ACCREDITATION AND DISCLOSURE STATEMENTS

Accreditation Statement
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 (NEASC), which accredits schools and colleges in the six New England states. Membership in this association, one of six accrediting associations in the United States, indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The 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.

Springfield College is the only college officially affiliated with the National Council of YMCAs for the training of professional workers.

Nondiscrimination Statement
Springfield College is an equal opportunity educator and employer.

Drug-Free Policy
Springfield College complies with all federal and state requirements for a drug-free campus and workplace.

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

Student Affairs Policies
Further information on College resources and student affairs policies and procedures can be found in the Student Handbook, available in the Office of the Dean of Students.

This Catalog has been prepared for the benefit of students, faculty, administrators of the College, and others wishing to know more about the College’s programs and activities. The information contained herein is accurate as of the date of publication (August 1999). Springfield College reserves the right, without notice, to make any changes to this catalog, including, but not limited to, changes in policies, procedures, and/or regulations, changes in rates and fees, deadlines, course offerings, descriptions, grading, and/or graduation requirements.

Policy Statement Regarding Students With Disabilities
Springfield College is committed to providing an equal educational opportunity and full participation in College programs and activities for persons with disabilities in accordance with state and federal laws. The College fully supports the antidiscrimination policies expressed in state and federal legislation for persons with disabilities. It is the College’s intent that no person be subject to discrimination with regard to any College program or activity.

Springfield College recognizes the unique needs of students with disabilities and encourages these students to use the support services offered by the College to assist them in attaining their educational goals. The policy of Springfield College regarding admission and access to programs and activities prohibits discrimination on the basis of disability. Disabled students are invited to contact the College’s Office of Student Support Services, located in Schoo Hall, at (413) 748-5768.
SPRINGFIELD COLLEGE
263 Alden Street, Springfield, MA 01109-3797

UNDERGRADUATE CATALOG
1999–2000

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

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

Gay Holliday (1996), B.S., M.S., Ed.D.
Interim Vice President for Student Affairs/Dean of Students

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

Mary Ann Coughlin (1993), B.S., M.S., C.A.G.S., D.P.E.
Assistant to the Acting Provost/Vice President for Academic Affairs

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

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

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

Springfield College has educated more than 34,000 people who are at work throughout the United States and in more than sixty nations. Today, more than 3,900 students attend the College’s main campus in Springfield, Massachusetts, and its satellite campuses in Boston, California, Delaware, Florida, Milwaukee, New Hampshire, Vermont, Africa, Brazil, and Sweden.
CONTENTS

20 CONTINUING EDUCATION
20 SPECIAL UNDERGRADUATE/
20 NONMATRICULATED STUDENTS
20 PRIOR LEARNING ASSESSMENT—PORTFOLIO OPTION
20 PORTFOLIO ASSESSMENT GUIDELINES
21 PROVISIONS
21 PROCEDURES

22 ALL-COLLEGE REQUIREMENTS

24 ACADEMIC AFFAIRS PROGRAM

25 UNDERGRADUATE CURRICULA
25 APPLIED EXERCISE SCIENCE
27 ART
31 ART THERAPY
33 ART THERAPY/HUMAN SERVICES ADMINISTRATION
35 ATHLETIC TRAINING
37 BIOLOGY
38 BIOTECHNOLOGY
39 BUSINESS MANAGEMENT
41 CHEMISTRY/BIOLOGY
42 COMMUNICATIONS/SPORTS JOURNALISM
44 COMMUNITY HEALTH
46 COMPUTER AND INFORMATION SCIENCES
48 COMPUTER GRAPHICS
49 DISABLED SPORTS AND MOVEMENT STUDIES
51 EARLY CHILDHOOD AND ELEMENTARY
51 EDUCATION CERTIFICATION
57 EMERGENCY MEDICAL SERVICES MANAGEMENT
59 ENGLISH
61 ENVIRONMENTAL SCIENCE
62 GENERAL STUDIES
63 GERONTOLOGY
64 HEALTH SERVICES ADMINISTRATION
65 HEALTH STUDIES TEACHER PREPARATION
67 HISTORY
69 HUMAN SERVICES AND ADMINISTRATION
71 MATHEMATICS
72 MEDICAL INFORMATICS
74 MEDICAL TECHNOLOGY/LABORATORY SCIENCE
75 MOVEMENT AND SPORTS STUDIES
77 PHYSICAL EDUCATION TEACHER PREPARATION
80 PHYSICAL THERAPY
83 PHYSICIAN ASSISTANT
85 POLITICAL SCIENCE
86 PSYCHOLOGY

88 RECREATION MANAGEMENT
90 RECREATION MANAGEMENT/OUTDOOR EMPHASIS
92 REHABILITATION AND DISABILITY STUDIES
95 SECONDARY EDUCATION CERTIFICATION
99 SOCIOLOGY
101 SPORT MANAGEMENT
102 SPORTS BIOLOGY
104 TEACHER OF STUDENTS WITH SPECIAL NEEDS
104 CERTIFICATION
106 THERAPEUTIC RECREATION SERVICES
109 UNDECLARED
110 MINORS


115 UNDERGRADUATE COURSE DESCRIPTIONS
115 ANTHROPOLOGY
115 APPLIED EXERCISE SCIENCE
116 ART
118 ART THERAPY
118 ATHLETIC TRAINING
119 BIOLOGY
122 CHEMISTRY
123 COMMUNICATIONS/SPORTS JOURNALISM
123 COMPUTER AND INFORMATION SCIENCES
125 DANCE
125 DRAMA
126 ECONOMICS
126 EDUCATION
129 EMERGENCY MEDICAL SERVICES MANAGEMENT
131 ENGLISH
134 ENVIRONMENTAL SCIENCE
134 FRENCH
135 GEOGRAPHY
135 GERMAN
135 HEALTH STUDIES
137 HEALTH, PHYSICAL EDUCATION, AND RECREATION
137 HISTORY
138 HUMAN SERVICES AND ADMINISTRATION
139 MATHEMATICS
140 MANAGEMENT, BUSINESS
142 MEDICAL TECHNOLOGY/LABORATORY SCIENCE
CONTENTS

143 MOVEMENT AND SPORT STUDIES
143 MOVEMENT AND SPORT STUDIES ACTIVITY COURSES
143 MOVEMENT SCIENCES
144 MUSIC
145 OCCUPATIONAL THERAPY
146 PHILOSOPHY
146 PHYSICAL EDUCATION
148 PHYSICAL EDUCATION ACTIVITY COURSES
149 PHYSICAL SCIENCE
149 PHYSICAL THERAPY
151 PHYSICIAN ASSISTANT
154 PHYSICS
154 POLITICAL SCIENCE
155 PSYCHOLOGY
156 RECREATION AND LEISURE SERVICES
159 REHABILITATION AND DISABILITY STUDIES
162 RELIGION
163 RESEARCH
163 SOCIOLOGY
165 SPANISH
165 SPECIAL COURSES
165 SPORT MANAGEMENT

167 TRUSTEES

168 ADMINISTRATIVE AND PROFESSIONAL STAFF

172 FACULTY

186 IMPORTANT TELEPHONE NUMBERS
ADMISSIONS INFORMATION

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

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

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

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

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

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

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

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

Admissions Deadlines
December 1 — Last day on which early decision applications for first-year class enrollment can be received. Application deadline for the Athletic Training and Physical Therapy Programs.
January 1 — Last day on which all supporting admissions credentials for early decision can be received. Application deadline for the Physician Assistant Program. Last day on which supporting credentials for physical therapy and athletic training candidates can be received.
January 15 — Last day on which supporting credentials for physician assistant candidates can be received.
January 30 — Last day on which required financial aid application documents can be received for early decision candidates.
February 1 — Admissions decision for early decision applicants.
February 15 — Financial aid decision for early decision.
March 1 — Deadline for receipt of $200 for early decision (nonrefundable).
March 15 — Deadline by which required financial aid information must be received for first-year students.
April 1 — Last day on which applications for first-year enrollment can be received.
April 15 — Last day on which supporting admissions credentials for first-year students can be received and will be considered with the original application.
May 1 — Deadline for $200 deposit for fall enrollment (nonrefundable). Deadline by which required financial aid information must be received for transfer students.
August 1 — Last day on which transfer applications can be received for fall enrollment.
December 1 — Last day on which applications for admission can be received for all students for January entrance.

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

Requirements
1. An application on the form provided by the Office of Admissions, submitted within dates indicated above.
2. A record indicating satisfactory achievement in a college preparatory program in an accredited secondary school. The course distribution should show competence in English, social studies, science, and mathematics. Due to the professional nature of many of Springfield College's
programs, the evaluation of a candidate's high school record will be favorably affected by an emphasis on courses that relate to the student's intended major. For instance, candidates planning to major in athletic training, biology, biotechnology, chemistry/biology, environmental science, health studies, medical technology, physical education, physical therapy, or physician assistant should include additional sciences in their high school curriculum.

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

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

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

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

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

Applying For Admission

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

2. File the completed application with the required $40 application fee (nonrefundable) at the Office of Admissions. It should not be sent to any person other than the director of admissions. All credentials should be mailed to: Springfield College, Office of Admissions, 263 Alden Street, Springfield, MA 01109-3797.

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

4. The College encourages as many candidates as possible to visit the campus. However, students may arrange for an interview in their own community or nearby area. Springfield College is fortunate to have active, specially trained alumni who serve as interviewers in their local communities. The candidate should contact the Office of Admissions for an off-campus interview if this is preferable.

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

Arrangements should be made to take the SAT or the ACT. During the 1999-2000 academic year, the SAT will be given on the following dates (among others):

- October 1, 1999
- November 6, 1999
- December 4, 1999
- January 22, 2000

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

Admissions Staff Review

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

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

Conditional Acceptance

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

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

Deferred Admission

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

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

**Early Decision**

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

**New Student Orientation Week**

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

**Re-Admission**

Re-admission to the College must be effected through the Office of Admissions unless arrangements have been made with the dean of students prior to separation.

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

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

**Changes in Admission**

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

**FINANCIAL AID**

**Service**

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

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

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

**Need-Based Financial Aid**

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

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

Unless otherwise indicated, aid is awarded on the basis of full-time enrollment (undergraduate, twelve credit hours per semester; graduate, nine credit hours per semester). Awards are subject to adjustment and/or cancellation if enrollment is less than half time. Students enrolled less than half time are not eligible for financial aid.

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

**Application Process**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Student Class Year</th>
<th>Required Minimum Cumulative GPA</th>
<th>Completed Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>1.700</td>
<td>0-30</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1.850</td>
<td>31-61</td>
</tr>
<tr>
<td>Junior</td>
<td>1.950</td>
<td>62-92</td>
</tr>
<tr>
<td>Senior</td>
<td>2.000</td>
<td>93 and above</td>
</tr>
</tbody>
</table>

(Full-time undergraduate students must earn twenty-four credits per year.)

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

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

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

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

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

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

TUITION AND FEES

Undergraduate Student Expenses
The cost of attendance at Springfield College varies with the individual’s program and personal expenditures (e.g., entertainment, travel, and personal goods). However, each student can compute basic costs from the information supplied within this section. The schedule of fees and charges described herein is neither intended to indicate that charges have been finally determined for the current academic year nor that charges and fees will not increase during the student’s years at Springfield College. The following tables give the probable cost to a student who lives in the College residence hall and takes all meals in the College dining facility for the 1999-2000 academic year.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student basic charge (tuition and fees)</td>
<td>$ 16,898</td>
</tr>
<tr>
<td>Residence hall double occupancy</td>
<td>$ 3,106</td>
</tr>
<tr>
<td>Board (Flex Basic Plan *)</td>
<td>$ 2,750</td>
</tr>
<tr>
<td>Estimated annual cost</td>
<td>$ 22,754</td>
</tr>
</tbody>
</table>

Basic fees include class dues and student government fees.

* This figure is the minimum for residence students. See further details below under “Board.”
Additionally, first-year and transfer students are billed for the following nonrecurring items:

- New Student Orientation $90
- Outdoor pursuits $85
- Athletic clothing $70-110

**Basic Charges**

Tuition and Fees—The flat rate tuition charge for full-time, undergraduate students covers twelve to eighteen credits per semester and basic fees. The 1999-2000 flat fee charge is $16,898.

Part-time, undergraduate students (those taking fewer than twelve credits per semester) and full-time, undergraduate students taking more than eighteen credits per semester are charged $506 per credit plus basic fees. Graduate students (both full- and part-time) are charged $596 per credit plus basic fees. Part-time continuing education students (matriculated and nonmatriculated) are charged $235 per undergraduate credit, plus applicable fees.

