guide others in learning sport, dance and exercise movement. Those courses designated in core groupings are specified to prepare undergraduates for teacher certification as physical educators; at either elementary level (K-9) or secondary level (5-12). All physical education majors are required to complete the Discipline Core, Pedagogy Core, General Education Core and Skills Core; each student must select the Elementary or Secondary Level Core. This curriculum received Interstate Compact Commission approval in June, 1987. I.C.C. approval allows students who complete the approved physical education curriculum to become certified by all the states belonging to the I.C.C. (approximately 31 states).

To allow the opportunity for undergraduates to begin to explore and develop more specialized interests, the physical education curriculum allows the selection of either program patterns or elective courses. These patterns include: Adapted Physical Education, Athletic Coaching, Dance, Health/Fitness and Outdoor Pursuits. Elementary School Physical Education and Secondary School Physical Education patterns may be selected by the student, but may not repeat the level core selected. Courses composing the program pattern are based upon the recommendation of physical education faculty members whose expertise is identified with these specialties. A brief description of each specialization follows:

**ADAPTED PHYSICAL EDUCATION:** Individuals within the field of physical education whose expertise enables the modification of program activities to allow the fullest possible participation of special needs individuals such as the physically handicapped, mentally retarded, and neurologically impaired.

**ATHLETIC COACHING:** Mentors whose developed competencies enable the assumption of a role in the education, guidance and development of athletes participating in a competitive interscholastic athletic program.

**DANCE:** Physical educators whose professional preparation includes developed competencies in selected forms of dance and rhythmical activities. Developed abilities include the teaching of dance forms to others in a variety of educational settings and the composition and choreography of activities for dance clubs or companies.

**HEALTH/FITNESS:** Persons whose preparation has allowed the development of competencies as exercise leaders and fitness specialists.

**OUTDOOR PURSUITS:** Individuals whose interests and developed abilities en-

ables them to conduct outdoor sport activities such as hiking and backpacking, ski touring, outdoor adventure programs, etc.

**ALTERNATE LEVEL—ELEMENTARY SCHOOL PHYSICAL EDUCATION:** Individuals whose professional preparation has included an orientation toward the teaching of human movement skills to children in the elementary school environment. (Selected only by those PE majors who are secondary level.)

**ALTERNATE LEVEL—SECONDARY SCHOOL PHYSICAL EDUCATION:** Individuals whose professional preparation has included an orientation toward the teaching of human movement skills to students in the secondary school environment. (Selected only by those PE majors who are elementary level.)

**INDIVIDUALIZED PATTERN:** For those who desire some specialized preparation not available in the above patterns, an Individualized Pattern has been designed. This pattern is a non-specialized program which facilitates the formulation of a package of courses/experiences selected to meet identified individual interests. Examples of individualized patterns are: sports journalism, commercial sport, sports information, sports medicine, etc. The individualized pattern must be approved by the academic advisor and the Department Chairperson prior to declaration of that pattern.

**SPECIAL NOTE:** The Massachusetts Department of Education is in the process of changing regulations for teacher certification. Changes in regulations will necessitate alterations in this Springfield College teacher preparation program. Consult the Department Chair or the Coordinator of Teacher Preparation and Certification for further information.

## GRADUATION REQUIREMENTS

A minimum of 132 semester hours is required for graduation with at least 117 semester hours in nonskill courses, as indicated in the various curricula. College representatives will provide details on individual requirements.

### General Education Core = (51-53 Semester Hours)

ENGL 3 and 4

Natural Science (CHEM 15)

Social Science Selectives (6 S.H.)

Aesthetic and Spiritual Studies

A. Communicative and Expressive Arts

1. Literature or Foreign Language
2. Art, Dance, Drama, Music, or Media

B. Religion and Philosophy

1. Religion
2. Philosophy

Health and Physical Education—(HLTH 1 and 4 SH Skills)

PHYS 15: Physics for Movement Science

MATH or Computer Science or Science Elective

BIOL 10 and 11: Anatomy and Physiology

PSYC 1: Introduction to Psychology

### Discipline Core = (30 Semester Hours)

PHED 1: Physical Education as a Profession

PHED 5: Motor Learning and Development

PHED 19:	Kinesiology/Biomechanics
PHED 103:	Physiology of Exercise
PHED 110:	Performance Assessment
PHED 125:	Prevention and Care of Athletic Injuries
PHED 128:	Psychological/Socio Foundations of Sport
PHED 299:	Philosophical Inquiry Into Physical Education
HPER 1:	Outdoor Pursuit

**Pedagogy Core = (20-22 Semester Hours)**

HLTH 3:	Advanced First Aid or
HLTH 5 :	Emergency Medical Training
PHED 6:	Elementary School Physical Education Program
PHED 108:	Adapted Physical Education Program
PHED 136:	Secondary Education: Design & Implementation
PSYC 4:	Educational Psychology
PHED 221:	Organization and Administration of Education and Physical Education
PHED 225:	Curriculum Development in Physical Education
PHED 295S:	Senior Seminar

**Level Core = (19 Semester Hours)**

**Elementary School Phys Ed**

EDUC 60:	Growth and Develop.
EDUC 137:	Multicultural Foundations of Educ.
PHED 7:	Pre-Praticum (N-3)
PHED 8:	Pre-Practicum (4-6)
PHED 254S:	Practicum (K-9)

**Secondary School Physical Ed**

EDUC 218:	Media Methods Workshop
EDUC 137:	Multicultural Foundations of Educ.
PHED 112:	Princ. and Problems of Coaching
PHED 148:	Pre-Practicum (5-9)
PHED 150:	Pre-Practicum (10-12)
PHED 254S:	Practicum (5-12)

**Patterns or Electives = (11-13 Semester Hours)**

(select from)

Adapted Physical Education

Athletic Coaching

Dance

Health Education

Health/Fitness

Outdoor Pursuits

Individualized Pattern

Alternate Levels Patterns:

Elementary School Physical Education (Secondary

Level Majors) Secondary School Physical Education

(Elementary Level Majors)

**Required Skills Core = (9.5 Semester Hours)**

PEPC 100:	Fit For Life
PEPC 110:	Conditioning and Fitness Programs
PEPC 25:	Self-defense/Wrestling

PEPC 238:	Fundamentals of Rhythms
PEPC 132:	Folk Dance
PEPC 204:	Swimming
PEPC 183:	Gymnastics I (Prerequisite to Gym II)
PEPC 184:	Gymnastics II (M and W Apparatus)
PEPC 258:	Volleyball
PEPC 244:	Basketball
PEPC 256:	Softball
PEPC 255:	Soccer
PEPC 282:	Tennis
PEPC 263:	Track & Field I (not pre-req to II)
PEPC 264:	Track & Field II
PEPC 251:	Flag Football

### **Level Skill Core = (2.0 Semester Hours)**

#### **Elementary**

PEPC 231:	Educational Dance
PEPC 248:	Educational Gymn
PEPC 246:	Educational Games
PEPC 247:	Fitness for Children

#### **Secondary**

PEPC 211:	Aerobic Dance
PEPC 254:	New and Field Games
PEAC 193:	Outdoor Adventure
PEPC 150:	Field Hockey

### **Selective Skills Core = (4.5 Semester Hours)**

Fitness	0.5
Adventure/Leisure Pursuits	1.0
Individual/Dual	1.5
Dance/Rhythms	0.5
Aquatics	0.5
Elective	0.5

In addition, the College's undergraduate programs in physical education, health education, elementary education, and early childhood education are approved by the Massachusetts Department of Education, and graduates are eligible for certification reciprocity in recognition of coursework by all state departments of education that are members of the National Association of State Directors of Teacher Education and Certification.

## **MATRICULATION IN PHYSICAL EDUCATION**

(see page 48)

## **PRACTICUM IN PHYSICAL EDUCATION**

Application for practicum is made on a form obtained at a practicum application meeting. One meeting will be held early in the second semester of the Junior year. Students who have achieved matriculation prior to the meeting date are expected to make application at the meeting for practicum assignment for fall or spring semester of the Senior year.

An additional practicum application meeting will be held during fall semester of the Senior year, prior to the registration period for spring semester. Seniors who have achieved matriculation since the Junior year meeting and prior to this meeting are expected to make application at the meeting for practicum assignment for spring

semester of the Senior year.

Students must have achieved matriculation prior to application for practicum. In addition to matriculation, students must have met the following criteria prior to beginning the practicum: senior status, minimum cumulative academic index of 2.00 in all subjects, minimum cumulative professional index of 2.50, successful completion of all courses prerequisite to PHED 252S/PHED 254S.

Further information regarding practicum may be obtained from the Office of Teacher Preparation and Certification, Judd Gymnasium.

## **PHYSICAL THERAPY MASTER OF SCIENCE DEGREE IN PHYSICAL THERAPY**

The program in Physical Therapy is an entry level master's degree program accredited by the American Physical Therapy Association designed to prepare a student to practice as a physical therapy professional who provides safe and effective delivery of health services. Coursework in physical therapy will enable the student to develop advanced problem-solving skills in evaluation, program planning and treatment of those who need physical therapy services. The graduate will possess a broad knowledge base in the science and practice of physical therapy as well as a basic understanding of administration and research. There is opportunity for advanced study in selected areas of physical therapy. The program integrates the Humanics approach to total patient care including the intellectual, physical and spiritual aspects of treating the whole person within a social, political and economic environment.

The program in physical therapy requires five and one-half years for completion. A two-year pre-professional component is followed by three and one-half years of professional preparation. Upon successful completion of the program the graduate will be awarded a Master of Science degree in Physical Therapy and will be eligible to apply for state licensure.

The pre-professional courses include basic preparation in the basic sciences, social sciences and liberal arts. The professional component includes courses in anatomy, exercise physiology, kinesiology, clinical sciences, organization and delivery of health care, research methodology and statistics as well as full-time affiliations in approved clinical education facilities. The pre-professional and professional components are subject to modification to insure a comprehensive, integrated sequence of experiences leading to a physical therapy education of the highest possible quality.

The Department of Physical Therapy is located in the newly renovated Applied Health Sciences Center which houses faculty offices and classroom and well-equipped laboratory space. Currently, two courses in the professional component are taught by physicians in the local media community. One of these courses, PTMS 210-211 Human Anatomy, is held off-campus at the Wesson Unit of Baystate Medical Center.

## **ADMISSION TO THE PROGRAM**

Candidates applying for admission to the physical therapy program are required to have no less than three years of high school mathematics, English and science courses, including chemistry and biology. Calculus and physics are recommended

but not required. Direct physical therapy experience in a health care setting such as a hospital, private clinic, nursing home or pediatric facility is required. Prospective candidates must satisfy general college admission requirements which include a completed application form, letters of reference, and a personal interview with the Admissions staff. The scores of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board must be sent to the Admissions Office prior to the



application deadline of January 15. Applications are considered for admission to the fall semester only.

Applicants selected as finalists for the program are required to come to the campus for a personal interview with the Physical Therapy Admissions Committee. Admission to the college does not guarantee admission to the program in physical therapy. Applicants who are offered admission to the program will be officially notified by the Admissions Office.

Transfer applications from other colleges and universities will be considered for admission into the professional component of the program on a **space available basis**.

## **PROGRAM REQUIREMENTS**

Students are required to follow the policies and procedures of the Department of Physical Therapy. Students are admitted to the physical therapy program as freshmen but are required to maintain at least a 3.0 cumulative grade point average to be eligible for matriculation into the final three and one-half years of the professional program. A minimum grade of C is required in all courses. The academic records of the students are reviewed by the Physical Therapy Review and Evaluation Committee at the end of the second year to determine if the students have satisfied the requirements to matriculate. This is not meant to be a secondary screening process, but rather a reasonably accurate predictor of success in completing a rigorous professional program.

Students are required to complete successfully all clinical education courses. Clinical education sites have been established in the greater New England area, New York, New Jersey, Pennsylvania, Virginia, Washington DC, and North Carolina. Physical therapy students are responsible for additional costs incurred during the clinical affiliation. These costs include travel, living expenses, uniforms and professional liability insurance.

## **PRE-PROFESSIONAL PHYSICAL THERAPY CURRICULUM**

### **Freshman**

#### *Fall*

- \*ENGL 3 or 5: Written and Oral English
- \*BIOL 4: Bioscience
- CHEM 1: General Chemistry
- MATH 27: Calculus I
- \*ACR: Health Requirement
- \*PEAC: Physical Recreation Activity (1 S.H.)

#### *Spring*

- \*ENGL 4 or 5: Written and Oral English
- BIOL 5: Bioscience
- CHEM 2: General Chemistry
- PSYC 30: Personality Adjustment
- MATH 28: Calculus II
- ELECTIVE: HPER I Outdoor Pursuits

### **Sophomore**

#### *Fall*

- BIOL 91: Human Structure and Function
- PHYS 21: General Physics
- \*ACR: Introduction to Social Sciences
- CISC 65 or 70: Computer Information Sciences
- \*ACR: Religion or Philosophy

PTMS 10: Intro to Physical Therapy (Fall or Spring)  
 \*PEAC: Physical Education Activity

*Spring*

BIOL 91: Human Structure and Function  
 PHYS 22: General Physics  
 \*ACR: Art, Dance, Drama, Music or Media  
 PSYC 111: Introduction to Statistics  
 \*ACR: Religion or Philosophy  
 PTMS 10: Intro to Physical Therapy (Fall or Spring)  
 \*PEAC: Physical Education Activity (1 S.H.)

\*ACR : Springfield College  
 All College Requirements

## PROFESSIONAL COMPONENT PHYSICAL THERAPY CURRICULUM

### Junior

*Fall*

PTMS 121: Basic Concepts in Physical Therapy I  
 PTMS 210: Human Anatomy  
 PTMS 240: Clinical Medicine/Pathology  
 PHED 103: Physiology of Exercise  
 \*ACR History

*\*Selective*

*Spring*

PTMS 122: Basic Concepts in Physical Therapy II  
 PTMS 211: Human Anatomy  
 PHED 19: Kinesiology/Biomechanics  
 PSYC 121: Abnormal Psychology  
 \*ACR Literature/Foreign Language  
 \*SELECTIVE  
 \*PEAC Physical Education Activities (1 S.H.)

Possible Selectives

Nutrition/Medical Sociology  
 Prevention and Care of Athletic Injuries/  
 Business and Technical Writing  
 Social Gerontology  
 Public Speaking for Professionals  
 Rehabilitation Needs of the Aging  
 Pediatric Rehabilitation

*Summer*

PTMS 202: Clinical Education I

### Senior

*Fall*

PTMS 221: Clinical Science & Practice I  
 PTMS 222: Clinical Science & Practice II  
 PTMS 250: Neuroanatomy

PHED 303:	Advanced Physiology
PHED 324:	Lab Techniques in Exercise Physiology
RSCH 325:	Foundation and Methods of Research

#### *Spring*

PTMS 223:	Clinical Science & Practice III
PTMS 224:	Clinical Science & Practice IV
PTMS 251:	Neuroanatomy
PTMS 300:	Clinical Education II
PHED 304:	Advanced Physiology
RSCH 301:	Ed'l and Psychological Statistics
SELECTIVE	Core Requirement

### **Graduate**

#### *Summer*

CISC 301:	Intro. Computer Concepts for Research
PTMS 303:	Organ. and Delivery of Health Care
PTMS 305:	Clinical Science & Practice V
PTMS 310:	Clinical Education Seminar

#### *Fall*

PTMS 311:	Clinical Education III
PTMS 312:	Clinical Education IV

#### *Spring*

RSCH 326:	Research Project
PTMS 320:	Administration and Management
PTMS 325:	Principles of Education and Teaching
PTMS 330:	Special Topics in Physical Therapy
PTMS 331:	Clinical Science & Practice VI
PTMS 350:	Clinical Internship, Clinical Education V

## **POLITICAL SCIENCE**

This major is designed to offer the student an opportunity to obtain a liberal education insuring a better understanding of the political and economic relationship within our society. The program will provide the discipline, knowledge, and research skills required of the political scientist. Careers in business, government service, and law are available to students who elect this major.

### **POLITICAL SCIENCE**

ALL-COLLEGE REQUIREMENTS (SEE PAGE103)

#### **Political Science Requirements**

POSC 5-6:	American Government
POSC 17:	International Relations
POSC 116 or 117:	Political Thought
POSC 140:	Public Administration
POSC 177:	International Interdependence
POSC 190:	Political Science Seminar

The remaining semester hours should be selected from other political science offerings. However, POSC 141 may not be used to fulfill these requirements.

## Non-Political Science Requirements

ECON 1:	Principles of Macroeconomics
HIST 5:	Colonial America to the Civil War
HIST 6:	The Civil War to Modern America

A minimum of 15 semester hours in the following disciplines: history, computer science, sociology/anthropology, geography (At least one course must be taken in each area).

*\*Electives*

*\*Chosen in consultation with Academic Advisor*

## PSYCHOLOGY

The study of human behavior is of particular importance to people in the service professions. The program in psychology goes beyond that aim, however, in attempting to prepare students for not only a practical understanding of people but also for a theoretical and scholarly appreciation of the problems encountered in the discipline of psychology. Our intent is to prepare students to enter graduate school to work for an advanced degree in either the science of psychology or one of the applied fields such as guidance, rehabilitation, counseling, clinical psychology, etc. The curriculum therefore is designed to acquaint students with the primary areas of importance in psychology. Students should arrange their program in consultation with their academic advisors to be sure that their intellectual and personal needs are met.

## PSYCHOLOGY

ALL-COLLEGE REQUIREMENTS (SEE PAGE103)

Total number of Psychology credits needed for a major (32-34 S.H.)

### Departmental Requirements

PSYC 1:	Introduction to Psychology
PSYC 3 :	Experimental Design

Two courses from each of the Clusters below:

#### A. Natural Psychology Science Cluster

PSYC 111:	Introduction to Statistics
PSYC 162:	Experimental Psychology I
PSYC 201:	Motivation and Learning
PSYC 205:	Physiological Psychology

#### B. Social Psychology Science Cluster

PSYC 9:	Psychology of Human Development
PSYC 30:	Personality and Personal Adjustment
PSYC 106:	Social Psychology
PSYC 121:	Abnormal Psychology
PSYC 299:	Psychology of the College Age Adult

#### C. Applied Psychology Science Cluster

PSYC 4:	Educational Psychology
PSYC 130:	Applied Psychology

PSYC 213:	Psychological Testing
PSYC 218:	Behavior Modification
PSYC 222:	Interviewing and Counseling

- D. The Larger World (5-6 S.H.)
- |           |                              |
|-----------|------------------------------|
| SPCO 50:  | Community Service Experience |
| PSYC 141: | Supervised Field Experience  |
| PSYC 202: | Coordinating Seminar         |

E. Electives

1. From among those unchosen above, and
2. From among:
 

PSYC 7:	Student Teaching of Psychology
PSYC 190:	History of Modern Psychology
PSYC 230:	Training & Development in Organizations
PSYC 231:	Communication & Motivation in Organizations
PSYC 232:	Organizational Development and Change
PSYC 240:	Psychology of Sexual Behavior
PSYC 245:	Imagery, Hypnosis and Self-Hypnosis

A student may select one of the following four concentrations to complete the Bachelor's Degree in Psychology.

**Concentration 1—Psychology (individually designed)**

This concentration is designed for:

- a. Students who wish to seek employment in human welfare occupations such as community mental health, special training schools, opportunity centers, probation services, etc.
- b. Students who view psychology primarily as an opportunity for personal growth.
- c. Students who want to prepare for particular careers, professional programs or graduate schools whose programs are not represented by the other three concentrations.

The courses required for the Psychology major (individually designed) are:

- a. Departmental Requirements (30 S.H.)
- b. Electives with at least two courses at the 200 level (6 S.H.)

**Concentration 2—Psychology (Experimental)**

This major is primarily for those who intend to pursue advanced training in such areas as learning, perception, motivation or one of a number of expanding areas of experimental psychology. The courses required for the Psychology (Experimental) area are:

- a. Departmental Requirements including Physiological Psychology and Experimental Psychology (30 S.H.)
- b. History of Modern Psychology (3 S.H.)
- c. Psychology Elective (3 S.H.)

Other suggested electives consist of BIOL 10, CHEM 15, CISC 10, MATH 21, and PHYS 21.

### **Concentration 3—Psychology (Industrial/Organizational)**

This concentration focuses on training and development in two major areas of industrial psychology: organizational psychology and personnel psychology. The program of courses should be especially appealing to those who plan to enter the world of business. The courses required for the Psychology (Industrial/Organizational) concentration are:

- a. Departmental Requirements including Social Psychology, Applied Psychology, Psychological Testing (30 S.H.)
- b. Training and Development in Organizations (3 S.H.)
- c. Communication and Motivation in Organizations or Organizational Development and Change (3 S.H.)

The Psychology (Industrial/Organizational) major is strongly advised to earn an official minor in Business Management.

### **Concentration 4—Psychology (Clinical-Counseling)**

This concentration is designed for those who have a special interest in the field of clinical psychology, counseling, guidance, social work and related fields. Courses present subject matter dealing with clinical assessment, therapeutic treatment, the psychological process of normal human life span development and psychological evaluation. The courses required for the Psychology (Clinical-Counseling) concentration are:

- a. Departmental requirements including Personality and Personal Adjustment, Psychological Testing, Interviewing and Counseling, Psychology of the College Age Adult. (30 S.H.)
- b. Psychology Elective (6 S.H.)

Suggested non-departmental electives consist of RHAB 125 , RHAB 190 , RHAB 284, SOCI 1 , SOCI 60, SOCI 225, HSAD 36.

## **PSYCHOLOGY MINOR**

Students electing to take this minor will be required to take the following courses for a minimum of 18 semester hours:

1. PSYC 1: Introduction to Psychology
2. One course from each of the following clusters:

#### **A. Scientific Basis of Behavior**

- |           |                            |
|-----------|----------------------------|
| PSYC 111: | Introduction to Statistics |
| PSYC 112: | Experimental Design        |
| PSYC 162: | Experimental Psychology    |
| PSYC 201: | Motivation and Learning    |
| PSYC 205: | Physiological Psychology   |

#### **B. Social and Developmental Bases of Behavior**

- |           |                                     |
|-----------|-------------------------------------|
| PSYC 9:   | Psychology of Human Development     |
| PSYC 30:  | Personality and Personal Adjustment |
| PSYC 106: | Social Psychology                   |
| PSYC 121: | Abnormal Psychology                 |
| PSYC 299: | Psychology of the College Age Adult |

### C. Applied Psychology

PSYC 130:	Applied Psychology
PSYC 213:	Psychological Testing
PSYC 218:	Behavior Modification
PSYC 222:	Interviewing and Counseling

### D. Electives

1. From among those unchosen above and
2. From among:

PSYC 4:	Educational Psychology (3)
PSYC 7:	Student Teaching in Psychology (3)
PSYC 190:	History of Modern Psychology (3)
PSYC 230:	Training & Development in Organizations (3)
PSYC 231:	Communication & Motivation in Organizations (3)
PSYC 232:	Organizational Development and Change
PSYC 240:	Psychology of Sexual Behavior (3)
PSYC 245:	Imagery, Hypnosis and Self-Hypnosis

## RECREATION AND LEISURE SERVICES

The contribution of satisfying and appropriate recreation experiences to the quality of life is well recognized today. The increase in leisure and the awareness of the social, psychological and physical benefits of recreation for persons of all ages have led to the growth of the recreation profession in recent years. More than 60,000 students are enrolled in Recreation, Park and Leisure Studies departments in colleges and universities across the country.

## ADVISEMENT

Each student is assigned an academic advisor who meets with the student on a regular basis to discuss course schedules and relevant electives. The advisor is willing to assist with any difficulties which students may encounter at the college.

## ACCREDITATION

Springfield College was one of the first college and university recreation departments accredited by the National Recreation and Parks Association and has continued that accreditation to the present day.

## RECREATION MANAGEMENT

### CONCENTRATIONS

#### CAMPUS RECREATION

#### COMMERCIAL AND PRIVATE RECREATION

#### COMMUNITY/PUBLIC RECREATION

#### CORPORATE/EMPLOYEE SERVICES AND RECREATION

#### EQUESTRIAN MANAGEMENT

#### MILITARY/ARMED FORCES RECREATION

#### TRAVEL AND TOURISM

#### YOUTH AND COMMUNITY AGENCY

#### YMCA

Springfield College has been preparing Recreation Management majors for 40 years. Graduates of the major are employed professionally in recreation management across the United States and in foreign countries.

Through a carefully planned program of study, students learn theory, skills, and competencies in the classroom and in practical experiences in selected professional settings in the community and on campus.

## **FIELD EXPERIENCE**

All students complete a 10-12 week full-time field experience in one of the settings listed previously after the junior year. Students are supervised by a recreation professional and a faculty member from the college. Often field experience leads to a position after graduation at the field experience site or a similar facility.

## **DEPARTMENT OF RECREATION AND LEISURE SERVICES**

### **PROFESSIONAL MAJORS RECREATION MANAGEMENT THERAPEUTIC RECREATION SERVICES OUTDOOR/ENVIRONMENTAL RECREATION**

The following courses are required for all 3 majors in this department.

ALL COLLEGE REQUIREMENTS	RLSR CORE	CORE OTHER DEPT.
1. ENGL 1, 2 or 3, 4 or 5, 6	RLSR 3 RLSR 6 RLSR 15	BUSM 10 ECON 1 HPER 1
2. HLTH 3 OR HLTH 5	RLSR 16 RLSR 72	MATH 20 CISC 20
3. a.) PHSC 1 b.) HIST 1 or 2 and SOCI 1	or RLSR 82 RLSR 88 RLSR 141	PEAC PSYC 1 PSYC 111
4. a.) 1. Literature or Foreign Language 2. Art, Dance, Drama Music, Media b.) RELI and PHIL	RLSR 148 RLSR 150 RLSR 160 RLSR 205	

### **MUSIC CONCENTRATION FOR RECREATION MANAGEMENT THERAPEUTIC RECREATION AND OUTDOOR/ENVIRON- MENTAL RECREATION MAJORS**

MUSC 1:	Basic Musicianship
MUSC 20:	Basic Piano
MUSC 141:	Eclectic Music with Special Populations

*Elective:* (Choose One)

MUSC 8:	Music Appreciation (3 S.H.)
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MUSC 140:       or  
Eclectic Music with Children (3 S.H.)

### **MUSIC MINOR FOR RECREATION MANAGEMENT THERAPEUTIC RECREATION AND OUTDOOR/ ENVIRONMENTAL RECREATION MAJORS**

(10 S.H. from the above concentration plus 8 S.H. from the following menu.)

*Applied Music* (Private vocal and/or instrumental lessons.)

MUSC 30:       Applied Music I (1 S.H. for 4 semesters)

*Performance* (One or more groups: 1 S.H. for 4 semesters)

MUSC 12:       S.C. Singers

MUSC 13:       S.C. Stage Band

MUSC 14:       S.C. Pep Band

MUSC 15:       S.C. Small Ensembles

### **CAMPUS RECREATION MANAGEMENT**

The administration of student unions or intramural sports is the focus. Recreation programs and facilities are provided by colleges, universities, and preparatory schools to enhance the leisure life of students on the campus.

### **COMMERCIAL AND PRIVATE RECREATION**

This program prepares students for administrative positions in for-profit recreation businesses such as health and fitness centers, tennis and racquetball clubs, private country clubs, golf courses, resort communities and theme parks. The health fitness cluster is recommended.

### **COMMUNITY/PUBLIC RECREATION AND PARKS**

Administrative staff in local community or municipal recreation and park departments serve the leisure needs of residents and contribute to the quality of community life by providing recreation programs and facilities. The emphasis in these agencies has shifted from serving youth to serving all ages in the community. This is the area for which Springfield has prepared professional staff since 1942.

### **CORPORATE/EMPLOYEE SERVICES AND RECREATION**

Many corporations hire program and administrative staff to provide recreation programs and facilities for their employees (and often their families) because they believe that employees will be more fit and efficient, absenteeism will be reduced, retention will be increased, and that relationships between coworkers and supervisors will be enhanced. In addition to recreation, employee services often include wellness and fitness components, product sales, and in some companies, child care. The health fitness cluster is recommended.

## **EQUESTRIAN MANAGEMENT**

The successful operation of a riding stable and school of horsemanship requires a combination of skills in recreation, business management, and equitation. In addition to the operation of a private for-profit equestrian business, this concentration prepares the student for running equestrian programs for resorts, schools and colleges, or camps and conference centers.

One semester is spent in England at Porlock Vale Equestrian Center to prepare for the British Horse Society Assistant Instructor (B.H.S.A.I.) certification.

Preparation for teaching disabled riders may include attending the Cheff Center.

Springfield College has an equestrian team which practices weekly and competes in the Intercollegiate Horse Show Association.

### **Porlock Vale Equestrian Center in England**

EQAR 11:	Intermediate Equitation I
EQAR 12:	Intermediate Equitation II
EQAR 14:	First Aid and Veterinary Care
EQAR 16:	Teaching and Management

## **MILITARY/ARMED FORCES RECREATION**

Each branch of the armed services provides professionally trained personnel to direct recreation programs and facilities for active duty staff, dependents, civilian employees, and retirees who live in the area of the base in the United States and in many foreign countries. Positions are open for civilian or military personnel. Military recreation increases employee efficiency, and morale.

## **TRAVEL AND TOURISM**

More than 4.55 million people are employed in the tourism industry today. Over 6.5% of the gross national product comes from travel receipts. Recreation management graduates who select this concentration can expect to find opportunities in the tour and travel field, the hospitality industry, convention and visitor's bureaus, or in resorts management.

## **YOUTH AND COMMUNITY AGENCY**

Character building agencies including Boys and Girls Clubs, 4-H, Senior Centers, Y's, Boy and Girl Scouts, Jewish Community Centers, include recreation programs and facilities and professional staff to promote the constructive and creative use of leisure, and to develop enriched life styles for the membership of their organizations. Working with volunteers is an important competency for professionals in this concentration. Many of these agencies operate outdoor facilities including camp and conference centers. Students interested in this aspect should also see the Outdoor/Environmental Recreation major for other course listings.

## **YMCA**

This concentration trains personnel for program and administrative positions in the YMCA. Students interested in careers in YMCA camps and conference centers

should also see courses listed under the Outdoor/Environmental Recreation major. The health fitness cluster and aquatic certifications are recommended. The core requirements for all RLSR majors satisfy several of the Core Modules for professional preparation for the YMCA.

## **SEVERAL OF THE RECREATION MANAGEMENT CONCENTRATIONS SUGGEST THE HEALTH FITNESS CLUSTER**

A "cluster" of health fitness courses may be very beneficial to students. The following courses are recommended. Many have prerequisites. Please check your S.C. catalogue.

BIOL 10 & 11:	Mammalian Anatomy and Physiology
HFIT 110:	Prevention and Intervention in H.F. programs
HFIT 160:	Physical Fitness (prerequisite PHED 103)
HFIT 210:	Methods of Exercise Selection and Leadership
HFIT 275:	Stress Management
HFIT 103:	Physiology of Exercise
HFIT 125:	Prevention and Care of Athletic Injuries
PEAC 10:	Conditioning and Fitness
PEAC 30:	Tai Chi
PEAC 111:	Aerobic Dance
PEAC 115:	Fitness Swimming
PEAC 118:	Personal Fitness
PEAC 120:	Relaxation
PEAC 122:	Weight Training
PEAC 213:	Nautilus Professional

## **THERAPEUTIC RECREATION SERVICES**

### **CONCENTRATIONS**

**PHYSICAL DISABILITIES  
EMOTIONAL DISABILITIES  
PSYCHIATRIC DISABILITIES  
LEARNING DISABILITIES  
MENTAL RETARDATION  
CHRONICALLY ILL  
AGED  
SUBSTANCE ABUSE  
CORRECTIONS  
CHILD LIFE SPECIALIST**

## **DESCRIPTION OF THE PROGRAM AND PROFESSION**

Services are provided by Certified Therapeutic Recreation Specialists (C.T.R.S.) in a variety of treatment, residential and community-based health and human service agencies for people of all ages who are experiencing limitations resulting from illnesses or disabilities. Examples are listed above. Therapeutic recreation is the use of recreation services to improve or maintain physical, mental, emotional, and/or social functioning or assist individuals in expressing independent lifestyles.

Comprehensive therapeutic recreation services involve a continuum of care, including:

**Treatment** that uses activities to remediate or rehabilitate functional abilities and to assist in diagnosis.

**Leisure education** that uses activities to acquire skills, knowledge and attitudes that facilitate an independent lifestyle and avocational competence.

**Recreation** that uses activities to enhance health, growth and development and independence through intrinsically rewarding leisure behavior.

Excerpted from the National Therapeutic Recreation Society professional statement on Therapeutic Recreation.

## **CERTIFICATION**

Therapeutic Recreation Service majors who complete the prescribed curriculum at Springfield College are eligible for certification under the National Council for Therapeutic Recreation Certification (NCTRC) as a Professional Therapeutic Recreation Specialist (CTRS).

## **FIELD EXPERIENCE**

All students complete a 12-15 week, 450-600 hour full-time clinical, residential, or community-based experience in one of the settings listed above, after completing 90 semester hours. Students are supervised by a professional Therapeutic Recreation Specialist certified by the National Council for Therapeutic Recreation Certification (NCTRC) and a faculty member from the college who is certified by NCTRC.

**ALL COLLEGE REQUIREMENTS 32-36 SEMESTER HOURS**

### **RECREATION AND LEISURE SERVICES CORE REQUIREMENTS**

See page (70)

### **REQUIRED CORE OF COURSES FROM OTHER DEPARTMENTS**

See page (70)

## **THERAPEUTIC RECREATION SERVICES CURRICULUM**

RLSR 172:	Processes and Techniques in Therapeutic Recreation
RLSR 175:	Swim Instructor Specialist for the Disabled
RLSR 230:	Leisure Counseling
RLSR 270:	Therapeutic Recreation with Phys. Dis. and Aged
RLSR 273:	Recreation Programs for Special Populations
BIOL 10-11:	Anatomy and Physiology
BIOL 121:	Abnormal Psychology

## **CHILD LIFE SPECIALIST**

The following courses are required in addition to the above.

RLSR 274:	Child Life Concepts & Theories
RLSR 276:	Child Life Clinical Issues & Practical Techniques
PSYC 9:	Psychology of Human Development

## **OUTDOOR RECREATION FOR THE DISABLED**

Disabled persons have the basic right and entitlement to and the need for outdoor recreation services. Through this concentration, the student combines the Therapeutic Recreation major with the Outdoor/Environmental Recreation major. This combination will provide the needed competencies in outdoor recreation with special populations. Through advisement, students may take the needed course work to apply for certification under the National Council for Therapeutic Recreation (NCTRC) as a Professional Therapeutic Recreation Specialist. (C.T.R.S.).

In addition to completing the required courses for all therapeutic recreation service majors, students in this concentration will complete:

BIOL 1:	Basic Concepts of Modern Biology
BIOL 150:	General Ecology
HLTH 5:	Emergency Medical Training (instead of HLTH 3)
RLSR 189:	Outdoor Leadership

Appropriate Skills selected with advisor (see list for Camp Administration and Natural Resource Management).

## **OUTDOOR/ENVIRONMENTAL RECREATION**

### **CONCENTRATIONS**

#### **CAMP ADMINISTRATION OUTDOOR RESOURCE MANAGEMENT OUTDOOR RECREATION FOR THE DISABLED**

#### **Description of the Program and Profession**

Millions of Americans are involved in outdoor recreation activities and programs. The need for professionally trained outdoor recreation personnel will continue. Springfield College has been preparing students for program and administrative positions in a variety of outdoor settings including organized camping, parks, nature and environmental centers, private outdoor recreation facilities for persons of all ages and for the disabled as well, for many years.

FIELD EXPERIENCE SEE PAGE (70)

## **DEPARTMENT OF RECREATION AND LEISURE SERVICES MUSIC CONCENTRATION AND MUSIC MINOR**

BUSM 5:	Introduction to Business
BUSM 10:	Principles of Accounting
BUSM 11:	Principles of Accounting II
BUSM 26:	Principles of Management
BUSM 70:	Business Law
Two courses:	Business Management Electives
CISC 10:	Introduction to Computer Concepts
CISC 40:	World of Microcomputers
MATH 21:	College Algebra
MATH 23:	Business Mathematics
ECON 1:	Principles of Macroeconomics

ECON 2:	Principles of Macroeconomics
ENGL 102:	Business and Technical Writing
PHIL 125:	Business Ethics

## CAMP ADMINISTRATION

The curriculum for camp administration follows closely the American Camping Association Camp Director Education curriculum which includes 13 units in a core curriculum. This enables the student to gain a foundation in the areas designated by this organization which could lead to Camp Director Certification after 3 years of experience as a camp director. This knowledge is gained through all college requirements, department requirements, and the courses listed below.

The 13 units in the ACA Core Curriculum are as follows:

Growth and Development	Interpreting the Value of Camp
Special Populations	Evaluation
Role of the Camp Director	Health and Safety
Philosophy and Objectives	Food Service
Program	Business and Finance
Design	Organizational
The Staff	Site and Facilities

In addition to the All College Requirements and Department Core Requirements all students taking the Camp Administration concentration must complete the following courses.

BIOL 1:	Basic Concepts of Modern Biology
BIOL 150:	General Ecology
EDUC 60:	Growth and Development or
PSYC 9:	Psychology of Human Development
HLTH 5:	Emergency Medical Training (instead of HLTH 3)
RLSR 219:	Camp Administration
RLSR 226:	Natural Resource Management
RLSR 245:	Personnel Management

Students will select with their advisor from the following list of recommended courses:

RLSR 155:	Interpreting the Environment
RLSR 189:	Outdoor Leadership
HLTH 143:	Community Health
EDUC 250:	Behavior of Children in Groups
BUSM 11:	Accounting II
BUSM 100 or 110:	Managerial Accounting or Fund Accounting

A Cooperative Program with the National Outdoor Leadership School (NOLS) may be included, substituting 12 hours from electives.

## OUTDOOR RESOURCE MANAGEMENT

According to the President's Commission on Americans Outdoors, 75% of American adults use local, regional, and state parks. They are concerned about preserving natural environments and wildlife, shorelines, and habitats. But while they

want to preserve beauty for the future, they also want to enjoy it in the present. The demand on our natural resources will continue to increase, and so will the need for trained administrators, managers, educators, leaders and interpreters. This concentration prepares students to lead park and recreation programs and to organize and supervise use of open space areas.

In addition to the All College Requirements and Department Core Requirements (see pgs.103 & 70), all students taking the Natural Resource Management concentration must complete the following courses.