Application Fee—A nonrefundable fee of $40 must accompany each application for admission to the College.

Other Fees (if applicable)

- Acceptance fee (applicable toward tuition) $200
- Application fee for undergraduate admission 40
- Application fee for graduate admission 40
- Archery fee 12
- Athletic clothing fee 70-110
- Bowling lab fee 68
- Change of room fee 35
- Commencement fee 50
- (matriculating, part-time students)
- Commencement reapplication fee 15
- EMSM New York Trip Fee 750
- First Aid/CPR certification fee 9
- Golf lab fee 33
- Health insurance 320
- Horsemanship lab fee 135
- Internet connection 160
- Late registration fee 25
- Late payment fee (see nonpayment policy) 25
- Lifeguarding fee 9
- Lost disposal fee 50
- Lost key—Off-campus apartment key (per key) 25
- Lost key—Residence hall (per key) 15
- Music 30-31 lab fee 210
- New Student Orientation fee 90
- Outdoor pursuits 85
- Professional uniform fee 150
- Returned check charge 25
- Room draw cancellation fee 100-200
- Recreation and leisure services overnight trips 80
- Scuba lab fee 200
- Ski instructor lab fee 95
- Ski tour lab fee 30
- Skiing lab fee 95
- Sports first aid certification fee 9
- Transcript fee 4
- Vaccination fee 141
- Water safety instructor certification fee 9

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

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

Room Rental—Residence life is considered an integral portion of the student’s educational experience at Springfield College. Residence in the College facilities is required of all students in the first-year, sophomore, and junior classes, except those students enrolled as commuters. Students desiring to live at home with their families and commute to the College should request a housing waiver form when applying for admission.

Seniors, commuters, and married students may take the option of living in College facilities or in off-campus housing. For the 1999-2000 academic year, the cost of living accommodations ran from $3,106 for most rooms to $4,810 for some accommodations in the Living Center. Depending on a student’s individual choice for room furnishings, a fee may be required.

**Residence Life**

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

**Refund Policy**

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

Two distinct refund policies are utilized by Springfield College. First-time enrollees are entitled to a pro-rated refund for all tuition, fee, room, and board charges, as required by the Department of Education. Returning students are entitled to refunds of tuition, room, and board, according to College policy. Both policies are outlined below.
Refund Policy For New Students
Based On Pro-Rated Calculation

The following refund policy applies to students who are attending Springfield College for the first time. Refunds are calculated according to the following schedules. Unpaid school charges are subtracted prior to the refund check being disbursed.

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

1. Tuition, fees, housing, meal plan, and other charges are refunded as follows:

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin</td>
<td>100%</td>
</tr>
<tr>
<td>During first week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>During second week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During third week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During fourth week of classes</td>
<td>70%</td>
</tr>
<tr>
<td>During fifth week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During sixth week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During seventh week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>During eighth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>During ninth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After ninth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

2. An administrative fee equal to the lesser of $100 or five percent of school charges will be assessed to the student's account.

3. Living expenses are prorated according to the weeks of enrollment completed in the fifteen-week semester. Additionally, a $100 room cancellation fee will be assessed to the student's account.

4. Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.

5. Financial aid received must be refunded to granting agencies based on the date of withdrawal and subject to funding source regulations and College policy.

Payment Plan Options

The College offers several payment plan options. One option is to pay the balance, net of estimated financial aid, before the beginning of each semester (August 1 and January 2). Another option, for undergraduates only, is to pay the balance, net of estimated financial aid, in nine monthly installments beginning August 1. The processing fee to participate in this plan is $75 per year. In addition, a life insurance policy is included under this plan at no additional cost. The insurance covers the parent(s) or guardian(s) of the student, however, they must be under sixty-five years of age.

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

Credit Balance Refund Policies

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

Nonpayment Policy

For currently enrolled students, nonenrolled students, students who have been separated, dismissed, suspended, expelled, disciplined, withdrawn, and/or are on a leave of absence, the College will withhold all official transcripts, access to registration for courses, selection of a residence hall room, and the awarding of diplomas to any student whose account is not paid in full when due. A late charge of $25 will be assessed for each month that a payment is past due. The student and the party who is responsible for the payment of the student account shall be jointly liable to the College for all costs of collection and reasonable attorney's fees incurred. The student is required to make full payment of all accounts prior to the deadline for commencement (date established by the registrar). Nonenrolled students with a balance on their account will be placed in collections.

Once a student registers for classes, they are responsible for the tuition incurred. Not attending classes does not constitute withdrawing or dropping a class. Any changes to a student's course schedule requires the approval of an academic advisor.
ACADEMIC POLICIES AND PROCEDURES

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

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

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

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

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

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

- Summa Cum Laude—3.900 to 4.000
- Magna Cum Laude—3.700 to 3.899
- Cum Laude—3.500 to 3.699

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

Academic Integrity and Honesty
Springfield College strongly believes in the importance of teaching students to honestly represent their work. The faculty will hold students accountable to do so. The possible situations when a student could violate these expectations range from not providing credit by appropriately footnoting resource material to cheating on an examination or assignment by unauthorized communication or collaboration with other students. Other examples include purchasing papers or projects; using crib sheets, aids, or unauthorized materials during an examination; or presenting the same written work as the requirement for more than one course without the permission of the instructors involved.

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

Plagiarism is one specific term used when discussions of academic dishonesty arise. Simply, plagiarism means using someone else's material without acknowledgment. To avoid plagiarizing, students must be careful when quoting or citing from source material, paraphrasing from other’s work, or submitting work prepared in whole or part by someone else without properly crediting the author(s).

Faculty members are expected to report all instances of alleged academic dishonesty to the Office of the Dean of Students. Any action taken to investigate the incident and reach a conclusion will occur in consultation with the faculty member. The Student Judicial System may be employed to hear the incident and determine the appropriate sanction. Such sanctions may include receiving a failing grade for the examination or course, being placed on probation, or being dismissed from Springfield College.

Academic integrity is the responsibility of a student; or assumes for honestly representing all academic work. That responsibility requires that the student will in no way either misrepresent his or her work or unfairly advance his or her academic status and will neither encourage nor assist another student in so doing. Academic work includes, but is not limited to, quizzes, tests, mid-term examinations, final examinations, research projects, take-home assignments, laboratory work, and all other forms of oral or written academic assignments and/or endeavors.

Academic Load

Definition of Academic Credit Loads Per Semester

- **Full-time undergraduate student**—Enrolled for twelve or more semester hours
- **Half-time undergraduate student**—Enrolled for six to eleven and one-half semester hours
- **Less-than-half-time undergraduate student**—Enrolled for five and one-half or fewer semester hours
- **Full-time graduate student**—Enrolled for nine or more semester hours
- **Half-time graduate student**—Enrolled for four and one-half to eight and one-half semester hours
- **Less-than-half-time graduate student**—Enrolled for less than four and one-half semester hours

12 POLICIES AND PROCEDURES
Academic Progress

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

Undergraduate Classifications
Earned zero to thirty semester hours—FR, First-year student
Earned thirty-one to sixty-one semester hours—SO, Sophomore
Earned sixty-two to ninety-two semester hours—JR, Junior
Earned ninety-three and above semester hours—SR, Senior graduate
All graduate students—GR, Graduate

Academic Standing

Satisfactory Academic Progress
A full-time student at Springfield College is making satisfactory academic progress when he or she earns twenty-four semester hours during the course of an academic year (September to May) and meets or exceeds the cumulative GPA established for her or his graduation class designation. A part-time student is making satisfactory academic progress when meeting or exceeding the cumulative GPA established for completed semester hours.

Class Year and Required Minimum Cumulative GPAs

<table>
<thead>
<tr>
<th>Student Class Year</th>
<th>Completed Hours</th>
<th>Required Minimum Cumulative GPA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year student</td>
<td>0 to 30</td>
<td>1.700</td>
</tr>
<tr>
<td>Sophomore</td>
<td>31 to 61</td>
<td>1.850</td>
</tr>
<tr>
<td>Junior</td>
<td>62 to 92</td>
<td>1.950</td>
</tr>
<tr>
<td>Senior</td>
<td>93 and above</td>
<td>2.000</td>
</tr>
</tbody>
</table>

* This is the minimum standard for the College. Academic departments may have higher standards for matriculation into or continuation in their majors. Students must verify department standards with department chair.

Conditions for Determining Academic Progress Status
The Academic Progress Committee is charged with reviewing students’ academic records and determining academic progress status. Students may be placed on Academic Probation, Continued Academic Probation, or Academic Dismissal status when one or more of the following conditions occur:

1. Student did not achieve the minimum cumulative grade point average required for designated class year.
2. Student received failing grades in three or more nonphysical education activity courses in a semester.
3. Full-time student earned less than twelve semester hours of course work in a semester.

Academic Progress Categories

Academic Warning—Students who, at the end of a semester, do not achieve the minimum cumulative GPA designated for their class year and who were in good academic standing during the previous semester may be placed on Academic Warning. The student placed on Academic Warning status continues to be eligible for financial aid during the time the Academic Warning is in effect. The student on Academic Warning who fails to improve and/or meet the conditions specified for satisfactory academic progress in the successive semester is subject to Academic Probation or Academic Dismissal.

Academic Probation—Students who, at the end of a semester, do not achieve the conditions listed under “Conditions for Determining Academic Progress Status” may be placed on Academic Probation status. The student on Academic Probation status is ineligible for financial aid. The student on Academic Probation who fails to meet the prescribed cumulative GPA or any other condition specified for satisfactory academic progress is subject to Continued Academic Probation or Academic Dismissal.

Continued Academic Probation—Students on academic probation who, at the end of any semester, do not achieve the conditions listed under “Conditions for Determining Academic Progress Status” but have shown improvement in their cumulative GPA may be placed on Continued Academic Probation status. The student on Continued Academic Probation status is ineligible for financial aid. The student on Continued Academic Probation who fails to meet the cumulative GPA or any other condition specified for satisfactory academic progress is subject to Continued Academic Probation or Academic Dismissal.

Removal from Academic Probation—Students on Academic Probation who achieve the minimum cumulative GPA required for their designated class year at the end of any semester and prior to the end of three weeks into a new semester are removed from Academic Probation status and are eligible for financial aid.

Academic Dismissal—Students who fail to meet academic conditions necessary for continuation at the College may be placed on Academic Dismissal. The academically dismissed student may not enroll in the College for one academic year and must apply through the Office of Admissions for readmission to the College should he or she wish to re-enroll. A student who re-enrolls at the College following dismissal enters on Academic Probation unless academic credits are transferred to the College which result in a cumulative GPA of 2.0 or above the required minimum.

Procedures for Academic Progress
The Academic Progress Committee is charged with the responsibility of evaluating the status of students in academic warning, academic probation, continued academic probation, and/or academic dismissal. The committee makes recommendations to the associate provost/associate vice president for academic affairs regarding probation and conditions of continuation as a student or for dismissal and conditions for appeal and readmission. The committee convenes at the end of the fall and spring semesters to review the records of those students whose cumulative GPAs fall below the minimum levels listed for each class designation and/or who do not achieve the conditions listed under “Conditions for Determining Academic Progress Status”.

Any student placed on Academic Warning is encouraged to immediately seek assistance. Such students would be well-advised to make contact with the director of student support services for academic support and monitoring.
A student who is placed on Academic Probation or Continued Academic Probation status is required to maintain regular contact with the director of student support services for academic support and monitoring and may be required to regularly attend Study Hall. The Academic Progress Committee can request that first-year students who are placed on Academic Probation at the end of the spring semester be granted a one-semester extension for eligibility for financial aid.

A student who is dismissed as a result of recommendation by the Academic Progress Committee can appeal the decision to the chief academic officer. The appeal must be made in writing. The appeal should contain information on any extenuating circumstances that had an impact on the student's academic performance. It should also include a list of actions that the student will take to remedy deficiencies and to ensure success. A student whose appeal is granted is normally placed on Academic Probation or Continued Academic Probation with specific conditions that must be met.

A student who applies for re-admission after being dismissed should demonstrate academic success at another institution during the time away from Springfield College or, after several years away, should document successful employment. Notwithstanding the foregoing, the College does not assure any person applying for re-admission that such re-admission will be granted.

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degree. Satisfactory progress is defined by the College's policy on required minimum GPA and is reviewed each semester by the Academic Progress Committee. The Office of Financial Aid will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses eligibility for College, federal, and state assistance, including student/parent loans. The Office of Financial Aid may grant a semester of Financial Aid Probation if there are documented circumstances that affect the student's ability to maintain good academic standing.