BIOL 1:	Basic Concepts of Modern Biology
BIOL 150:	General Ecology
BUSM 11:	Principles of Accounting
PSYC 9:	Psychology of Human Development
RLSR 226:	Management of Natural Resources
BUSM 11:	Principles of Accounting II
RLSR 245:	Personnel Management

Students will select with their advisor from the following list of recommended courses:

RLSR 155:	Interpreting the Environment
RLSR 189:	Outdoor Leadership
RLSR 200:	Sports and Recreation Facility Management
RLSR 280:	Legal Aspects of Leisure Services
BIOL 65:	Horticulture
BIOL 77:	Field Ornithology
BIOL 178:	Aquatic Biology
BIOL 190:	Field Ecology
HIST 165:	Environmental History of America
HSAD 36:	Group Dynamics
POSC 140:	Public Administration
POSC 5/6:	American Government
HLTH 5:	Emergency Medical Training

A Cooperative Program with the National Outdoor Leadership School (NOLS) may be included, substituting 12 hours from electives.

## **OUTDOOR RECREATION FOR THE DISABLED**

Disabled persons have the basic right and entitlement to and the need for outdoor recreation services. Through this concentration, the student combines the Therapeutic Recreation major with the Outdoor/Environmental Recreation major. This combination will provide the needed competencies in outdoor recreation with special populations. Through advisement, students may take the needed course work to apply for certification under the National Council for Therapeutic Recreation (NCTRC) as a Professional Therapeutic Recreation Specialist. (C.T.R.S.).

In addition to completing the required courses for all therapeutic recreation service majors, students in this concentration will complete:

BIOL 1:	Basic Concepts of Modern Biology
BIOL 150:	General Ecology
HLTH 5:	Emergency Medical Training (instead of HLTH 3)
RLSR 189:	Outdoor Leadership

Appropriate Skills selected with advisor (see list for Camp Administration and Natural Resource Management).

## **REHABILITATION SERVICES**

Students majoring in the Rehabilitation Services program prepare to enter a variety of professions at either the Bachelor's degree level or at the level requiring advanced graduate work. The program is designed to provide a broad orientation of the major concepts underlying the philosophy of rehabilitation. The student's academic experience is supplemented by vital supervised field experience concurrent with classroom study.

Generally speaking, rehabilitation is the procedure by which persons with physical or mental disabilities and/or handicapped children and adults are restored to the fullest physical, psychological, social, vocational and economic usefulness according to their capabilities. This is the goal of various private and public agencies operated by people dedicated to the cause of assisting these individuals to become independent, adjusted, productive members of our society.

## **CAREER OPPORTUNITIES**

Rehabilitation is one of the most rapidly expanding fields of work today. Qualified people are needed in all phases of rehabilitation and related helping services. Persons with an undergraduate degree in Rehabilitation Services work in various rehabilitation settings, centers, hospitals, workshops, schools, and in related programs such as social service, employment security, probation and special education. They may work with various disabled persons including the blind, the mentally retarded, aged, culturally disadvantaged, physically handicapped, emotionally disturbed, etc.

## **INTERNSHIPS**

An internship program is available to junior-senior students with the opportunity for a supervised work-study experience from a minimum of one semester to a maximum of one calendar year. Students in this program receive academic credit upon successful completion of the program and may be paid by the participating agencies.

To prepare students who desire to work with people in helping relationship, the curriculum includes five areas of subspecialization.

## **PROGRAM IN MEDICAL OR THERAPEUTIC REHABILITATION**

Students selecting this area of concentration for positions in medical, social service or educational settings associated with helping the disabled to develop functional capabilities for independent living. Such areas are self-care hygiene, ambulation, mobility, communication, homemaking, and other educational, prevocational, social or recreational skills related to activities of daily living are stressed. Within this



program, qualified students may be selected to prepare for advanced study at the certificate or master's degree level in such areas as Physical Therapy, Occupational Therapy, Occupational Therapy and related Medicine Careers.

## **PROGRAM IN COMMUNITY SPECIAL EDUCATION**

This program concentration provides the student the opportunity to prepare for special education positions in a variety of medical, social service or community agency settings. Emphasis is placed on equipping the handicapped child, adolescent, or adult with functional daily life skills, a principle that goes beyond developing academic skills. Concepts such as normalization, communitization, independent living, and individual growth and development are stressed. Additional courses in education and/or advanced graduate work, depending upon individual state requirements, may be required for those specifically preparing certification as special education teachers in school settings.

## **PROGRAM IN MANAGEMENT AND SUPERVISION**

Electing this subspecialty prepares students to work with a variety of public and private human services rehabilitation agencies, business and industry as coordinators, managers and supervisors of special programs for the handicapped and disabled. Emphasis is placed on the student's obtaining administrative and management skills, as well as knowledge and understanding of philosophy, goals, and functions of rehabilitation programs for the disabled individual.

## **PROGRAM IN GENERAL SERVICES AND SPECIALTY AREAS**

This subspecialty offers the student the opportunity to explore and prepare for a wide range of positions related to working with people who are disabled. Primary emphasis is placed on the attainment of interdisciplinary skills needed to work within the community agencies or programs coordinating services for the ill and handicapped. Students in this concentration may also choose to emphasize areas of specialization such as hearing disorders, mental retardation, geriatrics and other groups.

# BASIC PROGRAM REHABILITATION SERVICES

## ALL-COLLEGE REQUIREMENTS (SEE PAGE103)

Departmental Requirements (minimum of 45 S.H. of credit required)

RHAB 25:	Introduction to Rehabilitation
RHAB 31:	Psychology of Disability
RHAB 40:	Education for Independent Living
RHAB 90:	Career Exploration for Rehab. Personnel
RHAB 125:	Assessment and Appraisal Techniques
RHAB 130:	Pediatric Rehabilitation
RHAB 146:	Practicum
RHAB 195:	Internship
RHAB 160:	Medical Information
RHAB 202:	Parents and Family of Disabled
RHAB 270:	Needs of Aging
RHAB Elective:	(Must be in addition to concentration or free elective)

Program Concentrations (minimum of 18 S.H. of credit required.)

### 1. Rehabilitation Counseling

RHAB 164:	Rehabilitation of Mentally Retarded
*RHAB 190:	Interviewing and Case Study Methods
RHAB 250:	Action Therapies
RHAB 275:	Holistic Medicine
RHAB 280H:	Transactional Analysis
*RHAB 282:	Sex, Marriage, and the Disabled
RHAB 284:	Treatment Methods of the Alcoholic
*RHAB 292:	Group Techniques
RHAB 294:	Psychiatric Rehabilitation
*RHAB 296:	Casework
RHAB 299:	Biofeedback

*\*Required for this concentration*

### 2. Medical or Therapeutic Rehabilitation

RHAB 250:	Action Therapies
*RHAB 261:	Speech and Language Disorders
RHAB 262:	Rehabilitation of Hearing Impaired
RHAB 271:	Treatment of Aging
RHAB 275:	Holistic Medicine
RHAB 282:	Sex, Marriage, and Disabled
RHAB 284:	Treatment Methods of the Alcoholic
RHAB 285:	Blind and Visually Disabled
*RHAB 287:	Cardiac Rehabilitation
*RHAB 291:	Neurological Rehabilitation
RHAB 299:	Pain Management

*\*Required for this concentration*

### 3. Community Special Education

*RHAB 164:	Mentally Retarded
*RHAB 242:	Behavioral Techniques with the Developmentally Disabled
RHAB 261:	Speech and Language Disorders
RHAB 262:	Rehabilitation of Hearing Impaired
RHAB 263:	Programs for Disabled Learners

- RHAB 282: Sex, Marriage and Disabled
- RHAB 285: Blind and Visually Disabled
- \*RHAB 288: Learning Disabilities
- \*RHAB 291: Neurological Rehabilitation

*\*Required for this concentration*

#### **4. Management and Supervision**

- \*BUSM 5: Introduction to Business
- BUSM 10: Principles of Accounting I
- BUSM 11: Principles of Accounting II
- \*BUSM 26: Principles of Management
- ECON 1-2: Macro and Microeconomics
- \*PSYC 230: Training and Development of Organizations
- PSYC 231: Communication & Motivation in Organizations
- \*RHAB 276: Employee Assistance Programs

*\*Required for this concentration*

#### **5. General Services and Specialty Areas**

(Minimum of 6 Rehabilitation or Rehabilitation related courses consistent with career goal and selected with advisor.)

#### **Free Electives (minimum 18-24 S.H.)**

(Elective courses can vary depending upon program concentration. They may also be utilized to achieve a minor in related areas of study. See academic advisor for assistance.)

#### **Restricted Electives (Minimum 18 S.H.)**

Choose group 1,2, or 3 consistent with program concentration above.

##### **1. For hospital or medical settings (18 S.H.)**

- BIOL 4-5: Biosciences
- BIOL 10: Anatomy and Physiology I
- BIOL 11: Anatomy and Physiology II
- CHEM 1, 2: General Chemistry OR
- CHEM 15: Chemistry Survey
- PHYS 15: Physics for Movement Science OR
- PHYS 21-22: General Physics
- PSYC 1: Introduction to Psychology
- MATH 21: College Algebra
- CISC 10: Computer Concepts

##### **2. For counseling, social agency or school settings (18 S.H.)**

- PSYC 1: Introduction to Psychology
- PSYC 9: Human Development
- PSYC 30: Personality Adjustment
- PSYC 111: Introduction to Statistics
- PSYC 121: Abnormal Psychology
- SOCI 1: Introduction to Sociology
- SOCI 10: Introduction to Social Welfare
- SOCI 60: The Family

##### **3. For Management and General Services**

(Minimum of 5 courses chosen with advisor)

**ADVANCED SENIOR/GRADUATE PROGRAM LEADING TO  
A MASTERS DEGREE IN THE FOLLOWING REHABILITATION  
COUNSELING AND SERVICES PROGRAMS:**

**REHABILITATION COUNSELING AND CASEWORK  
ALCOHOL AND SUBSTANCE ABUSE COUNSELING  
PSYCHIATRIC REHABILITATION AND  
MENTAL HEALTH COUNSELING  
DEVELOPMENTAL DISABILITIES  
MANAGEMENT AND ADMINISTRATION  
SPECIAL SERVICES**

Undergraduate students who have an interest in pursuing an advanced degree in Rehabilitation may be eligible to apply for the advanced program leading to a Masters degree (Master of Science or Master of Education) in any of the Rehabilitation Services Programs listed above. Eligibility requirements include the following:

1. Students must have attained senior status or the completion of a minimum of 90 semester hours of acceptable undergraduate work with either a rehabilitation major or minor or at least 18 semester hours of coursework in the following areas: Principles of Rehabilitation, Career Information, Medical Information, Psycho-Social Aspects of Disability, Interviewing and Counseling.
2. Total undergraduate cumulative grade point average based on a minimum of 75-90 semester hours of acceptable undergraduate credit should be approximately 3.0 or better. Cumulative grade point average in the major should also be approximately 3.0 or better.
3. Students should demonstrate both personal and professional potential for future success and performance measured by factors such as scholarly work, personal and professional references, co-curricular and leadership activities, paid employment, volunteer and/or field- work experiences.

Undergraduate students may apply during their junior year of study for senior year acceptance. The program requires a minimum total of 48 semester hours of acceptable senior undergraduate and graduate credit with a minimum of 36 semester hours of graduate credit. A minimum of 12 semester hours of practicum and/or internship is also required to be eligible for the National Certification Examination to become a Certified Rehabilitation Counselor (C.R.C.). At the completion of the program, the student is eligible for both the Bachelors and Masters degrees. A total of 12 semester hours of approved graduate credit may be taken in the senior year. However, courses taken for graduate credit **WILL NOT** be applicable towards the 130 semester hours of undergraduate credit required for the Bachelor degree.

## SOCIOLOGY

Sociology is the study of human society. It is concerned with understanding people as creators of culture and as participants in human groups. Sociology emphasizes the study of social organization, social change and social problems which develop within societies.

Students majoring in sociology receive a broad general education, including study in the humanities and in the other social sciences. Opportunities for supervised study exist in off-campus social agencies, voluntary associations, and complex organizations. Specializations within the department include: Criminology, Juvenile Delinquency, Social Organizations and Institutions, Social Welfare and Anthropology.

Students who major in sociology find careers in many fields, some of which are: education, government and human service agencies which need people who can make useful analyses of problems and who can constructively contribute to their resolution. Many graduates seek advanced degrees in sociology. Others have continued their education in law, criminology, law enforcement, journalism, social work and the ministry.

## SOCIOLOGY

ALL-COLLEGE REQUIREMENTS (SEE PAGE 103)

### Major Requirements (29 S.H.)

*\*Electives (69 S.H.)*

*\*Chosen in consultation with your academic advisor*

ANTH 1:	Introduction to Anthropology
SOCI 1:	Introduction to Sociology
SOCI 10:	Introduction to Social Welfare
SOCI 50:	Social Organization
SOCI 60:	The Family
SOCI 120:	Social Change
SOCI 130:	Social Problems
SOCI 180:	Sociological Theory
SOCI 290S:	Seminar in Sociology/Anthropology
PSYC 111:	Introduction to Statistics

Suggested Program for Sociology Generalist

### Freshman

ENGL 3-4:	Written and Oral English
HLTH 1:	Personal Health
Natural Sciences	

Aesthetic Studies

Religion or Philosophy

SOCI 1: Introduction to Sociology

SOCI 10: Introduction to Social Welfare

ANTH 1: Introduction to Anthropology

Skills

### **Sophomore**

SOCI 50 : Social Organization

SOCI 60: The Family

SOCI 70: The Community in America

ANTH 60: Women and Men: The Development of Sex Roles

ENGL 15: Readings in Literature

HIST 1 or 2

PSYC 1: Introduction to Psychology

POSC 5-6: American Government

PHIL 5: Introduction to Philosophy

HSAD 36: Introduction to Group Dynamics

Skills

### **Junior**

SOCI 120: Social Change

SOCI 130: Social Problems

SOCI 135: Women and Society

SOCI 140: Gerontology

SOCI 180: Sociological Theory

SOCI 191: Supervised Experience in Sociology

SOCI 131: Minority-Majority Relations

ECON 1: Principles of Macroeconomics

ECON 2: Principles of Microeconomics

PSYC 111: Introduction to Statistics

PSYC 106: Social Psychology

HIST 27: The Renaissance and Reformation

Skills

### **Senior**

SOCI 135: Juvenile Delinquency

SOCI 215: Criminology

SOCI 250: American Social Structure

ANTH 230: Culture and Personality

SOCI 290S: Seminar in Sociology

SOCI 291: Theories and Methods of Casework

SOCI 132: Violence & Victimization

SOCI 155: Medical Sociology

Skills

SPCO Community Service

## **SPORTS BIOLOGY**

This preprofessional program has been designed to train students in sports-biology and will prepare candidates for acceptance to health professional schools, graduate schools, and to take leadership roles in new careers in sports science and medicine. The program represents an expansion of an existing one which has had a history of successfully placing students in health professional schools and graduate schools. In view of the reputation of the college in sports and the success the

preprofessional science program has enjoyed, the program which combines sports and sciences is uniquely suited to Springfield College. It is tailored particularly to those students who have an interest in science and sports but are yet unsure of professional career interests.

The early curriculum is designed to provide insight into careers in sports medicine through courses, fieldwork and a professional seminar; working professionals who are leaders in their field will present experiences in their professions—preparation, careers, occupational opportunities, etc., to help students determine a career goal. Midway through the curriculum, students with the help of committee members, will choose a career-goal track along with appropriate courses. In addition to the academic work, students will participate in research or internships to provide some “hands-on-experience” in one or more of the fields of sports science.

<b>YEAR</b>	<b>ALL COLLEGE</b>	<b>MATH /SCIENCE</b>	<b>SPORTS SCIENCES</b>
1, 2	Approx. 32-34	BIOL 4, 5	PHED 5
hours of Arts, Humanities, Engl etc. are required for graduation	CHEM 1, 2 CHEM 21, 22, 23, 24 MATH 21, 22 and/or MATH 27, 28 BIOL 90, 91 BIOL 80		

Career Colloquium in Sports Biology  
Application for Advanced Standing

3, 4	Continuation of All-College Requirements	PHYS 21, 22 BIOL 70 BIOL 188 BIOL 170 BIOL 220	PHED 103 PHED 19
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Internships/Researchwork in Sports-Science

All College Requirements	34 S.H.
Math/Science	62 S.H.
Sports Science Requirements	9 S.H.
Electives	25 S.H.
Career Colloquium	
Internships/Researchships	
<b>Total</b>	<b>130 S.H.</b>

## ADVANCED STANDING AND GRADUATION REQUIREMENTS

Beginning at the end of the sophomore year, student academic progress will be evaluated each year. Students whose scientific index falls below a 2.5 average and includes grades below C- will be given probationary status. Candidates who meet or exceed the requirements will be offered the opportunity to work/study during the junior and senior year in professions to which they aspire. Minimum requirements for advanced standing are a 3.0 scientific and cumulative academic indices and attendance at the Career Colloquium.

Certification for graduation in this major/program is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. This potential is demonstrated by a student maintaining an academic index of 2.5 (or above) in all science courses stipulated for this major/program **or** maintaining an academic index of no less than 2.0 in all science courses stipulated for this major **with**

**no individual grades below C-.** In addition, each student will be required to demonstrate scholarly achievement by presentation of a seminar or the passing of a comprehensive written examination. Students failing to meet these requirements will be denied graduation as a departmental major.

## PROFESSIONAL OPPORTUNITIES

Individuals with a background in science and adept at working with people through sports will find a variety of opportunities in the professions of sports science and medicine. A preprofessional committee of professors representing sports and science studies is charged with advisement and evaluation of students. Emphasis is given to helping students shape career tracks best suited to their aptitude and interest. Because of the competitiveness of admittance to professional schools, academic progress is monitored closely by the committee throughout the undergraduate career. The sports science/medicine professions include:

### RESEARCH (PhD/MS)

Anatomy  
Nutrition  
Physiology  
Psychology  
Biomechanics  
Exercise  
Physiology

### PRACTICE

Medical Doctor—Medicine  
Osteopathic Doctor—Osteopathic Medicine  
Podiatrist—Podiatry  
Optometrist—Optometry  
Nutritionist—Nutrition  
Chiropractic Doctor—Chiropractic  
Physical Therapist—Physical Therapy

Because the field of sports science/medicine is relatively new, there will be careers in areas yet to be developed.

## SPORTS MANAGEMENT

The Sports Management major is designed to provide the student with the opportunity to develop expertise in business management with an orientation toward the world of sport. As sport has evolved into an integral part of the American culture, the operations of sport programs have become more sophisticated and complex. People assigned the responsibility for the management of sport programs and facilities must be familiar with the intricacies of sport activities but must also be effective as business professionals.

The program of study consists of four basic components: general education (All College Requirements), business management, sport orientation and practical experiences. During the Senior year, students are required to complete a 15-week field experience under the supervision of a qualified professional in sport management. This experience will afford the student an opportunity to apply what has been acquired in the academic setting to the "business of sport" in the real world. It will also facilitate student entry into the employment market upon graduation.

## SPORTS MANAGEMENT PROGRAM

### Freshman (Fall)

BUSM 5:	Intro to Business
PHED 1:	Seminar in Physical and Health/Fitness
ENGL 3:	Written and Oral English
MATH 21:	College Algebra (Natural Science Elective)



Religion Elective  
 CISC 10: Introduction to Computers  
 PEAC: Skills Elective

### **Freshman (Spring)**

RLSR 3: Intro to Recreation  
 ENGL 4: Written and Oral English  
 HIST 1: Survey of Western Civilization  
 OR  
 HIST 2: Making of the Modern World  
 HLTH I: Personal Health  
 Elective from Literature or Foreign Language

### **Sophomore (Fall)**

BUSM 10: Principles of Accounting I  
 ECON 1: Principles of Macroeconomics  
 BUSM 26: Principles of Management  
 PHED 112: Principles and Problems of Coaching  
 RLSR 16: Program Planning  
 PHED 128: Psycho/Socio Foundations  
 PEAC: Skills Elective  
 PEAC: Skills Elective

### **Sophomore (Spring)**

BUSM 11: Principles of Accounting II  
 ECON 2: Principles of Microeconomics  
 BUSM 70: Business Law  
 PHED: Coaching Theory Elective  
 PHED 124: Athletic Administration  
 \*ENGL 111: Sports Information  
 PEAC: Skills Elective  
 PEAC: Skills Elective  
 \*Counts as Expressive Art Requirement.

### **Junior (Fall)**

BUSM 100: Managerial Accounting  
 ECON 107: Managerial Economics  
 BUSM 120: Statistics for Business and Economics  
 PHED 149: Coaching Practicum  
 Free Elective  
 Elective from the Social Sciences  
 PEAC: Skills Elective

### **Junior (Spring)**

CISC: Computer Science Elective  
 ECON 108: Managerial Economics  
 BUSM 102: Marketing Management  
 RLSR 150: Public Relations  
 SMGT 150: Pre-Practicum in Sport Management  
 Free Elective

### **Senior (Fall)**

BUSM 105: Financial Management  
 BUSM 205: Managerial Supervision  
 PHED 270: Sociology of Sport  
 PHED 299: Philosophical Inquiry Into Physical Education

RLSR 200:	Facility Management
Free Elective	
PEAC:	Skills Elective
PEAC:	Skills Elective

### Senior (*Spring*)

SMGT 241:	Fieldwork in Sport Management
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## TEACHER EDUCATION

The Department of Teacher Education stresses the theme of "The Teacher as an Instructional Leader." Teacher Education majors prepare to enter their profession at one of three levels: as teachers of pre-school, elementary school or secondary schools. All programs prepare students to teach in public or private schools. Students who desire a program in alternative schools or in non-school settings (e.g. in the educational components of hospitals, museums, nature preserves, etc.) should consult their advisor.

Professional preparation includes both formal and non-formal teaching techniques. Because parents are children's first teachers, the programs prepare students to work with parents to facilitate children's development and to enhance positive home-school relations. Emphasis is also placed on awareness of agencies other than schools which serve children and their families.

Teacher Education programs combine theoretical education in the college classroom with practical education in off-campus fieldwork placements. Professional preparation occurs in education blocks, described specifically under each program heading.

### PROCEDURE FOR ADVANCED STANDING IN TEACHER EDUCATION

In the Department of Teacher Education, all applications should be submitted to the Departmental Headquarters. Applicants will be reviewed by two faculty members. Each student will receive notification of the decision in writing from the Chairperson of the Department of Teacher Education during the term in which the application is filed.

### MINIMUM STANDARDS FOR ELIGIBILITY FOR ADVANCED STANDING

A student must achieve and maintain Advanced Standing in the Teacher Education department. This requires:

1. an overall c.i. of **2.20**
2. a department c.i. of **2.50**; for secondary students a c.i. of 2.50 in the coursework in the subject area in which certification is sought, as well as in Education coursework.
3. completion of all departmentally required courses both within the Teacher Education department and outside the department.
4. minimum competency in mathematics\* and English.
5. the signature of an Arts and Sciences faculty member in the area of his/her concentration. (Elementary and Early Childhood majors) or of the Secondary Education Task Force member from the field in which certification is sought (Secondary Education majors).
6. the signature of his/her departmental advisor.
7. outstanding **D's** or **F's** in departmentally-required coursework have been made up with a **C** or better. (Elementary and Early Childhood Majors); outstand-

ing F's in any departmentally-required coursework have been made up with a C or better (Secondary Education majors).

*\*Achieved by taking a Competency Exam.*

The student:

- Will be granted Advanced Standing
- Will be granted Advanced Standing with reservations
- Will not be granted Advanced Standing

As part of the Advanced Standing review, the department will consider professionally relevant characteristics such as:

- ability to meet deadlines
- punctuality
- interpersonal skills
- demonstration of responsibility
- oral and written communication skills

This review will be included in the Departmental decisions to grant, to grant with reservation, or to deny advanced standing on the application.

The student should see his/her advisor for further information.

### **PROCEDURE IN THE EVENT OF FAILURE TO OBTAIN ADVANCED STANDING**

1) If a student does not qualify for Advanced Standing at the end of the Sophomore Year his/her continuation in Teacher Education will be in jeopardy. The person will not be permitted to enroll in Junior Year Fieldwork courses until Advanced Standing is achieved.

2) The student's advisor, with the approval of the Department Chair- person, will make a prescription which must be met completely by the student by the end of the Spring Semester of the Junior Year. The prescription may include some requirements which must be met prior to the end of the Junior Year.

3) The student will sign a copy of the prescription which will be placed in his/her folder.

4) A student will not be permitted to Student Teach unless the prescription has been fulfilled as required above.

### **PROCEDURE IN THE EVENT OF FAILURE TO QUALIFY**

Students enrolled in Teacher Education may file a new application at any time the minimum standards have been met. Students may appeal unfavorable decisions.

### **SUPERVISED STUDENT TEACHING (PRACTICUM)**

The student must have attained senior status and maintained his/her advanced standing as described above.

### **EARLY CHILDHOOD EDUCATION**

All Early Childhood Majors are also required to accumulate an 18 s.h. concentration which approximates a college minor in one or more of the following fields: Math, Science, Social Studies, the Arts, Health and Physical Education. No departmentally-required courses may be used towards the concentration.

**SPECIAL NOTE:** The Massachusetts Department of Education is in the process of changing regulations for teacher certification. Changes in regulations will necessitate alterations in this Springfield College teacher preparation program. Consult the Department Chair or the Coordinator of Teacher Preparation and Certification for further information.

# EARLY CHILDHOOD EDUCATION BLOCK-PLAN

## Fall Semester

### Freshman Year

Humanities, Sciences  
(BIOL 1, ENGL 3, MATH 16,  
ARTS, HIST 1 or 2, or  
INST 1, 3)  
Activity Course

## Spring Semester

### EDUCATION—BLOCK 1

EDUC 66: Intro. to Teacher Educ.

Humanities, Sciences  
(SOCI, PHIL, ENGL, MATH  
OR INST 2 and INST 4)  
PHED 5  
Activity Course

### Sophomore Year

Humanities, Sciences  
(PSYC 1, HIST 4, RELI)  
PHED 7:  
HLTH 1 or HLTH 3:  
Activity Course

### EDUCATION—BLOCK 2

EDUC 50: Societal Problems  
EDUC 60: Growth and Develop.  
Humanities, Sciences  
(HIST 6, PSYC 4)  
Activity Course

### Junior Year

#### EDUCATION—BLOCK 3

EDUC 137: Multicultural  
Foundations of Education  
EDUC 126: Curriculum  
Experiences  
EDUC 128: CMO Reading

#### EDUCATION—BLOCK 4

EDUC 99: Children's Lit.  
EDUC 135: Mathematics Concepts  
EDUC 146: Teaching Music in the  
Elementary Grades

OR

EDUC 147: Art Experiences  
for Pre-School Children  
EDUC 162: Special Education  
EDUC 167: Planning and  
Organization  
EDUC 168, 169: Field Work\*  
Humanities, Sciences  
Humanities, Sciences  
(ENGL 195) Activity Course  
Activity Course

EDUC 170, 171: Field Work\*\*

### Senior Year

#### EDUCATION—BLOCK 5

EDUC 251: Practicum  
EDUC 253S: Practicum Seminar  
EDUC 267: Organization and Administration  
EDUC 281: Tests and Measurements

Humanities, Sciences (ENGL 220)  
Free Electives\*\*  
Activity Courses

(NOTE: Students may plan to take the 5th block either in the Fall or the Spring semester, thereby reversing the assigned courses of study.)

\*Block 3 field work consists of two separate placements.

\*\*Block 4 field work consists of two distinct placements.

\*\*\*Free Electives may be taken interchangeably in the freshman or sophomore year.  
 #These courses may be taken interchangeably in the freshman or sophomore year.

(CAUTION: This Block Plan *does not* list all requirements for graduation.)  
 NOTE: An Interdisciplinary Studies form of program is available and recommended.  
 INST 1, 2 and INST 3, 4 are commonly used to fulfill 16 S.H. of the All College Requirements.

## ELEMENTARY EDUCATION

All Elementary Majors are also required to accumulate an 18 s.h. concentration which approximates a college minor in one or more of the following fields: Math, Science, Social Studies, the Arts, Health and Physical Education. No departmentally-required courses may be used towards the concentration.

SPECIAL NOTE: The Massachusetts Department of Education is in the process of changing regulations for teacher certification. Changes in regulations will necessitate alterations in this Springfield College teacher preparation program. Consult the Department Chair or the Coordinator of Teacher Preparation and Certification for further information.

### ELEMENTARY EDUCATION BLOCK-PLAN

#### *Fall Semester*

##### **Freshman Year**

Humanities, Sciences  
 (BIOL 1, ENGL 3,  
 MATH 16, ARTS, HIST 1 or 3,  
 INST 1 and INST 3)  
 Education  
 Activity Course  
 Humanities, Sciences  
 (SOC1, PHIL, ENGL 4, MATH 17,  
 INST 2 and INST 4)  
 Activity Course

#### *Spring Semester*

##### **EDUCATION—BLOCK 1**

EDUC 66: Intro. to Teacher

##### **Sophomore Year**

Humanities, Sciences  
 (PSYC 1, HIST 5, REL1)  
 PHED  
 HLTH 1 or HLTH 3  
 Activity Course

##### **EDUCATION—BLOCK 2**

EDUC 60: Growth and Development

Humanities, Sciences (HIST 6,  
 PSYC 4) #  
 Activity Course

##### **Junior Year**

##### **EDUCATION—BLOCK 3**

EDUC 137: Multicultural  
 Foundations of Education  
 EDUC 128: CMO Reading  
  
 EDUC 162: Special Education  
 EDUC 167: Planning and

##### **EDUCATION—BLOCK 4**

EDUC 99: Children's Literature  
 EDUC 146: Teaching Music in the  
 Elementary Grades OR  
 EDUC 147: Art Experiences for  
 Pre-School Children  
 EDUC 170,171: Field Work\*\*

Organization  
EDUC 168, 169: Field Work\*  
EDUC 177: CMO Mathematics  
Humanities, Sciences electives  
Activity Course

EDUC 178: CMO Elem. Methods

Humanities, Sciences Electives  
Activity Course

### Senior Year

#### EDUCATION—BLOCK 5

EDUC 250: Class Management  
EDUC 251: Practicum  
EDUC 253S: Practicum Seminar  
EDUC 281: Tests & Measurements

Humanities, Sciences electives  
(ENGL 220)  
Free Electives\*\*\*  
Activity Courses

(NOTE: Students may plan to take the 5th block either in the Fall or the Spring semester, thereby reversing the assigned courses of study.)

*\*Block 3 field work consists of two separate placements.*

*\*\*Block 4 field work consists of two distinct placements.*

*\*\*\*Free electives may be taken at any time, being interchangeable with GSTD course assignments.*

*#These courses may be taken interchangeably in the freshman or sophomore year.*

(CAUTION: This Block Plan *does not* list all the requirements for graduation.)

NOTE: An Interdisciplinary Studies form of program is available and recommended.

## SECONDARY EDUCATION

All Secondary Education majors are required to complete the equivalent of a double major, with courses in both Education and the subject area they wish to teach. While rigorous, this preparation provides an excellent background for teaching in the secondary content area.

SPECIAL NOTE: The Massachusetts Department of Education is in the process of changing regulations for teacher certification. Changes in regulations will necessitate alterations in this Springfield College teacher preparation program. Consult the Department Chair or the Coordinator of Teacher Preparation and Certification for further information.

### SECONDARY EDUCATION BLOCK-PLAN

#### Freshman Year

Humanities, Sciences (ENGL 3, HIST 1 or 2, PSYC 1, ARTS, INST 1,  
3 Major course requirement (ENGL 4, PHIL, Science, PSYC 4, INST 2, 4,  
Major course requirement

#### EDUCATION—BLOCK 1

EDUC 30: Intro. to High School Teaching  
Activity Courses

#### Sophomore Year

Humanities, Sciences (Language/Cult.)  
Humanities, Sciences (Major course requirements or Free Electives\*\*

## **EDUCATION—BLOCK 2**

EDUC 60: Growth and Development

HLTH 1 or HLTH 3

Activity Courses

### **Junior Year**

#### **EDUCATION—BLOCK 3**

EDUC 137: Multicultural Foundations of Education

EDUC 175: Methods and Curriculum

EDUC 165: Planning & Organization

EDUC 118: Pre-Practicum

#### **EDUCATION—BLOCK 4**

EDUC 174: Pre-Practicum (Special Issues)

EDUC 180: High School Language Development

Humanities, Sciences (Major course requirements or Free Electives\*\*

Activity Courses

### **Senior Year**

#### **EDUCATION—BLOCK 5**

EDUC 251: Practicum

EDUC 255S: Practicum Seminar

EDUC 281: Tests and Measurements for the Classroom Teacher

Humanities, Science (SOCL, Electives, Major Course Requirements, or

Free Electives\*\*

Activity Courses

(NOTE: Students may plan to take the 5th block either in the Fall or Spring semester, thereby reversing the assigned courses of study.)

*\*These courses may be taken interchangeably in the freshman or sophomore year.*

*\*\*Free Electives may be taken at any time, being interchangeable with GSTD course assignments.*

(CAUTION: This Block Plan **does not** list all requirements for graduation.)

## **BIOLOGY CURRICULUM FOR SECONDARY EDUCATION**

A student certifiable for teaching biology in the secondary school will have completed the following minimum requirements:

### **BIOLOGY**

BIOL 4-5: Bioscience

BIOL 70: Plant Biology

BIOL 80: Genetics

BIOL 10-11: Mammalian Anatomy & Physiology

BIOL 150: General Ecology

(May be replaced by BIOL 64, BIOL 178, or BIOL 190)

BIOL 185: History & Philosophy of Science

BIOL: Elective in Biology\*

*\*Upper level course chosen in consultation with academic advisor.*

**Supportive Courses:**

BIOL 186:	Methods in Teaching Biology Laboratories
CHEM 1-2:	General Chemistry
CHEM 30-31:	Organic Survey
PHYS 21-22:	General Physics
MATH 22:	Pre-Calculus Mathematics
CISC:	Computer

(Supportive course designation may be supplemented by higher level courses dependent upon previous preparation of the student.)

**BEHAVIORAL SCIENCE MAJOR FOR SECONDARY EDUCATION**

RELI 9:	Religions of Humankind
SOCI 1:	Introduction to Sociology
HSAD 36:	Intergroup Relations
ANTH 1:	Introduction to Anthropology
HIST 1:	Western Civilization
HIST 2:	Making of the Modern World
HIST 5:	Colonial America to Civil War
HIST 6:	Civil War to Modern America
PSYC 1:	Introduction to Psychology
PSYC 9:	Human Development
PSYC 121:	Abnormal Psychology
PSYC 190:	History of Psychology
PSYC 213S:	Psychological Testing

Students in the Behavioral Science Certification take two of the following "required electives".

PSYC 218:	Behavior Modification and/or
PSYC 222:	Interviewing and Counseling and/or
PSYC 240:	Psychology of Sexual Behavior and/or
PSYC 299:	Psychology of College Age Adult

**BUSINESS MANAGEMENT CURRICULUM FOR SECONDARY EDUCATION**

A student certifiable for teaching business management in the secondary school will have completed the following *minimum* requirements:

**Business Management:**

*BUSM 5:	Intro. to Business
*BUSM 10-11:	Principles of Accounting
*BUSM 26:	Principles of Management
BUSM 70:	Business Law
BUSM --:	Electives in Business

**Economics:**

*ECON 1-2:	Principles of Economics
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**Computer Science:**

*CISC 10:	Intro. to Comp. Science
CISC 40:	World of Microcomputers



### **Supportive Courses:**

*Math 21:	College Algebra
*MATH 23:	Business Mathematics
ENGL 102:	Business and Technical Writing
PHIL 125:	Business Ethics

*\*Denotes courses required for gaining advanced standing, which must be completed before students begin fieldwork experiences.*

## **CHEMISTRY MAJOR FOR SECONDARY EDUCATION**

CHEM 1-2:	General Chemistry (General & Inorganic Chemistry)
CHEM 21-22:	Organic Chemistry
CHEM 23-24:	Organic Chemistry Laboratory
CHEM 32:	Biological Chemistry
CHEM 33:	Biological Chemistry Laboratory
CHEM 41:	Quantitative Analysis (Analytical Chemistry)
CHEM 42:	Quantitative Analysis Laboratory (Analytical Chemistry)
CHEM 115:	Physical Chemistry with Biological Applications
CHEM 116:	Physical Chemistry Laboratory
PHYS 21-22:	General Physics
BIOL 1:	Basic Concepts or
BIOL 4 or 5:	Bioscience
BIOL 170:	Laboratory Instrumentation and Methodology
MATH 27-28:	Calculus I and II

## **ENGLISH MAJOR FOR THE SECONDARY EDUCATION PROGRAM**

The English Department offers a major for secondary education students with the following concentrations: English Literature, American Literature, Drama, Language and Communications, and Sports Journalism. A major without a concentration is also available.\*

ENGL 3 and 4, or 5 and 6:	Written and Oral English
At least 6 credits in the English survey courses	
ENGL 9:	Great Books
ENGL 41-42:	Survey of American Literature (at least one)
ENGL 61-62:	Survey of English Literature (at least one)
ENGL 101:	Advanced Composition
ENGL 102:	Business and Technical Writing
ENGL 195:	The Structure of American English
ENGL 197:	The History of the English Language
ENGL 220:	Traditional Grammar and Usage
ENGL 200:	Seminar
ENGL 267 or 268:	Shakespeare

Twelve hours to be selected from one of the concentrations or any English Department electives. Those students who elect a major without a concentration\* must take nine hours of courses at the 100- or 200-level in addition to the departmental requirements and electives.

## MATHEMATICS AND COMPUTER SCIENCE MAJOR FOR SECONDARY EDUCATION

MATH 21:	College Algebra*
MATH 22:	Precalculus Mathematics*
MATH 27-28:	Calculus I,II
MATH 31:	Calculus III
MATH 33:	Elementary Differential Equations
MATH 40:	Contemporary Mathematics*
MATH 45:	Geometry
MATH 50:	Linear Algebra
MATH 110:	Mathematical Analysis
MATH 130:	Probability and Statistics
MATH 200S:	Introduction to Discrete Mathematics
MATH 210S:	Abstract Algebra
MATH 240S:	Topics in Mathematics and Computer Sciences (Methods of Research)***
CISC 70:	Introduction to Computer Science
CISC 150:	Computer Logic Design
CISC 65:	Computer Programming in BASIC
	Laboratory Science Courses (with consultation of the faculty advisor)

*\*MATH 21 and 22 could be a part of general college core or waived if the student can demonstrate competency through the CLEP exam or other indicators of advanced standing.*

*\*\*The course contains Elementary Set Theory.*

*\*\*\*Includes Methods of Inquiry.*

## SOCIAL STUDIES/HISTORY MAJOR FOR SECONDARY EDUCATION

### I. Requirements: Social Studies/History Major

ECON 1:	Principles of Economics
HIST 5:	Colonial America to Civil War
HIST 6:	Civil War to Modern America
HIST 25:	Ancient & Classical
HIST 29:	Early Modern Europe
POSC 5-6:	American Government
SOCI 1:	Introduction to Sociology

### II. Required Electives

HIST:	(Any two courses)
GEOG 100:	Concepts of Geography (One Course)
GEOG 101:	Cultural Geography

### III. Non-Western Culture—(Select 1)

ANTH 50:	Cultural Anthropology
HIST 135:	Modern China
POSC 150:	Politics of Development
RELI 9:	Religions of Humankind

### IV. Contemporary Issues—(Select 1)

POSC 17, 177 or 220:
SOCI 130 or 131:

#### **V. Research & Methodology—(Select 1)**

HIST 190: Seminar

POSC 190: Seminar

SOCI 290S: Seminar

#### **IV. General Electives—(Select any 1)**

Choose from Anthropology, Economics, History, Philosophy, Political Science, Religion, Sociology.