Athletics Policy

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

Class Attendance

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

Students who incur legitimate, unavoidable absences because of participation in certain official and approved College activities or because of illness, should be granted an "excused" absence according to the following guidelines:

1. Participation in off-campus athletic activities that are approved by the athletic director and on record at the Office of the Dean of Students
2. Participation in other curricular or cocurricular activities approved by a faculty or staff member and the dean of students, on record at the Office of the Dean of Students.
3. An illness confirmed by documentation of the Student Health Center, on record at the Office of the Dean of Students
4. Personal emergency reported to the dean of students within twenty-four hours of return to classes

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

Cancellation of Classes

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

Credits and Degree Requirements

Commencement

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

A student who expects to complete a degree by the month of August after the May commencement ceremony can petition the registrar to walk in the May commencement ceremony. In order to be eligible to petition for participation in the May ceremony, a student must have a 2.00 GPA and be within six semester hours of completing degree requirements at the end of the spring semester. Notwithstanding the foregoing and the successful completion of all academic requirements, a student may not be entitled to participate in commencement exercises and/or receive a diploma if he/she is involved in any disciplinary proceedings, and is sanctioned as such.
Credit For Other Than College Work
(Traditional, Undergraduate Students)
The College considers Advance Placement (AP) scores; credit by exam; proficiency examinations such as CLEP and DANTES; and American Council of Education (ACE) approved training programs as acceptable alternatives to classroom instruction. Credit will be awarded only for those alternatives which are equivalent to existing courses at the College. Awarded AP credit or CLEP General Exam credit may satisfy certain All-College Requirements. Credit will not be granted in substitution for courses that have failed at the College. No grade will be assigned to any specific performance on an examination. Credit will be assigned as a P grade only for acceptable exam scores.

Undergraduate, matriculated students may qualify for degree credit and placement in advanced courses in any of the following ways:

CLEP Exams—The College Board’s College-Level Examination Program (CLEP) provides the opportunity for students to document college-level learning in several areas through standardized testing. There are test centers throughout the country. Two types of examinations are offered: the General Exam and the Subject Exam. Credit for the General Exam can be given at the time of admission and registration as a first-year student. The Subject Exam measures achievement in more than thirty specified undergraduate subjects. Up to eight semester hours of credit may be given in any one subject area for a score at or above the minimum acceptable CLEP score. Springfield College administers CLEP general examinations on campus for those students who expect to enroll as first-year students in the fall. Students are also encouraged to make an appointment at one of the more than 400 CLEP testing centers or contact the Office of the Registrar. More information about CLEP can be obtained by contacting the Springfield College Office of Admissions.

Minimal CLEP exam scores are acceptable for credit as follows:

<table>
<thead>
<tr>
<th>CLEP General Exam</th>
<th>Minimum Acceptable Score</th>
<th>Semester Hours Awarded</th>
<th>Springfield College Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>47</td>
<td>3</td>
<td>POSC 10</td>
</tr>
<tr>
<td>American Literature</td>
<td>46</td>
<td>6</td>
<td>ENGL 41/42</td>
</tr>
<tr>
<td>Analysis and Intermediate</td>
<td>47</td>
<td>3</td>
<td>ENGL 999</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus with Elementary</td>
<td>41</td>
<td>6</td>
<td>MATH 27/28</td>
</tr>
<tr>
<td>Functions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>46</td>
<td>3</td>
<td>MATH 21</td>
</tr>
<tr>
<td>College Algebra and Trigonometry</td>
<td>45</td>
<td>3</td>
<td>MATH 22</td>
</tr>
<tr>
<td>English Composition</td>
<td>470</td>
<td>6</td>
<td>ENGL 113/114</td>
</tr>
<tr>
<td>English Composition with Essay</td>
<td>470</td>
<td>6</td>
<td>ENGL 113/114</td>
</tr>
<tr>
<td>English Literature</td>
<td>46</td>
<td>6</td>
<td>ENGL 61/62</td>
</tr>
<tr>
<td>French</td>
<td>39</td>
<td>6</td>
<td>FREN 11/12</td>
</tr>
<tr>
<td>General Biology</td>
<td>46</td>
<td>4</td>
<td>BIOL 4/5</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>47</td>
<td>4</td>
<td>CHEM 1/2/3/4</td>
</tr>
<tr>
<td>German</td>
<td>36</td>
<td>3</td>
<td>LANG 999</td>
</tr>
<tr>
<td>Freshmen College Composition</td>
<td>44</td>
<td>6</td>
<td>ENGL 113/114</td>
</tr>
<tr>
<td>History of the U.S. I</td>
<td>47</td>
<td>3*</td>
<td>HIST 5</td>
</tr>
<tr>
<td>History of the U.S. II</td>
<td>46</td>
<td>3</td>
<td>HIST 6</td>
</tr>
<tr>
<td>Information Systems/Computer</td>
<td>52</td>
<td>3**</td>
<td>CISC 10</td>
</tr>
</tbody>
</table>

* Cannot fulfill social justice requirement  
** Cannot fulfill major requirement

Advanced Placement (AP)—The AP Program, sponsored by the College Board and administered by Educational Testing Service (ETS), offers secondary school students the opportunity to participate in challenging, college-level coursework while still in high school. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the AP Program.

The College Board’s Advanced Placement Program enables high school seniors to present evidence of academic achievement in formal college-level courses. These examinations are taken in high school, evaluated by the College Board, and sent to the College. A score of three, four, or five on any one of the exams qualifies for Springfield College academic credit. Generally, three credits are granted for each examination.

AP examination grades are reported on a five-point scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>Extremely well qualified</td>
</tr>
<tr>
<td>Four</td>
<td>Well qualified</td>
</tr>
<tr>
<td>Three</td>
<td>Qualified</td>
</tr>
<tr>
<td>Two</td>
<td>Possibly qualified</td>
</tr>
<tr>
<td>One</td>
<td>No recommendation</td>
</tr>
</tbody>
</table>

ACE Approved Training Programs—Vocational, Technical Programs
The Office of the Registrar follows specific guidelines established by the American Council on Education (ACE) for awarding credit for nontraditional academic work.

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

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

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

Course Numbering System
Generally, courses are numbered as follows:
1 to 99—First-year and sophomore courses (undergraduate credit only)
100 to 199—Junior and senior courses (undergraduate credit only)
200 to 299—Senior and graduate courses (may be used for undergraduate or graduate credit)
300 to 399—Graduate courses (graduate credit only)
400 to 499—Certificate of advanced study and doctoral courses (graduate credit only)

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

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

The criteria for selection to the Dean’s List are as follows:
1. The student must have completed a minimum of twelve semester hours of graded coursework.
2. The student must have a minimum semester grade point average of 3.33.
3. The student with a minimum of twelve semester hours of completed, graded coursework must not have incompletes, grades not submitted by instructor, and P/F grades included in the calculation of the semester grade point average.
4. All grade changes must be completed within two weeks of the dates the grades are posted by the registrar for the student to be included on the applicable semester Dean’s List.

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

Degrees Offered
Under the College’s charter, degree programs leading to a bachelor of arts (B.A.), a bachelor of science (B.S.), and a bachelor of physical education (B.P.E.) are available on the undergraduate level.

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

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

Degree Requirements—Undergraduate Level
(Department requirements may vary. See specific major requirements within department.)

In order to complete a baccalaureate degree at Springfield College, a traditional undergraduate student must complete the following requirements:
1. A minimum cumulative GPA of 2.00
2. Successful completion of 130 semester hours with a maximum of sixteen hours in activity courses
3. Successful completion of the All-College Requirements
4. Successful completion of all requirements for the major with a minimum C (2.00) average (Specific majors or programs may require a higher average grade.)
5. Successful completion of a minimum of forty-five semester hours of upper-level coursework
6. For the bachelor of arts degree, successful completion of a minimum of six credits of a language at the intermediate level or above; for the B.P.E., successful completion of an individualized program of study in consultation with the department chair
7. Fulfillment of residency requirement (completion of final thirty semester hours at Springfield College)

A student who has completed 130 semester hours of undergraduate courses, including at least forty-five semester hours of upper-level coursework or its equivalent, who has completed the All-College Requirements, who has maintained a 2.00 GPA, and who has not completed a major is awarded a bachelor of science (or bachelor of arts, if language requirement is met). On the transcript, the major is listed as "none."

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

Distribution of Undergraduate Credits
The minimum credits required for a baccalaureate degree are generally distributed among the All-College Requirements; the requirements for a major; electives; and requirements for a minor, if applicable. Students majoring in certain programs may have additional requirements that increase the number of electives in their program and/or increase their credit requirements for graduation.

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

Grade points are assigned to each grade and used in the calculation of the student’s GPA for the semester’s work or cumulative average. The grades and point values are as follows:
<table>
<thead>
<tr>
<th>Grade Equivalencies</th>
<th>Grade Points</th>
<th>General Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Exceptional)</td>
<td>4.0</td>
<td>100 to 93</td>
</tr>
<tr>
<td>A+</td>
<td>3.7</td>
<td>92 to 90</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89 to 87</td>
</tr>
<tr>
<td>B (Good)</td>
<td>3.0</td>
<td>86 to 83</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>82 to 80</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>79 to 77</td>
</tr>
<tr>
<td>C (Fair)</td>
<td>2.0</td>
<td>76 to 73</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>72 to 70</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>69 to 67</td>
</tr>
<tr>
<td>D (Passing)</td>
<td>1.0</td>
<td>66 to 63</td>
</tr>
<tr>
<td>D- (Lowest Passing)</td>
<td>0.7</td>
<td>62 to 60</td>
</tr>
<tr>
<td>F (Failure)</td>
<td>0.0</td>
<td>Less than 60</td>
</tr>
<tr>
<td>P (Pass, C- or better)</td>
<td>Not included in computation</td>
<td></td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>Not included in computation</td>
<td></td>
</tr>
<tr>
<td>X (Audit)</td>
<td>Not included in computation</td>
<td></td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td>Not included in computation</td>
<td></td>
</tr>
</tbody>
</table>

*Grade not reported by faculty Not included in computation

IP Course in progress

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

Audit Policy
Undergraduate students may audit one undergraduate course per semester on a space-available basis. The same tuition charges apply to audited courses as credited courses. Students are required to attend classes but are not required to complete course assignments or take exams. At the time of registration, students must designate audit status on their registration form for the audited course.

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

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

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

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

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

Pass/Fail Grading
During their sophomore, junior, and senior years, students may elect to take one course per term on a pass/fail basis. A maximum of eighteen semester hours is permitted, excluding courses that are automatically graded on a pass/fail basis. Courses taken on the pass/fail basis must be approved by the instructor and cannot be All-College Requirements or specific courses required in the student’s major. Students wishing to take courses on a pass/fail basis must petition the Office of the Registrar at the time of course registration. Grades for approved pass/fail courses cannot be changed to conventional letter grades.

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

Repeating a Course
Students may repeat a course in which they have received an unsatisfactory grade. To do so, they register again for the course. Both grade entries appear on the academic transcript, but only the semester hours and grade resulting from the repeat course are used in computing the current semester GPA and cumulative GPA. This is the case whether the grade for the repeat course is higher or lower than the original grade.

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

For example:

<table>
<thead>
<tr>
<th>Grades (for each course)</th>
<th>Semester Hours</th>
<th>Grade Points</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>x 4.0</td>
<td>12.00</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>x 3.0</td>
<td>9.00</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>x 2.0</td>
<td>6.00</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>x 1.0</td>
<td>3.00</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td></td>
<td>30 (total for all courses)</td>
</tr>
</tbody>
</table>

Calculation: Total grade points divided by total semester hours equals GPA
30 divided by 12 equals 2.500 GPA

NOTE: Grades received at other institutions and awarded as transfer credits by Springfield College are included in the calculation of both semester and cumulative GPAs.
REGISTRATION

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

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

Undergraduate students may take selected courses for credit at a cooperating institution when such courses are not offered in the curricula at their own institutions. 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 institutions encompass arts and sciences, business administration, engineering, health, physical education, recreation, community services, and teacher education.

Interested students apply through their academic advisor for academic approval. Registration is arranged by their respective college registrars. The regular course charges and fees follow the regulations of the student's home institution.

Credit and grades for courses completed at cooperating colleges is applied to the student's records at their home college.