### **YMCA PROGRAMS**

Since its founding in 1885 as "The School for Christian Workers," Springfield College has continued its distinctive task of training young men and women for professional careers in the YMCA. Springfield is **the only** YMCA Association College in the United States officially recognized by the "Y" movement for the preparation of professionals.

Springfield College offers a variety of educational programs in several disciplines at both the undergraduate and graduate levels. These curricula are designed to enable students to fulfill their educational and vocational objectives in anticipation of a professional career in the YMCA.

Most YMCA students focus their specialized interest in one of the three major academic areas: Recreation & Leisure Services, Human Service and Administration or Health & Physical Education. In each of these areas, course guidelines are available and recommended for those with a YMCA concentration.

**Human Service and Administration** with focus on program planning, outreach, community development, and group work (please see p. 52)

**Physical Education** in the community provides training in fitness, aquatics, exercise physiology and a large variety of health and physical education options. In many instances, specialized YMCA certifications are completed before graduation (please see p. 58)

**Recreation and Leisure Services** with the emphasis on recreation, youth programs, and camping (please see p. 70)

Students are encouraged to cross departmental and divisional lines in selecting courses that will add to their own professional expertise in their areas of interest, and it is not unusual to find offerings in other program areas which are attractive and valuable.

All three areas provide for a minimum of a ten-week practicum—a guided-study experience that takes place in an agency. Students are encouraged to do their field work in an approved YMCA that will offer an individualized, practical growth experience.

Field work experience in the YMCA and other agencies is offered in Human Service and Administration, Recreation & Leisure Services, and Physical Education. The student may qualify for this learning opportunity after she or he completes a minimum of 90 credits and has demonstrated an ability to do self-directed learning with supervision and guidance. Some field work may take the form of paid internship under conditions worked out by the student, the college, and the agency.

### **RECOMMENDED COURSES**

Many Springfield College majors offer the knowledge and competencies with the supervised practical experience needed for a YMCA career. The courses listed below offer additional skills; these course may or may not be included in a student's major.

BUSM 10:	Principles of Accounting
HSAD 36:	Intro to Group Dynamics
HSAD 39:	Group Work Sequence
HSAD 111:	YMCA: Past, Present and Future
HSAD 116:	YMCA Management and Continuity Planning
HSAD 240:	Proposal Writing and Fund Raising
OR	
ENG 102:	Business and Technical Writing
HSAD 250:	Management and Volunteer Programs
PEAC 205:	Lifesaving
PEAC 206:	Teaching of Swimming & Lifesaving
PHED 151:	YMCA Field Work
PSYC 222:	Interviewing and Counseling
OR	
RLSR 230:	Leisure Counseling
RLSR 3:	Introduction to Recreation & Leisure Services
RLSR 6:	Dynamics of Leadership
RLSR 16:	Program Planning
RLSR 148:	Management of Leisure Services
RLSR 175:	Swimming Instructor for the Disabled
RLSR 245:	Personnel Management/Human Resource Management
RLSR 160:	Facility Design and Planning
OR	
HFIT 105:	P.E. and HFIT Programs in Social Agencies
SOC 131:	Minority-Majority Relations

The traditional association between Springfield College and the YMCA continues. Once the International Training School of the YMCA, Springfield is now the only YMCA affiliated college in the U.S.

The vitality of the affiliation can be seen in the support of local and national YMCAs, the campus visits of "Y" professionals and national "Y" executives and the students who intern at YMCAs throughout the USA and recently in Japan, England, and Denmark.

The many Springfield College alumni in the YMCA are an important link. Other links are the Springfield College faculty who are YMCA consultants and training supervisors, the college's ties with Asian YMCAs, and the YMCA/Springfield College Minority Recruitment Program.

The college's YMCA Studies Director provides students with information, advice and assistance in finding a "Y" internship or position by arranging on-campus interviews, writing and calling YMCAs in the USA and overseas.

## Academic Minors

Springfield College offers study in a variety of areas as minors, which may be **incorporated** with a student's course of study with careful planning. Minors are prescriptive rather than simply a compilation of a certain number of credits in a specialized field. Therefore, students interested in adding a minor should consult their academic advisors.

The following areas of study are available as minors with 18 semester hours of study from a prescriptive listing:

**Biology**  
**Computer Science**  
**Computer Programming**

**Human Services and Administration**  
**English**  
**Music**  
**Natural History**  
**Psychology**  
**Rehabilitation Counseling**  
**Religion**  
**Sociology**

The following areas of study are also available as 'minors' from a prescribed listing, but with specific semester hours of study as indicated.

**Art (24-26)**  
**Athletic Coaching (34-35)**  
**Business (24)**  
**Chemistry (22)**  
**History (19)**  
**Mathematics (21)**  
**Political Science (22)**

Slight changes may occur in both the course requirements and the semester hour requirements for these minors since curriculum revision is ongoing.

## **Special Offerings**

There are special programs at Springfield College which have been established to supplement and enrich the professional areas of interest at the College.

### **THE INTERNATIONAL CENTER**

From its founding until 1953, Springfield College carried "International" in its corporate title. Prior to World War II, the College was far ahead of most American colleges and universities in International Affairs. Hundreds of alumni working effectively in their own countries testify to the success of the College's 100-year history of providing selected leaders and students of other nations with an education which enables them to work with and through their own people to bring about greater well-being for youth and community.

Following World War II, emphasis upon the importance of the international student in the United States took on new dimensions. Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries and to American understanding of other ways of life.

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

In order to strengthen the orderly development of international concerns and to coordinate, simplify, and focus administrative responsibility, the College established the Doggett Memorial International Center in 1965.

The range of functions of the Center include:

Orientation of students from abroad, and American students going abroad.  
Coordination, encouragement and counseling of Springfield students to study and

serve abroad.

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

Responsibility for the international student program.

Coordination and development of plans for overseas affiliations and centers.

Maintenance and cultivation of additional State Department, AID, and USIA affiliations and contacts appropriate to the College, its capabilities, interests and future.

Expansion and diversification of the international visitors' program, particularly persons sent to the College by agencies of the United States Government, YMCA, The Experiment in International Living and other private agencies for varying periods of study and consultation.

## **THE ACADEMIC COMPUTER CENTER**

State-of-the-art computational hardware was installed at Springfield College in 1982 for general use in our academic program including undergraduate and graduate course work and student and faculty research.

The Academic Computer Center, located in the Marsh Memorial Building, contains a Prime Computer 2755 system. This configuration currently includes a central processing unit with 4 megabytes (4,000,000) of main memory, disk storage with a capacity of 770 megabytes (7,700,000,000) for program and data storage, 2 high speed line printers for producing hard copy output, a 1600/1800 bpi magnetic tape drive, and 25 block mode CRT terminals. The current configuration may be increased in the future as the demand for this facility approaches its limitations.

In addition to our central computer, there are two micro-computer laboratories (one an Apple lab and one an IBM lab) for use in areas such as: chemistry, computer sciences, physics, mathematics, biology, physiology of exercise, test and measurements, and biomechanics and for general use.

The total Springfield College computational system serves the comprehensive needs of our students including program development, on-line data acquisition, data storage and statistical analysis.

## **EQUESTRIAN ARTS PROGRAM**

The Recreation and Leisure Services Department offers a concentration in Equestrian Arts in cooperation with Porlock Vale Equestrian Center in Somerset, England.

One semester of the junior year is spent in England at Porlock Vale. While there qualified students may prepare for, and if capable, take the B.H.S.A.I. (British Horse Society Assistant Instructor) Exam. This certification is widely recognized in the equestrian world.

Courses taken at Springfield lead to completion of a program which includes administration and business management. The intent of this unique program is to prepare the student who would like to manage an equestrian program in a private or school setting.

## **RESERVE OFFICERS' TRAINING CORPS**

Any student attending Springfield College who desires to earn a commission in the United States Army can do so through the Army Reserve Officers' Training Corps (ROTC) program which is offered through a cooperative agreement at Western New England College in Springfield. Interested students may participate in a two-or four-

year program.

Four-year program students must accumulate 90 contact hours of military science academic courses and leadership/skill training during their freshman and sophomore years. During the junior and senior years they must take a three-credit military science academic course and leadership laboratory each semester.

Two-year program students (sophomores or students who have two academic years remaining) attend a six-week basic summer camp in lieu of the first two years of the program.

Veterans or members of the National Guard and Reserve may receive up to three years of constructive credit. Two years of credit may be awarded for previous ROTC training in either high school or college.

In addition to classroom instruction, students participate in leadership practicums, orientation visits to military bases, field trips and briefings. Students also attend a six-week summer advanced camp at the end of the junior year which permits application of theory presented in the classroom.

Financially, cadets are paid \$100 a month stipend during the final two years of the program and receive approximately \$500 for Advanced Camp attendance and \$500 for Basic Camp. Also, cadets may compete for one-, two- and three-year scholarships.

Upon completion of degree and ROTC requirements, cadets are commissioned as Second Lieutenants, in the United States Army and serve on active duty or serve with a Reserve or National Guard unit. Interested students can register for Army ROTC academic courses at Western New England as special students through the Cooperating Colleges of Greater Springfield.

## **AIR FORCE ROTC**

The Air Force Reserve Officers Training Corps (AFROTC) at Springfield College does not have its own Air Force ROTC program. However, students can take the program while attending Springfield College through the Cooperating Colleges of Greater Springfield (CCGS) agreement. The agreement allows students to take one class free at any one of the other participating colleges. In this case, the AFROTC classes are taken at Western New England College (WNEC) in Springfield while the program (AFROTC Detachment) is based at the University of Massachusetts in Amherst. The freshman and sophomore courses can be taken without any commitment to the Air Force and a 2-year program is available for any interested sophomores who decide to pursue the program during the spring of that year. Upon successful completion of the program, (and receipt of a bachelor's degree) graduating students will receive commissions as Second Lieutenants in the U.S. Air Force. 3 1/2, 3, 2 1/2 and 2-year scholarships paying full tuition, lab and incidental fees, \$100/month during schools and most books are available to students in all academic majors. For additional information, contact the Professor of Aerospace Studies, (413)545-2437/2451 at the University of Massachusetts.

## **MINOR IN MUSIC**

(19 Semester Hours)

Springfield College offers a Minor In Music for students who wish to continue the study of music as a secondary interest. It also affords students the opportunity to develop music skills which may be utilized in their major areas of study.

Requirements include each student pursuing the study of voice or an instrument with an approved instructor each semester for two years. Instructors of applied music lessons are outstanding musicians from the Springfield area.

In addition to the applied music, each student is required to be a member of at least

one of the College's performing groups, i.e., Springfield College Singers, Springfield College Band, Springfield College Pep Band, Springfield College Small Ensembles. Participation in a particular group may vary from year to year. Students are encouraged to participate in more than one group.

### **Music Minor Requirements:**

Music 1:	Basic Musicianship
Music 2:	Music Theory I
Music 3:	Music Theory II
Music 8:	Music Appreciation
Music 30:	Applied Music I

### **Ensemble:**

Music 12 (Singers) or Music 13 (Band) or Music 14 (Pep Band) or Music 15 (Small Ensembles)

## **PRE-PROFESSIONAL ADVISEMENT**

Under the guidance of a committee consisting of three to six faculty members, students will be advised to select courses which will assist them in securing admission to professional schools. The various advisement programs are described below.

**Dentistry**—Students are advised to select courses which will best prepare them for application to dental school; these courses will also give the candidates a broad foundation in the areas highlighted by the Dental Aptitude Test. The committee evaluates the students during their sophomore and junior years. The purpose of sophomore evaluation is to attempt to predict whether the candidate's academic achievement will be competitive when they reach the time to apply for admission to dental school. Junior evaluation is to aid in the preparation of letters supportive of the student's application for admission to a dental school.

**Law**—This concentration is designed to provide the student with an opportunity to prepare for admission into law school. Emphasis is placed on those areas of undergraduate instruction which are fundamental to the later attainment of legal competence. Although no single course of instruction is prescribed, Pre-Law students, in consultation with their advisors, are required to complete courses which develop abilities in the critical understanding of human institutions and values, which assist in the comprehension and the expression of words, and which facilitate their ability to think clearly, concisely, and independently.

**Medicine**—Students are advised to select courses which will best prepare them for application to medical school; these courses will also give the candidates a broad foundation in the areas highlighted by the Medical College Admissions Test. The committee evaluates the students during their sophomore and junior years. The purpose of sophomore evaluation is to attempt to predict whether the candidates' academic achievement will be competitive when they reach the time to apply for admission to medical school. Junior evaluation aids in the preparation of letters supportive of the student's application for admission to a medical school.

**Theology**—This concentration affords interested students the opportunity to prepare for advanced education in the theological school leading to careers in the ministry. While there are no specific courses which are required, it is generally expected that a student in consultation with the faculty committee will plan a program which is sufficiently broad in scope and which also provides a solid foundation in the disciplines of religion and philosophy.



# The Academic Program

All students are expected to carry from 12-16 semester hours (S.H.) of academic work per semester but may qualify as full time students with only 12 semester hours. In addition they should carry the activity and techniques courses prescribed by the department of their choice.

## 1989-90 ALL-COLLEGE REQUIREMENTS

- I. English 6 S.H.
  - A. Written
  - B. Oral
  
- II. Health and Physical Education 6 S.H.
  - A. Health 2 S.H.
  - B. Activities—an average of one activity course per semester while a student is on campus 4 S.H.
  
- III. Natural and Social Sciences
  - A. Natural Sciences—I course Biology, Chemistry, Environmental Studies, Mathematics, Physical Sciences, Physics 1
  - B. Social Sciences—
    - Western Tradition 1 course
    - Hist 1 or 2
    - Introduction to the Social Sciences 1 course
  
    - Anthropology 1
    - History 6
    - History 180
    - Political Science 1
    - Sociology 1
    - OR
    - Interdisciplinary Studies 1-2 (6 S.H.) to fulfill the entire Social Science requirement.
  
- IV. Aesthetic and Spiritual Studies
  - A. Communicative and Expressive Arts (at least 10 S.H.)  
(Language is *required* for many majors. Check with advisor for application of this rule.)
    - Literature and Foreign Arts 1 course
    - Art, Dance, Drama, Music, Media 1 course
  - B. Religion and Philosophy
    - Religion 1 course
    - Philosophy 1 course
    - OR
    - Interdisciplinary Studies 3 and 4 (10 S.H.) may be taken to fulfill the entire Aesthetic and Spiritual Studies requirement.

## GRADING

Examinations, other written work, performance in class or in the field—any one or all—constitute the basis of grading.

A Exceptional  
A-

D+  
D Passing

B+  
B Good  
B  
C+  
C Fair  
C-

D-  
I—Incomplete  
F—Failure  
S—Satisfactory  
U—Unsatisfactory  
X—Audit

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

In extraordinary circumstances such as extended illness and at the discretion of the instructor, a student may request and be granted a specified extension of time to complete course requirements. The appropriate forms must be completed by instructor and student and a copy filed with the Registrar before the 'I' or alternate grade becomes part of the student's permanent record. In such cases the mark will be converted to 'I-E' (Incomplete-Extended). The student is responsible for completing course requirements by the date negotiated with the Instructor, at which time the change of grade is submitted to the Registrar. If course requirements are not completed, the 'I-E' converts to a permanent 'I' or alternate grade where designated by the instructor.

In all cases involving a mark of 'I' or 'I-E' it is the responsibility *of the student* to negotiate with the instructor the conditions for removal of the Incomplete.

A student may repeat a course in which he/she has received an unsatisfactory grade. To do so, he/she registers again for the course. Both grade entries will appear on the record card, but only the credit hours and grade resulting from the repeat course will be used in computing hours and honor credits for graduation. This will be true whether the grade for the repeat is higher or lower than the original grade.

## PASS/FAIL GRADING

Students during the Sophomore, Junior and Senior year may elect to take one course per term on a pass/fail basis. A *maximum* of 18 semester hours are permitted excluding courses which are automatically graded on a pass/fail basis. Courses taken on the pass/fail basis cannot be All-College Requirements or specific courses required in the student's major and must be approved by the instructor.

Students wishing to take courses on the pass/fail grading must petition the Office of the Registrar at the time of course registration. Grades for approved pass/fail courses cannot be changed to conventional letter grades.

## HONOR CREDIT

A — 4.0 honor credits per semester hour  
A- — 3.7 honor credits per semester hour  
B+ — 3.3 honor credits per semester hour  
B — 3.0 honor credits per semester hour  
B- — 2.7 honor credits per semester hour  
C+ — 2.3 honor credits per semester hour  
C — 2.0 honor credits per semester hour  
C- — 1.7 honor credits per semester hour  
D+ — 1.3 honor credits per semester hour  
D — 1.0 honor credits per semester hour  
D- — .7 honor credits per semester hour

- F — .0 honor credits per semester hour
- I — not included in computation
- P — not included in computation

The Honor Credits are used in awarding academic honors, and determining general academic qualifications for scholarships, honor societies, and other recognitions available for students of high scholastic standing.

Grades received at other institutions are included in computing the academic index.

## ACADEMIC INDEX

Academic Index is computed by dividing the total Honor Credits earned by the total semester hours attempted. Academic and skills and techniques courses are included in this computation. For example:

2 Semester Hours of A give 8 honor credits  
 2 Semester Hours of B give 6 honor credits  
 2 Semester Hours of C give 4 honor credits  
 2 Semester Hours of D give 2 honor credits  
                     8 Total Semester Hours  
                     20 Total Honor Credits

Therefore  $20 \div 8 = 2.50$  Academic Index

Note: Transfer Credits are included in these calculations.

## CHANGE OF SCHEDULE REQUESTS

During the first five days of each semester a student may request a change in his/her schedule of courses. Forms for such requests are provided by the Registrar. They are required if a student desires to add a course, to drop a course, or to change a section. They must be signed by the student's advisor before they are brought to the Registrar for processing. No change of this type may be made *after* the first five days of each semester.

Students may, with permission of the Registrar, drop a course which they have been attending up to 14 calendar days after the first day of each semester, and with the exception of skills and techniques, may withdraw from a course any time up to that point at which 80 percent of the course is completed if withdrawal is confirmed by the student's advisor and the Registrar.

## CLASS ATTENDANCE

There are no College requirements concerning class attendance; however it is important for the student to know the requirements of the faculty for each class he/she attends.

It should be understood that the student is responsible for any work missed from class whether for an excused absence or not. Absence for other than official college activities must be explained to the Dean of Students personally within 24 hours after returning to classes.

Recognized excuses for absences are:

*sickness*

*curricular or co-curricular activities* approved by the Office of the Dean of Students

*personal obligation* claimed by the student and recognized as valid by the Dean of Students or Assistant Dean of Students.

## ACADEMIC STANDING AND WARNING

**Freshman**—A Freshman whose Fall semester index falls below 1.50 will be warned. He/she will be subject to dismissal at the end of the Freshman year if his/her cumulative index falls **below** 1.70. If he/she receives failing grades in three or more courses he/she will be subject to dismissal at the end of any semester.

**Sophomore**—A Sophomore whose cumulative index falls below 1.85 at the end of the Fall Semester will be warned. He/she will be subject to dismissal at the end of his/her Sophomore year if his/her cumulative index falls below 1.85.

**Junior**—A Junior whose cumulative index falls below 1.95 at the end of his/her Junior year will be subject to dismissal.

## DISCIPLINARY ACTION AND DISMISSAL

It is the policy of the College to notify students when it appears that they are unwilling or unable to maintain reasonable standards of academic work or when their conduct is not consistent with the ideals and ethical standards of the College and of the professions for which preparation is being given.

A student may have disciplinary action taken against him/her for misconduct or failure to observe College regulations. A student is subject to dismissal for repeated behavior requiring further disciplinary action and for all conduct considered prejudicial to the welfare of the students and the College.

## READMISSION

When a student is separated from the College for any length of time, readmission is not automatic. The student must reapply for admission through the Dean of Admissions. See also page 13.

## INTERCOLLEGIATE ACADEMIC COOPERATION

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

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

Undergraduate students may take selected courses for credit at a cooperating institution when such courses are not available at the college. For example, a third year foreign language class offered at one college may be able to help accommodate a qualified degree candidate from another.

Curricular offerings among the three institutions encompass arts and sciences; business administration; engineering; health; physical education and recreation; community services and teacher education.

Interested students apply through their Academic Advisors for academic approval; registration will be arranged by their registrars.

The regular course charge will be expected to follow the regulations of the college

at which the students are guests.

Credit for courses at a cooperating college will be applied to the student's record at his/her home college.

## REGISTRATION

The registration of all students is conducted under the direction of the Vice President for Academic Affairs and the Registrar according to the schedule of classes or the college year. The official registration records are compiled and administered in the office of the Registrar. All full-time students are registered at the times and places indicated in the official calendar. The Registrar will publish in advance of each registration specific instructions regarding procedures. Students who fail to register at the designated time must pay a \$25 late fee.

## DEGREES

Under the College's Charter, degree programs leading to a Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) are available on the undergraduate level.

The College also offers graduate programs leading to a Master of Education (M.Ed.), Master of Science (M.S.), Master of Physical Education (M.P.E.), Certificate of Advanced Study, and Doctor of Physical Education (D.P.E.)

Honorary Degrees are granted by the Board of Trustees in limited number of recognition of pre-eminent achievement in the fields for which the College is noted.

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

Application for degree must be filed at the time specified by the Registrar. Degree candidates wishing to participate in Commencement Exercises must so indicate to the Registrar at this time even if they have completed requirements in some previous semester. A candidate for the Baccalaureate degree must have completed a *minimum of 130 semester hours of credit* with a maximum of 16 hours in skills courses and must have *satisfied the "All-College" requirements of the student's major*. Candidates for the bachelor's degree at Springfield College are required to complete successfully a *minimum of 45 semester hours of upper level courses or complete the courses required for a baccalaureate degree* within a planned program. A *minimum of 64 semester hours* must have been obtained at institutions which grant the bachelor's degree. Juniors may not transfer credits subsequently obtained from a two-year college toward Junior or Senior year requirements.

For transfer students, the minimum Springfield College credits for the undergraduate degree is 30, provided that they are the final 30 credits and include none which are All-College Requirements or are in the form of internship, field experience, pre-practica, practica and community service, and which along with transfer credits total 130 semester hours.

Also, it is expected that all specified courses and requirements of the program in which the student is enrolled be completed with an average grade of 'C'. Specific majors or programs may require a higher average grade.

*The student must also settle all financial obligations incurred during his/her college career.*

## ACADEMIC HONORS

A candidate for the Bachelor's degree may be granted academic honors providing the student fulfills all requirements for graduation; the qualifying index has been

earned through a minimum of 45 semester hours of Springfield College credit, not counting those earned through the "P" and "F" systems of grading, through the Fall semester of the senior year; and that the student fall within one of three classifications in the top 20% of the graduating class as follows: Summa Cum Laude, 3%; Magna Cum Laude, 7%; and Cum Laude, 10%.

## **FACULTY ADVISORS**

During the early part of the Fall Semester each new student will be assigned a Faculty Advisor in the department of his/her choice. Only after consultation with this person may he/she request any changes in his/her academic schedule.

The same is true if, at a later date he/she desires to transfer into another department of the College. The form requesting transfer may be secured in the Office of the Registrar and must be signed by both major departments before the change is considered official. A new advisor will then be assigned.

## **TRANSFER AND PART-TIME STUDENTS/ ADVANCED STANDING**

All programs having requirements for Advanced Standing will treat part-time and transfer students individually.

# **Undergraduate Course Descriptions**

Undergraduate courses at Springfield College are numbered as follows:

- 1-99—Freshman and sophomore courses
- 100-199—Junior and senior courses
- 200-299—Open to seniors and graduate students only

Sequence courses are indicated by a hyphen between course numbers. Academic credit is awarded on the following basis:

- 1 semester hour for 15 hours of study
- 2 semester hours for 30 hours of study
- 3 semester hours for 45 hours of study
- 4 semester hours for 60 hours of study

In skills and techniques courses in physical education, 45 hours of attendance are necessary for 1 semester hour of academic credit.

The hours required for laboratory and field work courses are included in course descriptions.

The listing of courses described herein is not intended to imply that offerings have been finally determined for the 1989-90 academic year. All courses are subject to faculty availability.

# ANTHROPOLOGY

## **ANTH 1: Introduction to Anthropology**

**3 S.H.**

This is an introductory survey course of the field of anthropology with emphasis upon the prehistoric development of culture. Behavior of man illustrated by the simpler societies.

## **ANTH 50: Cultural Anthropology**

**3 S.H.**

An examination in depth of the concept and the methods and theoretical positions of cultural anthropology. Students will concentrate on reading primary materials—i.e. case studies of ethnographies, key articles, or selections in theory and method. *Prerequisite: ANTH 1 or permission of instructor.*

## **ANTH 60: Women and Men: The Development of Sex Roles**

**3 S.H.**

A cross-cultural survey of the development of sex roles in societies at different levels of sociocultural complexity. Environment, technology, social organization, and ideology are examined as constraining mechanisms for sex role development.

# THE ARTS

## **ARTS 1: Introduction to Crafts**

**2 S.H.**

This course will give the student experiences in a variety of materials—metal, ceramics, woods and cloth. Each medium is to be developed as a unique form of creative expression.

## **ARTS 2: Acting**

**3 S.H.**

An approach to the techniques of stage acting by classroom exercises in voice stage movement, characterization, style, and scene study. Examinations will include performance before a live audience.

## **ARTS 3: Studio in Painting**

**3 S.H.**

This is a course in which the many aspects of making a painting are explored. Various painting problems are assigned in order to focus on the capacity of paint for control and scope of expression. Students will be encouraged to develop and realize their personal ideas as exciting visual images.

## **ARTS 5: Sensitivity and the Creative Process**

**2 S.H.**

This course explores the creative processes of artists in the visual arts. Examples of work by the leaders of contemporary art as well as artists of historical significance will be analyzed. Slides, tapes, films, museum visits, and guest artists will be an integral part of the course. Through this examination of art, the students will have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own.

## **ARTS 6: Stage Production**

**3 S.H.**

Study and practice in stage and lighting design.

## **ARTS 10: Directing Workshop**

**3 S.H.**

Historical research, theory and practice in directing for the stage, with special emphasis on scene building. Examination will include an actual performed theatrical piece.

## **ARTS 14: Studio in Printmaking**

**3 S.H.**

This is a course which explores the varied aspects of the printmaking media. Areas to be covered will include intaglio, calligraphy, and lithography. Work will be done using both traditional and experimental techniques in black and white and in color.

## **ARTS 15: Studio in Drawing**

**3 S.H.**

This is a course in using drawing as a means to increase the student's ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials.

## **ARTS 16: Studio in Design**

**3 S.H.**

This is an exploration of design as a visual language as it exists on a flat surface. Students are guided toward the understanding of the basic design elements as a means to maximize the freedom of expression in the area of communication and originality.

## **ARTS 20: Studio in Sculpture**

**3 S.H.**

This course develops the individual imaginative efforts of the student working in the third dimension. Emphasis is placed on the relationship of materials, scale, means and concept as related to the artist's statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax and clay.

## **ARTS 21, 22: Dramatic Workshop**

**2, 2 S.H.**

Scenery construction and production projects as required by the Attic Players, Cultural Affairs, and Best of Broadway productions.

**ARTS: 24: Care and Protection of Art Objects****2 S.H.**

This course emphasizes the materials and techniques of an artist. Students will make in-depth studies of the materials and methods which will afford them the opportunity to gain the greatest possible control over their creative process. Areas of investigation will include paint pigments, chemistry of materials, and conservation of pictures.

**ARTS 25: Studio in Photography****2 S.H.**

This course explores the photographic process, the use of equipment, film development, and printing. Emphasis will be placed upon the use of the camera as a creative means of expression.

**ARTS 26: Studio in Pottery****3 S.H.**

This course is an introduction to the various methods of pottery making. Students will explore such forming methods as slab, pinch, coil, and throwing. The use of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function will be developed. Tests will be conducted in differing clay bodies and glaze information.

**ARTS 28: Urban Ecology and Three-Dimensional Design****3 S.H.**

This course explores our urban environment as three-dimensional design. Students will be encouraged to use the urban community as a classroom for studying the aesthetic interrelationships of man and his environment. Such basic design elements as color, form, shape, texture, and scale as related to the human elements will be emphasized.

**ARTS 30: Studio in Computer Graphics****3 S.H.**

This is an introductory course that will focus on the technology of computer graphics. Each student will have the opportunity to explore a number of graphic software programs utilizing several computer systems. Due to the advanced software programs employed, students will be able to draw, paint, design, and make rapid changes in their art work with almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course.

**ARTS 31: Dance Appreciation****3 S.H.**

This course explores dance from primitive to contemporary time through film showing and lecture. The objectives include broadening one's understanding and appreciation of the dance arts and to develop the ability to view dance critically.

**ARTS 40: Introduction to Art Therapy****3 S.H.**

This course will introduce the student to the profession of Art Therapy. The history and development of Art Therapy will be covered. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals will be studied.

**ARTS 100: Materials and Methods of the Art Therapist****3 S.H.**

This course will cover the wide range of materials, methods, and techniques employed by the Art Therapist in the visual arts in working with disabled people. Areas that will be covered include the use of both two and three dimensional art materials. How the Art Therapist utilizes them to assist people in expressing themselves in a nonverbal manner will be explored in depth. *Prerequisite: ARTS 40.*

**ARTS 106: Figure Drawing****3 S.H.**

This course will be an in-depth study of the traditional problems of drawing the figure, working with light, weight, dimension, and color. Emphasis is placed on developing the student's sensitivity and awareness to the many possibilities and potentials that the human form possesses. Students will draw directly from both male and female models. Working will be in such media as charcoal, ink, pencil, and conté-crayon as well as in techniques of contour, line, and work drawings.

**ARTS 109: Arts & Ideas****3 S.H.**

This course is designed to combine the elements of Art with Art History. Through the study of the plastic elements of art and composition, the student views the role of the artist from ancient times to the present day to form better understanding of aesthetics of our own human nature.

**ARTS 117: European Art from Prehistoric Period to the 18th Century****3 S.H.**

This survey course examines the development of the visual arts from cave painting to the beginning of the modern era. It concentrates on the relationship between artistic expression and social and cultural forces.

**ARTS 118: Modern European Art****3 S.H.**

Beginning with the early Romantic era this survey examines visual expression of revolutionary changes in the entire fabric of society.

**ARTS 119: American Art 1700-1900****3 S.H.**

The course is a survey of painting, architecture, and sculpture from early Colonial Period to the turn of the 20th century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation.



**ARTS 120: American Art of the 20th Century****3 S.H.**

The course investigates the development of a true native style and expression in the wake of modern technological advancement, global, political, and economic upheavals and the search for national cultural identity.

**ARTS 140: Art Therapy Pre-Field Work Experience****3 S.H.**

This course is a required course designed for students in the Art Therapy concentration who need first hand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. *Prerequisite: ARTS 40.*

**ARTS 141: Supervised Field Experience****2-10 S.H.**

This course provides the opportunity for the student to become involved in the urban community as an artist in residence. The student will work directly with the people of the inner city in less formal situations such as a studio, gallery, museum, or a store front workshop. An exhibit of the student's art work in his own area of interest is presented at the completion of this experience.

**ARTS 150: Advanced Studio in Art****2-6 S.H.**

The advanced studio provides the opportunity for those students who wish to gain an in-depth study of a specific media or art form. Each student will work out the studio experience in consultation with the instructor of the course based on his or her individual interests and potential. *Prerequisite: Permission of instructor.*

## **ATHLETIC TRAINING**

**ATRN 95: Introduction to Athletic Training****1 S.H.**

This introductory course in Athletic Training is designed for Athletic Training majors and those considering Athletic Training as a career. It will expose students to the professional preparation of the athletic trainer and their roles as a health care professional at all levels. It will also provide an introduction to the Athletic Training Program at Springfield College.

**ATRN 196-197: Practicum in Athletic Training Fieldwork****2-2 S.H.**

This practicum is designed to teach the basic skills, support procedures and techniques used by the trainer in handling and caring for athletic injuries. *Prerequisite for ATRN 196: ATRN 95; for ATRN 197: ATRN 196.*

**ATRN 205: Advanced Therapeutics in Athletic Training****3 S.H.**

This is an advanced course in assessment and remediation of athletic injuries for students in our NATA program in athletic training. Upon completion of this course, the student should be able to recognize injuries sustained and be able to assess these in terms of what specific therapeutic modalities should be used in proper therapeutic treatment programs to achieve optimum results. The course will focus on assessment techniques and the use of proper therapeutic care in the training room clinical setting.

**ATRN 206: Advanced Prevention and Care of Athletic Injuries****3 S.H.**

This course is for the athletic training student. It will include a detailed discussion of athletic injury prevention, screening, pathomechanics of injury, and evaluation techniques. The laboratory sessions will allow the student to develop practical skills in the above mentioned areas. Discussion of special topics (pharmacology, female athlete, dermatology, etc.) will be included.

**ATRN 297: Athletic Training Senior Fieldwork****1 S.H.**

This practicum teaches the basic and advanced skills, support procedures, and techniques used by the trainer in handling and caring for athletic injuries. *Prerequisites: Acceptance into the Athletic Training major, permission of instructor, and ATRN 197.*

**ATRN 298S: Seminar in Athletic Training****1 S.H.**

This is a seminar for seniors in the Athletic Training Program. Topics to be included in the seminar are: low back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. *Prerequisites: ATRN 197 and/or permission of instructor.*

## **BIOLOGY**

**BIOL 1: Basic Concepts of Modern Biology****4 S.H.**

This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution and the origin of life, basic physiological processes, behavior, genetics, and development. Human biology and the social implications of modern biology will be considered throughout.

**BIOL 4-5: Bioscience****4-4 S.H.**

This course is a study of the major characteristics of living organisms. Diversity of form and function, energy and material flux, movement, growth and development, and regulation from the molecular and cellular level to the organismic and population levels will be covered. Discussion, lectures, and laboratory experiences present and integrate a wide variety of approaches to the problems common to all living systems. Each student will be given the opportunity to develop and complete a research project under the supervision of the professor.

**BIOL 10: Mammalian Anatomy & Physiology I: Functional Anatomy****3 S.H.**

The course analyzes the structure and function of the muscular, skeletal, and nervous systems as they relate to human movement. Laboratory consists of regional dissection of the cat.

**BIOL 11: Mammalian Anatomy & Physiology II: Structure and Function of the Organ Systems****3 S.H.**

This course covers the physiology and biochemistry of muscle and the structure and function of the circulatory, respiratory, digestive, excretory, endocrine, and nervous systems.

**BIOL 60: Introduction to Vertebrate Biology****3 S.H.**

Field studies of the biology of vertebrates from fish through mammals will be emphasized. Seasonal activities including winter bird watching, mammal tracking, reptilian collections, nocturnal recording of amphibians, and fishing will be done. Vertebrate adaptations to move, reproduce, sense stimuli, eat, navigate, etc., will be addressed at the introductory level for each class of vertebrate during the lecture. *Prerequisite: BIOL 1 or BIOL 4 or permission of instructor.*

**BIOL 64: Flora of New England****3 S.H.**

Field recognition, ecology, and use of major non-flowering and flowering plants will be covered. Identification will be accomplished by a study of flowers, fruits, seeds, leaves, and winter twigs. Activities will include field trip studies of major plant associations (bogs, marshes, swamps, fields, forests). Applications for teaching and environmental studies, collecting, preserving, and herbarium techniques will be addressed.

**BIOL 65: Introductory Horticulture****3 S.H.**

This introduction to plant function, growth and maintenance includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applications will be covered.

**BIOL 70: Plant Biology****3 S.H.**

This course consists of an introductory treatment of plant structure, function, classification, growth and development, economic importance, habitats, and responses to the environment. The course allows for and encourages independent investigation in the laboratory and/or field. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 77: Field Ornithology****3 S.H.**

Birds are studied as an aid in teaching biology and conservation, and "bird watching" is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 80: Genetics****4 S.H.**

This course encompasses a study of the principles of inheritance in plants and animals. Emphasis is placed on the physical basis of inheritance, Mendelian inheritance, physiological genetics, population genetics, and human heredity. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 90-91: Human Structure and Function****3-3 S.H.**

This course gives students an opportunity to study the structure and function of the human organism. Topics covered include: cells, tissues, and the skeletal, muscular, circulatory, respiratory, digestive, excretory, endocrine, and nervous systems. *Prerequisites: BIOL 4 & 5 or equivalents.*

**BIOL 109: General Histology (Lecture)****2 S.H.**

This course covers the ultrastructure of cells and histology of tissues and organs. Emphasis is placed on functional relations to morphology. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 110: General Histology (Lab)****2 S.H.**

Students will learn general microtechnique including preparation of slides, autoradiography, photomicroscopy, use of ultramicrotomes, and will be introduced to the electron microscope. In addition, study of the histology and ultrastructure of specific tissues and organ systems will be covered. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 114: Bacteriology****3 S.H.**

Students will study the fundamental principles of bacteriology with emphasis on the relationship of bacteria (and related microorganisms) to Man. The role of bacteria, and their control, in water, food, soil, industrial processes and disease production is stressed. Laboratory deals with basic techniques for studying microorganisms and their activities. *Prerequisites: BIOL 1 or BIOL 4-5. One year of Chemistry is recommended preparation.*

**BIOL 115-116: Microbiology****3-3 S.H.**

This is a study of the structure and activities of bacteria, yeasts, molds, viruses, rickettsia, and other microorganisms. The course is designed to acquaint students with principles governing microbial actions and their control. Fundamentals of resistance and immunity including the study of reaction between antigens and

antibodies with application to detection of infectious and non-infectious diseases are covered. Attention is given to those laboratory techniques essential to the isolation, classification, identification, control, and enumeration of microorganisms. *Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22 or CHEM 31-32.*

**BIOL 125: Seminar in Biology**

**2 S.H.**

Discussion and reports on current topics in biology will be presented at weekly meetings with departmental faculty. *Prerequisite: Departmental approval.*

**BIOL 135: Economic Botany (Plants and Human Affairs)**

**3 S.H.**

Students will study plants of benefit or harm to man and other animals, and their products (including food, nutrients, drugs, fibers, etc.) which make them economically useful for the necessities and amenities of life. Origins, history, and general importance of plants to man's social and economic development will be emphasized. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 150: General Ecology**

**3 S.H.**

The objectives of this course are to study the structural and functional aspects of plant and animal communities in relation to the physical and biological environment. Topics include: energy flow, material cycling, limiting factors, populations and communities, organism interaction, succession, adaptations, man's position, and world habitats. Both lab and field work are integrated with the lecture material. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 160: Plant Physiology (Agricultural & Environmental Applications)**

**3 S.H.**

This course develops a basic understanding of plant processes and structures in relation to photosynthesis, photorespiration, crop yield, fertilizer (mineral) use, growth regulation by hormones, water needs, and plant disorders, and brings such concepts into perspective with environmental and agricultural applications. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 170: Laboratory Instrumentation and Methodology**

**3 S.H.**

The theory and practice of modern laboratory techniques utilizing optical, electrical, chromatographic, and radioisotopic methods of measurement and analysis are covered. Principles underlying instrument design and safety in the laboratory are emphasized. *Prerequisites: CHEM 1-2, BIOL 1 or BIOL 4-5; Math; or permission of instructor. Analytical Chemistry and Physics are recommended.*

**BIOL 178: Aquatic Biology**

**4 S.H.**

Emphasis will be placed upon the collection, identification and distribution of local freshwater flora and fauna. The biological, physical, and chemical composition of representative bodies of water will be compared. Information from fish biology will be used to study nutrition, growth, and reproduction in freshwater. Attention will be given to the community and recreational resources of urban lakes. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 181: Animal Growth and Development**

**4 S.H.**

This course is a descriptive and analytical study focusing on central problems in developmental biology: growth and its regulation, differentiation and morphogenesis in both vertebrates and invertebrates. Laboratory includes experimental investigation as well as microscopic study of developing embryos. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 185: History and Philosophy of Science**

**3 S.H.**

This is a study of sciences and scientific thought with an emphasis on the historical and contemporary interaction of science with other disciplines, particularly that of philosophy. The nature and scope of science, as well as the scientific method as an approach to understanding the natural world, will be explored.