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

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

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

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

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

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

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

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

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

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

Students must generally be in good academic standing to be admitted into a new major. Some majors require higher GPAs to meet their matriculation standards or satisfactory completion of certain prerequisites. Certain majors are restricted in number and limit the number of new majors accepted. (Undergraduate students cannot apply to change their major to physical therapy, as the program does not accept students after they have begun another undergraduate program.)

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

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

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

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

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

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

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

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

Transfer Credits
Springfield College recognizes academic credit and grades that have been awarded to students at other regionally accredited higher education institutions, as long as courses are of the general nature of courses offered at the College. Generally, this credit will be applied toward the minimum semester hours required for graduation. A maximum of seventy-two semester hours may be transferred from a four-year college, and sixty-six semester hours may be transferred from a two-year college. Credits taken elsewhere that the student wishes to apply toward a major area of study must be approved by the appropriate department faculty. Only credits of C- or better are accepted in transfer. Springfield College does not grant transfer credit for the following work completed at or assessed by other colleges: Credit by Exam, correspondence courses, portfolio assessment, Arm Services experience, or employer training programs. In addition, Springfield College does not usually accept grades of P unless they are proven to be worth a C grade or better. Courses completed ten or more years prior to a student’s acceptance are subject to approval or denial as appropriate following an evaluation by the registrar and appropriate department chair.

For accepted transfer students in undergraduate majors that do not specifically require physical education activities courses, other than to complete the All-College Requirements, it is the College’s policy to waive .5 semester hours of activities for every eighteen semester hours of accepted transfer credit for traditional students, and for every fifteen semester hours for the School of Human Services. Portfolio and prior-learning credit does not apply. The waiver does not carry credit and does not reduce the minimum 130 semester hours required for graduation.

Currently enrolled students wishing to transfer credits to the College must complete the Transfer Credit Approval Form for submission to and approval by the registrar prior to taking courses at another approved institution. The form is available in the Office of the Registrar and the Office of the Vice President for Academic Affairs.

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

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

Official transcripts, bearing the College seal, are sent by the registrar directly to the receiver and may not be transmitted by the applicant. Ordinarily, transcript requests will be processed and mailed within ten days of the written request.
Currently enrolled students; non-enrolled students; students who have been separated, dismissed, suspended, expelled, disciplined, withdrawn, or were on a leave of absence may not obtain an official transcript, access to registration for courses, selection of a residence hall room, and/or a diploma if their accounts are not paid in full, as and when due.

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

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

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

CONTINUING EDUCATION

A student may include a maximum of thirty semester hours earned as a full-time, nonmatriculated continuing education student in the total hours required for graduation. A maximum of twenty-four hours can be accumulated toward the degree by nonmatriculated, part-time continuing education students. Further courses taken as nonmatriculated students (full- or part-time) require permission of the director of continuing education.

Special Undergraduate/Nonmatriculated Students
Undergraduate courses are open to students who have earned a high school degree or GED. Students must have completed any prerequisites listed for courses for which they intend to register. Students may take classes for personal enrichment or as exploration for possible degree admissions. Part-time students may not take more than twenty-four semester hours as an undergraduate, nonmatriculated student and apply them toward a degree. Further courses taken as a nonmatriculated student will require permission of the director of continuing education.

Prior Learning Assessment—Portfolio Option
Springfield College follows the principles of good practice outlined by the National Council for Adult Experiential Learning (CAEL) in a rigorous portfolio process designed to award credit for college-level learning acquired through work or life experience. (Available only to matriculated, undergraduate, part-time students enrolled continuing education.) Assessment of prior learning is a natural extension of a humanities philosophy based on empowerment of the individual. By acknowledging that the models and opportunities for learning extend beyond a traditional teacher-student classroom setting, Springfield College will recognize and award credit for the successful documentation and demonstration of college-level learning derived from the life experience of nontraditional students.

Portfolio Assessment Guidelines
A. Credit will only be awarded for the successful documentation of college-level learning and not for experience.

B. No more than fifteen undergraduate semester hours may be earned through the portfolio assessment of prior learning. These fifteen semester hours will be part of the thirty-one-semester-hour maximum that the College catalog currently states can be earned through standardized testing of prior learning. These semester hours and prior learning through portfolio and/or standardized testing will also be part of the maximum sixty-six semester hours that a student can transfer into the College and apply toward a degree.

C. Students may attempt to document and demonstrate prior learning for only those undergraduate courses which appear in the undergraduate Springfield College traditional and School of Human Services catalogs.

D. Students must enroll in and successfully complete an experiential learning course before attempting this option. Prerequisites to be met prior to enrollment in the course include completion of the Allied-College Requirements for written and oral English, permission of the instructor, and permission of the academic advisor.

The course instructor must approve each portfolio prepared by a student for review by the appropriate academic department. This insures that all standards are met for the basic presentation and development of the portfolio. This provision also insures that the same portfolio is not presented twice.

E. According to the CAEL and the NEASC guidelines, "the determination of competence levels and credit awards must be made by appropriate subject matter and academic experts." The portfolio will be assessed by a member of the academic department in which the course is listed. The department chair will identify the appropriate faculty member within the department to review the portfolio. The assigned faculty member will provide the student with course objectives and review the portfolio, assessing it for evidence of required skills and knowledge equivalent to successful completion of the course through a traditional student-teacher classroom model.

There will be three possible outcomes to the portfolio review:
1. The portfolio successfully documents and demonstrates acquisition of knowledge and skills equivalent to the successful completion of the identified course. Credit is awarded.
2. The portfolio successfully documents and demonstrates acquisition of nearly all knowledge and skills equivalent to the successful completion of the identified course. The faculty reviewer may assign additional readings or assignments for course completion or request additional documentation of learning or skills acquisition. Credit is awarded upon successful completion of additional assignments or submission of additional documentation within a time frame agreed upon by the student and the faculty member.
3. The portfolio does not adequately document or demonstrate acquisition of knowledge and skills equivalent to the successful completion of the identified course. Credit is not awarded.

F. Transcripting of credit awarded through portfolio assessment will be done by the registrar. Credit awarded as a result of portfolio assessment will be listed on the transcript under “Prior Learning.” The equivalent course number and title will be listed, plus the number of credits awarded. Credit awards made for successful College-Level Examination Program (CLEP) scores appear under the heading “CLEP Exam” on the transcript. Credit awards for transfer credit appear under the heading “Transfer.” A quantified letter grade will not be awarded for credits obtained through prior learning. The grade awarded will be a P. Each of the preceding items is consistent with current policy in the Office of the Registrar.

G. According to CAEL and NEASC guidelines, “fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.” Rates will be consistent with the assessment fee currently charged in the School of Human Services. The fee must be paid prior to the assessment. The fee is not refundable in the event of an unsuccessful portfolio assessment attempt.

Provisions

A. Academic departments, at their discretion, may identify, for sound pedagogical reasons, courses for which academic credit will not be awarded as a result of portfolio assessment.

B. Semester hours for field experience, student teaching, practicums, senior seminars, independent studies, and lab courses may not be attained through portfolio assessment.

C. Faculty reviewers will retain the right to request additional information or documentation from the student. Faculty members may also reserve the right to meet with the student as part of the portfolio review.

D. According to CAEL and NEASC guidelines, an identified appeal process must be in place for students who are unsuccessful in their portfolio attempt. The process will be part of the portfolio review.

Students must submit their appeal in writing to the Office of Continuing Education within thirty days of the credit denial. The appeal will be reviewed if the student has submitted the request for appeal in writing; submitted the appeal within the designated thirty days; and responded to the faculty reviewer’s request for additional information or documentation. Appeals will be reviewed by the Office of Continuing Education in consultation with the appropriate department chair and the faculty reviewer.
ALL-COLLEGE REQUIREMENTS

The emphasis at Springfield College is on its humanities philosophy, the education of the whole person—spirit, mind, and body—for leadership in service to humanity. Springfield College students must be educated for a dynamic world that requires an advanced level of interpersonal and communication skills. They must learn to enjoy a healthy and physically active lifestyle and strive to apply the humanities philosophy during their time at the College and throughout their lives as vital participants in family and community.

The undergraduate All-College Requirements provide every Springfield College student with the opportunity to develop as a literate, thinking, socially responsible person. To this end, Springfield College establishes a climate that fosters a spirit of inquiry into the nature of humankind and the universe. The general education of the Springfield College student emphasizes and encourages a search for personal and spiritual values; the acquisition of knowledge, understanding, and competency essential for the improvement of humankind and society; and the development of an appreciation for and an understanding of human movement as it relates to health, expression, and physical well-being. Writing-Across-the-Curriculum is also an integral component of the All-College Requirements.

A complete list of courses that fulfill the All-College Requirements is updated and listed yearly in the Academic Schedule, a booklet prepared by the Registrar's Office.

HUMANICS AND THE ALL-COLLEGE REQUIREMENTS
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR 9-10 S.H.
The educated person will know, understand, and nurture the scientific and logical dimensions of people and the environment in which they live.

Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
The All-College Requirement in science is fulfilled by curricular study that provides students with general theory in the natural sciences and exposes them to critical thinking and analysis via the scientific method applied in both theory and experiment.

• MATHEMATICS 3-6 S.H.
The All-College Requirement in mathematics is fulfilled by curricular study that provides students with the minimum level of proficiency in college algebra.

• COMPUTER SCIENCE 3 S.H.
The All-College Requirement in computer science is fulfilled by curricular study that provides students with a minimum level of proficiency and understanding of the hardware components of a computer system and its use through the utilization of applications of software, elementary programming, and computer ethics.

B. HUMANICS, HEALTH, AND MOVEMENT 7 S.H.
The educated person will know, understand, and nurture the role of health and physical activity in human life.

Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
The All-College Requirement in health is fulfilled by curricular study that provides students with the basic knowledge of current personal health theory and wellness lifestyle, and assists them in daily decision-making and self-responsibility.

• PHYSICAL EDUCATION 4 S.H.
The All-College Requirement in physical education is fulfilled by curricular study that provides students with the opportunity to acquire increased skilled movement, develop an increased level of physical fitness, engage in an activity for recreational or competitive purposes, and incorporate physical activity as part of their lifestyle.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE 14-17 S.H.
The educated person will know, understand, and nurture people and their cultures through languages, literature, and other symbolic forms of expression.

• ENGLISH (Written and Oral) 6-8 S.H.
The All-College Requirement in written and oral English is fulfilled by curricular study that trains students in academic discourse, including formal research papers, formal oral presentations, and text-based analysis.

Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
The All-College Requirement in literature is fulfilled by curricular study focusing on reading, critical analysis, and discussion of literary texts.

• SECOND LANGUAGE/CULTURE 3 S.H.
The All-College Requirement in second language/culture is fulfilled by curricular study if a significant portion of its course content is the teaching of language and elements of culture.

• VISUAL AND PERFORMING ARTS 3 S.H.
The All-College Requirement in visual and performing arts is fulfilled by curricular study that gives students an understanding of the creative process and exposes them to aesthetic experiences. This can be accomplished through guided exposure to and/or the creation of works of art.
ALL-COLLEGE REQUIREMENTS
Continued

D. HUMANICS, CULTURE, AND SOCIETY 8-9 S.H.
The educated person will know, understand, and nurture the relationship of the self to the community and to diverse individuals and cultures.

Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
The All-College Requirement in history is fulfilled by curricular study that uses a survey of world history to enhance the students' understanding of the present and increases their awareness and appreciation of the past in the context of their own lives.

• SOCIAL SCIENCE 3 S.H.
The All-College Requirement in social science is fulfilled by curricular study that provides students with an introduction to the study of communities, cultures, social institutions, or government through the disciplines of social science.

• SOCIAL JUSTICE ISSUES 3 S.H.
The All-College Requirement in social justice issues is fulfilled by curricular study that examines issues of injustice based on ability, age, economic status, ethnicity, gender, race, religion, and sexual orientation.

E. HUMANICS AND THE SEARCH FOR MEANING 6 S.H.
The educated person will know, understand, and nurture a personal, spiritual, and ethical value system about the ultimate questions of life and living.

Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
The All-College Requirement in philosophy is fulfilled by curricular study that involves the students in concept clarification by illuminating the possibilities in their search for meaning in life and the systematic examination of beliefs and values that influence both thoughts and action.

• RELIGION 3 S.H.
The All-College Requirement in religion is fulfilled by curricular study that provides students with an introduction to a spiritual value system or systems through the study of foundation texts, historical developments, theological concepts, or representative personalities.