**BIOL 186: Methods in Teaching Biology Laboratories**

**1 S.H.**

This is a study of the approaches to teaching/presenting biology laboratories. Emphasis will be placed on laboratory techniques/procedures and guides to literature applicable to the secondary school setting.

**BIOL 188: Comparative Vertebrate Anatomy**

**4 S.H.**

Subject material is a study of the structure and phylogeny of vertebrates, including distribution, classification, and ecology. Laboratory work illustrates evolutionary trends and specializations through dissection of representative animals of a number of different phyla. *Prerequisite: BIOL 1 or BIOL 4-5 and BIOL 181.*

**BIOL 190: Field Ecology**

**2 S.H.**

This is an on-site study of the biological, physical, and chemical processes operating in the marine, littoral, and terrestrial environment with special attention to the role of humanity in utilizing and affecting resources. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 208: Cell Biology**

**4 S.H.**

Material covered includes an analysis of the cell, molecular constituents, and structure and function of organelles. Laboratory includes microtechniques and uses of various instruments and methods in Cell Biology. *Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22, PHYS 21-22.*

**BIOL 220: Cellular and Comparative Physiology (Models of Human Performance)** 4 S.H.  
Comparative studies of animal physiology and biochemistry are used as models to understand human performance. Knowledge about how lower animals move and adapt to various world environments have become powerful tools to study human performance. Laboratory experiences are applied to solving case histories of human performance as well as providing a practical understanding of cellular function—its metabolism, irritability, gas exchange, water balance, temperature regulation, and reproduction. *Prerequisites: BIOL 188 or BIOL 90-91.*

**BIOL 235: Evolution** 3 S.H.  
A descriptive and analytical study of evolution from the Pre-Cambrian era to the present is the objective of this course. Topics include speciation, isolation, micro-evolutionary trends, and modern concepts of human evolution. *Prerequisites: BIOL 1 or BIOL 4-5.*

## BLACK STUDIES

**BSPR 135: History of Afro-Americans I** 2 S.H.  
A tracing of the particular conditions and contributions of Africans and Afro-Americans in our colonial and national history through the Civil War, stressing their role in establishing the country's economic base, and in testing the professed democracy and Christianity of the United States.

**BSPR 136: History of Afro-Americans II** 2 S.H.  
The history of Afro-Americans' attempts to live full and free lives in the United States from the Civil War to today, focusing upon Black reconstruction, Jim Crow limitations, migrations, ghetto crowding, and upon the Civil Rights Movements since 1950.

**BSPR 137: History of Afro-Americans III** 2 S.H.  
A study of the regularly inglorious and late treatment of Afro-Americans in sports. Histories, biographies, autobiographies, and recent investigations of professional and collegiate athletics reveal some of the difficulties posed by owners, coaches, the public, and theoreticians of Afro-American physical prowess.

## BUSINESS MANAGEMENT

**BUSM 5: Introduction to Business** 3 S.H.  
This course provides the student with a general background in the elements and characteristics of business. By surveying the structure of business, its external and internal environment, it will give the student a broad understanding of the business sector.

**BUSM 10: Principles of Accounting I** 3 S.H.  
The accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivables, payables, inventories, and plant assets. The course will explain how to set up accounting systems and how to control assets.

**BUSM 11: Principles of Accounting II** 3 S.H.  
Accounting principles and practices developed through Accounting I are expanded upon as they apply to a partnership and corporate form of business with the major emphasis on the utilization of accounting data as a decision making tool in the areas of budgets, taxation, changes in financial position, and financial statement analysis. The course will also deal with non-profit accounting. *Prerequisite: BUSM 10.*

**BUSM 26: Principles of Management** 3 S.H.  
This course provides a realistic knowledge of management in theories, techniques, and practice. The function of planning, organizing, directing, and control are developed in depth. Cases and readings are utilized to provide a basis for the application of decision making in relating back to the function of management.

**BUSM 70: Business Law** 3 S.H.  
The emphasis of this course is on basic principles of business law and society. The major topics to be covered are: contracts, sales, commercial paper, agency, partnerships, and corporations.

**BUSM 100: Managerial Accounting** 3 S.H.  
The course covers policy and decision making based on profit planning and objectives. The major topics to be covered are: budget, cost methods, pricing methods, and cost-volume profit analysis. *Prerequisite: BUSM 10-11.*

**BUSM 101: Principles of Marketing** 3 S.H.  
This course surveys the foundations, principles, and functions of marketing with a thorough treatment of the core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy as well as tangible goods. (This course is for non-business majors only.)

**BUSM 102: Marketing Management****3 S.H.**

This course will emphasize the utilization and understanding of modern marketing strategies. Through text study, the marketing process will be examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix – produce, price, place, and promotion. Through case analyses, students gather data, analyze marketing options, and prepare workable solutions. *Prerequisites: ECON 2, BUSM 10 and BUSM 26.*

**BUSM 105: Financial Management****3 S.H.**

The course emphasizes basic decision-making tools and analytic processes employed by financial managers. The major topics to be covered are: financial analysis, cash flow, pro forma, short and long term financing, and asset management. *Prerequisites: BUSM 10-11 and BUSM 100.*

**BUSM 110: Fund Accounting for Non-Profit Agencies****3 S.H.**

This course provides the student who plans to manage a not-for-profit business with the accounting tools required. Major emphasis will be upon fund accounting concepts with major concentration upon financial statements and their use in accounting management. Preparation and use of budgets and impact of legislative actions will be covered.

**BUSM 115: History of American Business****3 S.H.**

This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. *Prerequisite: ECON 1-2, or permission of instructor. Not offered every year.*

**BUSM 120: Statistics for Business and Economics****3 S.H.**

Statistics for Business is an introductory level course in basic statistics relating to the business and economic environment. The course will cover basic concepts, vocabulary, and methods of probability and statistics as applied to decision making in management. It will also gather, manipulate, and analyze data for problems in the areas of cost accounting, auditing, advertising, and marketing research.

**BUSM 141: Business Management Field Experience****3-6 S.H.**

The Field Experience program is a form of independent study which combines academic study with business world activity. It offers the student the opportunity to test classroom theory, align career goals, develop a professional outlook, improve communication skills, and deepen the understanding of the functions of management. Academic credit is dependent on the number of hours spent at the work site per week. The course is for Senior Business Majors only. A final paper is required.

**BUSM 151: Organizational Design and Development****3 S.H.**

Using a contingency approach to understanding organizational behavior, students diagnose the problems of several business settings. Based on actual business cases, classwork focuses on analysis, action and management of change through organizational structure, operating practices and organizational development (OD) processes.

**BUSM 201: Quantitative Methods****3 S.H.**

This course helps students apply certain mathematical principles for use in business and economics. Much attention will be given to problem solving so that students will 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.*

**BUSM 202S: Business Policy and Control****3 S.H.**

The course will require students to integrate previously mastered functional disciplines. The course will involve competition among groups of students acting as independent companies. The course will revolve around a computer generated simulation of a business environment. *Prerequisite: BUSM 201.*

**BUSM 205: Managerial Supervision****3 S.H.**

This course will deal with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. *Prerequisite: HSAD 36, BUSM 26.*

**BUSM 245: Personnel Management/Human Resource Management****3 S.H.**

This course examines the responsibilities of personnel managers and/or managers who perform the personnel functions. This course content includes work analysis, staffing, training and development, appraisal, compensation, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment.

# CHEMISTRY

## **CHEM 1-2: General Chemistry**

**4-4 S.H.**

This course is a study of the structure and states of matter. This course will study the structure of atoms, the formation of molecules, the nature of intermolecular forces and chemical equilibrium in terms of kinetic and thermodynamic effects, and the chemistry of aqueous solutions.

## **CHEM 15: Chemistry Survey**

**4 S.H.**

This is a study of the essential principles of general, organic, and biological chemistry, including: the structure and behavior of atoms and molecules, an introduction to organic compounds and the biochemical basis of physiology, bioenergetics, and nutrition.

## **CHEM 21-22: Organic Chemistry**

**3-3 S.H.**

This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms, and the reactions of fundamental functional groups. *Prerequisites: CHEM 1-2, CHEM 23-24 or concurrently.*

## **CHEM 23-24: Organic Chemistry Laboratory**

**1-1 S.H.**

The laboratory assignments integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation, such as IR, UV, NMR, VPC. *Prerequisite: CHEM 21-22 or concurrently.*

## **CHEM 30: Organic Survey**

**2 S.H.**

This is a brief course outlining the structure, function, and reactions of the biologically important families of organic compounds. *Prerequisite: CHEM 1-2 or CHEM 15 or equivalent.*

## **CHEM 31: Organic Survey Laboratory**

**1 S.H.**

The laboratory is designed to provide experience with the basic techniques of organic chemistry and exposure to the use of modern instrumentation such as UV, IR, and GC. *Prerequisite: CHEM 30 or concurrently.*

## **CHEM 32: Biological Chemistry**

**3 S.H.**

Biological chemistry is a study of the chemistry of life. It is a multidisciplinary science that employs physical, biological, and chemical principles to understand the biochemical unity that is displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates will be examined as will the operation of enzymes, hormones, vitamins, poisons, and drugs. Emphasis will be placed on the abnormal (diseased) state, bioenergetics, genetics, and the interrelationship of biomolecules in nutrition. *Prerequisite: CHEM 30-31 or CHEM 21-22.*

## **CHEM 33: Biological Chemistry Laboratory**

**1 S.H.**

Laboratory exercises include the study of biological reactions as well as modern methods of separation, purification, and characterization of biologically important molecules. *Prerequisites: CHEM 32 or concurrently.*

## **CHEM 41: Quantitative Analysis**

**2 S.H.**

This is a study of the theory and techniques of analytical chemistry, including gravimetric, volumetric, and instrumental procedures. *Prerequisite: CHEM 1-2*

## **CHEM 42: Quantitative Analysis Laboratory**

**2 S.H.**

The laboratory is designed to provide experience in the various techniques of quantitative analysis covered in Quantitative Chemistry lecture. *Prerequisite: CHEM 41 or concurrently.*

## **CHEM 60: Chemistry Seminar—Applied Chemistry**

**1 S.H.**

This is a series of lectures by invited chemists practicing in non-academic laboratories. It is sponsored jointly with the Chemistry Departments of the Cooperating Colleges of Greater Springfield. *Prerequisite: CHEM 1-2 or CHEM 15.*

## **CHEM 110: Physical Chemistry with Biological Applications**

**3 S.H.**

This is a physical interpretation of the phenomena of chemical change and stability as related to biological problems. Topics include: thermodynamics, gases, liquids, solids, bioenergetics, equilibria, chemical dynamics, enzyme kinetics, electrochemistry, molecular spectroscopy, and transport phenomena. *Prerequisites: CHEM 1-2, PHYS 21-22*

## **CHEM 111: Physical Chemistry Laboratory**

**1 S.H.**

Laboratory exercises illustrate the principles of physical chemistry. *Prerequisite: CHEM 110 or concurrently.*

## **CHEM 115-116: Physical Chemistry**

**3-3 S.H.**

This is a physical interpretation of the phenomena of chemical change and stability. Topics include: thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, bioenergetics, chemical dynamics, enzyme kinetics, electrochemistry, quantum chemistry, molecular spectroscopy, photochemistry, and transport phenomena. *Prerequisites: CHEM 1-2, MATH 27-28, PHYS 21-22.*

**CHEM 117-118: Physical Chemistry Laboratory****1-1 S.H.**

This is the laboratory for CHEM 115-116. Laboratory exercises designed to illustrate the principles of physical chemistry. Emphasis will be placed on teaching experimental techniques used in the determination of chemical and physical properties of substances and the interpretation of physical chemical phenomena. *Prerequisites: CHEM 115-116 or concurrently.*

**CHEM 200S: Special Topics in Environmental Chemistry****2 S.H.**

A study of chemical and structural characteristics of elements and compounds having and impact on the environment. Topics include: sources, reactions, transport mechanisms, effect, and fates of chemical species. *Prerequisites: CHEM 1-2, CHEM 21-22, or CHEM 31.*

**CHEM 210S: Advanced Organic Chemistry I: Special Topics****2 S.H.**

An exploration of advanced topics in organic chemistry such as: molecular orbital theory, aromaticity, electrocyclic reactions, photochemistry, and stereo chemistry. *Prerequisite: CHEM 21-22.*

**CHEM 220S: Advanced Organic Chemistry II: Special Topics****2 S.H.**

An exploration of modern methods of the synthesis and the characterization of organic compounds. *Prerequisite: CHEM 21-22.*

## **COMPUTER AND INFORMATION SCIENCES**

**CISC 10: Introduction to Computer Concepts****3 S.H.**

This course is designed to provide an introduction to the world of the computer as well as to serve as a foundation course for more specialized areas of computer studies. It begins with an historical development of the computer and proceeds to study its structure and function primarily by using BASIC. Syntactic and comparative analysis of languages, experience in programming and applications are emphasized.

**CISC 20: Introduction to Computer-Based Management Systems****3 S.H.**

This course introduces computer hardware, software, systems, procedures and human resources utilized in the management and implementation of computer information systems. It explores their integration and application in business and in other segments of management. This course will prepare the student to be an intelligent user of computers and to understand the basics of successful management of information systems.

**CISC 40: The World of Microcomputers****4 S.H.**

The course deals with a detailed study of the concepts and applications of a microcomputer system. Emphasis is placed upon microcomputer organization, architecture and operating systems, as well as upon the extensive application of powerful commercial, word processing, spreadsheet, database, and graphics software to a variety of real-world problems. *Prerequisite: CISC 10.*

**CISC 55: RPG and Data Processing****3 S.H.**

This is an introduction to data processing and its applications through the use of RPG. This course combines the general study of the representation of data to generate information with a study of a specific language. No prior knowledge beyond business math or college algebra is required.

**CISC 65: Computer Programming in BASIC****3 S.H.**

Students will learn how to construct, edit, and execute programs written in BASIC. Emphasis will be placed on language syntax, logic, and structure. Students will be given a generous time allotment at the terminal. *Prerequisite: CISC 10 or permission of the instructor.*

**CISC 68: Programming in FORTRAN****3 S.H.**

This course is designed with the emphasis on standard algorithm development for numeric oriented problem solving. All programming elements common to FORTRAN will be discussed.

**CISC 70: Introduction to Computer Science with PASCAL****3 S.H.**

This course is designed to provide a basis for the technical aspects of computer science. The course begins with study of the functional units and components of a computer system and proceeds to use basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem solving process, including problem specification and organization, algorithms, coding, debugging, testing, documentation, and maintenance with the use of the higher-level language, PASCAL. *Prerequisites: MATH 40 or permission of the instructor.*

**CISC 80: COBOL and File Processing****3 S.H.**

Programming in COBOL, syntax, semantics and applications of COBOL and file processing, including creation, updating, retrieving and debugging will be covered.

**CISC 85: Advanced COBOL****3 S.H.**

The emphasis in this course is on structured methodology or program design, development, testing, implementation and documentation of common business oriented applications using COBOL. It will include coverage of sequential and random access files, utilization of I/O Forms, processing techniques and develop-

ment of programs and systems of programs for batch and interactive environments. The student will develop the ability to design and implement, in COBOL, programs and systems of programs that utilize advanced features of the language. *Prerequisite: CISC 80.*

### **CISC 95: Computer Organization**

**3 S.H.**

This course deals with the detailed study of the internal instructions set, organization, and operations of the modern digital computer through the use of assembly language and machine language programming. *Prerequisite: CISC 70 or equivalent.*

### **CISC 99: Computer Applications in Health Care**

**3 S.H.**

Health care professionals and students in the health sciences are introduced to and gain "hands on" experience in computer attitudes and values, hardware systems, and software with specific emphasis on applications to health care including: clinical and physiological monitoring, health information systems, acuity indices, quality assurance systems, diagnostic systems, and patient records.

### **CISC 100: Data Structures**

**3 S.H.**

This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. *Prerequisite: CISC 70 or equivalent.*

### **CISC 110: Data Base Development and Management**

**3 S.H.**

This course introduces the student to the basic principles of applications program development in a database environment. Special emphasis is placed on loading, modifying, and querying the data base using a host language. Also discussed are various storage devices, data administration, and database management. *Prerequisite: CISC 20, CISC 70, CISC 85.*

### **CISC 120: Systems Analysis and Software Design**

**3 S.H.**

This course introduces the student to the financial, technical, and strategic aspects of computer information systems analysis and design. Emphasis is on the relationship between computer information systems planning process and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation's current state; determining processing, staffing, software, hardware, and financing needs.

*Prerequisite: CISC 110.*

### **CISC 130: Data Communications and Distributed Processing**

**3 S.H.**

This course involves the study of basic features of centralized, decentralized, and distributed computer systems. Selected case studies will emphasize the impact of distributed systems on the business enterprise. Technological implications of computer hardware, software, and communications as they relate to the design, development, and implementation of distributed data processing systems are also examined.

*Prerequisite: CISC 120.*

### **CISC 140: Office Automation**

**3 S.H.**

Office information and decision support systems are studied as emerging and critical elements in business data and information systems. Emphasis is given to information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieval, word processing, micro and reprographics, and telecommunications. This course discusses person/machine interfaces and appraises both current and future technological trends in office automation and their potential impact on the office environment. *Prerequisite: CISC 40.*

### **CISC 150: Computer Logic Design**

**3 S.H.**

This course gives an essential knowledge of the operation of modern computers at the level of logic circuitry design. Topics include arithmetic of various number systems, mathematical logic, Boolean algebra, gate networks, flip-flops, and logic designs in various components of the digital computer, together with their functions. *Prerequisite: CISC 70 or equivalent.*

### **CISC 160: EDP Audit and Controls**

**3 S.H.**

This course introduces the student to the fundamental principles of Electronic Data Processing (EDP) auditing. Emphasis is on EDP controls, types of EDP audits and concepts and techniques used in EDP audits. Also discussed are methods of risk assessment and professional standards in the field of EDP auditing.

*Prerequisites: CISC 130, CISC 140.*

### **CISC 170: Computer Architecture**

**3 S.H.**

This course deals with a detailed study of those concepts which are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, and Input/Output structures, channels, and interfaces. *Prerequisites: CISC 70, CISC 95, CISC 150.*

### **CISC 190: Operating Systems Analysis**

**3 S.H.**

Organization of computer software systems, principles of operating systems, batch, multiprogramming,



multiprocessing and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services are studied. *Prerequisites: CISC 70 or equivalent.*

### **CISC 205S: Computer Systems Seminar**

**3 S.H.**

This course is designed to address various current technical and managerial problems encountered in computer information systems, including those with hardware architecture, systems software, and applications software. *Prerequisite: CISC 120.*

### **CISC 241S: Field Experience in Computer Information Systems-Management**

**3 S.H.**

This course provides the student with the opportunity to apply academic skills mastered in the study of Computer Information Systems-Management within the scope of an industrial environment. 989 Campaign Chairman. *Prerequisite: approval of the Department.*

## **ECONOMICS**

### **ECON 1: Principles of Macroeconomics**

**3 S.H.**

This course deals with the concepts of national income, monetary and fiscal policy, inflation, unemployment, and economic growth.

### **ECON 2: Principles of Microeconomics**

**3 S.H.**

This course deals with the market system, the pricing mechanism, industry market structure, and the distribution of income via the factors of production and the fundamentals of international trade.

### **ECON 101: History of Economic Thought**

**2 S.H.**

This course traces the origins and development of economic principles from ancient times to the modern era. Emphasis is placed on mercantilism, the evolution of capitalistic economic thought from classical doctrine through the twentieth century marginalism, and the socialist reactions to capitalistic theory. *Not offered every year.*

### **ECON 107: Managerial Economics I**

**3 S.H.**

This course analyzes economic principles at the intermediate level. Economic principles are applied to the process of managerial decision-making. Topics covered include demand theory, consumer analysis, theory of cost and production, profit maximization, and decision-making within the various market structures of American capitalism. *Prerequisites: ECON 1 & 2.*

### **ECON 108: Managerial Economics II**

**3 S.H.**

This course continues to apply economic principles to additional areas of managerial decision-making. Special attention is paid to the market for economic resources, practical pricing decisions, regulatory influences on business activity and business forecasting. Emphasis is on current issues including the special considerations posed in not-for-profit organizations and policy alternatives in responding to contemporary economic problems. *Prerequisite: ECON 107.*

### **ECON 117: Money and Banking**

**3 S.H.**

This course discusses the nature and functions of money, credit and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. *Prerequisite: ECON 1-2*

### **ECON 130: Personal Finance**

**3 S.H.**

This course introduces the student to the management of household finances. The topics discussed include financial record keeping, budgeting, analysis of insurance decisions, investment alternatives, taxes, consumer borrowing and credit, retirement planning, trusts, and wills. Principles of personal financial planning stressed in this course should better enable students to manage their own funds.

### **ECON 135: Business, Government, and Society**

**3 S.H.**

This course deals with the structure and performance of industries in the United States, standards of economic efficiency, and government policies to improve economic efficiency. Particular attention is given to antitrust activity, public utility regulation, consumer economics, patents, and technological change.

*Prerequisite: ECON 1-2*

### **ECON 160: Health Economics**

**3 S.H.**

The economics of the health care industry will be reviewed with reference to the production, distribution, supply, demand, and consumption of health care services. This course will focus on the relevance of economic analytic techniques and their application to processes of allocation of health resources.

*Prerequisites: ECON 1, 2.*

## **EDUCATION**

### **EDUC 30: Introduction to High School Teaching**

**2 S.H.**

This course will deal with the responsibilities, roles, and limitations of the work of a high school teacher. It will explore the philosophical, administrative, teaching, and personal issues and problems facing the teacher and

alternative approaches for dealing with special situations. Students will visit schools, interview teachers, observe classes, and explore problems of discipline.

**EDUC 40: Philosophical Foundations of Education** **2 S.H.**

This course acquaints students with traditional educational philosophies from the practical perspective of how these are expressed in confronting current educational concerns. Students will be encouraged to reflect on their values and develop their personal philosophy of education.

**EDUC 50: Societal Problems: The Child** **1 S.H.**

This course provides teachers with insights into the effects of various social issues on young children. Topics will include the impact of hospitalization, family breakdown, death, child abuse, drugs, media.

**EDUC 60: Growth and Development-Prenatal through Adolescence** **2-3 S.H.**

This course develops a fundamental understanding of the cognitive, affective, and physical growth of children and the implications of these trends for curriculum planning. Students may take only the first segment, infancy through pre-adolescence, or also the second segment, which covers the adolescent years.

**EDUC 66: Introduction to Teacher Education** **3 S.H.**

This course helps students gain an understanding of the American educational system. Emphasis will be on the school as a social agency and how it functions in a democratic society.

**EDUC 99: Children's Literature** **2 S.H.**

This course will familiarize students with a diversity of classical and contemporary prose and poetry which will enrich children's lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students will learn to present literature in a variety of ways and to relate it to other arts.

**EDUC 116: Curriculum Development and Methods in Secondary Schools** **3 S.H.**

This course will be a study of methods, techniques, and materials used in secondary schools; of principles of curriculum development. Emphasis will be on student's area of concentration.

**EDUC 117: Secondary Pre-Practicum** **1-3 S.H.**

The purpose of this course is to help students to become sensitive to the dynamic interrelationships between school and community. It puts focus on the teacher as a community leader. It will assist the secondary school teacher in awareness of problems of the classroom and community. Each student will work out practicum experience in contract form and in consultation with the coordinator of the course, based on individual needs, interests, and vocational aspirations.

**EDUC 118: Tutorial Pre-Practicum** **3 S.H.**

This course gives secondary students their first field work experience. They visit schools, contact teachers and arrange for tutorial work in their content area with pupils who require special help. Students develop and utilize teaching objectives, procedures and tests to evaluate the achievement of the objectives. Students meet regularly with College faculty to discuss their progress towards accomplishing their objectives.

**EDUC 119: Media Methods for Physical Education** **1 S.H.**

Instructional media which is pertinent to physical education teachers are introduced and demonstrated in class. Laboratory assignments provide a hands-on opportunity for all participants.

**EDUC 126 Curriculum Experiences for Young Children** **3 S.H.**

This course provides teachers of young children with an understanding of the teaching-learning process in children under eight years of age. The course will be correlated with a Pre-Practicum placement and will emphasize a developmental and unit teaching approach to curriculum planning and implementation.

**EDUC 128: Teaching Basic Reading Skills** **2 S.H.**

This course deals with the nature of the reading process. Emphasis will be placed upon principles, methods and materials for the development of effective attitudes and skills as applied both to developmental and remedial programs.

**EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children** **2 S.H.**

This course furthers the teacher's understanding of mathematical concepts with emphasis on the development of these concepts as they apply to young children.

**EDUC 136: The Design and Production of Instructional Media** **2 S.H.**

This course focuses on the design of instructional media and follows it step-by-step through its use. Students will have the opportunity to design and produce instructional media. The media will be field tested in an instructional setting.

**EDUC 137: Multicultural Foundations of Education** **2 S.H.**

This course will help students to become aware of their own cultures as well as become aware of similarities and differences in other cultural patterns, especially linguistic patterns. Special emphasis on problems of bilingual and bicultural students will be studied.

**EDUC 139: Social and Cultural Foundations of Education****2 S.H.**

The focus of this course will be to investigate how society actually deals with the institution of education. The course will include the study of strengths and weaknesses of the institute of education as seen against the background of society.

**EDUC 140: Social Foundations of Education****1 S.H.**

This course acquaints students with contemporary social issues in relation to education. Included will be such topics as: dynamics of prejudice; the impact of stereotyping by race, sex, ethnicity, religion, censorship; violence in schools; bureaucratization in education; the role of education in a culturally-diverse society. Emphasis will be placed on awareness of students' and teachers' legal rights and responsibilities and on sensitivity in terms of student diversity.

**EDUC 146: Teaching Music in the Elementary Grades****2 S.H.**

Practical approaches to teaching music in the elementary grades will be presented. Use of textbook records and classroom instruments as aids for the teacher of limited musical background will be emphasized. Creative approaches and the development of a sound philosophy for teaching music as one of the allied arts will be discussed.

**EDUC 147: Art Experiences for Pre-School Children****2 S.H.**

This course focuses on the development of an experience-centered art program for children in pre-school programs. Emphasis will be placed on the appropriateness of teaching techniques as well as the use of varied art media and their relationship and the stages of development of children from the ages of three to five.

**EDUC 162: Introduction to Special Education****1 S.H.**

This course will introduce the student to legislation and structures used to provide for the education of special needs students.

**EDUC 165: Planning and Organization for High School Teachers.****1 S.H.**

Students will learn the methods of developing lesson and unit plans for daily use in the classroom and how to create a bridge between administrative requirements and student needs in every day classroom activity. Students will also be introduced to the development of curriculum and the means of meeting the goals and objectives of a course while remaining aware of the needs and capabilities of individual students.

**EDUC 167: Planning and Organization****1 S.H.**

This course prepares pre-practicum students for participation in their junior year field placement. Students will develop skills in techniques of observation, lesson planning, classroom questioning and recognizing different elementary school organizational structures. *Required of all Teacher Education majors.*

**EDUC 168-169-170-171: Pre-Practica****11 S.H.**

Students will be placed in four 7-week settings designed to give them experience with a variety of grade levels, types of school structures, curricula, teaching styles, and educational philosophies. Each of the first three placements will have a specific subject matter focus such as reading/language arts, math/science, social studies/arts, while the fourth placement allows students to experience educational components in non-school settings such as hospitals, museums, and nature preserves. Students register for 5 semester hours in the Fall, and for 6 semester hours in the Spring.

**EDUC 174: Pre-Practicum—Teaching and Special Issues in Secondary Education****3 S.H.**

This pre-practicum provides experience in high school teaching while concurrently dealing with a range of common problems occurring in secondary schools. Issues such as students' and teachers' rights, racism, sexism, equality, and special needs of individuals will be considered. The course will emphasize integration of theory with practice.

**EDUC 175: Methods of Organization and Curriculum Instruction in Secondary School****2 S.H.**

This course will be team-taught by people with expertise in education and the content area. It will emphasize methods of instruction and curriculum organization. Questioning techniques, alternative teaching-learning strategies, classroom innovation, and use of technology and audio-visual media will be included as will organization of time and teaching materials. Individualization of teaching will be stressed.

**EDUC 176: Workshop in the Teaching of Reading****2 S.H.**

This course focuses on: current trends in instruction; common uses of reading ability; causes; recognition, prevention and remedy of reading difficulties; evaluation of remedial programs; diagnostic techniques.

**EDUC 177: CMO-Mathematics****2 S.H.**

This course will teach the development of objectives, methods, and material for teaching arithmetic from kindergarten through the sixth grade and the measurement of achievement.

**EDUC 178-CMO: Science, Social Studies, Language Arts****3 S.H.**

Students will become acquainted with a typical scope and sequence of a Social Studies, Science, and Language Arts Curriculum for the elementary school. A variety of approaches and teaching strategies will be experienced and analyzed. Teaching materials will be created and utilized.

**EDUC 180: Language in High School (Reading, Writing in Content Area)** 2 S.H.

This course will have a dual focus. It will emphasize methods of enhancing reading and writing skills while teaching in the content domains. It will also emphasize the teacher's role as a language model who uses language with clarity, precision, and sensitivity in interacting with people of diverse socio-cultural, racial, and linguistic backgrounds.

**EDUC 210: Creative Writing in the Elementary School** 2 S.H.

A course designed for elementary school teachers which will focus on teaching of self-expression; emphasis upon techniques for motivating writing in accordance with the child's level of skill and interest.

**EDUC 215: Current Trends in Media Selection** 3 S.H.

Current trends in media selection for the unified media specialist and teachers. The use of evaluation and systems for media selection. Selection of media in instructional design and curriculum development.

**EDUC 218: Media Methods Workshop** 1-3 S.H.

The origins of instructional media are traced from the eighteenth century. Modern instructional media will be demonstrated with delivery systems. The opportunity to use instructional media and equipment will be provided in class projects and assignments.

**EDUC 225: Dynamics of Teaching Minority Groups** 2 S.H.

This course explores educational problems of minority groups; development of non-traditional approaches to teaching; examination of myths and facts related to the educability of culturally disadvantaged children.

**EDUC 231: International Education: Culture and Change** 3 S.H.

This course will take a cross-disciplinary approach in studying the origins and growth of selected educational patterns in other countries. Emphasis will be on the various factors which influence the distinctive character and development of national systems of education.

**EDUC 235: Problem Solving in Elementary Arithmetic: A Workshop** 2 S.H.

This workshop provides the pre-service and in-service teacher with the opportunity to learn techniques of problem solving using concrete approaches and processes. The works of Polya, Krutetskii, Piaget, and Bereiter will be studied in developing problem-solving strategies.

**EDUC 236: The Micro-Computer in the Classroom** 3 S.H.

Students will study and practice using the software and computer hardware typically utilized in the Elementary and Secondary School classrooms. The impact of computers in information processing in the public school classroom, and as a teaching/learning tool for classroom use, and for curriculum development and enhancement is explored.

**EDUC 242: Educational Assessment of Children** 2 S.H.

This course will acquaint the students with formal and non-formal techniques for assessing the development of young children and recording the findings of observations and tests. Current testing instruments, test interpretation, record-keeping, and the implications of the Family Education and Privacy Rights Act will be examined.

**EDUC 247: Literature for Young People** 2 S.H.

Selected young people's classics studied for their universal appeal in content, poetic expression, sociological, and psychological insights. *Prerequisite: A course in the language arts, children's literature, or equivalent.*

**EDUC 248: Art in the Elementary School** 2 S.H.

Aims: (1) to acquaint teachers with suitable art materials; (2) to give an understanding of relationship between creative activities, and physical and mental growth; and (3) to furnish classroom methods of presentation.

**EDUC 250: Behavior of Children in Groups** 2 S.H.

The focus of this course is on group behavior in juxtaposition with individual behavior. Special attention will be given to classroom groups and the skills needed to carry out the group process.

**EDUC 251S: Supervised Student Teaching** 10 S.H.

Arrangements must be made individually with the department.

**EDUC 253S: Practicum Seminar** 1 S.H.

This course is to be taken by Teacher Education Majors concurrently with the Practicum field experience. The course will cover topics of relevance to student teachers such as impressions of teaching, correlation of teaching and learning styles, credibility, feedback instruments, interpersonal communications, schools as bureaucracies.

**EDUC 255S: Culminating Seminar, Special Issues in Secondary Education** 3 S.H.

This course, taken concurrently with the Practicum, utilizes classroom techniques for educating high school students with diverse backgrounds, needs, and interests. Students will have the opportunity to share experiences and draw conclusions from discussion of these experiences. Students will be encouraged to engage in self-evaluation while simultaneously participating in supportive peer group interactions.

**EDUC 257: Half Practicum****3 S.H.**

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

**EDUC 262: Special Education in the Regular Classroom****2 S.H.**

This course provides the regular class teacher with the understanding, concepts, and techniques necessary for successful integration of children with special needs into regular classes. The focus will be on helping the successful teacher meet the special needs of atypical children in elementary schools.

**EDUC 267: Organization and Administration of Preschool Programs****2 S.H.**

This course will examine administration of day care and early childhood education programs including program design, licensing requirements, funding and budgeting, personnel roles and management, and the day-to-day administration of a center.

**EDUC 277: Individualized Reading****2 S.H.**

Conditions in the classroom for individualizing teaching of reading; development of reading power through children's interests; growth of self-motivation through independent reading; the role of evaluation and keeping of records related to reading by children and by the teacher; methods of determining children's individual needs in reading.

**EDUC 281: Tests and Measurements for the Classroom Teacher****2 S.H.**

This course will cover the construction, administration, use, and interpretation of evaluation instruments for classroom purposes, as well as problems of marking. *Prerequisite: Four semester hours of education, including PSYC 4, or its equivalent.*

**EDUC 290: Photography in Education****3 S.H.**

This course provides the necessary skills for effective use of photography in teaching. The course will include the use of a simple camera, a 35mm camera, and a movie camera. The student will have instruction in darkroom processes in both black and white and color. *Prerequisite: Each student must have a 35mm single lens reflex camera.*

## **EMERGENCY MEDICAL SERVICES**

**EMSM 1: Career Planning E.M.S.****3 S.H.**

All areas of emergency medical services are explored to aid students in career planning including E.M.S. Systems, manpower, range of job skills, and career readiness.

**EMSM 2: Fieldwork—Basic I****1.5 S.H.**

Fieldwork gives the student an opportunity for employment and experience with a hospital or emergency service. During this phase students will become familiar with medical requirements and design criteria of emergency medical care vehicles, safe driving techniques, and the role of the pre-hospital provider in medical care delivery systems. Each student must document a minimum of 75 hours in fieldwork. *Prerequisite: EMSM 1.*

**EMSM 3: E.M.S. Continuing Education and C.P.R. Recertification—Basic****2 S.H.**

This program provides 30 hours of state approved continuing education offerings required by law. Students will study a variety of topics to aid them in expanding their knowledge and skills on the basic level. Each student will also be recertified in C.P.R. *Prerequisite: EMSM 2.*

**EMSM 4: Fieldwork—Basic II****2 S.H.**

Continuation of Fieldwork will enhance the student's understanding for the need of basic life support and proper patient assessments; improve communication skills; and instill greater confidence with patient care. The minimum 200 hours that students must document during employment or placement is applied to the one-year experience necessary to qualify for the E.M.T.- Intermediate level. *Prerequisite EMSM 3.*

**EMSM 5: E.M.S. Continuing Education and Basic Refresher Training****2 S.H.**

Students will receive 18 hours of state approved continuing education programs required by law to strengthen their E.M.S. education. A mandatory 20-hour Basic Refresher Training program reviewing all aspects of E.M.T.—Basic Material will ensure maintenance of knowledge and skills at this level. Successful completion will satisfy the Massachusetts and National Refresher Training and 48 hours of E.M.S. continuing education requirements. *Prerequisite: EMSM 4.*

**EMSM 6: Fieldwork—Basic III****2 S.H.**

In this final phase of Fieldwork, basic students will review and perfect all basic skills as they respond to medical and trauma emergencies in their employment or placement. They will learn to recognize a medical crisis, intervene in a positive manner, and provide a succinct and accurate report of the incident. Students must document a minimum of 200 hours fulfilling the one-year experience required to qualify for the E.M.T.—Intermediate level. *Prerequisite: EMSM 5.*

**EMSM 7: E.M.T.—Intermediate****4 S.H.**

Content includes the role of the Paramedic, legal aspects of emergency care, human systems and patient assessment, shock and fluid therapy, peripheral IV insertion, pneumatic anti-shock trousers, endotracheal intubation, and radio communications through lectures and laboratory. *Prerequisite: EMSM 6.*

**EMSM 8: Clinical Affiliation—Intermediate****1.5 S.H.**

This program gives the student an opportunity to gain required fieldwork skills at the Intermediate level through supervised hospital practice. Rotations include the Emergency Department, Intensive Care Unit, Coronary Care Unit, IV Team, and Anesthesiology. Each student must document the required number of skills and 112 hours of clinical experience. *Prerequisite: EMSM 7.*

**EMSM 9: E.M.T.—Paramedic I****4 S.H.**

This course has a lecture and laboratory dealing with: head and spinal trauma; eye, ear, nose and throat emergencies; triage, jugular, internal, and subclavian IV insertions; abdominal injuries; burn; Foley catheters; musculoskeletal care, chest decompression; psychiatric emergencies, and gynecological and obstetrical emergencies. For Paramedics only. *Prerequisite: EMSM 8.*

**EMSM 10: Field Internship—Intermediate/Paramedic****1.5 S.H.**

Course work gives the student an opportunity for employment and to acquire the fieldwork skills necessary for State and National Certification at both the Intermediate and Paramedic levels. Each student will be placed with an ambulance service and must document specific skills and a minimum of 80 hours involvement.