In addition to the All-College Requirements, undergraduate students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.
ACADEMIC AFFAIRS PROGRAM

UNDERGRADUATE DEPARTMENTS AND AREAS OF STUDY

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

I. Visual and Performing Arts Department
Disciplines: Art; Dance; Drama; Music
Majors: Art; Art Therapy; Art Therapy/Human Services Administration; Computer Graphics
Concentrations: Art Education; Arts Management; Museum Studies; Scientific Illustration; Studio Art
Minors: Art; Art Therapy; Dance; Music; Theatre Arts
Certification Programs: Teacher of Visual Arts (Pre-K–9, 5–12)

II. Biology/Chemistry Department
Majors: Biology; Biotechnology; Chemistry/Biology; Environmental Science; Medical Technology/Laboratory Science; Sports Biology
Minors: Biology; Chemistry
Certification Program: Teacher of Biology (9–12)

III. Mathematics/Physics/Computer Science Department
Majors: Computer and Information Sciences; Medical Informatics; Mathematics
Programs: Computer Science; Management Information Systems
Minors: Computer Science; Computer Programming; Mathematics
Certification Program: Teacher of Mathematics (9–12)

IV. Education Department Interdisciplinary
Majors: The Arts and Literature; Psychosocial Dynamics of Learning; Science, Technology, and Mathematics; Social Studies
Certification Programs: Early Childhood Education (Pre-K–3); Teacher of Students with Special Needs (K–9); Elementary Education (1–6); Secondary Education in the following disciplines: Art (5–12); Biology (9–12); English (9–12); Mathematics (9–12); History (9–12); Social Studies (9–12)

V. Emergency Medical Services Management Department
Major: Emergency Medical Services Management

VI. Exercise Science and Sport Studies Department
Majors: Applied Exercise Science; Athletic Training; Sport Management

VII. General Studies Major

VIII. Humanities Department
Disciplines: English; Modern Languages; Religion; Philosophy
Majors: English; Communications/Sports Journalism
Concentrations: English Literature; American Literature
Minors: English; Philosophy; Religion
Certification Program: Teacher of English (9–12)

IX. Health Studies Department
Majors: Community Health; Health Studies Teacher Preparation
Minors: Health Studies; Nutrition
Certification Program: Teacher of Health Education (Pre-K–9) or (5–12)

X. Management and Economics Department
Majors: Business Management; Health Services Administration
Minor: Business Management

XI. Physician Assistant Department
Major: Physician Assistant

XII. Physical Education Teaching and Administration Department
Majors: Disabled Sports and Movement Studies; Movement and Sport Studies
Minor: Athletic Coaching
Certification Program: Teacher of Physical Education (Pre-K–9) or (5–12)

XIII. Physical Therapy Department
Major: Master of Science Degree in Physical Therapy

XIV. Psychology Department
Major: Psychology
Concentrations: Experimental Psychology; Individually Designed Psychology; Clinical Counseling Psychology; Industrial/Organizational Psychology
Minor: Psychology

XV. Recreation and Leisure Services Department
Majors: Recreation Management; Therapeutic Recreation Services
Emphases: Armed Forces Recreation; Campus Recreation; Child Life Specialist; Employee Services and Recreation; Municipal Recreation; Outdoor Recreation; Resort and Commercial Recreation; YMCA

XVI. Rehabilitation and Disability Studies Department
Majors: Rehabilitation and Disability Studies
Concentrations: Communication Disorders; Developmental/Pediatric Rehabilitation; Interdisciplinary Disability Studies; Geriatric Rehabilitation; Medical Therapeutic Rehabilitation; Rehabilitation and Disability Counseling and Casework
Minor: Rehabilitation and Disability Studies

XVII. Social Science Department
Disciplines: Human Services Administration; History; Politics; Sociology
Majors: Gerontology; History; Human Services and Administration; Political Science; Sociology
Minors: Human Services and Administration; Gerontology; History; Political Science; Sociology
Certification Program: Teacher of History (9–12) and Teacher of Social Studies (9–12)

XVIII. School of Human Services (SHS)
Major: Bachelor of Science in Human Services

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

XIX. YMCA Programs

24 UNDERGRADUATE CURRICULA
APPLIED EXERCISE SCIENCE

The applied exercise science major is designed as a professional preparation program of study, leading toward the assumption of professional roles as directors and leaders in the health/fitness field in corporate, community, university, or commercial settings in which exercise programming is a primary focus. As practitioners in a field that is expanding and taking on new dimensions, applied exercise science professionals are called upon to be knowledgeable in health, fitness, business, and teaching practices. Coursework is designed to aid students in their preparation for nationally recognized certifications, including those offered through the American College of Sports Medicine, the National Strength and Conditioning Association, the YMCA, and the Aerobics and Fitness Association of America. Skills in exercise testing and prescription and leadership are utilized to advance the objectives of programs designed for healthy individuals.

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

1. Initiate and develop physical fitness/health assessment and 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 and benefits of exercise activities.
5. Organize and administer exercise/fitness programs and facilities.
6. Intervene in the practice of harmful health practices and effect attitudinal change toward the adoption of healthful activities.
7. Develop and implement strength and conditioning programs for athletes.

The applied exercise science major is required to complete the All-College Requirements as specified by the department. Each applied exercise science major must also complete a sixteen semester hour science block and fifty-eight to eighty-one semester hours of major core courses, including courses that lead toward selected certification in physical fitness. Additional courses required include a variety of business, physical education, movement studies, health education, and psychology courses, as well as a practicum and fieldwork experience. Supplemental preparation in business management enables the applied exercise science specialist to administer a program in an efficient manner and relate on a personal/professional basis with members of the business community.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDAVOR
9-10 S.H.
Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.
## II. Program by Year

### First Year
- **Biol 10:** Anatomy and Physiology I*  
- **Biol 11:** Anatomy and Physiology II*  
- **Biol 12-13:** Anatomy and Physiology I and II Laboratory  
- **Chem 15:** Chemistry Survey  
- **Chem 16:** Chemistry Survey Laboratory  
- **Cisc:** Computer science ACR  
- **En 113:** College Writing I  
- **En 114:** College Writing II  
- **Hlth 1:** Personal Health  
- **Hlth 6:** First Aid: Responding to Emergencies and Community CPR  
- **Mosk 1:** Outdoor Pursuits*  
- **Peac 100:** Fitness for Life*  
- **Peac:** Skill elective*  
- **Psyc 1:** Introduction to Psychology  

### Second Year
- **En 102:** Business and Technical Writing  
- **Aexs 130:** Health/Health Teaching Methods  
- **Aexs 169:** Exercise Testing and Prescription  
- **Aexs 182:** On-Campus Practicum  
- **Hist 1:** Survey of the History of Western Civilization OR The Making of the Modern World  
- **Math:** Math ACR  
- **Most 103:** Physiology of Exercise  
- **Peac:** Skill elective  
- **Peac:** Team skill elective*  
- **Pepec 125:** Aerobics skill elective*  
- **Phys 15:** Physics for Movement Science  
- **---:** Language/Culture ACR  
- **---:** Social justice ACR  

### Third Year
- **Aexs 105:** Measurement and Evaluation  
- **Aexs 150:** Pre-Practicum in Health Fitness  
- **Aexs 170:** Exercise Testing and Prescription for Special Populations  
- **Hlth 151:** Introduction to Nutrition  
- **Most 119:** Kinesiology/Biomechanics  
- **Peac:** Aquatics elective*  
- **Peac:** Racquet skill elective*  
- **Peac 120:** Relaxation*  
- **Soci:** Social science ACR  
- **En 114:** Literature ACR  
- **Phil:** Philosophy ACR  
- **Rel:** Religion ACR  
- **---:** Electives  

### Fourth Year
- **Aexs 200:** Management of Health/Fitness Programs  
- **Aexs 254:** Health/Fitness Fieldwork  
- **Aexs 261:** Electrocardiogram Interpretation and Graded Exercise Testing OR  
- **Aexs 270:** Strength and Conditioning  
- **Aexs 175:** Stress Management  
- **Hlth 152:** Applied Nutrition OR  
- **PhEd 240:** Nutrition and Athletic Performance  
- **Peac:** Skill elective*  
- **---:** Electives  

*Fulfils All-College Requirement
The art major offers students an opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations. Graduates are 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 to artistic and social responsibility by the Visual and Performing Arts Department, its faculty, and its students is the essence of the Springfield College humanities philosophy. The prime objectives of the art major are:

• To develop the creative and imaginative skills of each student in the visual arts.
• To sensitise each student to the aesthetic needs of people.
• To help each student, as an emerging artist, to focus on 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 student majoring in art 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.

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

A full spectrum of studio courses affords students the development of their personal talents in the visual arts. An assortment of methods, techniques, materials, and philosophies challenge art majors to express themselves to their fullest potential. 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 arrange to meet with the chairperson of the Visual and Performing Arts Department to review their art portfolios. Details of portfolio preparation and other related information can be obtained by contacting: Professor Ronald Maggio, Chairman, Visual and Performing Arts Department, (413) 748-3753.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
(depending upon program)

III. ELECTIVES
(non-art courses chosen in consultation with the academic advisor)

DEPARTMENTAL PROGRAMS
Art majors may choose a program in any one of the following areas:

I. STUDIO ART
Students who complete the studio art program traditionally attend graduate school to pursue a master of fine arts degree (MFA).

A. Departmental Requirements

| ARTS 1: | Materials and Techniques |
| ARTS 3: | Studio in Painting |
| ARTS 5: | Sensitivity and the Creative Process |
| ARTS 14: | Studio in Printmaking |
| ARTS 15: | Studio in Drawing |
| ARTS 16: | Studio in Design |
| ARTS 20: | Studio in Sculpture |
| ARTS 25: | Studio in Photography |
| ARTS 26: | Studio in Pottery |
| ARTS 28: | Three-Dimensional Design |
| ARTS 30: | Studio in Computer Graphics |
ART Continued

ATPY 51: Ethics and Aesthetics in Art
ATPY 106: Education and Art Therapy
ARTS 106: Figure Drawing
ARTS 109: Arts and Ideas
ARTS 117: European Art from Prehistoric Period to the 18th Century
ARTS 118: Modern European Art
ARTS 120: American Art of the 20th Century
ARTS 141: Supervised Field Experience
ARTS 150: Advanced Studio in Design
ARTS 150: Advanced Studio in Art

B. Required Non-Art Courses
ENGL 143: Film as a Narrative Art
ENGL 144: Special Topics in Narrative Film
SPCO 50: Community Service Experience

II. ART EDUCATION CERTIFICATION PROGRAM
The art education concentration is an approved program that allows students to obtain a Teacher of Visual Arts Provisional Certificate with advanced standing from the State of Massachusetts to teach at the Pre-K-9 and/or 5-12 level. Advisement is provided by a member of the Visual and Performing Arts Department and a member of the Education Department. Students interested in being certified in both levels must obtain approval from their advisor. Students seeking a Teacher of Visual Arts Certificate, at the Pre-K-5 level or the 5-12 level, can major in studio art or art therapy. For more information on the art education certification program please contact Simone Alter-Murphy at (413) 748-3752.

All of the courses listed below are required for the studio art education/art therapy concentration except where noted.

NOTE: Students should review the departmental matriculation policy guidelines before registering for fieldwork, internship, practicum, pre-practicum, student teaching, or upper-level courses.

A. Education Department Professional Preparation Core

1. Requirements
EDUC 60: Growth and Development: Prenatal Through Adolescence
EDUC 137: Social Justice and Diversity Education
EDUC 251S: Supervised Student Teaching OR
EDUC 256S: Secondary Student Teaching: High School Level AND
EDUC 257S: Secondary Student Teaching: Middle School Level

2. Elementary Certification Only (Pre-K-9)
EDUC 44: Introduction to Teaching and Learning Through Ecology
EDUC 59: Children's Literature
EDUC 169-169: Pre-Practicum
EDUC 253S: Practicum Seminar

3. Secondary Certification Only (5-12)
EDUC 30: Introduction to Middle and High School Teaching
EDUC 118: Tutorial Pre-Practicum
EDUC 174: Pre-Practicum—Teaching and Special Issues in Secondary Education
EDUC 185: Curriculum, Methods, and Organization for Secondary Teachers
EDUC 271: Learning, Teaching, and Technology

B. Major Requirements

1. Art Therapy/Art Education
ARTS 1: Materials and Techniques OR
ARTS 5: Sensitivity and the Creative Process
ARTS 3: Studio in Painting
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 30: Studio in Computer Graphics
ARTS 106: Figure Drawing
ARTS 150: Advanced Studio in Art
ATPY 40: Introduction to Art Therapy
ATPY 110: Evaluation Standards in Art Education
ATPY 140W: Pre-Practicum in Art Therapy
ATPY 141: Practicum in Art Therapy
ARTS 155: CMO Art Education/Pre-K-9
ATPY 200W: Art Therapy With Special Needs Populations
ARTS 205S: Seminar in Art Education

Choose three of the following:
ARTS 35: Contemplating Jewish Art
ARTS 109: Arts and Ideas
ARTS 117: European Art from Prehistoric Period to the 18th Century
ARTS 118: Modern European Art
ARTS 120: American Art of the 20th Century
ARTS 130: Women Artists in History

Secondary Certification Only (5-12)
ARTS 25: Studio in Photography
ATPY 51: Ethics and Aesthetics in Art Education and Art Therapy
ATPY 100: Methods and Materials of Art Therapy and Art Education

Psychology Courses
PSYC 1: Introduction to Psychology
PSYC 9: Human Development
PSYC 121: Abnormal Psychology

NOTE: Secondary art education/art therapy majors may waive ATPY 140W for either EDUC 118 or 174. Students planning to waive 140W for EDUC 118 must take EDUC 185 concurrently with ATPY 140W. Students waiving EDUC 174 must take EDUC 271. PSYC 9 may also be waived for EDUC 60. Students in the secondary art major who want a dual certification in elementary education must make an appointment with their advisor.