*Prerequisite: EMSM 9.*

**EMSM 11: E.M.T.—Paramedic II****3 S.H.**

This program will provide a review of fluid and shock therapy and endotracheal intubation. An exploration of general pharmacology, pathophysiology, and management of cardiovascular problems plus an introduction to reading arrhythmias, EKG monitoring, defibrillation and cardioversion, carotid sinus massage, and intracardiac injection are integral parts of this course. *Prerequisite: EMSM 10.*

**EMSM 12: Clinical Affiliation—Paramedic****1 S.H.**

This section will enable the student to gain the required field skills on the Paramedic level under supervision in the hospital. Department or assignment—the IV Team, Anesthesiology, Labor Suite, Psychiatric Unit, Pediatric Unit, Intensive Care and Coronary Care Units, Emergency Department, and Morgue. Students must document all specific skills performed and spend a minimum of 180 hours in this rotation.

*Prerequisite: EMSM 11.*

**EMSM 13: E.M.T.—Paramedic III****1 S.H.**

Lectures and laboratories are dedicated to medical emergencies such as diabetes, anaphylactic reactions, environmental emergencies, alcoholism and drug abuse, poisonings, genitourinary problems, the geriatric patient, techniques and management of nasogastric tube insertion, catheterization, and a review of Paramedic skills. *Prerequisite: EMSM 12.*

**EMSM 14: Field Internship—Paramedic****2 S.H.**

Program content is designed to give the student an opportunity for employment and to perform the skills required for State and National certification at the Paramedic level. Students must document skills performed and spend a minimum of 80 hours with an ambulance service. *Prerequisite: EMSM 13.*

## ENGLISH

**ENGL 1: Written and Oral English****4 S.H.**

This course will be an intensive review of grammar, editing procedures, and paragraph development with an introduction to essay writing. Class time will involve lectures and workshops, as well as participation in the Writing Center Laboratory.

**ENGL 2: Written and Oral English****4 S.H.**

This course will focus on expository and analytical communication—both oral and written—and will also introduce the students to analysis of literature.

**ENGL 3: Written and Oral English****3 S.H.**

This course will emphasize written communicative skills.

**ENGL 4: Written and Oral English****3 S.H.**

This course will emphasize written and oral communicative skills.

**ENGL 5: Written and Oral English****3 S.H.**

This course is an honors section of English. It is assumed that the students placed in this course have knowledge in writing skills well beyond the fundamentals. They will be required to execute more advanced assignments in composition and the analysis of literature. The equivalent of five weeks of speech is included as well.

**ENGL 6: Written and Oral English****3 S.H.**

This course is the second part of honors English. Students will write advanced level composition, study literature, and present speeches.

**ENGL 7: Oral English****2 S.H.**

This course will examine the principles and techniques of informative and persuasive public speaking. Heavy emphasis will be placed upon student performance. This course is required for transfer students who have not had a speech component in their studies at other colleges.

**ENGL 9: Great Books****3 S.H.**

This course will direct itself to a study and analysis of some of the greatest pieces of literature of our Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it will continue to include the literary genres of Italy, England, Germany, France, and America. At least 8-10 pieces of literature (including genres in addition to those above) will be required reading.

**ENGL 15: Readings in Literature****3 S.H.**

These readings will evaluate a variety of classical and contemporary readings organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the literature of the Eastern or Western worlds.

**ENGL 24: Introduction to Journalism****2 S.H.**

Basic fundamentals in writing the news story, covering events, interviews, layout and headline writing will be covered.

**ENGL 34: Introduction to Communication****2 S.H.**

This course will examine key concepts in verbal and nonverbal communication in cultural, social, and interpersonal contexts.

**ENGL 41-42: Survey of American Literature****3-3 S.H.**

This will be a survey of major literary movements and the work of artists such as Freneau, Brown, Irving, Cooper, Poe, Emerson, Hawthorne, James, Clemens, Robinson, Frost, O'Neill, Wolfe, Faulkner, and Hemingway.

**ENGL 52: Survey of Afro-American Literature****3 S.H.**

In their emphases on rising from poverty, overcoming restrictive boundaries of class and caste, and testing this nation's ideal of democracy for all, Afro-American writers have been both conservative and liberal—and wholly American—in boldly written classics from the era of slavery to 1970.

**ENGL 55: Efficient Reading****1 S.H.**

This course is aimed at increasing students' reading efficiency by eliminating excessive eye fixations, regression, and subvocalizing.

**ENGL 61-62: Survey of English Literature****3-3 S.H.**

The first term deals with selected readings in English Literature from Beowulf through the Elizabethans, and seventeenth and eighteenth century English literature including Donne, Milton, and Pope. The second term includes selected works in English Literature from the Romantics and Victorians to the Moderns.

**ENGL 90: Tutoring in English****1 S.H.**

English 90 will give student peer tutors, who have ability in writing, some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course will also offer suggestions for helping students develop and organize content, follow directions for writing assignments, and deal with specific writing tasks, including the research paper. *Prerequisite: permission of the instructor.*

**ENGL 91: Tutoring in English Practicum I****1 S.H.**

This course is a Practicum or Internship as a peer tutor in the College Writing Center. Students will tutor for a minimum of three (3) contact hours per week throughout the semester. This course may be taken by Writing Center tutors with experience prior to the creation of ENGL 90. *Prerequisites: ENGL 90 or its equivalent and permission of the instructor.*

**ENGL 92: Tutoring in English Practicum II****1 S.H.**

This course is a Practicum or Internship as a peer tutor in the College Writing Center. Students will tutor for a minimum of three (3) contact hours per week throughout the semester. This course may be taken concurrently with ENGL 91. *Prerequisites: ENGL 90 or its equivalent and permission of the instructor.*

**ENGL 99: Student Newspaper Practicum****1-2 S.H.**

This course is designed to provide the student with practical experience in writing, editing, headline-writing, and layout of a student newspaper. Each student will receive a varied weekly assignment from the editor-in-chief of the College's student newspaper. 1 s.h. per semester for a maximum of 2 s.h.

**ENGL 101: Advanced Composition****3 S.H.**

This course will teach selection, organization, presentation of material, and principles of writing.

**ENGL 102: Business and Technical Writing****3 S.H.**

This course will include instruction and practice in using the written word effectively in job settings. Students will use their own subject areas for writing various types of correspondence, reports, and articles, with emphasis on clarity, organization, and appropriate style. *Prerequisite: Completion of Freshman English sequence.*

**ENGL 103: Public Speaking for Professionals****3 S.H.**

Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required make several effective and interesting oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations is stressed.

**ENGL 111: Sports Information****2 S.H.**

Basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level are examined. Preparation of news releases, local features, hometown features, publication of programs, brochures, statistical breakdowns, dealing with local, regional, and national press, promotion of specific events, teams and individuals are included.

**ENGL 112: Sports Writing****2 S.H.**

Fundamentals and techniques of sports writing will be studied. These include: reporting, format, style, interviewing, feature writing, and column writing.

**ENGL 116: The Athlete in Literature****3 S.H.**

This course will undertake an analysis of selected prose and poetry depicting the athlete as an individual and team member. Positive values of the sport experience as well as major issues will be explored. Such writers as Virgil, Twain, Hemingway, Lardner, Schulberg and others will be studied for their themes and literary merit.

**ENGL 119: Electronic Journalism in Sports****2 S.H.**

This course will examine the methods and techniques of radio and television broadcasting of sports activities.

**ENGL 120: Oral Interpretation of Literature****3 S.H.**

This is study and practice in the oral presentation of literary scripts, including editing and actual oral performance will be undertaken, as well as individual and group presentations. *Prerequisite: ENGL 3.*

**ENGL 121: Chaucer and the Middle Ages****3 S.H.**

The student will study selections from the Canterbury Tales, and Troilus and Criseide as well as other representative selections from Middle English Literature.

**ENGL 125: Survey of American Drama****3 S.H.**

This is a study of selected playwrights representing the development of American Drama.

**ENGL 132: The Victorian Period****3 S.H.**

This course will be a study of selected authors of the period.

**ENGL 133: English Romantic Literature****3 S.H.**

The emphasis in this course will be to make the student of literature familiar with some of the finest poetry and prose written in the early nineteenth century England.

**ENGL 143: Film as a Narrative Art****3 S.H.**

Narrative films, such as *On the Waterfront*, *All the King's Men*, and *Requiem for a Heavyweight*, will be studied and discussed in terms of character, theme, structure, and style. Similarities between cinematic technique and literary technique, and the adaptation of material from literature to film, will be explored.

**ENGL 144: Special Topics in Narrative Film****3 S.H.**

This course focuses on a specific film genre such as the war film, film comedy, or the Western, each semester it is offered. Films are analyzed in terms of character, theme symbol, structure, and unique cinematic techniques. It is suggested, but not required, that students take ENGL 143, Film as a Narrative Art, prior to 144. This course may be taken for credit more than one time if different genre topics are selected.

**ENGL 146: American Short Story****3 S.H.**

This course examines the historical significance and the artistic achievement of such writers as Hawthorne, F. O'Connor, Hemingway, Updike, Salinger, Carver, and the most recent *Best Short Stories*. Its objective is to help students become better readers of short fiction by emphasizing class discussion and short papers.

**ENGL 147: Filmmaking****3 S.H.**

This course will include study and practice in the art of filmmaking. Class film projects will be done in collaboration.



**ENGL 149: Modern British and American Poetry****3 S.H.**

This course is a survey of such "classic" modern poets as Frost, Williams, Stevens and such contemporary American poets as Ashbery, Plath, Rich and modern British poets such as Auden and Hughes. This course will demonstrate the diversity and relevance of modern poetry and will encourage an understanding of modern poetry through class discussion and written critiques by students.

**ENGL 156: Readings in the English Novel****3 S.H.**

Nineteenth and Twentieth Century novelists will be studied in this course.

**ENGL 158: Readings in the American Novel****3 S.H.**

Six novels from the late nineteenth to mid-twentieth century are read. Novels that might be included are: *The Marrow of Tradition* by Chesnut, *Sister Carrie* by Dreiser, *My Antonia* by Cather, *Weeds* by Kelley, *Farewell to Arms* by Hemingway, *Rabbit Run* by Updike, *Catcher in the Rye* by Salinger.

**ENGL 195: Structure of American English****3 S.H.**

This will be an introduction to the methods of descriptive analysis of contemporary American English (sounds, forms, and syntax) with special emphasis on language learning and social dialects.

**ENGL 197: The History of the English Language****3 S.H.**

This course will analyze the growth, structure, and development of the English language.

**ENGL 200S: Seminar****3 S.H.**

Selected topics in British and American Literature will be assigned. The subject of the seminar may vary from year to year.

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

This course will examine rules of traditional grammar and usage in writing. Recent trends in usage will be given special consideration.

**ENGL 228: Modern Drama****3 S.H.**

This course will explore modern trends in the development of dramatic literature with emphasis of Realism and Theatricalism.

**ENGL 231: American Writers****2 S.H.**

A study of six major writers of America's first literary renaissance will be undertaken. They are Emerson, Thoreau, Hawthorne, Melville, Whitman, and Poe.

**ENGL 243: Milton****3 S.H.**

This course provides a critical study of Milton's prose and poetry, with emphasis on such major works as *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, and on such minor works as the *Areopagitics*, the sonnets, the Latin poems in translation, the elegies and occasional verse.

**ENGL 259: The Contemporary Novel****3 S.H.**

The course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels will be read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture.

**ENGL 267: Shakespeare****3 S.H.**

This course develops the student's appreciation of Shakespeare as a master dramatist through a study of his better tragedies, comedies, and histories. The plays selected will be concerned with serious problems which have always beset mankind. The emphasis will shift yearly from the tragedies to the comedies, with histories incorporated each year.

**ENGL 270: Practicum in Sports Journalism****2 S.H.**

This practicum provides students a professional experience in sports broadcasting, sportswriting, and sports information. *Prerequisite: 8 hours of Sports Journalism.*

**ENGL 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 one term. *Prerequisite: Permission of the department chairperson. Graduate credit for 6 semester hours only.*

## ENVIRONMENTAL STUDIES

**EH&T 110-111: Advanced Environmental Studies****3-3 S.H.**

Students undertake an in-depth study of the specific areas of Water and Wastewater Treatment (EH&T I) and Hydrology and Land Use Planning (EH&T II) as they relate to environmental impact. Special emphasis is placed upon EPA/SCS/USGS methodologies currently employed in the fields of water, wastewater, hydrologic and land planning, and resource evaluation. Courses may be taken individually. *Prerequisite: Permission of instructor.*

**EH&T 141: Field Experience/Practicum in Environmental Studies****2-6 S.H.**

This course offers an off-campus exposure dealing with environmental issues including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies, etc.

**EH&T 221: Seminar in Environmental Studies****2 S.H.**

An informal session in which students, faculty, and professionals in the various fields of environmental studies are brought together for mutual discussion of selected topics of environmental interest. Emphasis will be placed upon research and administrative procedural reviews of air, water, noise, floral, faunal, and land use impacts.

## **FRENCH**

**FREN 11-12: Elementary French****3-3 S.H.**

This introductory course develops the basic language skills through the oral application of the fundamentals of grammar, reading, and composition. Classroom participation and laboratory experience are required. Any student who offers for entrance credit three or more years of French may not enter the first year level course at Springfield College.

**FREN 21-22: Intermediate French****3-3 S.H.**

Review of verb tenses through classroom practice in conversation. Composition and the reading of selected texts. Discussion conducted in French. Classroom participation and laboratory experience are required.

*Prerequisite: FREN 11-12; proficiency examination, or permission of instructor.*

**FREN 33: Castles & Canals, The Culture of France and French-Speaking Nations****3 S.H.**

The course, open to all undergraduates, will provide an understanding not only of the French language, but also of the many people for whom it is the major form of communication. Majors in the Division of Arts & Sciences may use it to fulfill the divisional language requirement. (It will not fulfill the requirement for a B.A. degree.)

## **GEOGRAPHY**

**GEOG 100: Concepts of Geography****3 S.H.**

This is a basic introductory course organized to develop a knowledge and appreciation of the nature of geography, including a study of the earth and its features and its effects on human activity.

**GEOG 101: Cultural Geography****3 S.H.**

This course examines the cultural factors that condition the way different peoples—ethnic groups of the world—perceive, organize, and use their habitats and how these factors affect the relation of each group with others.

## **HEALTH SERVICES ADMINISTRATION**

**HADM 99: Computer Applications in Health Care****3 S.H.**

Health care professionals and students in the health sciences are introduced to and gain “hands on” experience in computer attitudes and values, hardware systems, and software, with specific emphasis on application to health care including: Clinical and physiological monitoring, health information systems, acuity indices, quality assurance systems, diagnosis systems, and patient records.

## **HEALTH EDUCATION**

**HLTH 1: Introduction to Personal Health****3 S.H.**

This course provides the student with a basic knowledge of current personal health theory, concepts, practices, and lifestyles. This course will give students an overview of various components found in the health science profession.

**HLTH 2: Personal and Community Health****3 S.H.**

This course provides the student with current information and basic concepts in the areas of environment, infectious and non-communicable disease, death and dying, population and consumer health to assist the student in making daily decisions affecting personal health.

**HLTH 3: Advanced First Aid and CPR****3 S.H.**

This course is designed to provide the student with the skills needed in the emergency care of the sick and injured. Successful completion provides the student with American Red Cross Certification in Advanced First Aid Emergency Care and Cardiopulmonary Resuscitation.

**HLTH 4: Instructor Course: Advanced First Aid and Cardiopulmonary Resuscitation****1 S.H.**

This course qualifies students as American Red Cross certified instructors of Advanced First Aid/Emergency Care and Cardiopulmonary Resuscitation Basic Life Support. *Prerequisites: Current American Red Cross Certification in Advanced First Aid and Cardiopulmonary Resuscitation and permission of instructor.*

- HLTH 5: Emergency Medical Technician (E.M.T.—Basic)** 3 S.H.  
Basic training consists of 110 hours of lecture, laboratory, and field trips which prepare the student to challenge the Massachusetts State and National Board Examinations. Material covered includes Cardiopulmonary Resuscitation, patient assessment, wound care, splinting, neck and back immobilization, oxygen therapy, and general knowledge of the ambulance.
- HLTH 101: Education for Family Living** 3 S.H.  
This course offers scientific bases for understanding and dealing with problems involved in preparing for marriage; marriage and family living. It includes a study of the social, biological, and psychological factors involved.
- HLTH 102: Methods and Materials in Health Education** 3 S.H.  
This course presents fundamental methods of health teaching as applied to school and public health education. There is also consideration of materials applicable to health education, evaluation techniques, preparation of health teaching units and bibliographies, and a survey of current literature in the field of health education.
- HLTH 107: School Health Programs** 3 S.H.  
This course will focus on the responsibilities of a health teacher in the school health program. It will include the three major components in the development of a school health program and address common health problems of the school-aged student. The role of the school health program within the school community and family will be explored. *Prerequisite: HLTH 1-2.*
- HLTH 110: Consumer Health** 3 S.H.  
This course aids prospective health education majors plus interested student consumers to attain a better understanding of individual human rights in consumer health from conception until death and to realize a maximum return for their money and effort spent in the pursuit of optimal wellness.
- HLTH 140: Pre-Practicum in School Health Education** 2 S.H.  
This pre-practicum provides Health Education Majors with experience in observing, assisting, and teaching Health Education in grades 5-12. *Prerequisites: HLTH 102 or HLTH 107.*
- HLTH 143: Community Health Education** 3 S.H.  
This course helps students become effective community health educators by increasing knowledge in community health areas and enhancing individual health skills and competencies essential to this career field. This course also will provide an overview of the organization, role, and structure of community health agencies with a specific emphasis on the health education services.
- HLTH 150: Pre-Practicum in Community Health Education** 1-4 S.H.  
Pre-practicum in Community Health Education provides health education majors with experience in observing and assisting Community Health Agency personnel in carrying out health services in the community.
- HLTH 151: Introduction to Nutrition** 3 S.H.  
The course facilitates the understanding of the processes involved in nourishing the body by integrating the biological sciences with a study of nutrients and their physiological functions, their inter-relationships within the body, and the nutritional quality of diet. Behavioral sciences will also be strongly integrated.
- HLTH 152: Applied Nutrition** 3 S.H.  
This course will enable the student to attain a better understanding of the dynamic relationship between nutrition and the human physiological process. This will better prepare the student to engage in preventive and management techniques as related to nutritional deficiencies and the human body. *Prerequisite: HLTH 151.*
- HLTH 153: Epidemiology** 2 S.H.  
This course is an introduction to the uses of epidemiology in public health practice, using selected diseases to illustrate the development of knowledge on disease causation and the application of such knowledge to disease control. *Prerequisite: HLTH 1, or permission of instructor.*
- HLTH 155: Human Sexuality** 3 S.H.  
This course provides the student with an overview of the various components of human sexuality—biological, spiritual, psychological, and cultural dimensions. This course will go beyond the transmission of "Facts" and will allow the students an opportunity to explore their own feelings regarding sexuality as well as learning how others regard their sexuality.
- HLTH 160: Drugs and Society** 3 S.H.  
This course provides the student with a basic knowledge of current drug use and the adverse effects of drug misuse/abuse. The use/misuse of drugs will be examined from physiological, psychological, sociological, and intellectual perspectives. This course will provide the student with an opportunity to examine the various components and issues of drug use, misuse, and abuse in society today.

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

This course examines 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 handicapped, sanitation of school plant, duties of personnel, record and report forms, services of outside agencies and community relationships. There is an opportunity to consider specific problems encountered during school or public health education experience. *Prerequisite: HLTH 102.*

**HLTH 225: Human Disease** **3 S.H.**

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

**HLTH 230: Public Health Administration** **2 S.H.**

This course acquaints the student with organization, administration, and management of public health programs. Discussion will focus on the political, social, cultural, and economic factors that determine current policies and practices.

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

This course gives the classroom professional (K-12) an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course the student will be better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

**HLTH 250: Workshop in Health** **2 S.H.**

This workshop provides the student with an understanding of contemporary health problems of society. Provisions will be made for students to seek solutions to these health problems through individual and group work. Note: A student may register for this course for credit more than once provided the area to be included is different each time.

**HLTH 251: Field Work 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: Student Teaching in Health Education** **15 S.H.**

This is a supervised experience in a public school for a full-term. It includes observation of, and participation in, the work of the school.

**HLTH 265: Health Related Aspects of Aging** **3 S.H.**

This course will focus on the various theories associated with biological aging, the identification of major health hazards and provisions for their treatment, prevention, and control. Also, the health care delivery system will be examined and discussed.

**HLTH 270: Women's Health Care** **3 S.H.**

This course considers those personal health topics of special interest and applicability to women. The focus will be upon the role of self-understanding and self-help in promotion of health and well-being.

## **HEALTH/FITNESS**

**HFIT 105: Physical Education and Health/Fitness Programs in Social Agencies** **2 S.H.**

This is a study of the program of Physical Education and Health/Fitness in the YMCA, including: Selection of activities, teaching techniques, program planning, scheduling, facilities, and source of materials and evaluation.

**HFIT 110: Prevention and Intervention Programs in Health/Fitness Centers** **3 S.H.**

This course will examine the source, content, methods, and materials of conducting Health/Fitness Center programs associated with non-infectious chronic health hazards. Specifically reviewed are the resources and design of programs to impact the problems of excess weight, hypertension, lower back problems, alcoholism, neuromuscular hypertension, and smoking. The use of biofeedback as it is utilized in the Health/Fitness environment will also be covered.

**HFIT 130: Health Fitness Teaching Methodology** **3 S.H.**

This course highlights the teaching/instruction process within various Health Fitness settings. Exercise class and program development, teaching methods, class management and control, instructional media and materials, and self-evaluation are presented.

**HFIT 140: Principles of Health/Fitness Evaluation and Assessment** **2 S.H.**

This course is an introduction to the methods and techniques of evaluation and assessment of human needs, interests, and performance in the Health/Fitness field. Topics to be included are: survey research methodology,

instrument administration, data analysis techniques, and analysis interpretation and presentation.  
*Prerequisite: a math course or permission of instructor.*

#### **HFIT 150: Pre-Practicum in Health/Fitness**

**2-4 S.H.**

The Pre-Practicum in Health/Fitness provides prospective Health/Fitness leaders with an opportunity to learn through assisting an experienced leader in Health/Fitness programs in clinical, agency, corporate, or institutional environments. *Prerequisites: PHED 103, HFIT 160, matriculation, and PEAC 10.*

#### **HFIT 160: Physical Fitness Through Selected Activities**

**3 S.H.**

The purpose of this course is to present current fitness testing protocols used in the various Health Fitness work settings. Emphasis is placed on preparation, administration, and evaluation of the UMCA test battery, sub-maximal and maximal graded tests for normal and high risk adults. Test procedure for adults as well as for children aged 5-18 years are included. *Prerequisite: PHED 103.*

#### **HFIT 200: Management of Health/Fitness Programs**

**3 S.H.**

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

#### **HFIT 210: Methods of Exercise Selection and Leadership in Health/Fitness Programs**

**3 S.H.**

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

*Prerequisite: HFIT 160.*

#### **HFIT 254S: Health Fitness Fieldwork**

**10-15 S.H.**

This is a supervised field-based experience which will familiarize the student with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Placement for field experience is made and must be approved by the Coordinator for Health/Fitness fieldwork. Information contained in the fieldwork application filed during the Junior Year is utilized in making specific assignments. *Prerequisites: Senior status (99 S.H.), matriculation, HFIT 150, and HFIT 160.*

#### **HFIT 261: Electrocardiogram Assessment 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: HFIT 160 or YMCA Physical Fitness Workshop or permission of the instructor.*

#### **HFIT 275: Stress Management**

**3 S.H.**

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

## **HEALTH, PHYSICAL EDUCATION, RECREATION & PHYSICAL THERAPY**

#### **HPER 1: Outdoor Pursuits**

**1 S.H.**

This is a one-week (seven day) experience in outdoor living which will allow each student pursuit of outdoor activities and will enhance the student's understanding and appreciation of individual differences and of the societal aspects of group living. Students will engage in activities selected to increase environmental awareness, improve outdoor living skills, and serve as an introduction to resource based pursuits.

#### **HPER 2: Outdoor Adventure Leadership Practicum**

**2 S.H.**

This course is a practicum which will teach students how to plan, implement, and evaluate outdoor adventure experiences for groups. Students will have the opportunity for supervised practical experience in group leadership. Instruction will utilize the ropes course as a tool for working with groups. In addition, other areas of adventure programming (such as rock climbing, wilderness trip leading, canoeing) will be covered. Topics such as group dynamics, leadership styles, equipment, and safety will also be stressed.

*Prerequisite: PE SI93: Outdoor Adventure.*

## **HISTORY**

#### **HIST 1: Survey of the History of Western Civilization**

**3 S.H.**

This is a survey of the history of western culture from the ancient world to the 19th Century. Emphasis is placed on the changing political, economic, social, and intellectual development of Western Europe. Some examination of non-Western cultures will be included as they influence the West.

**HIST 2: The Making of the Modern World****3 S.H.**

This course surveys the development of ideas, institutions, and social processes in the Western World from the 17th Century to the present. It provides an understanding of our common heritage as western civilization forged ahead in creating a distinctive way of life. Within an historical framework, we will ask where do we come from, where are we, and where are we going.

**HIST 5: Colonial America to the Civil War****3 S.H.**

This is a survey of America's history from the period of earliest explorations to the Civil War. Colonial settlement, nature of the Revolution and U.S. Constitution, western settlement, and slavery are among the many areas covered.

**HIST 6: The Civil War to Modern America****3 S.H.**

This is a survey of America's history from the Civil War period to the present. The impact of industrialization, America's emergence as a world power, the New Deal, and more recent cultural, social, political, and economic trends will be emphasized.

**HIST 10: Afro-American History****3 S.H.**

This survey of Afro-American history includes the following topics: The Atlantic Slave Trade, Pre-Civil War conditions, lives and contributions of enslaved and free people, Civil War and Reconstruction doubts and hopes, post Reconstruction struggles between Euro- and Afro-Americans through the 1950s, and the Civil Rights activism of the 1960s and early 1970s.

**HIST 25: The Ancient and Classical World****3 S.H.**

This is a survey of the political, social, and economic history of the Near Eastern, Mediterranean, and Western European World between 4000 B.C. and 500 A.D. The contributions of the major religious traditions and the Grecian and Roman Cultures to modern civilization will be emphasized.

**HIST 26: Medieval History****3 S.H.**

This course examines developments and achievements of European civilization from 350-1500. Division and decline of the Roman Empire, Byzantine reorganization and expansion, feudalism, urbanization, the social role of the Christian Church in Eastern and Western Europe, the universities, new art forms, the birth of national states, and the transition to modern history will be emphasized.

**HIST 29: Early Modern Europe****3 S.H.**

This course begins with a consideration of Renaissance and Reformation of the 15th and 16th Centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment; and concludes with a study of the background to the French Revolution.

**HIST 115: Modernization and European Society****3 S.H.**

This course will deal with the complex pattern of social, economic, political, and psychic changes which accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the 18th century, and examines how leading thinkers and the masses have responded to modernity.

**HIST 121: History of Russia I****3 S.H.**

This course looks at the political, social, economic, and intellectual development of Tsarist Russia to the beginning of the 19th century.

**HIST 122: History of Russia II****3 S.H.**

This course reviews the political, social, economic, and intellectual history of Russia from the beginning of the 19th century to the present, concentrating on revolutionary movements, the decay of Tsarist Russia, the triumph of Bolshevism, and the problems of Communist rule.

**HIST 123: History of Russia****3 S.H.**

The course begins with a brief survey of Russian history from the earliest time through the 19th century. It concentrates on the reforms and revolutionary movements, the decline of imperial Russia and concludes with an overview of the Soviet period.

**HIST 135: Modern China: 1840—Present****3 S.H.**

China's transformation between the Opium War (1839-1842) and the 1970's may be seen as a progressive adjustment to the modern world or as an ever intensifying revolution in Chinese government, society, and culture. This course combines the two approaches, exploring the problem of modernizing and revolutionary China through the eyes of participants and the debates of historians.

**HIST 141: Supervised Experience in History****3-15 S.H.**

This course gives the student a fieldwork opportunity under the supervision of a faculty member in the department. The student will do extensive research off campus and participate in learning experiences in local, state, or national settings.

**HIST 155: History of American Indians****3 S.H.**

This course examines the history of Indians in the United States with emphasis on the changes in selected Indian

cultures. Governmental Indian policies and practices will be evaluated with special concern for their lasting effects on Indian life and conditions.

**HIST 160: History of American Thought and Culture**

3 S.H.

This is a study of American ideas and culture from the Colonial Period to the Civil War. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education.

**HIST 161: History of American Thought and Culture**

3 S.H.

This is a study of American ideas and culture from the Civil War to the present. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education.

**HIST 165: Environmental History of America**

3 S.H.

This course examines American attitudes toward nature, space, land and resources from earliest settlements to the present. The history of public land policy, the conservation movement, federal and state policies, and environmental concern will be traced.

**HIST 170: New England History**

3 S.H.

This is an introduction to the approach and methodology of local history with the examination of institutions, historical personalities and events, and literary works related to selected periods of New England History. Contemporary trends in New England are related to established social patterns.

**HIST 175: The History of the Future**

3 S.H.

This course views history in terms of man's images of the future and how this image of the future has changed over time. How the future is affected by the past — its unique characteristics and trends — and how intervening variables over time influence the outcome are studied. The methods by which the future has been viewed in history are also examined, ranging from imaginative to scientific forecasting.

**HIST 180: Studies in History**

3-4 S.H.

This course deals with one or more of the great issues which have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems with particular attention to how man dealt with them. Issues may be selected from any period of the Eastern or Western worlds.

**HIST 190: History Seminar**

3-4 S.H.

This is a seminar for history majors. Studies of historians, historiography, and professional demands are made. A major research paper is required. *Prerequisite: Permission of instructor.*

**HIST 205: The History of the Soviet Union**

3 S.H.

This is an analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention will include education and social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and Russia's relations with other nations of the world. *Not offered every year.*

**HIST 241: Workshop in History**

3-4 S.H.

This workshop provides an opportunity for the examination of one or more special problems, issues, themes, personalities, or events that have shaped the history of civilization. Emphasis will be placed on various interpretations of the topics to enable the students to evaluate their significance in history. Note: A student may register for this course more than once provided that the topic(s) examined is different each time.

**HIST 250: Europe Since 1900**

3 S.H.

This is an examination of the political, social, and economic development of major European nations from the prelude to the First World War to the present with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. *Prerequisite: Permission of instructor.*

**HIST 281: Recent American History**

3 S.H.

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

## **HUMAN SERVICES & ADMINISTRATION**

**HSAD 1: Introduction to Human Services**

3 S.H.

This course provides an introduction to the role of human services in meeting a variety of human needs in society. An emphasis is placed on the work of private agencies. A close examination is undertaken of the roles of human services workers, the nature of the helping relationship, attitudes, skills and knowledge of human service workers, value conflicts and dilemmas in the field, and organization and delivery of services.

**HSAD 36: Introduction to Group Dynamics****3 S.H.**

This course is an introduction to the inter-disciplinary study of human behavior in groups. The contributions from a range of applied and theoretical sources will be examined and the implications of these contributions for utilization in groups will be explored. Theory will be learned by reflecting upon experiences in on-going small groups including structured experiences in human relations training.

**HSAD 39: Group Work Sequence****3 S.H.**

This course is an introduction to group work methods. The course will concentrate on teaching the essential techniques and behaviors used by group workers in a variety of settings. Individual relevant cases and examples of the application of group work techniques in community services will be explored.

*Prerequisites: HSAD 36 and HSAD 1.*

**HSAD 40: Group Work Sequence****3 S.H.**

This course will be concerned with the application of group work techniques in supervisory positions in community development agencies.

**HSAD 111: The YMCA: Past, Present, and Future****3 S.H.**

This course provides an understanding of the development of the YMCA movement including its past, present status, and future trends. The development of social, religious, and educational philosophies will be studied, along with past and present programs. Pertinent issues of the YMCA will be examined as it responds to changing needs and challenges. This course is recommended for those considering a career with the YMCA.

**HSAD 116: YMCA Management and Continuity Planning****3 S.H.**

This course will be a study of present day management concepts and practices, program development, and planning objectives for the administration and operation of the YMCA. Management models of selected YMCAs will be studied. Methods and strategies pertinent to the continuation of and implementation of YMCAs and other agencies will be explored. Recommended for students planning a career with the YMCA.

**HSAD 130: Modern Management Concepts and Human Resources****3 S.H.**

This course examines modern management concepts for increasing total organizational and individual effectiveness based upon the rapid change and development in today's institutions and communities. It deals with applicable knowledge in human relations for providing the student with a framework for complex problem solving in the administrative area.

**HSAD 141: Supervised Field Experience in Community Leadership****3-15 S.H.**

This course provides actual practice of working with people supervised by cooperating organizations and the college. Educationally relevant experiences are found in a wide variety of settings. Assignment of field experience is made by the student's field work advisor in consultation with the student, taking into consideration the student's learning objectives and abilities. Fifteen semester hours are required for graduation.

*Prerequisites: HSAD 36, HSAD 39-40, 45 clock hours equal 2 S.H.*

**HSAD 195: Career Planning for Community Service****3 S.H.**

This course includes a comparative examination of career planning in different occupational systems, focusing on the uniqueness of community settings. Strategies and methods of job-hunting, goal-setting, identifying marketable skills, writing resumes, pursuing potential leads, interviewing, and negotiating will be covered. Emphasis will be given to utilizing these skills in managing community agencies.

**HSAD 199: Prescriptive Internship in Community Agencies****30 S.H.**

A senior year internship in a selected agency will include orientation to, experience with, and evaluation of a variety of agency work prescribed by the CS Department and guaranteed by the agency. A three-way contract (agency, college, student) will be monitored by the department to assure academically responsible interpretation of the experience.

**HSAD 200: Issues in Community Service****3 S.H.**

This course will focus on present problems in education and the community and the mutual relationship of education and community. Resource people will be the principal source of information for the class.

**HSAD 210-211-212: Workshop in YMCA Career Development****2-2-2 S.H.**

This course focuses on specific topics and problems which are of concern to the YMCA professional. Discussions of the philosophy and practices of the YMCA will be conducted in the context of particular goals established by local associations and/or the National Council.

**HSAD 220: Urbanology****3 S.H.**

This course examines the problems of planning, education, transportation, politics, economics, and group conflicts in urban and metropolitan areas. Special attention will be given to the complexities of inter-dependent and inter-related forces and to on-going attempts to improve the situation and quality of urban life.

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

This course will introduce the concepts and process of administration, develop an understanding of the task of executive leadership, and examine the implications of group work methods in the administration of social agencies.



**HSAD 224: Strategic Planning****1-2 S.H.**

This course assists executives of non-profit organizations to acquire insight concerning the human dimensions of planning and management and to become familiar with the concepts and processes involved in strategic planning, operational planning, and implementation. Adult learning techniques will be employed.

**HSAD 225: Community Research****3 S.H.**

This course is an introduction to the field of social research and social surveys. Consideration will be given to principles, philosophy, methods, techniques, and research designs in order to supply data for decision making in agencies and communities. Practical application to individual studies will be made by the students.

**HSAD 240: Proposal Writing and Fund Raising****3 S.H.**

This course will analyze 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/or a fund-raising event will be studied.

**HSAD 250: Management of Volunteer Programs****3 S.H.**

This course examines the trends and techniques for the development of training programs for volunteers and paraprofessionals. The course stresses developing techniques for effective management of volunteer programs including recruitment, placement, training, recognition, evaluation, and supervision. Training designs to provide career opportunities for paraprofessionals in Human Services will also be studied.

**HSAD 259: The Community Development Process****3 S.H.**

This course will deal with the parallel between the community problem-solving process and the steps of scientific inquiry. It will discuss the concrete functional relations between face-to-face small group processes and the processes of the macro-system.

**HSAD 272: Development Ethics****3 S.H.**

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

**HSAD 281: Intermediate Technology for Community Development****3 S.H.**

This course will explore the practical applications of alternative and indigenous resources that can be used for the betterment of a community's living standards. Specific appropriate technology projects related to housing, agriculture, sanitation, nutrition, and energy will be studied for improving rural village conditions in developing nations.

**HSAD 283: Communications and Community Development****3 S.H.**

This course will deal with how agencies interact with the public and private sectors' communication and public relations operations. Such items as newsletters, tours, press, public exposure and involvement, programs, annual reports, etc. will be studied. Case studies of various agencies will be analyzed to determine how they affect two-way communication between clients and agencies. *Prerequisite: HSAD Seniors or Graduate students, or permission of instructor.*

## **INTERDISCIPLINARY STUDIES**

**INST 1-2: Introduction to Social Sciences****3-3 S.H.**

Through the methods and perspectives of the social sciences, the student views the evolution of values, institutions, and human creativity responsible for the creation of our modern, interdependent world. Emphasis is on the character and extent of change emanating from the human and institutional conflict born of new ideas, conditions, and needs of society.

**INST 3-4: Introduction to the Humanities****5-5 S.H.**

Through selected readings and presentations, the student will learn about the methodologies of and relationship among Art, Literature, Music, Philosophy, and Religion. Emphasis will be on utilizing the content to explore our cultural heritage and to study how human beings express an understanding of their world.

**INST 5: Freshman Humanities Seminar****2 S.H.**

This course will emphasize the Humanities philosophy, its relation to the meaning of higher education, and to the students' purposes for attending college. It will assist students to expand their skills in areas necessary for success in higher education. It will focus on exploration of academic offerings of Springfield College in relation to potential career interests of the students.

## **MATHEMATICS**

**MATH 16-17: Introduction to College Mathematics****3-3 S.H.**

This course is aimed primarily at elementary concepts of mathematics such as sets, inequalities, different number bases, a survey of properties and operations of the number systems from natural numbers to reals,

elementary topics of geometry, number theory, and problem solving. This course is designed primarily for teacher education majors.

### **MATH 20: Fundamentals of Math**

**3 S.H.**

Essentials of the arithmetic of real numbers, algebra, geometry, trigonometry, and analytic geometry will constitute the course content. Topics include scientific notation, error analysis, literal equations, simultaneous linear equations and inequalities, orientation of planes, laws of sines and cosines, vectors, and graphing. Applications are drawn from physics, kinesiology, physiology of exercise, and tests and measurements.

### **MATH 21: College Algebra**

**3 S.H.**

This will be a review and extension of fundamental operations, quadratic equations, series, complex numbers, partial fractions, progressions, and the elements of theory of equations. This is not considered for math major credit.

### **MATH 22: Precalculus Mathematics**

**3 S.H.**

This course consists of the essentials of trigonometry and analytic geometry. It gives a foundation for further study in calculus topics including circular and logarithmic functions, their graphs and applications, polar coordinates, and conic sections. Not considered for math major credit. *Prerequisite: MATH 21 or equivalent.*

### **MATH 23: Business Mathematics**

**3 S.H.**

Beginning with a study of basic mathematics, including algebraic operations, percents, proportions, graphical analysis, and progressions, the course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and math skills are emphasized. This course is primarily designed for business management majors.

### **MATH 25: Calculus for Business/Social Science**

**3 S.H.**

This course offers certain topics of Calculus and their application to business and social science. Changes in economic and social environment are continuous and can be studied by the use of Calculus to construct mathematical models and to use quantifying techniques. *Prerequisites: High School algebra and geometry.*

### **MATH 27-28: Calculus I, II**

**3-3 S.H.**

This course covers functions and graphs, limits, continuity and differentiation of rational, logarithmic, exponential, and trigonometric functions, chain rule, application of derivatives, integrals, definite integrals, and techniques of integration.

### **MATH 31-32: Calculus III, IV**

**3-3 S.H.**

This course offers more on the techniques of differential and integral calculus, partial differentiation, multiple integration, sequence and series, three dimensional vector calculus, surface and line integrals, and their applications. *Prerequisite: MATH 27-28.*

### **MATH 33: Elementary Differential Equations**

**3 S.H.**

This course considers ordinary differential equations with application. *Prerequisite: MATH 31 or equivalent.*

### **MATH 40: Contemporary Mathematics**

**3 S.H.**

This course is a keystone to understanding introductory elements and concepts of contemporary mathematics and its applications to the various fields of the modern world. Topics include set theory, elementary symbolic logic, permutations, combinations, probability, linear systems, and introductory matrix algebra with applications.

### **MATH 45: Geometry**

**3 S.H.**

After a rapid review of plane geometry, the course covers axiomatic geometry, including both Euclidean and non-Euclidean geometries, and introduces projective geometry. The relationship between various transformations and geometries will be studied.

### **MATH 50: Linear Algebra**

**3 S.H.**

This course includes the notation, terminology, algebra of, interpretation of, and applications of vectors and matrices. The second part deals with more abstract ideas, vector spaces and characteristic roots.

### **MATH 52: Linear Programming**

**3 S.H.**

This course covers the history of the subject, model building, standard and canonical linear programming, duality theorems, and the simplex method. *Prerequisite: Permission of instructor.*

### **MATH 110: Mathematical Analysis**

**3 S.H.**

This is an analysis of Mathematical Concepts both learned in previous mathematics courses as well as those taught in the present course: Topologic set theory, the Real and Complex Number systems, Sequences and series, numerical integration, curve fitting, number presentation and errors. Computer programs will be used. *Prerequisite: MATH 31: Calculus III.*

**MATH 130: Probability and Statistics****3 S.H.**

Topics include sample spaces, conditional probability, Bayes' theorem, expectation, limit theorems, random variables, density function, distribution functions, and Markov chains. The mathematical statistics include estimation, confidence intervals, testing hypotheses, regression, and correlation. *Prerequisite: MATH 28 or equivalent.*

**MATH 141: Field Experience in Mathematics and Computer Sciences****2-10 S.H.**

This course provides the student with a practical, off-campus experience in the Mathematics and Computer Science areas within the scope of a professional environment. Placement and selection of students for this course will require the consultation and approval of a faculty supervisor from the Department and the Department Chair.

**MATH 200S: Introductory Discrete Mathematics****3 S.H.**

This course covers basic mathematical structures which are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. *Prerequisite: Permission of the instructor.*

**MATH 210S: Abstract Algebra****3 S.H.**

Topics include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functors are included. The interrelatedness of various mathematical disciplines is emphasized. *Prerequisite: Permission of the instructor.*

**MATH 240S: 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, which are not covered in other courses but are of current interest and relevance. *Prerequisite: Permission of instructor.*

## **MEDICAL TECHNOLOGY/LABORATORY SCIENCE (COURSES OFFERED AT AFFILIATED HOSPITAL SCHOOLS OF MEDICAL TECHNOLOGY)**

**MTLS 200S: Clinical Microbiology****8 S.H.**

This course is a laboratory and lecture presentation in the isolation and identification of clinically significant microorganisms found in all types of clinical specimens utilizing biochemical, immunological, and serological techniques. Determination of antimicrobial susceptibilities is included. Areas covered include bacteriology, parasitology, virology, mycology, and routine serology. Correlation of laboratory findings with disease states is emphasized.

**MTLS 201S: Clinical Chemistry****8 S.H.**

This course will study laboratory and lecture presentation of methods and instruments used for analysis of body fluids for biochemical constituents in health and disease. Variation in levels of constituents in metabolic disorders and acute and chronic disease is emphasized. Students gain practical experience in operation, maintenance, and repair of instruments used for analysis as well as manual methods of analysis.

**MTLS 202S: Immunology/Immunohematology****4 S.H.**

This is a laboratory and lecture presentation covering basic theory and application of the immune response. Special emphasis is placed on the laboratory identification of human blood groups and types as applied to transfusion/transplantation therapy and preparation of blood fractions. Problem solving is emphasized.

**MTLS 203S: Hematology****6 S.H.**

This is a laboratory and lecture presentation of cellular components of normal and abnormal blood. Principles, procedures, and special techniques are included. Specific cell types pathognomic for a variety of blood dyscrasias is emphasized. Hemostasis and mechanisms and methods for detection of coagulation deficiencies is included.

**MTLS 204S: Clinical Microscopy****1 S.H.**

This is a laboratory and lecture presentation of the physical, chemical, and cellular examination of body fluids. Correlation of the presence of specific components with particular disease entities is emphasized.

**MTLS 208S: Special Topics in Medical Technology****3 S.H.**

This is a composite offering of laboratory management including theories and practice; clinical pathology emphasizing correlation of the diagnostic role of laboratory testing with pathological processes in organ systems; and education including theories and application in medical technology. These offerings consist of lecture presentations and/or investigations of a special medical technology subject and/or related topic.

# MUSIC

## **MUSC 1: Basic Musicianship**

**3 S.H.**

This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students enrolled in this course will develop sight reading, conducting and beginning compositional skills through the study of elementary solfege, rhythmic exercises, ear training, basic theory, and conducting technique. Programmed tapes and computer assisted instruction are utilized.

## **MUSC 2: Music Theory I**

**3 S.H.**

Students enrolled in this course will develop skills in musical composition, related solfege, and related dictation. Notation, interval and chord construction, harmonic rhythm are studied. *Prerequisite: MUSC 1.*

## **MUSC 3: Music Theory II**

**3 S.H.**

This course is continuation of MUSC 1. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and musical texture will be studied. Students will continue the development of skills in composition, solfege, and dictation. *Prerequisite: MUSC 2.*

## **MUSC 8: Music Appreciation**

**3 S.H.**

This is an introduction to music from the baroque to contemporary styles.

## **MUSC 12: Springfield College Singers**

**1 S.H.**

The mixed chorus performs varied styles of music. Selected numbers are choreographed for large show-choir format. Major performances include holiday season and spring tour shows. Membership is open to all students who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 s.h.

## **MUSC 13: Springfield College Band**

**1 S.H.**

The study and performance of transcriptions and original compositions is emphasized. In addition to individual performances, the band accompanies local and tour performances of the Springfield College singers. Major performances include the holiday and spring tour shows. The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

## **MUSC 14: Springfield College Pep Band**

**1 S.H.**

The Springfield College Pep Band performs at varsity sporting events which includes all "home" football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

## **MUSC 15: Springfield College Small Ensembles**

**1 S.H.**

The Springfield College Small Ensembles study, rehearse, and perform small ensemble music. Instrumentation and size of groups vary according to the instrumentalists available. Performances are given at College concerts, social events, and recitals. At least one public performance is given each semester. Membership is open to all College instrumentalists who meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

## **MUSC 20: Basic Piano**

**1 S.H.**

This course is designed for students with no prior keyboard experience. Emphasis is on developing functional skills at the keyboard and the ability to interpret musical notation for the piano. *Prerequisite: MUSC 1 (may be taken concurrently).*

## **MUSC 30: Applied Music I**

**1 S.H.**

Individual voice or instrument study with an approved private instructor is pursued by each student. A jury measurement is given at the beginning and end of each semester. Students perform at least one public recital each semester. Four semesters of study are required for music minors. The course is open to non-music minors who meet the minimum entrance standards. The course may be repeated for credit to a maximum of 8 semester hours. Fee required.

## **MUSC 31: Applied Music II**

**1 S.H.**

Individual voice or instrument study with an approved private instructor is pursued by students who are already enrolled in Music 30 and who wish to study music skills in a second area. This course is pursued at the same time as Music 30, and, with the music department's permission, may also be repeated for credit to a maximum of 8 semester hours. A jury measurement is given at the beginning and end of each semester. Students perform at least one public recital each semester. Fee required.

## **MUSC 140: Eclectic Music with Children**

**3 S.H.**

This course introduces the student to preschool, early childhood, and elementary music. Emphasis is placed on experiential discovery through movement, imagery, and vocal/instrumental activities to be found in the child's musical environment. *Prerequisite: MUSC 1.*

## **MUSC 141: Eclectic Music with Special Populations**

**3 S.H.**

This course introduces the student to the use of music in recreation, leisure, rehabilitation, and therapeutic

settings. Emphasis is placed upon experiencing procedures and materials to be used in prescriptive activities.  
*Prerequisite: MUSC 1.*

## PHILOSOPHY

### **PHIL 3: Conflict of Ideals: Values in a Changing Society** 3 S.H.

This course will explore the major philosophical thinkers and value systems which have influenced 20th Century thought. Students will be encouraged to explore and expand their own value systems using the tools of philosophical inquiry.

### **PHIL 5: Introduction to Philosophy** 3 S.H.

This course is an introduction to the major areas of philosophy, the problems encountered, and to a study of representative thinkers in those areas.

### **PHIL 6: Ethics** 3 S.H.

This course is a study of theories of value along with recent discussion of significant moral problems.

### **PHIL 125: Business Ethics** 3 S.H.

This course will help the student to become sensitive to ethical issues in business and to develop a capacity for moral judgment in management.

### **PHIL 180: Existentialism** 3 S.H.

The course is an examination of those philosophers who stand within the existentialist tradition. It will explore such subjects as objective and existential truth, unauthentic and authentic existence, death, and freedom.

## PHYSICAL EDUCATION

### **PHED 1: Health Fitness & Physical Education as Professions** 1 S.H.

This course is an orientation course for the student majoring in Physical Education or Health/Fitness to the professions included in the Health and Movement Science areas.

### **PHED 5: Motor Learning and Development** 3 S.H.

This is an introductory survey course in motor and perceptual development and in motor learning. Upon successful completion of this course, the student should be able to trace the course of perceptual-motor development and to discuss implications of general principles of motor development and learning for the practitioner.

### **PHED 6: Elementary School Physical Education Program** 3 S.H.

The course helps students develop their knowledge and understanding of the planning, organization, and teaching included in physical education at the elementary school level. Laboratory practice in instructional activities, including appropriate teaching methods and techniques, is provided. The practical application of theories is provided for by an actual teaching experience in the elementary schools of Springfield.

### **PHED 7: Pre-Practicum for Pre-School and Primary Level Children** 2 S.H.

The course is for students planning a career at the elementary school level. Emphasis is placed upon the physical education instructional program for lower elementary grades. Also, the laboratory experiences in the Springfield schools provide an opportunity to put the concepts of movement education and perceptual-motor development into practice. *Prerequisite: PHED 6 or permission of instructor.*

### **PHED 8: Pre-Practicum for Intermediate Level Children** 2 S.H.

This course is for students planning a career at the elementary school level. Emphasis is placed upon the development of a comprehensive physical education experience for youngsters in the upper elementary grades. The laboratory experience in the Springfield schools is designed to deal with the application of movement theory to specific sports skills and activities. *Prerequisite: PHED 6 or permission of instructor.*

### **PHED 19: Kinesiology/Biomechanics** 3 S.H.

The focus of this course is upon a process of examining the anatomical and mechanical concepts requisite to critical assessment, description, and qualitative analysis of human exercise, sport, and locomotive activities.  
*Prerequisites: BIOL 10-11, PHYS 15.*

### **PHED 35: Workshop in Movement** 2 S.H.

This course helps individuals explore the many dimensions of human movement potential related to sports skills and daily life activities and is based upon the theoretical foundations of movement education. This course is designed primarily for Evening College students.

### **PHED 60: Personal and Family Physical Fitness** 2 S.H.

The course will examine current practices and trends in physical fitness programs for adults with a view toward interpreting and developing programs for all ages. The relationship between exercise, diet, and degenerative diseases of the cardiovascular system will be studied as well as the relationships of physical activity to physical, social, and psychological well-being. In addition, students will participate in a practicum of selected activities designed to promote physical fitness. The course is designed primarily for Evening College students.

**PHED 77: Studies in Physical Education****2-3 S.H.**

This course provides an analysis dealing with selected problems, issues, or special topics in the field of physical education, sport, and athletics.

**PHED 100: Officiating Athletic Events****1 S.H.**

This course provides the student the opportunity to develop knowledge and skills requisite to becoming a competent official for selected interscholastic athletic events. (May be repeated for credit as long as the athletic event designated is not replicated).

**PHED 103: Physiology of Exercise****3 S.H.**

Changes within the human body due to the effects of acute and chronic exercise are examined within the context of this course. *Prerequisites: BIOL 10-11, CHEM 15.*

**PHED 108: Adapted Physical Education Programming****3 S.H.**

This course provides basic information on disabling conditions and how to provide adapted physical education programs based upon an individual's assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection and prescription of appropriate exercise programs; and implementation of developmental activities, rhythmic, aquatics, and games.

**PHED 110: Performance Assessment****3 S.H.**

Lecture, laboratory and field experiences are provided in this course to enable the student to develop, evaluate, and administer tests in health and physical education. The use and interpretation of elementary statistical techniques are applied to educational, health, and physical education research.

**PHED 112: Principles and Problems of Coaching****2 S.H.**

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport, the learning and improving of motor skills, daily, weekly, and seasonal planning, training and conditioning methods, and the integration of the whole individual and team in preparation for contests.

**PHED 113: Coaching Soccer****2 S.H.**

Emphasis is on the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his opportunity as an educator. *Prerequisite: PEAC 155.*

**PHED 114: Coaching Basketball****2 S.H.**

Emphasis is on the methods of teaching and coaching basketball, with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. *Prerequisite: PEAC 144.*

**PHED 116: Coaching Football****2 S.H.**

Course material covers the techniques and methods of coaching football with emphasis on team play. Also included are offensive and defensive methods for the running, passing, and kicking game. Complete organization of a football program is presented. *Prerequisite: PEAC 157.*

**PHED 117: Track and Field Coaching****2 S.H.**

The biomechanical analysis and training strategies for each track and field event will be covered in this course. Topics such as the selection of candidates, conditioning, diet, safety procedures and the organization and promotion of track and field will be included in the course content. *Prerequisites: PEAC 240 and Track and Field Officiating.*

**PHED 118: Coaching of Racket Sports****2 S.H.**

Course materials include: (1) the application of scientific principles to the grips, service, and strokes; (2) fundamentals of strategy and position play for singles and doubles; and (3) the organization of team practices, clinics, and tournaments.

**PHED 122: Dance Performance Practicum****2 S.H.**

This course bridges the gap between class activity and artistic performance. There is strong emphasis on energy level and line, form, and design with instruction in basic elements for staging choreography. A variety of dance forms are included. The students are either involved with one of the on-campus performing dance groups or an approved off-campus experience.

**PHED 124: Athletics Administration****2 S.H.**

This course prepares the student to organize and administer a program of intramural and interscholastic sports at both the public school and college level. Consideration is given to the problems and standards associated with such programs.

**PHED 125: Prevention and Care of Athletic Injuries****2 S.H.**

The evaluation/recognition of common injuries and their prevention are included in this course. Emphasis is

placed upon the immediate care given for traumatic injuries. Laboratory sessions will introduce various wrapping and strapping techniques in addition to basic rehabilitation procedures. *Prerequisite: BIOL 10-11.*

**PHED 127: Coaching Wrestling** 2 S.H.  
Course material covers the essential techniques of wrestling, the development of a team, conditioning, conduct of practice sessions, weight reduction, and preparation of a team for meets and tournaments.  
*Prerequisite: PEAC 184.*

**PHED 128: Psycho/Social Foundations of Sport** 2 S.H.  
This course is designed to acquaint the student with the developing knowledge regarding the psychological and sociological aspects of sport and its impact on the conduct of physical education.

**PHED 131: Coaching Softball** 2 S.H.  
Techniques and materials for coaching softball at the secondary school and college levels are presented. Emphasis will also be placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. *Prerequisite: PEAC 156.*

**PHED 132: Coaching Field Hockey** 2 S.H.  
Techniques and materials for coaching field hockey at the secondary school and college levels are presented. Emphasis will also be placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. *Prerequisite: PEAC 150.*

**PHED 133: Teaching Rhythmic Activities** 2 S.H.  
Instructional materials and methods suitable for all areas of dance are presented, including folk dance, square dance, modern dance, tap dance, and children's rhythms.

**PHED 136: Secondary Physical Education: Design and Implementation** 3 S.H.  
This analysis of the teaching/learning process in physical education at the secondary school level includes: curriculum construction, teaching methods, instructional media and materials, class management and control, evaluation of curriculum and instruction.

**PHED 143: Coaching Swimming and Diving** 2 S.H.  
This is a systematic treatment of the philosophy, principles, and techniques of teaching and coaching swimming and diving.

**PHED 145: Assistant in Movement Science Research** 1 S.H.  
This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students who are accepted into this course, based on availability of meaningful experiences, are assigned to assist with a faculty or graduate level research project as a member of the research team. *Prerequisite: Permission of instructor.*

**PHED 148: Pre-Practicum in Physical Education—Grades 7-9** 2 S.H.  
The pre-practicum in Physical Education Grades 7-9 provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the junior high school or middle school setting. *Prerequisite: PHED 136 or permission of instructor.*

**PHED 149: Coaching Pre-Practicum** 2 S.H.  
The practicum in coaching provides prospective coaches with an opportunity to assist in the coaching of interscholastic competitive athletics in grades 7-12. *Prerequisite: PHED 112 or concurrent registration.*

**PHED 150: Pre-Practicum in Physical Education—Grades 10-12** 2 S.H.  
Pre-practicum in Physical Education provides prospective physical educators with experience in observing, assisting, and teaching physical education in grades 10-12. *Prerequisite: PHED 136.*

**PHED 151: YMCA Field Work** 4-10 S.H.  
This is a practicum experience for physical education majors preparing for YMCA work only.

**PHED 162: Coaching Men's Gymnastics** 2 S.H.  
This course presents analysis of skills fundamental to competitive gymnastics. *Prerequisite: PEAC 271.*

**PHED 163: Coaching Women's Gymnastics** 2 S.H.  
This course presents methods and materials of gymnastic coaching as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. *Prerequisite: PEAC 271.*

**PHED 180: Coaching of Volleyball** 2 S.H.  
The course emphasizes the coaching and teaching of advanced offensive and defensive strategies for individual and team play. Rules interpretation and officiating techniques are included. *Prerequisite: PEAC 158 or permission of instructor.*

**PHED 182: College Level Supervised On-Campus Teaching** **1 S.H.**

This course represents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. *Prerequisite: Permission of Department. (May be repeated once.)*

**PHED 204: Motor Learning and Human Performance** **2 S.H.**

This is an introductory course to the field of motor learning, including an introduction to motor integration, psychological learning theories, measurement and research techniques in motor learning, and perceptual processes. There will be a study of the effects of practice, motivation, retention, and transfer, as well as an introduction to the implications of motor learning theory for teachers of physical education. For seniors or graduate students in physical education.

**PHED 209: Physical Education for Atypical Children** **3 S.H.**

This course discusses basic materials, methods, and principles for a graded program; programs of general class activities and special adaptive education and therapeutics of recreation for the disabled and handicapped; the laboratory period affords practical experience in individual and group methods for conducting developmental conditioning, and corrective exercises in the appraisal of postural deviations and in prescriptive guidance for correction.

**PHED 220: Sport and Art** **3 S.H.**

The historical and contemporary relationship of Sport and Art will be explored by examining: (a) sport as the subject matter of the artist's work, (b) selected pieces of testimony and essays which reveal the occurrence of aesthetic experiences in sport, (c) sport as the medium to produce a work of art, and (d) questions posed by scholars about the nature of sport and art and their possible relationship.

**PHED 221: Organization and Administration of Education and Physical Education** **3 S.H.**

The basic principles and patterns of organization and administration as manifested in educational institutions are analyzed in this course. Topics such as class scheduling, fiscal management, policy information, education funding, teacher unions, and legal liability are explored. *Prerequisite: Concurrent registration in PHED 151 or permission of instructor.*

**PHED 222: Organization and Administration of Aquatics** **2 S.H.**

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are: standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers, financing, publicizing, motivating attendance, and legal relations.

**PHED 223: Organization and Administration of Intramurals** **2 S.H.**

This course will analyze 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 to be discussed.

**PHED 225: Curriculum Development in Physical Education** **2 S.H.**

Students enrolled in this course will be exposed to principles of curriculum development and frameworks for decision-making in physical education. Particular attention will be directed to principles of selecting and organizing content appropriate for students of varying age levels. The processes of change and school politics will form the basis for study of the implementation phase of curriculum development. *Prerequisite: Concurrent registration in PHED 151 or permission of instructor.*

**PHED 230: Movement Education: Theory and Practice** **2 S.H.**

This course provides an examination of the history, the theory, and current practices in the area of movement education. Emphasis will be placed upon the development of curricular materials that can be readily applied to physical education programs especially at the elementary school level. *Prerequisite: PHED 6 or equivalent.*

**PHED 250: Workshop in Physical Education** **1-2 S.H.**

This course provides an opportunity for group thinking and discussion of problems of organization, administration, and conduct of programs of physical education. Provisions are made for students to work individually or in small groups toward the solution of problems of their own choosing. NOTE: a student may register for this course for credit more than once provided the area to be included is different each time. *Prerequisite: Undergraduate major in physical education or permission of instructor.*

**PHED 252S: Practicum in Physical Education K-9** **10 S.H.**

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of 10 weeks at the elementary/middle school level. Assignments are made in consultation with, and the permission of, the Coordinator of Field Experience. *Prerequisites: matriculation, meet student teaching requirements, and the following courses: PHED 6, PHED 136, PHED 108, PHED 125, PHED 110, PSYC 4, PHED 7, PHED 8, PSYC 8 and EDUC 60.*



**PHED 253S: Half Practicum in Physical Education 5-12****5S.H.**

This is a supervised half practicum under the direct guidance of a teacher-certified physical educator for a minimum of 5 weeks at the middle/secondary school level and is intended to provide alternate level teaching experience for students in the elementary physical education track. Assignments are made in consultation with, and the permission of, the Coordinator of Field Experience. *Prerequisites: PHED 252S, PHED 148 or PHED 150, EDUC 140, EDUC 218, and HSAD 40.*

**PHED 254S: Practicum in Physical Education 5-12****10 S.H.**

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of 10 weeks at the middle/high school level. Assignments are made in consultation with, and the permission of, the Coordinator of Field Experience. *Prerequisites: matriculation, meet student teaching requirements, and the following courses: PHED 6, PHED 136, PHED 108, PHED 125, PHED 110, and PSYC 4, PHED 148, PHED 150, EDUC 140, EDUC 218, and HSAD 40.*

**PHED 255S: Half Practicum in Physical Education K-9****5 S.H.**

This is a supervised half practicum under the direct guidance of a teacher-certified physical educator for a minimum of 5 weeks at the elementary/middle school level, and is intended to provide alternate level teaching experience for students in the secondary physical education track. Assignments are made in consultation with, and the permission of, the Coordinator of Field Experience. *Prerequisites: PHED 254S, PHED 7, PHED 8, PSYC 8, and EDUC 60.*

**PHED 262: Physical Education for the Mentally Retarded & Those with Associated Disorders 2 S.H.**

Characteristics and needs of the mentally retarded will be studied. Disorders associated with mental retardation will be presented. Focus is on current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. This is a theory course.

*Prerequisite: Senior/Graduate Status.*

**PHED 270: Sociology of Sport****2 S.H.**

This course examines the study of sport within a sociological context. Theories of sport and society will be examined in an attempt to analyze and explain various relationships existing between sport and social groups, processes, forces, and institutions.

**PHED 281: Modern Dance Theory and Composition****2 S.H.**

This course is an intensive study of modern dance, with special emphasis on its place and use in high schools and colleges. Also included are teaching techniques, theory and principles of composition, and the use of modern dance for conditioning and correctives.

**PHED 290: Sports Marketing****3 S.H.**

This course provides the student with basic knowledge and understanding of sports marketing and promotions on the educational, recreational, and professional levels. Attention is given to a history of sports marketing, definition of terms, principles of marketing, strategic market planning, and evaluation of sports marketing programs. The components of the course include developing products, sponsorships, special event fund raising, public relations, utilizing television, and radio networking.

**PHED 295S: Senior Seminar in Physical Education****1 S.H.**

Current, contemporary issues in education and physical education as well as personal/professional conflicts germane to the entry level professional will be explored in this course. Topics such as current or proposed legislation, teacher burnout, and future career planning will be included. *Prerequisite: Concurrent registration in PHED 151 or permission of instructor.*

**PHED 298: History of Physical Education and Sport****2 S.H.**

This course explores the history of physical education and sport within the context of man's cultural development, the course includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

**PHED 299: Philosophical Inquiry into Physical Education****2 S.H.**

This course helps students develop an expanded view of the nature, meaning and significance of physical education by examining questions and writings which focus on reality, beauty, knowledge, ethics, embodiment, and values.

## SKILL COURSES

### Level I – Skill Development Courses

(.5 S.H. credit) (see page 58)

**Aquatic Activities I**

PEAC 101: Boating & Canoeing

PEAC 102: Skin & Scuba Diving

PEAC 104: Swimming

PEAC 106: Synchronized Swimming

PEAC 107: Water Polo

PEAC 108: Springboard Diving

**Fitness Activities I**

PEAC 111: Aerobic Dance  
PEAC 115: Fitness Swimming  
PEAC 116: Jogging  
PEAC 118: Personal Fitness  
PEAC 120: Relaxation  
PEAC 122: Weight Training

**Dance/Rhythms Activities I**

PEAC 127: Ballet  
PEAC 129: Children's Rhythms  
PEAC 130: Dance—Ballroom  
PEAC 132: Dance—Folk  
PEAC 133: Dance—Modern  
PEAC 135: Dance—Square  
PEAC 137: Dance—Tap  
PEAC 138: Fundamentals of Rhythm

**Team Activities I**

PEAC 55: Indoor Soccer  
PEAC 144: Basketball  
PEAC 150: Field Hockey  
PEAC 151: Flag Football  
PEAC 153: Lacrosse  
PEAC 155: Soccer  
PEAC 156: Softball  
PEAC 158: Volleyball

**Individual/Dual Activities I**

PEAC 161: Archery  
PEAC 163: Field Events  
PEAC 164: Track Events  
PEAC 165: Badminton  
PEAC 167: Bowling  
PEAC 168: Fencing  
PEAC 170: Golf  
PEAC 173: Handball  
PEAC 174: Horsemanship  
PEAC 175: Karate  
PEAC 176: Racquetball  
PEAC 177: Recreational Games  
PEAC 178: Rhythmic Gymnastics  
PEAC 179: Self Defense  
PEAC 181: Squash  
PEAC 182: Tennis  
PEAC 183: Tumbling & Floor Exercise, Trampoline

**Outdoor Activities I**

PEAC 187: Cycling  
PEAC 188: Hiking & Backpacking  
PEAC 190: Kayaking  
PEAC 191: Orienteering  
PEAC 193: Outdoor Adventure  
PEAC 195: Rock Climbing  
PEAC 196: Skiing  
PEAC 197: Ski Touring  
PEAC 199: White Water Canoeing

**Level II - Teaching Methodology Based Courses****(.5 S.H. Credit)****Aquatic Activities**

PEAC 204: Swimming II  
PEAC 205: Lifesaving  
PEAC 206: Teaching of Swimming & Lifesaving (WSI) (1 S.H. credit)

**Dance/Rhythms/Activities**

PEAC 231: Educational Dance  
PEAC 235: Square Dance II

**Team Activities**

PEAC 240: Track-Field II  
 PEAC 241: Baseball – Offensive Game  
 PEAC 242: Baseball – Defensive Game  
 PEAC 244: Basketball  
 PEAC 246: Educational Games  
 PEAC 248: Educational Gymnastics  
 PEAC 250: Field Hockey  
 PEAC 253: New & Field Games  
 PEAC 255: Soccer  
 PEAC 256: Softball  
 PEAC 257: Tackle Football: Fundamentals & Skills  
 PEAC 258: Volleyball  
 PEAC 271: Gymnastics Apparatus (Men's & Women's (1 S.H.))

**Individual/Dual Activities**

PEAC 279: Self Defense  
 PEAC 280: Ski Instructor's Clinic  
 PEAC 282: Tennis  
 PEAC 284: Wrestling

***Level III Advanced Skill Development Courses*****(.5 S.H. Credit)**

PEAC 227: Ballet 2  
 PEAC 274: Horsemanship 2  
 PEAC 275: Horsemanship 3  
 PEAC 276: Horsemanship 4  
 PEAC 277: Horsemanship 5  
 PEAC 273: Karate 2  
 PEAC 290: Kayaking 2  
 PEAC 233: Modern Dance 2  
 PEAC 296: Skiing 2  
 PEAC 297: Skiing 3

***Level IV Special Category Skills Courses*****(1 S.H. credit)**

PEAC 10: Conditioning & Fitness Programs  
 PEAC 99: Independent Study  
 PEAC 25: Combatives  
 PEAC 30: Scuba Certification  
 PEAC 50: Special Topics in Skills & Techniques

**Intercollegiate Skills Courses**

PEAI 141: Baseball  
 PEAI 144: Basketball M & W  
 PEAI 116: Cross Country M & W  
 PEAI 150: Field Hockey  
 PEAI 157: Football  
 PEAI 170: Golf M & W  
 PEAI 171: Gymnastics M & W  
 PEAI 153: Lacrosse M & W  
 PEAI 155: Soccer M & W  
 PEAI 156: Softball  
 PEAI 104: Swimming M & W  
 PEAI 182: Tennis M & W  
 PEAI 159: Track M & W  
 PEAI 158: Volleyball M & W  
 PEAI 184: Wrestling

**PEPC 247: Physical Fitness for Children****.5 S.H.**

This course is designed to help students present and evaluate physical fitness programs that are appropriate for elementary school-aged youngsters. Emphasis is placed upon warm-up exercises, rhythmic activities, partner activities, obstacle courses, and the testing of physical fitness in children.

## PHYSICAL SCIENCE

### PHSC 1: Physical Science and the Environment

4 S.H.

This course will be a study of the key concepts and theories of Physical Science for students with little or no prior experience in them. Physical Science is approached both as a body of knowledge and an on-going process of investigation in order to develop in the student an awareness of the scientist's point of view and his approach to nature.

## PHYSICAL THERAPY

### PTMS 10: Introduction to Physical Therapy

1 S.H.

This course introduces the student to the role and responsibilities of a physical therapist in today's society. Included will be the organization, structure, and function of the American Physical Therapy Association, areas of specialization, and ethical standards of practice and patient-therapist interactions. *Prerequisite: Major in Physical Therapy or permission of instructor.*

### PTMS 121: Basic Concepts in Physical Therapy I

2 S.H.

This course provides an introduction to physical therapy practice. Topics that are addressed include medical terminology, vital signs, identification of body landmarks, transfer training, range of motion exercises, introduction to evaluation, clinical decision making, and documentation. An integration of evaluation, goal setting, treatment planning, and documentation is emphasized. *Prerequisite: PTMS 10.*

### PTMS 122: Basic Concepts in Physical Therapy II

2 S.H.

This course is the final introductory course in Physical Therapy prior to the Clinical Science and Practice sequence. Topics addressed prepare the student for an initial clinical experience. These include the principles of isolation procedure, postural assessment and scoliosis screening, gait analysis, assistive devices, wheelchair selection and use, and relaxation techniques. Students are required to read and abstract professional literature in the APTA format. *Prerequisites: PTMS 10, 121.*

### PTMS 202: Clinical Education I

2 S.H.

This is the initial clinical experience that is structured to provide the student with insights into the practice of Physical Therapy through patient contact and closely supervised administration of basic physical therapy techniques. *Prerequisites: PTMS 121, 122, 210, 211, 240, PHED 19, 103.*

### PTMS 210-211: Human Anatomy

3-3 S.H.

This course will provide a comprehensive study of the structure and functions of human movement with emphasis on the skeletal, articular, and muscular systems. The focus will be on the understanding of the development, maturation, and aging processes of these systems. Both microscopic and gross functions will be discussed. *Prerequisite: BIOL 4-5, 90-91, and permission of instructor.*

### PTMS 221: Clinical Science & Practice I

4 S.H.

This is the initial course in the Clinical Science and Practice sequence. The clinical evaluation techniques of goniometry and manual muscle testing are presented. Treatment approaches are introduced. These include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. *Prerequisites: PTMS 10, 121, 122.*

### PTMS 222: Clinical Science & 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 10, 121, 122.*

### PTMS 223: Clinical Science & Practice III

4 S.H.

Evaluation and physical therapy management of patients with peripheral nerve lesions, cardiac, pulmonary, and vascular disorders are presented in this course. The topics included are electrodiagnosis and electrotherapy, and cardiac and pulmonary rehabilitation. *Prerequisites: PTMS 10, 121, 122, 221, 222.*

### PTMS 224: Clinical Science & Practice IV

4 S.H.

This course includes an analysis of muscle and joint action present in normal gait and evaluation and treatment of abnormal gait. Topics include physical therapy intervention and management of patients with spinal cord injury, amputations, cancer, and hand problems. In addition, there is instruction on orthotics and prosthetics. *Prerequisites: PTMS 10, 121, 122, 221, 222.*

### PTMS 240: 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 will include internal disorders/disease, orthopedics, pediatrics, and neurology. *Prerequisite: Major in physical therapy or permission of instructor.*

**PTMS 250-251: Functional Neuroanatomy****2-2 S.H.**

This course deals with both structure and function of the nervous systems and is aimed at building a better understanding of both normal and abnormal movement. Emphasis will be on the central nervous system, its specific functions, and on the integration of these functions in motor activity. Certain disabilities and lesions will be discussed as well as the neurological basis behind treatment procedures.

*Prerequisites: PTMS 10, 121, 122.*

## PHYSICS

**PHYS 15: Physics for Movement Science****4 S.H.**

This course is an introductory physics course which emphasizes those applications which will be of importance to those students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics, stress and strain of biomaterials, work, energy, machines, fluid mechanics of the human system, mechanics of breathing, heat and heat flow in the human system, practical electricity, electrical safety, basic electrical and electronic instrumentation, waves, hearing and sound, light and vision, x-rays and radiation. *Prerequisite: MATH 20 or permission of instructor.*

**PHYS 21-22: General Physics****4-4 S.H.**

This course gives an understanding of the subject matter, method, purposes, and philosophy of classical physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized.

**PHYS 81: Introduction to Energy Conversion Systems****3 S.H.**

This course deals with the physical, technological, legal-administrative, and environmental aspects governing the utilization of various forms of energy, such as those derived from fossil-fuel, water, geothermal, nuclear, solar, and wind resources, in those conversion schemes designed for generation of electrical power. Emphasis will be placed on large-scale energy conversion schemes. *No prerequisites.*

**PHYS 82: Introduction to Solar Thermal Energy Systems****3 S.H.**

This course deals with the energy conservation concepts and practices important in the design of energy efficient solar buildings as well as with both passive and active solar thermal energy systems designed for domestic hot water, space heating, and cooling. Emphasis is placed on both basic concepts and sizing procedures for passive and active solar thermal energy systems. *No prerequisites.*

## POLITICAL SCIENCE

**POSC 1: People and Politics****3 S.H.**

This will be an examination of the expanding role of government and politics in people's lives. Focus is on the political attitudes, processes, and institutions that shape issues, as well as the political results for the individual and society.

**POSC 5-6: American Government****3-3 S.H.**

This will be an examination of American Politics and governmental institutions at the national, state, and local levels. Particular attention is given to the interrelationships of institutions and the individual's relationship to the system as a whole.

**POSC 17: International Relations****3 S.H.**

This course is a survey of basic factors in international relations such as political nationalism, geography, population and food, natural resources, imperialism, international law and organization, collective security, and an outline of the important concrete problems of the world at the present time.

**POSC 116: Political Thought—From Plato to Machiavelli****3 S.H.**

This is a survey of political thinkers and their major works from the Greeks to the Renaissance.

**POSC 117: Political Thought—From Machiavelli to the Present****3 S.H.**

This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis will be given to those whose works have contributed to contemporary ideologies.

**POSC 135: Party Politics in the United States****3 S.H.**

This course will undertake an analysis of the roles of political parties and the party system in American Government, including the study of party organization, campaigns and elections, voting behavior of the electorate, and the influence of pressure groups, the strengths and weaknesses of the two-party system.

**POSC 137: Constitutional Law****3 S.H.**

This is a study of the making of present-day constitutional law by the United States Supreme Court. Considerable time is devoted to the reading of outstanding cases of recent years. Attention is given to such matters as the social and economic forces influencing Court decisions, the powers and policies of the Supreme Court as a political instrumentality and the influence of the Court upon current American political and constitutional development.

**POSC 138: Civil Liberties****3 S.H.**

This is a study of the development of the concept and law of civil liberties in American society and of the problems involved in preserving and broadening these freedoms and maintaining security. Emphasis will be on such topics as racial discrimination, freedom of speech and assembly, freedom of belief, the right of association, and equal protection of the laws.

**POSC 140: Public Administration****3 S.H.**

The executive branch of modern government will be studied, as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, will be stressed, with particular attention to problems of goal setting, innovation, and accountability.