2. Studio Art/Art Education
ARTS 1: Materials and Techniques
ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 20: Studio in Sculpture

28 UNDERGRADUATE CURRICULA
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 28: Three-Dimensional Design
ARTS 30: Studio in Computer Graphics
ARTS 51: Ethics and Aesthetics in Art Education and Art Therapy
ART 100: Methods and Materials of Art Therapy and Art Education
ARTS 106: Figure Drawing
ARTS 110: Evaluation Standards in Art Education
ARTS 141: Pre-Practicum in Art Therapy
ARTS 141: Supervised Field Experience
ARTS 150: Advanced Studio in Design
ARTS 150: Advanced Studio in Art
ARTS 200: CMO Art Education Pre-K–9
ARTS 200: Art Therapy with Special Needs Populations
ARTS 2300: Seminar in Art Education

Choose three of the following:

ARTS 35: Contemplating Jewish Art
ARTS 59: Arts and Ideas
ARTS 117: European Art from Prehistoric to the 18th Century
ARTS 118: Modern European Art
ARTS 120: American Art of the 20th Century
ARTS 130: Women Artists in History

Required Non-Art Courses

DRAMA 40–41: Dramatic Workshop
DRAMA 50: Creative Dramatics and Improvisation
SPCO 50: Community Service Experience

III. SCIENTIFIC ILLUSTRATION

Scientific illustrators may work on illustrating medical or biological textbooks or magazines. Employment opportunities exist in hospitals, research institutions, technical and medical publishing houses, or freelance illustration.

A. Departmental Requirements

ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 20: Studio in Sculpture
ARTS 24: Care and Protection of Art Objects
ARTS 25: Studio in Photography
ARTS 28: Three-Dimensional Design
ARTS 30: Studio in Computer Graphics
ARTS 106: Figure Drawing
ARTS 109: Arts and Ideas
ARTS 120: American Art of the 20th Century
ARTS 141: Supervised Field Experience
ARTS 150: Advanced Studio in Design

Choose one of the following:

ARTS 117: European Art from Prehistoric to the 18th Century
ARTS 118: Modern European Art
ARTS 130: Women Artists in History

B. Required Non-Art Courses

Choose one of the following tracks:

1. Medical/Track 1
   *Biol 1: Basic Concepts of Modern Biology
   *Biol 2: Basic Concepts Laboratory
   Biol 4-5: Biotechnology
   Biol 6-7: Biotechnology Laboratory
   Biol 10: Anatomy and Physiology I
   Biol 12: Anatomy and Physiology Laboratory
   Biol 90-91: Human Structure and Function
   Biol 92-93: Human Structure and Function Laboratory
   MOST 119: Kinesiology/Biomechanics
   PTMS 210-211: Human Anatomy
   CHEM 1-2: General Chemistry
   CHEM 3-4: General Chemistry Laboratory
   SPCO 50: Community Service

2. Biological/Track 2
   Biol 1: Basic Concepts of Modern Biology
   Biol 2: Basic Concepts Laboratory
   Biol 4-5: Biotechnology
   Biol 6-7: Biotechnology Laboratory
   Biol 10: Animal Biology
   Biol 64: Flora of New England
   Biol 166: Flora of New England Laboratory
   Biol 65: Introductory Botany
   Biol 67: Introductory Botany Laboratory
   Biol 70: Plant Biology
   Biol 71: Plant Biology Laboratory
   Biol 77: Field Ornithology
   Biol 178: Aquatic Biology
   Biol 179: Aquatic Biology Laboratory
   SPCO 50: Community Service

*Fulfills All-College Requirement

IV. ARTS MANAGEMENT

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

A. Departmental Requirements

ARTS 1: Materials and Techniques
ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 20: Studio in Sculpture
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 28: Three-Dimensional Design
ARTS 106: Figure Drawing
ARTS 109: Arts and Ideas
ARTS 120: American Art of the 20th Century
ARTS 141: Supervised Field Experience
ARTS 150: Advanced Studio in Design

Choose one of the following:

ARTS 117: European Art from Prehistoric to the 18th Century
ART
Continued

ARTS 118: Modern European Art
ARTS 130: Women Artists in History

B. Required Non-Art Courses
MGTE 5: Introduction to Business
MGTE 26: Principles of Management
MGTE 70: Business Law
MGTE 101: Principles of Marketing
MGTE 190: Advertising
MGTE 205: Managerial Supervision
MGTE 290: Entrepreneurial Studies
CISC 10: Introduction to Computer Concepts
ENGL 102: Business and Technical Writing
SPCO 50: Community Service Experience

V. MUSEUM STUDIES
A career in museum studies may lead to professions as a museum registrar, exhibit designer, public relations specialist, art librarian, conservator, restorer, museum educator, and museum curator and director.

A. Departmental Requirements
ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 20: Studio in Sculpture
ARTS 24: Care and Protection of Art Objects
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 28: Three-Dimensional Design
ARTS 30: Studio in Computer Graphics
ARTS 106: Figure Drawing
ARTS 109: Arts and Ideas
ARTS 117: European Art from Prehistoric Period to the 18th Century

ARTS 118: American European Art
ARTS 120: American Art of the 20th Century
ARTS 141: Supervised Field Experience
ARTS 150: Advanced Studio in Design

B. Required Non-Art Courses
Choose one of the following tracks:

1. General/Track 1
ANTH 50: Cultural Anthropology*
ENGL 102: Business and Technical Writing
SPCO 50: Community Service Experience
CISC 10: Introduction to Computer Concepts*
HIST 180: Studies in History
MGTE 5: Introduction to Business
MGTE 26: Management Principles
SOCI 1: Introduction to Sociology*
HSAD 36: Human Behavior in Small Groups

2. Conservation and/or Restoration/Track 2
ANTH 50: Introduction to Anthropology*
ENGL 102: Business and Technical Writing
SPCO 50: Community Service Experience
CHEM 1-2: General Chemistry*
CHEM 3-4: General Chemistry Laboratory
CHEM 21-22: Organic Chemistry
CHEM 23-24: Organic Chemistry Laboratory
CISC 10: Introduction to Computer Concepts
HIST 180: Studies in History

*Fulfills All-College Requirement

30 UNDERGRADUATE CURRICULA
ART THERAPY

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

Graduates are prepared for work in a variety of settings, including private psychiatric hospitals and clinics, community mental health centers, geriatric centers, drug and alcohol clinics, nursing homes, halfway houses, prisons, and special needs schools. Some may choose to work in private or public schools and institutions for emotional problems, learning differences, developmental delays, brain damage, deafness, visual impairments, physically challenged, and disabled children. The curriculum is designed to prepare students for a graduate program in the art therapy field. Students wishing to become registered art therapists by the American Art Therapy Association must obtain a graduate degree. Prospective students in the art therapy major may call Dr. Simons Alter-Muri at (413) 748-3752 for additional information.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Course (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

ARTS 1: Materials and Techniques
ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 26: Studio in Pottery
ARTS 28: Three-Dimensional Design
ARTS 150: Advanced Studio in Art

III. ART HISTORY REQUIREMENT
Choose one of the following:
ARTS 55: Contemplating Jewish Art
ARTS 109: Arts and Ideas
ARTS 117: European Art From Prehistoric Period to the 18th Century
ARTS 118: Modern European Art
ARTS 119: American Art 1700-1900
ARTS 120: American Art of the 20th Century
ARTS 130: Women Artists in History

IV. ART THERAPY REQUIREMENT
Sixteen semester hours including the following:
ATPY 40: Introduction to Art Therapy
ATPY 51: Ethics and Aesthetics in Art Education and Art Therapy
ATPY 100: Methods and Materials of Art Therapy and Art Education for Adolescents and Adults
ATPY 110: Evaluation Standards in Art Education
ATPY 200W: Art Therapy with Special Needs Populations
ATPY 140W: Pre-Practicum in Art Therapy
ATPY 141: Practicum in Art Therapy
RSCH 141: Research in Art Therapy

V. REQUIRED NON-ART COURSES
DANC 120: Dance and Somatic Movement Therapy
PSYC 1: Introduction to Psychology
PSYC 9: Human Development
PSYC 121: Abnormal Psychology
PSYC 222: Interviewing and Counseling
RHDS 25: Introduction to Rehabilitation
SPCO 50: Community Service

VI. RECOMMENDED COURSES IN PSYCHOLOGY/SOCIOLOGY/RECREATION
PSYC 30: Personality and Personal Adjustment
PSYC 245: Imagery, Hypnosis, and Self-Hypnosis
SOCI 149: Sociology of Death and Dying
RLSR 274: Child Life: Concepts and Theories in Working With the Hospitalized Child

March 22, 1999
Requirements are subject to change.
VII. ELECTIVES IN ART THERAPY—SENIORS ONLY
ATPY 205: Art Therapy and the Elderly Client
ATFY 307: Integration of Art Education,
Art History, and Art Therapy
ATPY 210: The Therapeutic Aspects of Clay

VIII. OPTIONS TO CONSIDER IN CONSULTATION WITH ADVISOR

A. Art Therapy/Art Education Certification Program
The art education concentration is an approved program that allows students to obtain a Teacher of Visual Arts Provisional Certificate with advanced standing from the State of Massachusetts to teach a Pre-K-9 or 5-12 level, or to obtain dual-level certification. Advisement is provided by a member of the Visual and Performing Arts Department and a member of the Education Department. Students interested in being certified in both levels must obtain approval from their advisors. Some modifications in the major requirements will be needed and the following education courses must be completed:

Education Department Professional Preparation Core Requirements
EDUC 60: Growth and Development:
Prenatal through Adolescence
EDUC 137: Social Justice and Diversity Education
EDUC 251S: Supervised Student Teaching
OR
EDUC 256S: Secondary Students Teaching:
High School Level
AND
EDUC 257S: Secondary Student Teaching:
Middle School Level

Elementary Certification Only (Pre-K-9)
EDUC 44: Introduction to Teaching and Learning Through Ecology
EDUC 99: Children’s Literature
EDUC 168-169: Pre-Practicum
EDUC 233S: Practicum Seminar

Secondary Certification Only (5-12)
EDUC 35: Introduction to Middle and High School Teaching
EDUC 118: Tutorial Pre-Practicum
EDUC 174: Pre-Practicum—Teaching and Special Issues in Secondary Education
EDUC 185: Curriculum, Methods, and Organization for Secondary Teachers
EDUC 271: Learning, Teaching, and Technology

B. Other Options
Undergraduate art therapy students who have an interest in earning an entry level master’s degree in the Springfield College occupational therapy program may be eligible for the advanced senior program. Because of the number of requirements, this option requires special planning. Interested students are encouraged to discuss this program with their advisor and to contact the occupational therapy department for further information. Students who wish to acquire a minor in psychology or rehabilitation counseling must complete a total of eighteen semester hours of specific courses in those academic areas. They should see their advisor as soon as possible to work out details.

Students interested in developing clinical and administrative skills and using art as a means to bring about healing, self-awareness, improvement, and social change may choose to major in art therapy/human services and administration (see Art Therapy/Human Services and Administration).