**POSC 141: Supervised Experience in Political Science****3-10 S.H.**

This course gives the student a fieldwork opportunity under the supervision of a faculty member in the department. The student will do extensive research off-campus, and participate in learning experiences in local, state, or national settings.

**POSC 150: Politics of Development****3 S.H.**

This is an interdisciplinary analysis of the political character and problems of the underdeveloped world. Special emphasis is given to the clash of the traditional social order with the forces of modernization and the resultant impact on national politics.

**POSC 155: Comparative Government: Modernized Political Systems****3 S.H.**

This is an analysis of the nature and development of modern political systems in Britain, France, the Soviet Union, and West Germany. Emphasis will be placed on the common characteristics, as well as the unique cultural and political influences. Selected developmental theories are applied.

**POSC 177: International Interdependence****3 S.H.**

This is an analysis of international problems emanating from the increasingly global pattern of governmental and human interdependence. Selected issues such as energy, environment, ocean resources, international trade, and the multinational corporation will be considered.

**POSC 190: Political Science Seminar****4 S.H.**

This is a seminar for Political Science majors. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem will be included.

**POSC 210: Soviet Foreign Policy****3 S.H.**

This is the study of the geographic, economic, and ideological forces that have enduring impact on Soviet Foreign Policy. Special attention is given to current problems and trends arising from the Cold War experience.

**POSC 220: United States and Contemporary World Affairs****3 S.H.**

This is the study of contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade will be considered.

**POSC 250: Seminar in Government and Politics****3 S.H.**

A substantive study, analysis and evaluation of various contemporary problems and issues confronting the United States on the domestic scene, with particular emphasis on the resultant impact on American political institutions and social order will be undertaken.

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

This is a comprehensive examination of a contemporary political problem or critical concern to man and his society. The course will dwell on the developmental roots and the contemporary controversy, as well as the implications for the future.

## PSYCHOLOGY

**PSYC 1: Introduction to Psychology****3 S.H.**

The fundamentals of the scientific method used to study human behavior such as maturation and development, perception, learning, and motivation are explored and applied to such problems as failures in adjustment and conflict resolution. This course is a prerequisite for all further work in psychology.

**PSYC 4: Educational Psychology****3 S.H.**

The student will study the psychological foundations that relate to teaching and learning. Some of the topics dealt with will include cognitive development, motivation, reinforcement theory, evaluation and measurement, social and intellectual development, and current theories of learning in the classroom setting.

*Prerequisite: PSYC 1.*

**PSYC 7: On-Campus Teaching Psychology****3 S.H.**

This course for psychology and other competent students introduces study, lecture, and demonstration procedures in introductory psychology and offers the opportunity to work closely with beginning psychology students by teaching, evaluating, and tutoring them. *Prerequisite: PSYC 1.*

**PSYC 8: Parent, Teacher, and Child Relations****2 S.H.**

This course explores the importance of the child's first caretakers and teachers—the parents—to the child's development during the early years of life. Emphasis is placed on establishing a helping relationship, concerns in child rearing, parenting as a lifelong process of growth, learning and development, family dynamics, and group process.

**PSYC 9: Human Development****3 S.H.**

This course provides students with an overview of the human life-cycle from birth through old age showing the interplay of forces—organic, environmental, and self-directive—from stage to stage of development. Students will examine concepts and criteria for developmental tasks, maturity, and self-actualization.

*Prerequisite: PSYC 1.*

**PSYC 10: The Psychology of Adult Men and Women****2 S.H.**

This course complements child, adolescent, and college-age adult courses by presenting widely-held theories and important research that adulthood is not a plateau but a continuing process. New approaches to maturity, self-image, physiological processes, and psychological dynamics of adulthood will be examined.

*Prerequisite: PSYC 9.*

**PSYC 30: Personality and Personal Adjustment****3 S.H.**

*Who am I?* This course is a search to understand our many puzzling thoughts and feelings. *Who am I Becoming?* It tries to identify some of the joys and fears in the journey of becoming. *Who Could I be?* A look at the who we could be if we were free to grow and know.

**PSYC 106: Social Psychology****3 S.H.**

Attraction, aggression, prejudice, love, conformity, persuasion...all this and more. This course also explores the effects of group membership on individual behavior. *Prerequisite: PSYC 1.*

**PSYC 111: Introduction to Statistics****3 S.H.**

This course examines elementary statistics in behavioral research. Specific topics addressed are describing and comparing raw data, the concept of normal curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients and an introduction to regression analysis. Special attention will be given to interpreting psychological research. *Prerequisite: PSYC 1, a college level course in Mathematics.*

**PSYC 112: Experimental Design****3 S.H.**

Methods for conducting experiments in the social science will be discussed, such as one group and two group designs, quasi-experimental designs, etc. The use of various statistical procedures will be integrated into the discussion. Critiques of past experiments will be called for as well as the designing of personal experiments. *Prerequisite: PSYC 1, PSYC 111.*

**PSYC 121: Abnormal Psychology****3 S.H.**

This is a systematic study of various patterns of abnormal behavior. Special emphasis will be placed upon the investigation of the interplay of biological, psychological, and social forces which shape the abnormal personality and current methods of treatment.

**PSYC 130: Applied Psychology****3 S.H.**

Problems and techniques involved in the application of psychological principles in industry, business, advertising, medicine, law, and education are examined.

**PSYC 141: Supervised Experience in Psychology****2-10 S.H.**

This is an opportunity for the student to work on an individual basis with a faculty member in the Department of Psychology. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. *Prerequisite: Junior-Senior standing. No more than 6 S.H. of PSYC 141 will count toward the basic 30 S.H. of psychology required for the major.*

**PSYC 162: Experimental Psychology****3 S.H.**

The course provides the student with an understanding of the scientific method as it is applied to solving problems of human and animal behavior. Students will design and conduct experiments in the areas of learning, motivation, perception, as well as on problems of their own choice.

**PSYC 180: Health Information and Referral Service Practicum****1 S.H.**

This is an opportunity for a practical experience in a dormitory-based outreach program, under the supervision of the Counseling Center. This service provides assistance to students in the area of control, V.D., pregnancy, and related health areas. Selected students are professionally trained, provide one-to-one assistance, and participate in dormitory educational programs. One semester hour credit is given for 45 clock hours of supervised field experience. *Prerequisite: Must first be selected as an H.I.R.S. counselor.*

**PSYC 190: History of Modern Psychology****3 S.H.**

Antecedents of modern psychology, rise of experimental psychology as a science, review of the various schools of psychology including contemporary systems are all studied. *Prerequisite: 15 semester hours in psychology or permission of instructor.*

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

An examination of the major theories and issues is covered from both an historical and contemporary perspective. Stress is put on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analyses of classical and instrumental conditioning, reinforcement theory and punishment along with the contributions of Skinner, Hull and Tolman are but a few of the areas to be investigated. *Prerequisite: PSYC 1.*

**PSYC 202: Coordinating Seminar****3 S.H.**

Students will investigate selected topics within psychology and will integrate findings and conclusions from various areas of the field as a whole. *Prerequisite: PSYC 1; 24 S.H. of psychology.*

**PSYC 205: Physiological Psychology****3 S.H.**

The physiological bases of a variety of behaviors will be studied. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception will be considered. The biological concomitants of various psychological abnormalities will be analyzed. *Prerequisite: PSYC 1.*

**PSYC 213: Psychological Testing****3 S.H.**

This course aims to establish an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity will be considered. *Not to be taken by students in CPS.*

**PSYC 218: Behavior Modification****3 S.H.**

This course provides an introduction to the theories and techniques of behavior modification and behavior therapy. The major techniques of behavior modification are explored in terms of how they may contribute to the solution of human problems. Case studies, projects, movies, research papers and class discussion attempt to provide the student with concrete examples of the critical issues. Students will be asked to conduct and participate in the various techniques discussed. *Prerequisite: PSYC 1.*

**PSYC 222: Interviewing and Counseling****3 S.H.**

This course helps students in education, recreation, health fitness, and psychology develop helping and listening skills. The class combines lecture and practical experience in order for the students to gain a conceptual framework for the use of treatment methods in counseling. *Prerequisite: PSYC 1.*

**PSYC 230: 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 learning theory, training needs assessments, training evaluation, program designs, and presentation skills.

**PSYC 231: Communication and Motivation in Organizations****3 S.H.**

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

**PSYC 232: 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 Life Programs, and the quality-control circle. Class demonstrations and participatory activities help students experience organizational change strategies.

**PSYC 240: Psychology of Sexual Behavior****3 S.H.**

This course studies all forms of human sexual behavior, male and female, childhood and adult, deviant and straight, with emphasis on attitudes and practical concerns such as interpersonal relationships, emotional involvements, sexual difficulties, failures, and therapy.

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

This course will examine the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis will be placed on the role of the utilization of these techniques as a tool in the human helping professions. Topics covered will 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.**

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

## **RECREATION AND LEISURE SERVICES**

**RLSR 1: Camp Counseling****2 S.H.**

The course is devoted to the development of an understanding and appreciation of organized camping and the potential it has for contributing to the growth and development of children. Emphasis is placed on the role of the counselor as the key to a meaningful camping experience for children.

**RLSR 3: Introduction to Recreation and Leisure Services****3 S.H.**

The course introduces the student to the field of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.

**RLSR 5: Outdoor Living****2 S.H.**

Students will participate in such areas of outdoor living skills as axemanship, fire building, outdoor cooking, lashing, shelters, mapping, compass, and camp sanitation. Students participate in a one-week camping experience at the end of the school year. RLSR students only.

**RLSR 6: Dynamics of Leadership****3 S.H.**

Methods for effective leadership are explored. Leadership theories, developmental characteristics of various age groups, variations in the role of the leader as a function of program area, and motivation as a function of leadership are topics included. *Prerequisites: RLSR 3.*

**RLSR 10: Survey of Leisure Services****2 S.H.**

This is a survey course for non-recreation majors. This overview of the recreation movement will explore its significance and function as it relates to contemporary society. Issues and factors germane to the delivery of community leisure services will also be discussed.

**RLSR 15: Recreational Activities****3 S.H.**

This course provides the student with a wide range of social recreation activities. Various types of games, music activities, drama activities, banquets and special events are included. Committees are utilized to plan and produce actual party situations. *Prerequisite: RLSR 3.*

**RLSR 16: Program Planning****3 S.H.**

Identification and classification of recreation program areas and settings with emphasis on the fundamentals of planning and implementing leisure services. Philosophical foundations of programming are explored. *Prerequisite: RLSR 3.*

**RLSR 25: Introduction to Employee Services & Recreation****3 S.H.**

This course is an introduction to employee services in Corporations (formerly called Industrial Recreation.) Employee services include recreation, health fitness, and education programs and facilities provided for their employees (and often their families) by corporations. The benefits, the relationship of employee services to the corporation, programs, facilities, finance, staffing, legal structure, professional preparation, and opportunities are the major topics included.

**RLSR 55-56: Equestrian Arts—Massachusetts License Beginner Level****2-2 S.H.**

This two-part course (RLSR 55-56) trains qualified individuals to teach horsemanship at the beginners level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and/or to those who wish to become licensed equitation teachers.

**RLSR 61: Practicum in Camp Planning, Programming and Administration****3 S.H.**

The course is limited to students who wish to serve on the staff of the Springfield College Day Camp, Camp Massasoit. The course will involve students in all phases of pre-camp administration including budget, staffing, staff manuals, promotion, programming, purchasing, registration, and transportation.

**RLSR 72: Introduction to Therapeutic Recreation****3 S.H.**

This course serves as an introduction to the utilization of recreation programs in hospitals, nursing homes, detention centers, and other therapeutic environments. Terminology, trends and issues, and use of adaptive equipment are explored.

**RLSR 78: Maintenance of Facilities and Equipment****2 S.H.**

The course is a very fundamental approach to maintenance, introducing the student to the various tools, supplies, materials, and methods of both buildings and grounds maintenance. Lectures, coupled with practice, are designed to enable the student to evaluate the effectiveness of maintenance efforts and to effect changes for improvement.

**RLSR 82: Leisure Services for Special Populations****3 S.H.**

An overview of developments pertaining to therapeutic recreation is presented. Philosophical and historical developments, current issues, and trends facing future professionals pertaining to special populations are discussed. The importance, value, and significance of therapeutic recreation are the primary emphasis of this course. Program planning with "special needs" populations, sensitivity awareness, identification of disabling conditions and diseases are included. This course is designed for the non-therapeutic recreation major.

**RLSR 88: Outdoor Recreation****3 S.H.**

The focus of the course is on the natural resources of America and the public and private entities that administer them for recreational purposes. Consideration is given to the visitors (demand), the resources (supply), and the philosophies, policies, and administrative techniques of today plus the changes that increasing demand will necessitate in the future.

**RLSR 141: Undergraduate Field Experience****10-15 S.H.**

The field experience provides practice under professional supervision in leadership skills in a variety of recreation agencies. Assignment of field experience is based upon the student's choice of professional career. One semester hour of credit is given for 45 clock hours of supervised field experience. A minimum of ten semester hours is required for graduation.

**RLSR 148: Management of Leisure Services****3 S.H.**

Basic principles of organization and administration for the delivery of leisure services will be presented. The course will emphasize management of financial and human resources. Marketing of leisure services will also be included.

**RLSR 150: Public Relations****2 S.H.**

This course is designed to give the student a working knowledge of public relations and promotion techniques with a focus on leisure activities in public, private, commercial, and therapeutic recreation.

**RLSR 152: Camp Programming****3 S.H.**

The course focuses on the program planning processes utilized in the organized camp. Philosophy, principles of development, and organizational patterns are considered. Also included are specific program areas, programming for special populations, modifications needed for various age groups, and planning for year-round camps.

**RLSR 155: Outdoor Education****3 S.H.**

The course focuses on interpretation as the art of explaining the relationship of humans to their environment. Interpretation is a technique used by National, State and local parks, forests, nature centers and environmental programs for educating individuals and groups. Interpretation of water, soils, pollution and population are included.

**RLSR 160: Facility Design & Planning****3 S.H.**

This course acquaints the student with the required process that is necessary for planning facilities. The material deals specifically with the role of the recreator in the planning process. Course requirements permit the student to select a facility in detail. The material is oriented to indoor facilities and outdoor facilities that are supportive. Regularly scheduled visits to facilities will be an integral part of this course.

**RLSR 172: Processes and Techniques in Therapeutic Recreation****3 S.H.**

Processes and techniques utilized in treatment-oriented programs will be explored. Processes include assessing, establishing behavioral objectives, activity analysis and selection, and evaluation. Techniques covered include behavior modification, recreation counseling, and discussion groups. *Prerequisite: RLSR 72.*

**RLSR 175: Swimming Instructor Specialist for the Disabled****3 S.H.**

This course will provide an opportunity for YMCA instructor certification in Basic Aquatic Leadership, Swimming Instructor Specialist, Aquatics for Special Populations, Arthritis Aquatics. Only persons with Red Cross Advanced Lifesaving or YMCA Lifeguarding will be certified at the instructor level. All others will receive aquatic leader certification. Red Cross Adapted Aquatics instructor is also available as certification for those who have current WSI.

**RLSR 185: Tourism****3 S.H.**

The course will explore the economic, social, and environmental impact of this dynamic industry. Discussion of the major components of tourism, such as attractions, services, and transportation will be included. Major emphasis will be placed on the importance of tourism planning as a means of establishing quality services. *Prerequisites: RLSR 16 or permission of instructor.*

**RLSR 189: Outdoor Leadership****3 S.H.**

This course will analyze outdoor leadership techniques with a concern for a variety of age groups and special populations. Emphasis will be placed on the planning, organizing, conducting, and evaluation of programs and activities in the out-of-doors. Special concern will be given to practical activities and experiences through labs, outings, and field trips.

**RLSR 199: One-Year Undergraduate Internship Program****30 S.H.**

The program provides senior students with a supervised work experience for one academic year. The student will receive 30 hours of academic credit upon the successful completion of the program. Sponsoring agencies and industries that have developed programs of high caliber will participate with professional staff supervision.

**RLSR 200: Sports and Recreation Facility Management****3 S.H.**

The course is designed to introduce the student to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership: partnership, corporation, sales proprietorship, entrepreneurship vs. salaried employment will be included. Also, the management process regarding facility design, personnel management, marketing, and feasibility will be discussed. Identification and understanding of business related aspects with regard to sound, effective operation of a sports and recreation facility are seen as a major emphasis.

**RLSR 205: History and Philosophy of Leisure and Recreation****3 S.H.**

The course content includes development of the recreation movement and its cultural, social, and economic background in the new leisure milieu. Philosophies of significant people in the field of recreation are explored and a personal philosophy of recreation is developed by the student.

**RLSR 207: Organization and Administration of Public Recreation****3 S.H.**

The course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, cooperation with other governmental agencies, office management, and facility planning will be included.

**RLSR 212: The Hospitality Industry****3 S.H.**

The course is designed to provide students interested in pursuing careers in travel/tourism with specific information on the scope of the hospitality industry and on the management of services and facilities which cater to travelers.

**RLSR 219: Camp Programming and Administration****3 S.H.**

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

**RLSR 223: Park Administration****2 S.H.**

This course is an investigation in depth of the administration of park and outdoor recreation areas, including acquisition, organization, finances, legal responsibilities, and operational policies. Consideration is given to both public and private areas.

**RLSR 224: Design of Recreation Areas****3 S.H.**

The course introduces the student to the basic principles and concepts of park design with emphasis on the ways and means of making design practical and operational. The concept of master planning is given consideration. An introduction to the fundamentals of architecture and civil engineering is included. Techniques of graphic presentation are applied to assignments and projects of a practical nature.

**RLSR 225: Park and Resource Management****3 S.H.**

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

**RLSR 230: Leisure Counseling****3 S.H.**

The course includes the historical and philosophical aspects of leisure education and leisure counseling, a review of existing programs, descriptions of methods, techniques and instruments utilized, and methods for developing the leisure profile of an individual.

**RLSR 245: Personnel Management/Human Resource Management****4 S.H.**

This course examines the responsibilities of personnel managers and/or managers who perform the personnel functions. This course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment.

**RLSR 253: Camp Leadership Seminar****2 S.H.**

The main focus of this course is the leadership role in camp. Areas such as standards for personnel, recruitment of staff, job descriptions, staff training, staff supervision and an overview of leadership as it pertains to the cabin counselor are discussed.

**RLSR 261: Practicum in Camp Administration****3 S.H.**

The course is limited to students who serve in key administrative positions on the staff of the Springfield College Day Camp, Camp Massasoit. The course will involve students in all phases of camp administration,

including budgeting, staff manuals, promotion, programming, purchasing, registration, transportation, food service, inventory, and health safety. Students will take several field trips to visit other camps in operation.

**RLSR 270: Therapeutic Recreation with the Physically Handicapped and Aged** **3 S.H.**

The course is designed to provide an overview of the various concepts, principles, and practices related to the planning and delivery of Therapeutic Recreation and/or Recreation and Leisure Services to the physically handicapped and aged. An examination of various programs in institutional and community settings will also be included. Visitations/volunteer and student demonstrations work are integral course requirements.

*Prerequisites: RLSR 72 or permission of instructor.*

**RLSR 273: Recreation Programs for Special Populations** **3 S.H.**

The course explores Therapeutic Recreation programs designed for persons with social, emotional, and physical handicaps. Programs for geriatric populations are included. Areas covered are athletics and sports, arts and crafts, music and dramatics and other activities.

**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 implication 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 involvement with children and families under stress. *Prerequisites: RLSR 72 or permission of instructor.*

**RLSR 276: Child Life: Clinical Issues and Practical Techniques** **3 S.H.**

This course provides an overview of clinical issues and practical techniques related to the delivery of child life services in health care settings dealing with children and adolescents. *Prerequisites: RLSR 72 and RLSR 274 or permission of instructor.*

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

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

**RLSR 281: Law Enforcement and Security** **2 S.H.**

The course is an introduction to police operations, police duty, traffic enforcement and direction, communications, and alarm systems. Included in the course are the principles of obtaining oral and written statements, interrogation, and processing investigative accident and incident reports.

**RLSR 285: Resort & Commercial Recreation** **3 S.H.**

This course is an overview of the unique and dynamic nature of the Resort and Commercial Recreation Industry. A historical development will be presented. The planning, development, management, and marketing of the Commercial Recreation business will be the prime focus of the course. Technological changes, the diversity of lifestyles, and sociological needs will be examined in relation to their impact on the industry.

**RLSR 299: Tour Planning & Management** **3 S.H.**

This course is for the student who desires to learn about the principles of organizing and conducting tours for themselves or within an agency setting. Special emphasis will be placed on understanding why people travel, what they want in an organized tour, and providing the service in the most cost effective manner.

## **REHABILITATION**

**RHAB 25: Introduction to Rehabilitation** **3 S.H.**

This is an introduction to the rehabilitation process of disabled persons including history and background; related legislation; basic principles and philosophy. Also to be considered are the steps in the rehabilitation process; historical attitudes toward the disabled; the medical model; independent living programs; the nature of the helping process; and the range of professions in the field of rehabilitation.

**RHAB 31: Psychology of Disability** **3 S.H.**

This course increases the student's knowledge of the psycho-social aspects of disability, and to assist in the gaining of an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability.

**RHAB 40: Independent Living Rehabilitation** **3 S.H.**

This course stresses the task analysis approach to rehabilitation instruction of disability impaired and multiply handicapped individuals. It incorporates a survey and analysis of strategies, materials and adaptive devices designed to motivate, facilitate, support, and monitor growth toward the ultimate criterion of independent living. *Prerequisite: RHAB 25.*

**RHAB 90: Personal and Career Exploration for Rehabilitation Personnel** **3 S.H.**

This course will provide an introduction to the issues in the area of personal and career development. Personal values and their relationship to career decision-making will be considered. Also to be investigated are the range of job seeking skills; career readiness training; and career development theories. This is essentially an experiential course which presumes active participation by the students.

**RHAB 125: Rehabilitation Assessment and Appraisal Techniques** **3 S.H.**

This course will familiarize students with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of disabled clients. Various measurements of behavior, intelligence, aptitude, achievement, and personality will be considered.

**RHAB 130: Pediatric Rehabilitation** **3 S.H.**

This course provides the student with an understanding of the interdisciplinary primary care and community based services required for the practical management of the physically disabled, multiply handicapped, and/or chronically ill child from birth through childhood. Attention will be given to the screening, diagnosis, and evaluation of the high risk infant; behavioral and emotional implications of terminal illness; development of comprehensive early intervention treatment and educational plans; and support mechanisms which are helpful to families. *Prerequisite: RHAB 25.*

**RHAB 146: Practicum in Rehabilitation Services** **3-6 S.H.**

This course is an individually contracted practical experience under professional supervision in a rehabilitation setting. It is intended to assist the student in exploring and confirming career goals. Each student will contract for 45-50 clock hours of supervised practicum per semester hour of credit. *Prerequisites: Rehabilitation major and RHAB 90.*

**RHAB 160: Medical Information in Rehabilitation** **3 S.H.**

This is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.

**RHAB 164: Rehabilitation of Mentally Retarded Individuals** **3 S.H.**

This course will provide a survey of the medical, psychological, social, educational, and vocational problems associated with mental retardation, and familiarize students in human services with basic skills and techniques useful in working with mentally retarded children and adults.

**RHAB 190: Interviewing and Case Study Methods** **3 S.H.**

This course provides familiarization and skill development with a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to different disability groups. Designed primarily as a prerequisite for rehabilitation fieldwork assignments with handicapped and disabled clients.

**RHAB 195: Rehabilitation Internship** **6-8 S.H.**

This course is an individually contracted work experience as a member of a rehabilitation team. It is intended to provide students with an opportunity to apply theory in the design, provision, and administration of client services. Supervision is provided in conjunction with qualified rehabilitation agency personnel.

*Prerequisites: RHAB 146 and Departmental Chairperson approval.*

**RHAB 202: Parents and Family of the Disabled** **3 S.H.**

This course assists human services practitioners in understanding the implications of being a parent, child, sibling, or spouse of a disabled person. A family systems approach is used to examine problems in readjustment to disability and the effectiveness of coping strategies. The goals of the interventions examined include support of the family unit and its individual members.

**RHAB 242: Behavioral Techniques for the Developmentally Disabled** **3 S.H.**

This course is an introduction to the principles of applied behavior analysis with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students will design and implement behavior modification programs for various rehabilitation settings.

**RHAB 250: Action Oriented Therapies** **3 S.H.**

This course will provide an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting, games, drama, free play, movement, music, art, or other activities. Students will explore these as therapeutic modalities in which many conflicts are sorted out and resolved. Emphasis will also be on the use of these techniques to

enhance intellectual and emotional functioning for more effective independent living and rehabilitation.  
*Prerequisites: RHAB 25 and PSYC 1 or equivalent.*

### **RHAB 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: RHAB 160 or equivalent.*

### **RHAB 262: Rehabilitation of the Hearing Impaired**

**3 S.H.**

This course provides a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content will include common diagnostic and rehabilitative techniques.

### **RHAB 263: Rehabilitation Programs and Systems**

**3 S.H.**

An analysis of the major rehabilitation systems is followed by an evaluation of specific programs serving a variety of disabled populations. Attention is given to change agency techniques that can be used by practitioners to effect and participate in program development.

### **RHAB 270: Rehabilitation Needs of the Aging**

**3 S.H.**

Aging in our society is associated with a variety of special medical, social, and psychological needs. Participants will explore these needs as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community.

### **RHAB 271: Therapeutic Approaches with the Aging**

**3 S.H.**

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

### **RHAB 275: Holistic Medicine**

**3 S.H.**

This course examines current strategies in holistic medicine as they apply to the rehabilitation of a variety of persons with disabilities. Methods emphasizing prevention, amelioration, and self-efficacy will be stressed. The student will be better able to understand various methods of treating the total person including meditation, guided imagery, reflexology, Reiki, acupuncture, chiropractic, and others.

### **RHAB 276: Employee Assistance Programming**

**3 S.H.**

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

### **RHAB 280: Workshop in Special Issues and Techniques in Rehabilitation**

**2 S.H.**

This course provides an opportunity for an intensive examination, discussion and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. May be taken up to a maximum of 6 semester hours of credit. *Prerequisites: RHAB 25, RHAB 131, or equivalent.*

### **RHAB 282: Sex, Marriage, and Disabled Persons**

**3 S.H.**

This course will study the sexual problems of disabled people. Emphasis will be placed on the relationship of human sexual need and the sexual consequences of being born with or acquiring specific physical or mental handicaps. Also discussed will be issues of reproduction, marriage, family planning, deviancy, love, caring and sharing.

### **RHAB 284: Treatment Methods in the Rehabilitation of the Alcoholic**

**3 S.H.**

This course analyzes the major issues in the fields of alcohol rehabilitation including the etiology of the disease and its biological and psychological consequences. Primary consideration will be given to treatment issues; polyaddiction; specific detoxification methods, self-help programs; individual and group counseling; therapeutic community residences; family and other support systems.

### **RHAB 285: Rehabilitation of the Blind and Visually Disabled**

**3 S.H.**

This course focuses upon on specific (re)habilitation services provided to assist young, adult, and elderly persons who are blind or visually disabled. Topics include psychological adjustment, education, optical and non-optical aids, mobility training, vocational placement opportunities, and low vision clinics.

### **RHAB 286: Alcoholism and Family Treatment**

**3 S.H.**

This course is an introduction to the issues and techniques of treating the family with an alcoholic member. Among the topics discussed are: viewing the family as a client, diagnostic assessment techniques, prescriptions for treatment of the alcoholic as well as spouse and children. A family case analysis approach is also utilized. *Prerequisite: RHAB 284 or equivalent.*

**RHAB 287: Cardiac Rehabilitation****2 S.H.**

This course familiarizes the student 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, will be discussed. Emphasis will be placed on a continuum of medical, surgical, psychosocial, and vocational management from the acute recovery period to post-hospital rehabilitation.

**RHAB 288: Learning Disabilities****3 S.H.**

This course will examine theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis will be on those adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

**RHAB 289: Treatment Techniques for Substance****3 S.H.**

This course is a study of the rehabilitation techniques and treatment alternatives utilized with substance abusers. A wide variety of illicit substances will be considered. CNS depressants, stimulants, opiates and other analgesics, cannabinoids, hallucinogens, glues, solvents, and over the counter drugs. Emphasis will be on methods which may be incorporated in a total treatment approach of intervention, education, and rehabilitation. *Prerequisites: RHAB 25; RHAB 31, or equivalents.*

**RHAB 291: Neurological Rehabilitation****3 S.H.**

This course is intended to familiarize the student with the major issues in the field of neurological rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. *Prerequisite: RHAB 25 or equivalent.*

**RHAB 292: Group Counseling Techniques in Rehabilitation****3 S.H.**

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

**RHAB 294: Psychiatric Rehabilitation****3 S.H.**

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis will be given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies will also be discussed.

**RHAB 296: Casework Management Techniques****3 S.H.**

This course is an introduction to the issues, practices, skills, and techniques involved in casework management. The relationship of evaluation, counseling, rehabilitation planning, and effective case management is investigated. Case recording skills are effectively practiced. Caseload management skills are introduced and practiced. Particular emphasis is given to cases involving severe and multiple disabilities. *Prerequisites: RHAB 25 or equivalent.*

**RHAB 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 will be considered including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management which fosters self-help and independent functioning will be emphasized. *Prerequisites: RHAB 25, PSYC 1, and RHAB 160 or permission of instructor.*

## **RELIGION**

**RELI 4: Religion in America****3 S.H.**

This is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country from the seventeenth century to the present.

**RELI 5: Introduction to the Old Testament****3 S.H.**

This course will introduce the student to the content of the Old Testament and will, through a study of literary, historical, and theological issues, focus upon the Old Testament's contribution to Western culture.

**RELI 6: Introduction to the New Testament****3 S.H.**

This course will introduce the student to the literature of the New Testament, noting the historical and theological dimensions of this literature, as well as its significance for the modern world.

**RELI 8: Christian Biographies****3 S.H.**

This course will deal with the biographies of several significant figures in Christian history. It will examine the nature of the Christian faith by focusing on the historical context in which these figures lived and on their religious development, especially as they confronted crises.

**RELI 9: The Religious Experience of Humankind****3 S.H.**

This course is an introduction to the major non-western religious traditions of the world. These traditions will be viewed in both their historical and contemporary settings and will be assessed in terms of their contributions to the spiritual growth of humankind. Traditions which will be studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam.

**RELI 10: Religions of Ancient and Classical India****2 S.H.**

This is a religio-cultural study of the Indian sub-continent with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it.

**RELI 20: Indian Buddhism and the Buddhist Tradition****3 S.H.**

This course introduces the student to the history, philosophy, and culture of Buddhism. The critique of Brahmanical and non-Brahmanical systems, the life of the Buddha, the rise of the monastic institution and the development of philosophical and meditational theories will be presented. In addition, discussion will focus on the emergence of the Buddhist tradition in Sri Lanka, Burma, Thailand, and China, as well as on the relationship of Buddhism to contemporary life.

**RELI 40: Judaism****3 S.H.**

A survey of the history of the Jewish people and an analysis of the literature and institutions of Judaism, noting their contributions to contemporary life.

**RELI 170: Contemporary Theologians****3 S.H.**

This is an examination of the thought of contemporary Protestant, Roman Catholic, and Jewish theologians and the impact of their thought on religion and society in the twentieth century.

**RELI 180: Sociology of Religion****2 S.H.**

This is an analysis of the impact of religion on the social order. Discussion of the major types of established religions and their relationships to the community. *Prerequisite: permission of the instructor.*

**RELI 222: Christianity and Modern Society****3 S.H.**

This 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.**

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

## RESEARCH

**RSCH 141: Guided Individual Study****2-6 S.H.**

Undergraduate students may work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for 2 semester hours per semester. *Prerequisite: approval by the Director of the Division concerned, and by the instructor who has agreed to act as supervisor.*

## SERVICE TO COMMUNITY

**SPCO 2: Study Skills****1 S.H.**

Study skills are primarily information processing procedures which facilitate the learning, retention, application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note taking, surveying, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.

**SPCO 50: Community Service Experience****1-2 S.H.**

Community Service Experience is an assignment characterized by humane service in the community surrounding the College. The assignment must be approved by a faculty member and is scheduled to include forty-five clock hours per credit patterned in any feasible way agreed upon by the student, the faculty designate, and the community unit related to the humane service to be performed. Papers, conferences, interviews, readings, or other devices for interpretation of the experience may be required. *SPCO 50 can be taken for 2 semesters but the total credits cannot exceed 2 S.H.*

## SOCIOLOGY

**SOCI 1: Introduction to Sociology****3 S.H.**

The nature of social science as opposed to social thought is discussed. Social institutions, status and role, types of social behavior and social structure are investigated. This course is a prerequisite for all further undergraduate work in Sociology.



**SOCI 10: Introduction to Social Welfare****3 S.H.**

This is a survey of social welfare services in the United States with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities.

**SOCI 50: Social Organization****3 S.H.**

This is an introduction to the nature and forms of organized relationships. Attention is given to problems of order and deviance in the context of social institutions. *Offered during alternate years.*

**SOCI 60: The Family****3 S.H.**

This is a study of the modern American family considered primarily from a structural point of view, but with references to the historical, functional, and comparative standpoints.

**SOCI 70: The Community in America****3 S.H.**

Types of community organization, historical development, and underlying principles are investigated.

**SOCI 110: Population and Human Ecology****3 S.H.**

This is an introduction to the spatial distribution of population and institutions. Analysis of theories of population growth and examination of ecological processes in selected typical and contrasting population areas. Attention is given to the relations of population to other social, economic, and political variables. *Not offered every year.*

**SOCI 120: Social Change****3 S.H.**

Hypotheses of social change, both planned and unplanned, are discussed. The nature of social movements and of change in small groups is investigated.

**SOCI 130: Social Problems****3 S.H.**

Specific social problems are studied in the context of social structure and social control.

**SOCI 131: Minority-Majority Relations****3 S.H.**

This course examines minority groups in the American society and their relationships. Factors to be considered: brief history of immigration and cultural contact, basic concepts such as race and minority status, dynamics of ethnic group adjustment and inter-group conflict, theories and methods for creative ethnic group relations. *Not offered every year.*

**SOCI 132: Violence and Victimization****3 S.H.**

This course will identify and analyze individual and group violence as well as victimization from sociological, anthropological, and social-psychological perspectives.

**SOCI 135: Juvenile Delinquency****3 S.H.**

The causation, control, and prevention of delinquency and offenses of young adults are discussed. The juvenile justice system with respect to these types of subjects is reviewed.

**SOCI 140: Social Gerontology****3 S.H.**

Social Gerontology is concerned with the demography of aging and its impact on social interaction and the social structure. The current theories and research methodologies used in social gerontology are reviewed. Attention is given to cross-cultural comparisons of aging. Examination is made of the political and social issues surrounding aging in contemporary society. *Prerequisite: SOCI 1.*

**SOCI 142: Theories and Methods of Casework****3 S.H.**

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

**SOCI 145: Sociology of Death and Dying****3 S.H.**

Death as an institution will be studied by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention will be paid to the social organization of death and dying in bureaucratic settings, e.g., hospital, mental hospital, nursing home, etc. Dying will be studied as a social process with attention given to the theoretical perspectives in sociology used to study death, grief, and bereavement. Sociological concepts and current research in the field will be reviewed.

**SOCI 155: Medical Sociology****3 S.H.**

This course surveys health-related and medical-related behavior. The course is divided into three parts: first, principles and theory in the field of medical sociology; second, the analysis of the professions and health care institutions; and, third, the issues confronting health care in the United States.

**SOCI 165: Women and Society****3 S.H.**

This is an historical and sociocultural study of women in the United States with an emphasis on the sociostructural determinants of their status.

**SOCI 180: Sociological Theory****3 S.H.**

An examination of the structural characteristics of traditional and contemporary sociological theory will be undertaken. The seminal works of Marx, Weber, and Durkheim will be highlighted as the modern foundation of western sociological thought. A discussion of the relevance of theory to knowledge within the context of a pragmatic culture will guide the direction of this exploratory course.

**SOCI 191: Supervised Experience in Sociology/Anthropology/Social Welfare****3-9 S.H.**

This is an opportunity for the student to apply sociocultural theory and methods outside of the classroom. Under close supervision of a faculty member in the Department of Sociology/Anthropology, the student will be permitted to work in a milieu of his vocational orientation: e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This will provide the student with a career choice, future employment contacts, and pre-professional experience.

**SOCI 235: Criminology****3 S.H.**

Criminal law, the causation, control and prevention of adult crime are topics discussed in this course. *Prerequisites: 12 semester hours of sociology, psychology or other social sciences; permission of instructor. Offered alternate years.*

**SOCI 242: Theories and Methods of Casework****3 S.H.**

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

**SOCI 250: American Social Structure****3 S.H.**

This course examines American society as a network of social institutions including: the family, the polity, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structures.

**SOCI 290S: Sociology Seminar****3 S.H.**

Methods of social research are discussed. An introduction is made to research procedures: research design, methods of data collection, etc., and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students. Limited enrollment. *Prerequisite: Permission of instructor as well as PSYC III.*

## SPANISH

**SPAN 11-12: Elementary Spanish****3-3 S.H.**

The aim of this introductory course is to develop basic skills in conversational Spanish through the fundamentals of grammar and composition. Conducted in Spanish. Classroom participation and laboratory experience required. Any student who offers for entrance credit three or more years of Spanish may not enter the first year level at Springfield College.

**SPAN 21-22: Intermediate Spanish****3-3 S.H.**

Review of verb tenses through classroom practice in conversation is made. Composition and the reading of selected texts are part of this course. Laboratory experience is required in addition to classroom participation. *Prerequisite: SPAN I-2, proficiency examination, or permission of instructor.*

**SPAN 33: Spanish Culture and Language****3 S.H.**

This is open to undergraduates who wish to fulfill the language requirement. (It will not fulfill the requirement for a B.A. degree.) The course will provide a fundamental understanding of the Spanish language and the culture of the Spanish language.

**SPAN 34: Latin American Culture and Language****3 S.H.**

This is open to undergraduates who wish to fulfill the language requirement. (It will not fulfill the requirement for a B.A. degree.) The course will provide a fundamental understanding of the Spanish language and the cultures of the Spanish-speaking people of the Americas and Asia.

## SPORTS MANAGEMENT

**SMGT 140: Pre-Practicum in Sports Management****3 S.H.**

Pre-practicum in Sports Management provides current Sports Management majors with an opportunity to observe and assist experienced professional managers in the sport environment. Students are required to complete at least 75 clock hours of satisfactory work under the direct supervision of a qualified professional and attend scheduled pre-practicum seminars. *Prerequisites: Junior standing; BUSM 10-II; ECON 1-2; PHED 124; PHED 149, and consent of instructor.*

**SMGT 241: Fieldwork in Sports Management****15 S.H.**

This is a supervised field experience under the direct guidance of a qualified professional manager for a minimum of 15 weeks. Assignments are made in consultation with, and the permission of the Coordinator of Field Experience for Sports Management. *Prerequisites: Senior status; BUSM 102; PHED 149; SMGT 140; Pre-practicum in Sports Management, and consent of instructor.*

## FACULTY AND ADMINISTRATION

### TEACHING FACULTY

Date in parentheses following the name indicates beginning of service as a member of the Teaching Faculty at Springfield College.