Students need a minimum of twelve semester hours of credit in psychology for entrance to graduate schools in art therapy. They also need a portfolio of their own art work. Journals, case studies, and examples of client or personal art done as part of practicum and fieldwork experiences should also be presented as part of the graduate school admissions package.
ART THERAPY/ HUMAN SERVICES ADMINISTRATION

As the world increases in complexity, assisting individuals, families, groups, organizations, and communities to bring about healthy change becomes more challenging. Human services professionals need skills that address: 1) the micro level of change, or interventions that directly involve individuals, families, and groups; 2) the mezzo level of change, or interventions that are environmental, programmatic, and organizational, including referral and case management services; and 3) the macro level of change, which includes advocating change in the larger social environment through organizational development, interorganizational communication, coordination, and political action.

The combined major in art therapy and human services administration prepares students who recognize and address the various levels of helping and intervention, and seek, through collaborative efforts, to develop means to bring greater health and higher functioning to individuals, families, groups, organizations, and communities. For individuals interested in developing both clinical and administrative skills and in art as a means to bring about healing, self-awareness, empowerment, and social change, the combined major provides a valuable basis from which to pursue a professional helping career.

Human services professionals with training in both clinical specialties and administrative skills are sought by community-based agencies, clinics, outreach services, and government social programs. Art therapists with administrative skills are also in demand in the human-helping professions. This program will assist in meeting this rising social need.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:
- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:
- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:
- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

March 22, 1999
Requirements are subject to change.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:
- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:
- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. Human Services Administration Requirements

HSAD 1: Introduction to Human Services
HSAD 36: Human Behavior in Small Groups
HSAD 39: Group Work Sequence
HSAD 141: Supervised Field Experience in Community Leadership
HSAD 223: Introduction to Human Services Administration
POSC 10: Introduction to American Government
SOCI 11: Introduction to Sociology
SOCI/HSAD 142: Theories and Methods of Case Management
HSAD 240W: Proposal Writing and Fundraising
SOCI/HSAD 131: Introduction to Social Welfare

Choose one of the following sociology courses:
SOCI 60: Families in Society
SOCI 120: Social Change
SOCI 130: Social Problems
SOCI 131: Racial and Ethnic Relations
SOCI 132: Violence and Victimization
SOCI 135: Juvenile Delinquency
SOCI 141: Sociology of Economic Stratification
SOCI 145: Sociology of Death and Dying
SOCI 165: Women and Society

III. Art Requirements

A. Studio Art

ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 150: Advanced Studio in Art

Choose two of the following:
ARTS 1: Materials and Techniques
ARTS 26: Studio in Pottery
ARTS 28: Three-Dimensional Design

Choose one of the following art history courses:
ARTS 35: Contemplating Jewish Art
ARTS 109: Arts and Ideas
ARTS 117: European Art from Prehistoric to the 18th Century
ARTS 118: Modern European Art

UNDERGRADUATE CURRICULA
ART THERAPY/ HUMAN SERVICES ADMINISTRATION
Continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 119</td>
<td>American Art 1700-1900</td>
</tr>
<tr>
<td>ARTS 120</td>
<td>American Art of the 20th Century</td>
</tr>
</tbody>
</table>

**B. Art Therapy Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATPY 40</td>
<td>Introduction to Art Therapy</td>
</tr>
<tr>
<td>ATPY 50</td>
<td>Ethics and Aesthetics in Art Therapy</td>
</tr>
<tr>
<td>ATPY 100</td>
<td>Methods and Materials of Art</td>
</tr>
<tr>
<td>ATPY 110</td>
<td>Therapy and Art Education for Adolescents and Adults</td>
</tr>
<tr>
<td>ATPY 140W</td>
<td>Pre-Practicum in Art Therapy</td>
</tr>
<tr>
<td>ATPY 141</td>
<td>Practicum in Art Therapy</td>
</tr>
</tbody>
</table>

**C. Required Non-Art Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 9</td>
<td>Human Development</td>
</tr>
<tr>
<td>PSYC 121</td>
<td>Abnormal Psychology</td>
</tr>
</tbody>
</table>
ATHLETIC TRAINING
(132 semester hours)

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 is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

In addition to prescribed coursework, students complete a minimum of 800 clock hours of clinical experience under the direct supervision of NATA-certified athletic trainers. This clinical experience is sequenced to facilitate learning of both theoretical and clinical competencies and problem-solving skills needed by the athletic trainer. The supervised clinical experiences take place in Springfield College athletic training rooms as well as off-campus, NATA-approved affiliate settings, including high schools and colleges.

Students are admitted directly into the athletic training major as freshman. There is no secondary selection process. As required by the National Athletic Trainers Association, guidelines must be adhered to in order to retain the College’s program accreditation. To comply with these guidelines, the College must, therefore, restrict 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 is dependent on a composite profile of each applicant relative to the applicant pool.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humancics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. ATHLETIC TRAINING CORE
ATRN 95: Introduction to Athletic Training
ATRN 96: Introduction to Clinical Techniques in Athletic Training
ATRN 125: Basic Prevention and Care of Athletic Injuries
ATRN 126: Advanced Prevention and Care of Athletic Injuries
ATRN 195: Sophomore Practicum in Athletic Training (fall)
ATRN 196: Sophomore Practicum in Athletic Training (spring)
ATRN 197: Junior Practicum in Athletic Training (fall)
ATRN 198: Junior Practicum in Athletic Training (spring)
ATRN 205: Athletic Injury Rehabilitation and Therapeutic Exercise
ATRN 207: Athletic Injury Rehabilitation and Therapeutic Modalities
ATRN 210: Administration/Education in Athletic Training
ATRN 297: Senior Fieldwork in Athletic Training
ATRN 298: Seminar in Athletic Training
BIOI 10: Anatomy and Physiology I*
BIOI 11: Anatomy and Physiology II*
BIOI 12-13: Anatomy and Physiology Laboratory
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory
HLTH 1: Personal Health*
HLTH 151: Introduction to Nutrition
HLTH 160: Drugs and Society
AEXS 175: Stress Management
MOST 5: Lifespan Motor Development
MOST 103: Physiology of Exercise
MOST 119: Kinesiology/Biomechanics
MOST 210: Assessment in Sport and Movement
PHED 125: Sports First Aid and Injury Prevention
PEAC 120: Relaxation*
PEPC 100: Fit for Life*
PEPC 110: Conditioning and Fitness Programs
PEPC 125: Resistance Training*
PHYS 15: Physics for Movement Science
PSYC 1: Introduction to Psychology
PSYC 222: Interviewing and Counseling

March 22, 1999
Requirements are subject to change.
II. ADDITIONAL REQUIREMENTS
MOSK 1: Outdoor Pursuits*
---------: Two semester hours of skills courses*

IV. TRACK CORE
In addition to the All-College Requirements and the athletic training core, students (with direction from their advisors) develop a track core. This track core (eighteen to twenty semester hours) consists of a series of courses that support the athletic training major. Examples of tracks include psychology, applied exercise science, emergency medical services management, and prerequisites for graduate school. It is possible to complete a minor or a double major in specific areas, however, this may require the completion of more than the 132 semester hours required for graduation.

V. MATRICULATION
To register for the junior year and senior year sequences of the athletic training courses and to be retained as an athletic training major, the student must meet the following standards:

1. The student must have completed ATRN 95, ATRN 96, ATRN 125, ATRN 126, ATRN 195, ATRN 196, and PHED 125.
2. All athletic training (ATRN) courses must be completed with a grade of C minus or better. Letter grades of D or F are unacceptable.
3. All other courses must be completed with a passing grade. Grades of F or I are unacceptable.
4. A student must have a 3.0 academic cumulative index or higher at the conclusion of the sophomore year. Students with less than a 3.0 cumulative index, but with a 2.75 or higher, may be placed on academic probation. At this point, students may or may not be allowed to register for any further athletic training (ATRN) courses until the cumulative index reaches 3.0. Student probationary status is reviewed by the athletic training faculty on an individual basis after each semester.
5. Proper professional and responsible behavior is expected of each athletic training student at all times. This includes behavior while acting as a student athletic trainer and a member of the Springfield College family.

Appeal Process—Students may appeal any action taken by the athletic training staff regarding dismissal from the major or probationary status by submitting a letter requesting a review of their status within two weeks of their dismissal or placement on probation. The program director will call a meeting of the athletic training faculty to which the student will be invited. The student is notified within one week of the meeting on the final action of the athletic training faculty.

*Fulfills All-College Requirement

36 UNDERGRADUATE CURRICULA
BIOLOGY

March 22, 1999
Requirements are subject to change.

The biology major offers diverse exposure to the key areas of study in the life sciences. Undergraduate study may be pursued, leading to acceptance in graduate schools; schools of medicine and dentistry; careers in laboratory sciences in hospitals, government, or industry; and teacher certification. Students seeking teacher certification in biology must complete the secondary education certification core (see Secondary Education Certification).

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

A. Required Courses
   BIOL 4-5: Bioscience
   BIOL 6-7: Bioscience Laboratory

B. Biology Selectives
   Choose one course from each of the following subgroups:

   Cell and Molecular Biology
   BIOL 80: Genetics
   BIOL 90: Genetics Laboratory
   BIOL 115-116: Microbiology
   BIOL 117-118: Microbiology Laboratory
   BIOL 208: Cell and Molecular Biology
   BIOL 209: Cell and Molecular Biology Laboratory
   BIOL 220: Cellular Physiology
   BIOL 221: Cellular Physiology Laboratory
   BIOL 211: Microscopic Anatomy
   BIOL 212: Microscopic Anatomy Laboratory

   Plant Biology
   BIOL 65: Introductory Horticulture
   BIOL 67: Introductory Horticulture Laboratory
   BIOL 70: Plant Biology
   BIOL 71: Plant Biology Laboratory

   Animal Biology
   BIOL 77: Field Ornithology
   BIOL 90-91: Human Structure and Function
   BIOL 92-93: Human Structure and Function Laboratory
   BIOL 178: Aquatic Biology
   BIOL 179: Aquatic Biology Laboratory
   BIOL 181: Developmental Biology
   BIOL 182: Developmental Biology Laboratory

   Species and the Environment
   BIOL 64: Flora of New England
   BIOL 66: Flora of New England Laboratory
   BIOL 77: Field Ornithology
   BIOL 150: General Ecology
   BIOL 151: General Ecology Laboratory
   BIOL 178: Aquatic Biology
   BIOL 179: Aquatic Biology Laboratory

   C. Science and Mathematics Courses
   CHEM 1-2: General Chemistry
   CHEM 3-4: General Chemistry Laboratory
   CHEM 21-22: Organic Chemistry
   CHEM 23-24: Organic Chemistry Laboratory
   PHYS 21-22: General Physics

   Choose two of the following MATH courses:
   MATH 21: College Algebra
   MATH 22: Precalculus Mathematics
   MATH 24: Probability and Statistics
   MATH 27-28: Calculus I-II

D. Electives
   Additional courses from the list above, plus:
   BIOL 125: Seminar in Biology
   BIOL 170: Instrumentation and Methodology
   BIOL 190: Field Ecology
   CHEM 32: Biological Chemistry

Students who have taken BIOL 10 and BIOL 11 before declaring a biology major may use this for elective credit. It may not be used in place of BIOL 90-91 to fulfill the animal biology group. Also, students may not use both BIOL 10-11 and BIOL 90-91 toward the thirty-six semester hour total for the major. Students who want to enter medical or dental school are advised by an interdepartmental preprofessional committee.
BIOTECHNOLOGY

March 22, 1999
Requirements are subject to change.

Biotechnology is applied biological science. Examples of uses of biotechnology include gene therapy; development of genetically engineered compounds and drug delivery systems; to treat disease; production of laboratory diagnostic tests; and development of agricultural, industrial, and environmental products. Students majoring in biotechnology may pursue careers in the biotechnology industry, scientific research, biomedical product manufacturing, quality control and assurance, product sales and marketing, epidemiology, and product licensing and technology transfer. Many of these careers may be entered with a bachelor of science degree. The biotechnology major can also serve as preparation for graduate and professional schools. For more information, please contact Dr. Frank Torre, chair of the Biology/Chemistry Department, by phone at (413) 748-3380 or e-mail at ftorre@spfldcc.edu.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
   9-10 S.H.

   Approved courses from each of the following subgroups:
   • NATURAL SCIENCE  3-4 S.H.
   • MATHEMATICS      3-6 S.H.
   • COMPUTER SCIENCE  3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
   7 S.H.

   Approved courses from each of the following subgroups:
   • HEALTH          3 S.H.
   • PHYSICAL EDUCATION  4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
   14-17 S.H.

   • ENGLISH (Written and Oral)  6-8 S.H.