**RAHIM-AL-KALEEM (1988)**

*Assistant Professor of Human Services*

B.S., New Hampshire College, 1982; M.S., New Hampshire College, 1983

**MARY C. ALLEN (1988)**

*Assistant Professor of Teacher Education*

B.A., Regis College, 1972; M.Ed., Westfield State College, 1976

**DENISE AMATO (1986)**

*Instructor in Physical Education*

B.S., Youngstown State University, 1980; M.A., Kent State University, 1982

**MARTIN J. ANISMAN (1986)**

*Vice President for Academic Affairs, Professor of English*

A.B., Syracuse University, 1963; M.A., New York University, 1964; Ph.D., 1970

**\*LOUIS J. AMPOLO (1970)**

*Assistant Professor of Physical Education*

B.S., Virginia Commonwealth University, 1969; M.S., Springfield College, 1971.

**DOROTHY D. ANDERSON (1967)**

*Associate Professor of Physical Education*

B.S., Purdue University, 1959; M.S., Smith College, 1963

**JAMES J. ANDERSON (1989)**

*Instructor in Physical Education*

B.S., Springfield College, 1986; M.P.E., Springfield College, 1988

**ALLAN D. AUSTIN (1968)**

*Associate Professor of English & Black Studies*

B.A., Farleigh Dickinson University, 1962; M.A., University of Massachusetts, 1967; Ph.D., 1975

**ROBERT C. BARKMAN (1969)**

*Professor of Biology*

B.A., Wittenberg University, 1964; M.S., University of Cincinnati, 1966; Ph.D., 1969

**BRIDGET BELGIOVINE (1988)**

*Instructor of Physical Education, Assistant Director of Athletics and Director of Special Olympics*

B.S., Trenton State College, 1979; M.Ed., Springfield College, 1987

**STEPHEN D. BERGER**

*Professor of Human Services*

B.S., C.C.N.Y., 1961; M.A., Harvard University, 1963; Ph.D., 1980

**ROBERT J. BERGQUIST (1971)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1969; M.Ed., 1970; Certificate of Physical Therapy, University of Pennsylvania, 1971

**THOMAS L. BERNARD (1974)**

*Professor of Education and Psychology*

B.A., New Jersey State College, 1962; M.Ed., University of Massachusetts, 1963; C.A.G.S., 1967; Ed.D., 1969

**RAYMOND F. BERTE (1972)**

*Associate Professor of Rehabilitation*

B.S., Springfield College, 1954; M.Ed., 1957

**EDWARD R. BILIK (1959)**

*Professor of Physical Education, Director of Athletics*

B.S., Springfield College, 1957; M.S., 1962; Ed.D., University of Oregon, 1966

**L. WILLIAM BLIZARD (1962)**

*Professor of Arts and Education*

B.S., State Teachers College at Buffalo, New York, 1958; M.A., New York University, 1960

**JOHN BLOCH (1988)**

*Associate Professor of Human Services*

B.A., Goddard College, 1962; M.S.C.E.D., New Hampshire College, 1978

**CARROLL P. BRITCH (1965)**

*Professor of Drama and English*

A.B., Union College, (Kent), 1960; A.M., Indiana University, 1964

**\*GRETCHEN A. BROCKMEYER (1979)**

*Professor of Physical Education*

B.A., Luther College, 1965; M.S., Springfield College, 1966; Ed.D., University of Georgia, 1979

**MARY LORD BROWN (1968)**

*Associate Professor of Human Services and Administration*

B.S., Cornell University, 1954; M.Ed., Springfield College, 1968; C.A.G.S., University of Connecticut, 1984

**STANLEY P. BROWN (1965)**

*Professor of Mathematics*

B.S., Springfield College, 1954; M.S.T., Colby College, 1960; M.S., Louisiana State University, 1961; Ed.D., University of Massachusetts, 1976

**KEITH D. BUGBEE (1985)**

*Instructor in Physical Education*

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)**

*Professor of English*

B.S., Upsala College, 1957; M.A., University of Massachusetts, 1966; Ph.D., 1973

**FRANCES P. CASEY (1976)**

*Associate Professor of Rehabilitation Counseling*

B.S., American International College, 1955; M.Ed., 1973; C.A.G.S., 1975; Ed.D., University of Massachusetts, 1985

**DELIGHT E. CHAMPAGNE (1984)**

*Assistant Professor of Psychology*

B.A., Boston University, 1969; M.A., University of Connecticut, 1981; Ph.D., 1983

**DANIEL S. CHRZAN (1981)**

*Assistant Professor of Business Management*

B.B.A., University of Massachusetts, 1970; M.B.A., Western New England College, 1975; C.A.G.S., WNEC, 1982

**JOEL R. COHEN (1968)**

*Professor of Biology and Health Sciences, Coordinator of Nursing and Allied Health Programs*

B.S., University of Massachusetts, 1949; M.S., 1950; Ph.D., 1975

**PHILIP W. CONKLIN (1984)**

*Assistant Professor of Business Management*

B.A., University of Dubuque, 1954; M.B.A., Syracuse University, 1966; M.Ed., Boston University, 1975; Ph.D., University of Connecticut, 1984

**WILLIAM J. CONSIDINE (1976)**

*Professor of Physical Education*

B.S., Western Illinois University, 1964; M.S., Illinois State University, 1966; P.E.D., Indiana University, 1970

**JOHN J. COSTELLO (1958)**

*Dean of Students, Associate Professor of Physical Education*

B.S., Springfield College, 1957; M.S., 1958; Ph.D., University of Connecticut, 1965

**LYNN E. COUTURIER (1988)**

*Assistant Professor of Physical Education*

B.S., Springfield College, 1981; M.S., University of Illinois, 1982; D.P.E., Springfield College, 1986

**JOHN C. COX (1965)**

*Associate Professor of Psychology*

B.S., Springfield College, 1961; M.Ed., 1963; C.A.G.S., 1963

**VERNON W. COX (1947)**

*Professor of Physical Education*

B.S., Springfield College, 1947; M.Ed., 1949

**JEAN A. CROTHERS (1986)**

*Assistant Professor of Physical Therapy*

B.S., Northeastern University, 1973; M.S., University of Pittsburgh, 1982

**CAMPBELL DALGLISH (1988)**

*Assistant Professor of Human Services*

B.A., University of Colorado, 1971; M.F.A., Yale School of Drama, 1986

**RICHARD D. DAVILA (1988)**

*Associate Professor of Human Services*

B.A., Beacon College, 1975; M.S.W., University of Connecticut, 1978

**GERALD F. DAVIS (1986)**

*Head Librarian*

B.S., Syracuse University, 1967; M.S., 1968; M.Ed., Springfield College, 1978

**MICHAEL C. DELONG (1981)**

*Instructor in Physical Education*

B.S., Springfield College, 1974; M.S., University of North Carolina, 1978

**NARESH C. DHANDA (1989)**

*Assistant Professor of Computer Science and Mathematics*

B.S., Panjab University, 1966; B.Ed., Panjab University, 1968; M.S., University of London, 1972; M.S., Jackson State University, 1986

**MARTIN L. DOSICK (1965)**

*Professor of Sociology*

A.B., Boston University, 1952; M.A., 1955; Ph.D., University of California at Los Angeles, 1965

**JOHN J. DOYLE, JR. (1976)**

*Professor of Economics*

B.A., Boston College, 1966; M.A., Northeastern University, 1968; Ph.D., Clark University, 1976.

**BARRY L. DUNKIN (1987)**

*Assistant Professor of Recreation and Leisure Services*

B.S., Springfield College, 1975; M.S., Morgan State University, 1985.

**JANICE C. ELDRIDGE (1965)**

*Assistant Vice President for Academic Affairs, Professor of Chemistry*

B.S., Jackson College, 1947; M.S., Tufts College, 1949; Ed.D., University of Massachusetts, 1981.

**ELIZABETH E. EVANS (1971)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1962; M.Ed., 1970; Certificate of Physical Therapy, University of Pennsylvania, 1971; Ph.D., University of Connecticut, 1983.

**ROBERT A. FIORE (1980)**

*Assistant Professor of Business Management*

B.A., University of Massachusetts, 1976; M.B.A., 1980.

**JAMES E. GENASCI (1963)**

*Professor of Education*

B.S., Springfield, Springfield College, 1950; M.S., 1955; Ed.D., Colorado State College, 1960.

**PETER K. GURAU (1966)**

*Professor of Education*

B.A., Queens College, New York, 1959; M.A., City College, New York, 1964; Ed.D., University of Massachusetts, 1972.

**PETER M. HALEY (1985)**

*Instructor in Physical Education*

B.S., Springfield College, 1977, M.Ed., 1978.

**MARY D. HEALEY (1981)**

*Assistant Professor of Biology*

B.S., Springfield College, 1978; M.Ed., 1980; M.S., University of Connecticut, 1986.

**ROBERTA B. HESTON (1977)**

*Associate Professor of Education*

A.B., Smith College, 1967; M.Ed., 1975; Ed.D., University of Massachusetts, 1985.

**MARY JO HETZEL (1989)**

*Assistant Professor of Human Services*

B.A., New School for Social Research, 1969; M.S., University of Pennsylvania, 1971; M.A., University of Washington, 1975; Ph.D., University of Massachusetts, 1985.

**ELLEN HEWETT (1988)**

*Associate Professor of Human Services*

B.A., McGill University, 1979; M.S.H.S., New Hampshire College, 1981.

**KATHLEEN S. HILLMAN (1983)**

*Associate Professor of Health Science*

B.S., Ohio University, 1975; M.Ed., Xavier University, 1979; Ph.D., University of Toledo, 1983.

**MIRIAM F. HIRSCH (1966)**

*Professor of Sociology*

B.A., Brooklyn College, 1948; M.S., Columbia University School of Social Work, 1950; Ed.D., University of Massachusetts, 1971.

**JOHN M. HOLIK (1983)**

*Instructor in Physical Education*

B.A., Trinity College, 1975; M.P.Ed., Springfield College, 1982.

**ROLAND E. HOLSTEAD (1972)**

*Director of Continuing Education, Professor of Sociology*

B.A., State University of New York at Oneonta, 1967; M.A., University of Connecticut, 1971; Ph.D., University of Connecticut, 1982.

**PATRICIA L. HUTCHINSON (1988)**

*Assistant Professor of Physical Education*

B.S., Western Carolina University, 1974; M.S., Western Carolina University, 1975; Ed.D., University of Georgia, 1983.

**BARBARA E. JENSEN (1970)**

*Professor of Physical Education*

B.S., Springfield College, 1957; M.S., University of Iowa, 1963; Ph.D., 1965.

**LYNN V. JOHNSON (1985)**

*Instructor in Physical Education*

B.S., Springfield College, 1977; M.Ed., 1985.

**RONALD L. JOHNSON (1985)**

*Associate Professor of Biology*

B.S., California State University, 1978; M.A., University of Colorado, 1981; D.A., 1985.

**JOANNE SILVER JONES (1988)**

*Associate Professor of Human Services*

B.A., University of California – Santa Barbara, 1968; M.S.W. University of Calgary, 1973; Ed.D. University of Massachusetts, 1985.

**LAURA JO JUDD (1978)**

*Assistant Professor of Recreation*

B.S., Springfield College 1954; M.S., University of Illinois, 1958.

**JONATHAN KAHANE (1972)**

*Associate Professor of Psychology*

B.A., Clark University, 1966; M.A., George Washington University, 1968; Ph.D., Yeshiva University, 1972.

**KENNETH H. KLATKA (1970)**

*Assistant Professor of Physical Education*

B.S., Springfield College, 1969; M.Ed., 1970.

**ZANE KNOY (1989)**

*Assistant Professor of Human Services*

A.B., Phillips University, 1953; B.D., Phillips University, 1956; Masters of Theology, Harvard Divinity School, 1958.

**BYRON H. KOH (1968)**

*Director of YMCA Studies, Associate Professor of English*

A.B., Middlebury College, 1959; M.A., Boston University, 1965; Ph.D., University of Massachusetts, 1972.

**GERTRUDE M. LAMB (1986)**

*Instructor in Physical Therapy and Academic Clinical Coordinator*

R.P.T., Northeastern University, 1944; B.S., Tufts University, 1945

**THOMAS F. LARKIN (1985)**

*Instructor in C.I.S. and Director of Academic Computer Services*

B.S., Springfield College, 1975; C.S.C.P., University of Massachusetts, 1984.

**PAUL LEBLANC (1987)**

*Assistant Professor of English*

B.S., Framingham State College, 1980; M.A., Boston College, 1982.

**ROGER LIND (1988)**

*Professor of Human Services*

A.B., Yale University, 1947; M.S.W., University of Michigan, 1952; Ph.D., University of Michigan, 1963.

**MARGARET G. LLOYD (1987)**

*Assistant Professor of English*

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

**ZENOBIA LOJEWSKA-SMITH (1989)**

*Assistant Professor of Physics and Mathematics*

M.S., Maria Curie Skłodowska University, 1974; Ph.D., Maria Curie Skłodowska University, 1983.

**\*ROBERT N. LUSSIER (1978)**

*Assistant Professor of Business Management*

B.S., Salem State College, 1972; M.Ed., Suffolk University, 1974; M.B.A., Suffolk University, 1975; C.A.G.S., Boston College, 1978.

**LAURA MAGGIO (1987)**

*Assistant Professor and Director of Marriage & Family Therapy Program*

B.S., St. Bonaventure University, 1974; M.A., Miami University, 1977; Ph.D., Miami University, 1984.

**RONALD J. MAGGIO (1987)**

*Assistant Professor of Art*

A.A.S., State University of New York at Farmingdale; B.A., State University of New York at Fredonia, 1974; M.F.A., Miami University, 1976.

**BARBARA D. MANDELL (1986)**

*Assistant Professor of Psychology*

B.S., North Adams State College, 1966; M.Ed., American International College, 1972; Ed.D., University of Massachusetts, 1987.

**IGNATIUS A. MANISCALCO (1971)**

*Professor of Chemistry and C.I.S.*

B.S., Manhattan College, 1965; Ph.D., Fordham University, 1971.

**BETTY L. MANN (1984)**

*Assistant Director of the Division of Graduate Studies, Assistant Professor of Physical Education*

B.S.E., North Adams State College, 1967; M.Ed., Springfield College, 1974; D.P.E., 1984.

**VERNE MCARTHUR (1988)**

*Professor of Human Services*

B.A., Oberlin College, 1964; Ph.D., Yale University, 1972.

**\*TESFATSION MEDHANIE (1988)**

*Assistant Professor of Human Services*

LL.B., Haile Sellassie I University, 1970; LL.M., Columbia University, 1972.

**DAVID J. MILLER (1986)**

*Assistant Professor of Physical Therapy*

B.A., Stockton State College, 1974; Certificate in Physical Therapy, Emory University, 1977; M.S., University of North Carolina, 1983.

**EDGAR W. MILLS (1988)**

*Associate Professor of Sociology*

D.B., University of Chicago, 1953; Ph.D., Harvard University, 1966.



**VALERIE MONTGOMERY (1962)**

*Associate Professor of Modern Languages*

B.A., Mount Holyoke College, 1947; M.A., 1967.

**NICHOLAS P. MOUTIS (1978)**

*Professor of Physical Education*

B.S., Springfield College, 1952; M.S., University of Illinois, 1953; Ph.D., University of Oregon, 1967.

**MILDRED C. MURRAY (1967)**

*Professor of Physical Education*

B.S., Springfield College, 1961; M.S., 1967; Ph.D., University of Connecticut, 1976.

**JOHN L. NEUMANN (1965)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1951; M.Ed., 1956.

**MARRIE E. NEUMER (1986)**

*Instructor in Physical Education*

B.A., The College of Wooster, 1984; M.S., Springfield College, 1986.

**EMEKA NWADIORA (1989)**

*Assistant Professor of Human Services*

B.S., Lyndon State College, 1982; M.S.W., University of Connecticut School of Social Work, 1987.

**THOMAS W. O'CONNOR (1966)**

*Professor of Political Science*

B.A., University of New Hampshire, 1963; M.A., University of Connecticut, 1965.

**NANCY J. OGLE (1980)**

*Professor of Sociology/Anthropology*

B.S., Phillips University, 1959; M.A., Kansas State University, 1967; Ph.D., Oklahoma State University, 1972.

**BRUCE R. OLDERSHAW (1975)**

*Audio-Visual Director, Associate Professor of Education*

B.S.E., Westfield State College, 1953; M.Ed., Springfield College, 1957.

**W. MASON OLDS (1966)**

*Professor of Religion and Philosophy*

A.B., Mercer University, 1957; B.D., Colgate Rochester Divinity School, 1959; Ph.D., Brown University, 1973.

**DAVID OSHER (1988)**

*Professor of Human Services*

B.A., Columbia University, 1965; M.A., Columbia University, 1966.

**WILLIAM OSWALD (1988)**

*Assistant Professor of Human Services*

B.A., Marist College, 1975; M.A., Marist College, 1980; Ph.D., University of Rhode Island, 1988.

**DEREK W. PAAR (1986)**

*Assistant Professor of Psychology*

B.S., Springfield College, 1972; M.Ed., Idaho State University, 1973; Ph.D., United States International University, 1980.

**HENRY J. PAAR (1957)**

*Professor of Psychology*

B.S., Springfield College, 1949; M.S., Columbia University, 1950; Ph.D., George Peabody College, 1957; Honorary D.Sc., Universidad Autonoma De Centroamerica, Costa Rica, 1982.

**DOUGLAS E. PARKER, JR (1955)**

*Professor of Physical Education*

B.S., Springfield College, 1951; M.S. 1958.

**JAMES W. PENNINGTON (1984)**

*Instructor in Physical Education*

B.S., Towson State College, 1974; M.Ed., University of Georgia, 1979.

**ALBERT J. PETITPAS (1978)**

*Associate Professor of Psychology*

B.A., Bridgewater State College, 1968; M.Ed., Northeastern University, 1971; Ed.D., Boston University, 1981.

**PETER J. POLITO (1970)**

*Professor of Computer Science and Physics*

B.A., Northeastern University, 1965; M.S., 1967; Ph.D., 1971.

**STEPHEN E. POSNER (1982)**

*Instructor of Physical Education*

B.S., University of California at Berkeley, 1976; M.A., Syracuse University, 1980.

**DIANE L. POTTER (1960)**

*Professor of Physical Education*

B.A., Springfield College, 1957; M.S., 1963; Ed.D., University of Georgia, 1979.

**MARGARET M. POWERS (1988)**

*Assistant Professor of Recreation and Leisure Services*

B.S., Springfield College, 1979; M.Ed., Springfield College, 1984.

**JEANNE C. PREVITY (1984)**

*Physical Therapy Program Director and Assistant Professor of Physical Therapy*

B.S., Quinnipiac College, 1975; M.Ed., University of Houston/Baylor College of Medicine, 1979.

**\*ROBERT E. PRICE (1979)**

*Associate Professor of Religion and Philosophy*

A.B., Columbia College, 1965; B.D., Union Theological Seminary, 1969; Ph.D., Duke University, 1977.

**MARTHA F. PRINCE (1988)**

*Assistant Professor of Health Education*

B.S., The Florida State University, 1985; M.Ed., Springfield College, 1988.

**JACKIE PUHL (1989)**

*Professor of Physical Education*

A.B., Hillsdale College, 1961; M.S., Southern Illinois University, 1965; Ph.D., Kent State University, 1972.

**NANCY RAFFIO-QUARTZ (1988)**

*Assistant Professor of Health Education*

B.S., University of Massachusetts, 1976.

**JAMES L. RAGONNET (1971)**

*Associate Professor of English*

B.A., St. John's University, 1966; M.S. Niagara University, 1967; Ph.D., Rensselaer Polytechnic Institute, 1981.

**MALVINA T. RAU (1974)**

*Professor of Physical Education and Coordinator of Teacher Preparation and Certification*

B.S., East Stroudsburg State College, 1964; Ph.D., Temple University, 1973.

**CHERYL A. RAYMOND (1980)**

*Associate Professor of Physical Education*

B.A., Bethany College, 1974; M.Ed., Springfield College, 1982.

**\*CHARLES B. REDINGTON (1969)**

*Professor of Biology*

B.S., Baldwin-Wallace College, 1964; M.S., Rutgers University, 1966; Ph.D., 1969.

**CHARLES J. REDMOND (1969)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1968; M.Ed., 1971; M.S., Boston University, 1981.

**YOUNG H. RHIE (1972)**

*Professor of Mathematics and C.I.S.*

B.S., Seoul University, 1954; M.A., Emory University, 1957; Ph.D., University of Massachusetts, 1971.

**NANCY RIOS (1989)**

*Assistant Professor of Human Services*

B.A., University of Massachusetts, 1985; M.A., University of Massachusetts, 1987.

**JAMES B. ROBERTSON (1973)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1966; M.S., 1969, C.A.S., 1973.

**WAYNE RODRIGUES (1987)**

*Instructor in Physical Education*

B.S., Bridgewater State College, 1983; M.Ed., Springfield College, 1985.

**CHARLES N. ROYS (1969)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1961; M.S., 1967.

**THOMAS J. RUSCIO (1968)**

*Director of Rehabilitation Counselor Training Program,*

*Professor of Rehabilitation.*

B.A., American International College, 1964; M.Ed., Springfield College, 1965.

**DANIEL M. RUSSELL (1984)**

*Associate Professor of Social Sciences*

B.S., University of New Orleans, 1971; M.A., 1977; Ph.D., University of Massachusetts, 1986.

**HUBERT SAPP (1989)**

*Assistant Professor of Human Services*

A.B., Harvard College, 1967; Doctoral Study, University of North Carolina.

**JANE SAPP (1989)**

*Instructor in Human Services*

B.Mus., Marymount College, 1967.

**H. JOSEPH SCHEUCHENZUBER (1974)**

*Professor of Physical Education and C.I.S.*

B.S., West Chester State College, PA, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Indiana University, 1974.

**\*DIETRICH H. SCHLOBOHM (1969)**

*Professor of History*

B.S., State University Maritime College of New York, 1961; M.A., Michigan State University, 1965; Ph.D., 1970.

**SHERROD W. SHAW (1958)**

*Professor of Physical Education*

B.S., Springfield College, 1951; M.S., 1952; Phys. Ther. Dip., Mayo Clinic, 1954.

**THOMAS J. SHEA (1970)**

*Professor of Economics*

A.B., Boston College, 1963; M.A., Northeastern University, 1968.

**TIMOTY C. SHIELL (1989)**

*Assistant Professor of Philosophy*

B.A., Moorhead State University, 1982; Ph.D., University of Iowa, 1988.

**CAROL E. SHINE-MITCHELL (1975)**

*Professor of English*

B.A., University of Massachusetts, 1968; M.A., 1971; Ph.D., 1978.

**JOAN SIMMONS (1989)**

*Assistant Professor and Coordinator of Occupational Therapy Program*

B.A., Keene State College, 1977; M.S., Virginia Commonwealth University, 1984.

**EDWARD J. SIMS (1952)**

*Professor of English*

B.S., Springfield College, 1951; M.A., Albany State College, 1952; Ed.D., Teacher's College, Columbia University, 1961.

**JULIANNE SMIST (1982)**

*Assistant Professor of Chemistry*

B.A., Our Lady of the Elms, 1972; M.S., Boston College, 1974.

**CHARLES J. SMITH (1966)**

*Associate Professor of Physical Education and Director of the International Academy*

B.S., Springfield College, 1955; M.S., 1956.

**ROBERT J. SNOW (1988)**

*Assistant Professor of Human Services and Administration*

B.A., University of California, 1977; M.S.W., California State University, 1983.

**DONALD R. SNYDER (1982)**

*Assistant Professor of Recreation and Leisure Services*

B.S., Southern Connecticut State University, 1973; M.S., 1978.

**JOSEPH F. STANO (1978)**

*Associate Professor of Rehabilitation Counseling*

B.A., Assumption College, 1972; M.A./C.A.G.S., Assumption College, 1974; Ph.D., University of Connecticut, 1982.

**\*EDWARD S. STEITZ (1948)**

*Professor of Physical Education and Athletic Director Emeritus*

B.S., Cornell University, 1943; M.Ed., Springfield College, 1948; D.P.E., 1963.

**BARBARA STEINBERG-PUNIS (1988)**

*Assistant Professor of Rehabilitation*

M.Ed., Cambridge College, 1982; M.S.W., University of Connecticut, 1986.

**WILLIAM J. SULLIVAN (1970)**

*Director of Division of Graduate Studies, Professor of Physical Education*

B.S., Springfield College, 1959; M.Ed., 1963; P.E.D., Indiana University, 1970.

**WILLIAM S. SUTTON (1989)**

*Associate Professor of Human Services*

B.S., State University of New York, 1963; M.S., State University of New York, 1966; M.S., Bowie State College, 1983; Ph.D., The Ohio University, 1972; Ph.D. Union for Experimenting Colleges and Universities, 1985.

**JOYCE L. SZEWCZYNSKI (1988)**

*Assistant Professor Modern Languages*

B.A., Westfield State College, 1970; M.A., University of Massachusetts, 1985.

**MICHAEL D. THEULEN (1983)**

*Assistant Professor of Physical Education*

B.S., Keene State College, 1969; M.A., University of South Dakota, 1981; D.P.E., Springfield College, 1983.

**EDWARD H. THIEBE (1982)**

*Associate Professor of Music*

B.S., State Teacher's College at Lowell, 1953; M.Ed., University of Massachusetts, 1960; Diploma, Professor Education, University of Connecticut, 1968; Ph.D., 1973.

**\*FRANK J. TORRE (1973)**

*Professor of Chemistry and of C.I.S.*

B.S., Monmouth College, New Jersey, 1967; Ph.D., Rutgers University, 1971.

**IDALI TORRES (1988)**

*Assistant Professor of Health Education*

B.A., University of Puerto Rico, 1975; M.S., University of Massachusetts, 1984.

**LINDA J. TSOUMAS (1986)**

*Assistant 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.

**MARJEANNE VACCO (1988)**

*Associate Professor of Human Services*

A.B., Colby College, 1962; M.S., Boston University, 1964; C.P.S., Rivier College, 1987.

**MICHAEL C. WHITE (1988)**

*Assistant Professor of English*

B.A., University of Connecticut, 1975; M.A., University of Connecticut, 1977; Ph.D., University of Denver, 1982.

**SHARON A. WHITE (1987)**

*Assistant Professor of English and Writing Center Director*

B.A., Colby College; M.F.A., Goddard College, 1977.

**HAROLD R. WISSEL (1985)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1960; M.S., Indiana University, 1961; D.P.E., Springfield College, 1970.

**FRANK A. WOLCOTT (1955)**

*Professor of Physical Education, Assistant Director of Athletics*

B.S., Springfield College, 1952; M.S., 1961.

**MARGARET WORMLEY (1988)**

*Assistant Professor of Human Services*

B.A., Franconia College, 1978; M.S.H.S., New Hampshire College, 1985.

**DAVID W. WUERTHELE (1968)**

*Registrar*

A.B., Allegheny College, 1961; M.B.A., Suffolk University, 1970.

**DOROTHY J. ZENATY (1970)**

*Associate Professor of Physical Education*

B.S., Springfield College, 1965; M.A., Colorado State College, 1969.

**\*HERBERT ZETTL (1969)**

*Associate Professor of History*

B.A., Alderson-Broadbent College, 1963; M.A., University of Vermont, 1965.

\*Indicates that the professor will be on sabbatical or leave of absence for all or part of 1988-89.

## **ADJUNCT PROFESSORS**

**DAVID BALSLEY**

*Physical Education*

B.A., Hardwick, 1969; M.Ed., Springfield College, 1972; P.T., Downstate Medical Center.

**STEPHEN A. BLACK**

*Undergraduate Athletic Training*

B.S., Springfield College, 1975; M.Ed., 1977.

**CAROL J. CLAFLIN**

*Counseling and Psychological Services*

B.S., Springfield College, 1957.

**RUSSELL L. COUTURIER**

*Computer Science*

B.S., Springfield College, 1980; M.S., 1982.

**OTIS F. CURTIS**

*Recreation and Leisure Services*

B.S., Cornell University, 1966; M.S., 1973.

**RICHARD G. FLOYD, JR.**

*Recreation and Leisure Services*

B.S., University of Massachusetts, 1964; M.S., University of New Hampshire, 1970.

**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

**WILLIAM N. GOODWIN**

*Counseling and Psychological Service, Psychology, and Community Service*

B.S., Springfield College, 1949; M.S., 1952; Ph.D., University of Connecticut, 1961.

**RAYMOND HERSHEL**

*Public Relations (Graduate)*

B.A., Emerson College, 1967.

**PAUL KATZ**

*Environmental Studies*

B.S., Springfield College, 1978.

**BARNETT D. LASCHEVER**

*Recreation and Leisure Services*

B.S., University of Michigan, 1951.

**DONALD MAKI**

*Art*

B.F.A., Swain School of Design, 1977.

**ANDREW MAZUR**

*Recreation and Leisure Services*

B.S., Central Connecticut State College, 1974; M.Ed., Springfield College, 1977.

**JILL MCCARTHY PAYNE**

*Recreation and Leisure Services*

B.S., University of Massachusetts, 1976; M.Ed., Springfield College, 1979; Juris Doctor, Western New England School of Law, 1986.

**DENNIS MULLEN**

*Recreation Management and Employee Services and Recreation*

B.S., University of Massachusetts, 1970.

**KEITH J. O'CONNOR**

*Public Relations (Undergraduate)*

B.A., American International College, 1975.

**MARGARET W. PAAR**

*Art*

B.S., Springfield College, 1971; M.Ed., 1976.

**ALAN J. PICKERING**

*Human Services & Administration*

Ph.D., National Training Director YMCA of the USA.

**GLORIA RUSSELL**

*Art*

B.G.S., University of Massachusetts, 1981; M.A., 1983.

**EMIL G. SCHNORR**

*Art*

Academy of Fine Arts, Institute for Painting Techniques, Stuttgart Wuertenberg, Germany; Jugend Leiter Schule, Bad Harzburg, Nieder Sachsen, Germany; C.V.J.M., Das Jugendorf Blaubeuten, Wuertenberg, and Helmscherode Nieder Sachsen.

**CHUN KWUN WUN (1981)**

*Research Associate Professor of Biology*

B.S., Chung Chi College, Chinese University of Hong Kong, 1964; M.S., Springfield College, 1969; M.S., University of Massachusetts, 1971; Ph.D., University of Massachusetts, 1974.

## CLINICAL FACULTY

### ATHLETIC TRAINING

**JOSEPH M. BOYLE**

*Clinical Instructor in Athletic Training*

B.S., Springfield College, 1978; D.C., Palmer College of Chiropractic, 1983.

**JAY GRANT**

*Clinical Instructor in Athletic Training*

B.S., Springfield College, 1975; M.A., Western Michigan University, 1978.

**ELLEN PERRELLA**

*Clinical Instructor in Athletic Training*

B.S., University of Utah, 1981; M.S., University of Colorado, 1983.

**BRIAN SPELLACY**

*Clinical Instructor in Athletic Training*

B.S., Springfield College, 1986; M.Ed., 1988.

## EMERGENCY MEDICAL SERVICES MANAGEMENT

**ALAN D. BERKENWALD**

*Clinical Professor of Emergency Medicine*

B.S., State University of New York at Stony Brook, 1973; M.D., Boston University, 1978.

**PAUL F. CONDON**

*Clinical Professor of Emergency Medicine*

B.S., Boston College, 1956; M.D., Boston University, 1960.

**RAYMOND F. CONWAY**

*Clinical Professor of Emergency Medicine*

B.A., American International College, 1970; M.D., University Autonoma de Guadalajara, 1976.

**ALAN DAVIDSON**

*Clinical Professor of Emergency Medicine*

A.B., Dartmouth College, 1963; M.D., University of North Carolina, 1968.

**ENZO V. DIGIACOMO**

*Clinical Professor of Emergency Medicine*

B.S., Manhattan College, 1959; M.D., New York Medical College, 1965.

**DAVID J. DOYLE**

*Clinical Professor of Emergency Medicine*

B.S., Keene State College, 1974; M.D., Dartmouth Medical School, 1979.

**JOHN P. GAVIN**

*Clinical Professor of Emergency Medicine*

B.S., University of New Orleans, 1974; M.D., Tulane University, 1978.

**JOHN J. GEORGE**

*Clinical Professor of Emergency Medicine*

B.A., Northeastern University, 1974; M.D., Mt. Sinai School of Medicine, 1980.

**JOHN A. HOLBROOK**

*Clinical Professor of Emergency Medicine*

B.A., St. Joseph's Seminary, 1967; M.A., Yale Graduate School, 1971; M.D., Harvard Medical School, 1975.

**GEORGE A. KOHAK**

*Clinical Professor of Emergency Medicine*

B.A., University of Kansas, 1976; M.D., University of Kansas, 1979.

**KIM B. KRACH**

*Clinical Professor of Emergency Medicine*

B.A., University of Southern California, 1971; M.D., University Autonoma de Guadalajara, 1977.

**MORRIS B. LEIBOWITZ**

*Clinical Professor of Emergency Medicine*

B.A., Queens College, 1975; M.D., University of California at San Francisco, 1983

**MICHAEL J. LEMANSKI**

*Clinical Professor of Emergency Medicine*

B.A., Amherst College, 1976; M.D., University of Massachusetts, 1979.

**STEPHEN A. LIEBERMAN**

*Clinical Professor of Emergency Medicine*

B.A., Queens College, 1985; M.D., New York Medical College, 1978

**GEORGE LYNCH**

*Clinical Professor of Emergency Medicine*

B.S., University of Massachusetts, 1981; M.D., University of Massachusetts 1985

**GREGORY S. MCDONALD**

*Clinical Professor of Emergency Medicine*

B.S., University of Massachusetts, 1976; M.D., University of Massachusetts, 1980.



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*Clinical Professor of Emergency Medicine*

I.S. (Intermediate Science), University of Calcutta, 1960; M.B.B.S., Nil Ratan Sircar Medical College (University of Calcutta), 1966.

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B.S., North Adams State College, 1977; M.T. (ASCP)

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B.A., University of Virginia, 1944; M.D., University of Virginia, 1946.

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B.A., Stockton State College, 1974; B.H.S., Duke University, 1979; M.D., University of North Carolina, 1985; M.P.H., 1986

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A.B., Harvard College, 1964; M.D., Harvard Medical School, 1968

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**SPORTS BIOLOGY**

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Attended Springfield College, 1959-61; D.C., Chiropractic Institute of New York, 1965

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**ARNOLD S. ZIDE**

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**ADMINISTRATIVE OFFICERS**

**LYNDA ANASTASIA (1989)**

*Grants Coordinator*

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B.S., Springfield College, 1970; M.Ed., 1978

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**KINSER BEEBE (1989)**

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**ELLEN DEMOS BLETSOS (1975)**

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B.S., Springfield College, 1983; M.S., 1987

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B.S., University of Massachusetts, 1969; M.S., 1973; C.A.S., Springfield College, 1979

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*Assistant Comptroller*

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B.A., Bridgewater State College, 1974; M.Ed., Springfield College, 1978

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B.S., Springfield College, 1957; M.S., 1958; Ph.D., University of Connecticut, 1965

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*Admissions Counselor*

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*Director of Corporate Giving*

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## FACULTY EMERITI

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 Seth Arsenian, *Distinguished Springfield Professor of Humanities*  
 Miklos T. Ats, *Professor of History and Social Studies*  
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 John W. Brainerd, *Professor of Biology and Conservation*  
 George E. Brooks, *Professor of English*  
 Josephine L. Cecco, *Distinguished Springfield Professor of Humanities*  
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 Charles F. Weckwerth, *Distinguished Springfield Professor of Humanities*  
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**SPRINGFIELD COLLEGE** is a small, privately endowed institution of higher learning that emphasizes educating young men and women for the human helping professions. It is situated in the center of New England providing easy access to the skiing areas of New Hampshire and Vermont, the cosmopolitan assets of Boston, as well as the quiet beauty of the Berkshire Hills.

**Location:** Springfield. The second largest city in Massachusetts, population approximately 155,000. In addition to a large central retail district, the city offers such cultural opportunities as museums, a symphony and professional theater company.

**Campus:** More than 31 buildings, such new facilities as the Fuller Arts Center, Physical Education Complex and academic/interfaith Chapel. These facilities stretch over 160 acres that comprise the college's Main Campus and East Campus, a site of woods and field that overlooks Lake Massasoit and is one mile from the Main Campus. Recently renovated is the Allied Health Center.

**Undergraduates:** More than 2,400 men and women from throughout the United States and such diverse countries as Venezuela, Ireland, Nigeria and the People's Republic of China. The freshman class has more than 550 students, equally divided between men and women.

#### Addresses and Telephone Numbers:

(The College's telephone area code is 413. When writing to an office use the following address: Springfield College, Springfield, Mass. 01109-3797.)

Admissions Office	
Babson Library.....	788-3136
Financial Aid Office	
Administration Building.....	788-3108
YMCA Programs Office	
Administration Building.....	788-3289
International Center	
Administration Building.....	788-3215
Housing Office	
Administration Building.....	788-3102
Career Services	
Beveridge Center.....	788-3222
Athletic Department	
Physical Education Center.....	788-3332
Public Relations	
Administration Building.....	788-3171
Cooperative Education	
Beveridge Center.....	788-3226



# ACADEMIC CALENDAR

## FALL SEMESTER

Classes Begin  
 Holiday  
 Parents Weekend  
 Homecoming  
 Thanksgiving Break  
 Classes Resume  
 Classes End  
 Reading Days  
 Exams

## 1989-90

Sept 6  
 Oct 9  
 Oct 21  
 Nov 11  
 Nov 22-26  
 Nov 27  
 Dec 15  
 Dec 16-17  
 Dec 18-21

## 1990-91

Sept 5  
 Oct 8  
 Oct 13  
 Nov 3  
 Nov 21-25  
 Nov 26  
 Dec 14  
 Dec 15-16  
 Dec 17-20

## INTERSESSION

Classes Begin  
 Holiday (Martin Luther King)  
 Classes End

Jan 3  
 Jan 19

Jan 2  
 Jan 18

## SPRING SEMESTER

Classes Begin  
 Spring Break  
 Classes Resume  
 Classes End  
 Exams  
 Reading Days  
 Exams

Jan 22  
 Mar 17-25  
 Mar 26  
 May 10  
 May 11  
 May 12-13  
 May 14-16

Jan 21  
 Mar 16-24  
 Mar 25  
 May 9  
 May 10  
 May 11-12  
 May 13-15

## COMMENCEMENT

May 20

May 19