   Approved courses from each of the following subgroups:
   • LITERATURE        3 S.H.
   • SECOND LANGUAGE/CULTURE 3 S.H.
   • VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
   8-9 S.H.

   Approved courses from each of the following subgroups:
   • HISTORY          3 S.H.
   • SOCIAL SCIENCE   3 S.H.
   • SOCIAL JUSTICE ISSUES 3 S.H.

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

   Approved courses from each of the following subgroups:
   • PHILOSOPHY       3 S.H.
   • RELIGION         3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

BIOL 115-116: Microbiology
BIOL 117-118: Microbiology Laboratory OR
BIOL 208: Cell and Molecular Biology
BIOL 209: Cell and Molecular Biology Laboratory AND
BIOL 220: Cell Physiology
BIOL 221: Cell Physiology Laboratory
BIOL 4-5: Bioscience
BIOL 6-7: Bioscience Laboratory
BIOL 170: Instrumentation and Methodology
BIOL 171: Instrumentation and Methodology Laboratory
CHEM 1-2: General Chemistry
CHEM 3-4: General Chemistry Laboratory
CHEM 30: Organic Survey
CHEM 31: Organic Survey Laboratory
CHEM 32: Biological Chemistry
CHEM 41: Analytical Chemistry
CHEM 42: Analytical Chemistry Laboratory
CISC 10: Introduction to Computer Concepts
PHYS 21-22: General Physics

Choose two of the following MATH courses:

MATH 21: College Algebra
MATH 22: Precalculus-Mathematics
MATH 24: Probability and Statistics
MATH 27-28: Calculus I-II

III. ELECTIVES

BIOL 90-91: Human Structure and Function
BIOL 92-92: Human Structure and Function Laboratory
BIOL 181: Developmental Biology
BIOL 182: Developmental Biology Laboratory
BIOL 211: Human Microscopic Anatomy
BIOL 212: Human Microscopic Laboratory
CHEM 110: Physical Chemistry with Biological Applications
CHEM 111: Physical Chemistry Laboratory

The following courses can be taken as electives if they were not taken to fulfill required courses:

   • BIOL 115-116: Microbiology
   • BIOL 117-118: Microbiology Laboratory
   • BIOL 208: Cell and Molecular Biology
   • BIOL 209: Cell and Molecular Biology Laboratory
   • BIOL 220: Cellular Physiology
   • BIOL 221: Cellular Physiology Laboratory

38 UNDERGRADUATE CURRICULA
BUSINESS MANAGEMENT

March 22, 1999
Requirements are subject to change.

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

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

The Department of Management and Economics offers several curriculum options to students. The tracks offered all share a common core of courses. Beyond the core, there are five program options from which students may choose: accounting, marketing, economics, not-for-profit studies, and general business management. Each of the tracks mentioned involves an additional twelve semester hours (four courses). The student selects one of these tracks to develop his or her concentration.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
* NATURAL SCIENCE 3-4 S.H.
* MATHEMATICS 3-6 S.H.
* COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
* HEALTH 3 S.H.
* PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
* ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
* LITERATURE 3 S.H.
* SECOND LANGUAGE/CULTURE 3 S.H.
* VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
* HISTORY 3 S.H.
* SOCIAL SCIENCE 3 S.H.
* SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
* PHILOSOPHY 3 S.H.
* RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS—BUSINESS CORE CURRICULUM

First Year
MGTE 5: Introduction to Business
MATH 23: Business Mathematics
CISC 40: World of Microcomputers

Second Year
MGTE 16: Principles of Accounting I
MGTE 11: Principles of Accounting II
MGTE 26: Management Principles
MGTE 101: Principles of Marketing
ECON 1: Principles of Macroeconomics
ECON 2: Principles of Microeconomics
PHIL 125: Business Ethics

Third Year
MGTE 100: Managerial Accounting
MGTE 105: Financial Management
MGTE 120: Statistics for Business and Economics
ECON 107: Managerial Economics I
ECON 108: Managerial Economics II
ENGL 102: Business and Technical Writing

Fourth Year
MGTE 201: Quantitative Methods
MGTE 205: Business Policy and Control
MGTE 278: Business Law
MGTE 295: Corporate Social Responsibility

III. PROGRAM TRACKS
(chosen in consultation with the academic advisor)

All students must complete the basic core plus one of the following program concentrations:

A. Accounting
Choose four of the following courses:
MGTE 110: Accounting for Nonprofit Agencies
MGTE 111: Intermediate Accounting I
MGTE 112: Intermediate Accounting II
MGTE 253: Income Taxes
B. Computer Technology
Choose four of the following courses:
CISC 65: Programming in BASIC
CISC 70: Introduction to Computer Science with C++ and Java
CISC 80: COBOL and File Processing
CISC 100: Data Structures with C++
CISC 110: Data Structures with C++
CISC 120: Systems Analysis and Software Design
CISC 140: Office Automation

C. Economics
Choose four of the following courses:
ECON 117: Money and Banking
ECON 139: Business and Government
ECON 190: Special Topics in Economics
ECON: Economics elective
ECON 160: Economics of Health Care and Health Care Reform*

D. Finance
Choose four of the following courses:
ECON 117: Money and Banking
ECON 130: Personal Finance
MGTE 141: Business Management Field Experience
MGTE 290: Entrepreneurial Studies

E. Management
Choose four of the following courses:
HSAD 36: Human Behavior in Small Groups
MGTE 141: Business Management and Field Experience
MGTE 205W: Managerial Supervision
MGTE245/RLSR 245: Personnel Management/
Human Resource Management
MGTE 290: Entrepreneurial Studies

F. Marketing
Choose four of the following courses:
MGTE 102W: Marketing Management
MGTE 270: Advertising
MGTE 275: Consumer Behavior
MGTE 280: Marketing for Nonprofit Organizations

G. Not-for-Profit Studies
Choose four of the following courses:
MGTE 110: Accounting for Nonprofit Agencies
MGTE 205W: Managerial Supervision
MGTE 280: Marketing for Nonprofit Organizations
HSAD 240: Proposal Writing and Fundraising

General Business Management
The person who elects to take the general business track/management concentration must complete twelve semester hours of any MGTE or ECON courses offered outside the core curriculum. These include any of the courses described above as components of specific tracks or other electives offered within the department. The student should (as always) consult with his or her advisor in each case.

*This course may be replaced by a special topics elective or an appropriate MGTE elective.
CHEMISTRY/BIOLOGY

The aim of the chemistry/biology major is to provide a strong academic background in chemistry and biology, leading to graduate study or entry-level positions in industries that traditionally require subsequent advanced study. Students can pursue careers in chemistry, biology, or the numerous related areas, such as the health professions, biochemistry, pharmacology, toxicology, and biotechnology.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
BIOL 4-5: Biochemistry
BIOL 6-7: Genetics
BIOL 81: Genetics Laboratory
BIOL 115-116: Microbiology
BIOL 117-118: Microbiology Laboratory
CHEM 1-2: General Chemistry
CHEM 3-4: General Chemistry Laboratory
CHEM 21-22: Organic Chemistry
CHEM 23-24: Organic Chemistry Laboratory
CHEM 32: Biological Chemistry
CHEM 41: Analytical Chemistry
CHEM 42: Analytical Chemistry Laboratory
CHEM 110: Biological Chemistry with Biological Applications
CHEM 111: Physical Chemistry Laboratory
CISC 10: Introduction to Computer Concepts
BIOL 208: Cell and Molecular Biology
BIOL 209: Cell and Molecular Biology Laboratory
OR
BIOL 220: Cellular Physiology
BIOL 221: Cellular Physiology Laboratory
Choose two of the following MATH courses:
MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 24: Probability and Statistics
MATH 27-28: Calculus I-II
PHYS 21-22: General Physics

III. SCIENCE ELECTIVES
Choose three of the following:
BIOL 70: Plant Biology
BIOL 71: Plant Biology Laboratory
BIOL 90-91: Human Structure and Function
BIOL 92-93: Human Structure and Function Laboratory
BIOL 150: General Ecology
BIOL 151: General Ecology Laboratory
BIOL 170: Instrumentation and Methodology
BIOL 171: Instrumentation and Methodology Laboratory
BIOL 181: Developmental Biology
BIOL 182: Developmental Biology Laboratory
BIOL 208: Cell and Molecular Biology*
BIOL 209: Cell and Molecular Biology Laboratory*
BIOL 211: Human Microscopic Anatomy*
BIOL 212: Human Microscopic Anatomy* Laboratory
BIOL 220: Cellular Physiology*
BIOL 221: Cellular Physiology Laboratory
CHEM---: Advanced course in chemistry (taken with permission of the chemistry faculty)

* If not used as a departmental requirement.
COMMUNICATIONS/SPORTS JOURNALISM

The communications/sports journalism major is designed to educate students in the fields of print and electronic journalism so that they may work in the media profession and/or pursue graduate studies in communications. The major seeks not only to provide preprofessional training, but also to educate the student in the traditional liberal arts and humanities. The major is interdisciplinary, allowing the student to pursue individual interests and providing a broad cultural context for the specialized field of communications/sports journalism. Communications/sports journalism majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR

9-10 S.H.

Approved courses from each of the following subgroups:

- **NATURAL SCIENCE**
  - 3-4 S.H.
- **MATHEMATICS**
  - 3-6 S.H.
- **COMPUTER SCIENCE**
  - 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT

7 S.H.

Approved courses from each of the following subgroups:

- **HEALTH**
  - 3 S.H.
- **PHYSICAL EDUCATION**
  - 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE

14-17 S.H.

- **ENGLISH (Written and Oral)**
  - 6-8 S.H.

Approved courses from each of the following subgroups:

- **LITERATURE**
  - 3 S.H.
- **SECOND LANGUAGE/CULTURE**
  - 3 S.H.
- **VISUAL AND PERFORMING ARTS**
  - 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY

8-9 S.H.

Approved courses from each of the following subgroups:

- **HISTORY**
  - 3 S.H.
- **SOCIAL SCIENCE**
  - 3 S.H.
- **SOCIAL JUSTICE ISSUES**
  - 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING

6 S.H.

Approved courses from each of the following subgroups:

- **PHILOSOPHY**
  - 3 S.H.
- **RELIGION**
  - 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. COMMUNICATIONS/SPORTS JOURNALISM REQUIREMENTS

COMM 24: Introduction to Journalism
COMM 107: Desktop Writing and Publishing
COMM 119: Electronic Journalism
COMM 124: Advanced Journalism
ENGL 41: Survey of American Literature I
ENGL 42: Survey of American Literature II
ENGL 64: Survey of British Literature I
ENGL 66: Survey of British Literature II
ENGL 101: Advanced Composition
ENGL 105: Introduction to Writing as a Profession
ENGL 195: Structure of American English
ENGL 197: The History of the English Language
ENGL 200S: Seminar
ENGL 267: Shakespeare

Choose three of the following courses:

COMM 16: Special Topics in Sports Journalism
COMM 34: Introduction to Human Communications
COMM 111: Sports Information
COMM 112: Sports Writing
ENGL 102: Business and Technical Writing
ENGL 183: Business and Professional Speaking
ENGL 101: Advanced Composition
ENGL 105: Introduction to Writing as a Profession
ENGL 116: The Athlete in Literature

III. Journalism Internship

All students in the communications/sports journalism major must complete an internship (COMM 280) for a minimum of three semester hours and a maximum of ten semester hours. Prior to the internship, students must successfully complete the following courses:

COMM 24: Introduction to Journalism
COMM 119: Electronic Journalism

All internships are coordinated by the COMM 280 supervisor. Students seeking an internship need the permission of the COMM 280 supervisor and must consult with the supervisor the semester before registering for COMM 280.
IV. ELECTIVES

Depending upon a student's interests, virtually any course may be used
as an elective. However, the following courses pertain directly to the
communications/sports journalism major and are suggested electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 270</td>
<td>Practicum in Sports Journalism</td>
</tr>
<tr>
<td>CISC 40</td>
<td>The World of Microcomputers</td>
</tr>
<tr>
<td>ENGL 26</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENGL 99</td>
<td>Student Newspaper Practicum</td>
</tr>
<tr>
<td>ENGL 106</td>
<td>Advanced Creative Writing</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Oral Interpretation of Literature</td>
</tr>
<tr>
<td>ENGL 143</td>
<td>Film as Narrative Art</td>
</tr>
<tr>
<td>ENGL 144</td>
<td>Special Topics in Narrative Film</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Literacy, Hypermedia, and Modern Communication</td>
</tr>
<tr>
<td>MOST 128</td>
<td>Psychology of Sport</td>
</tr>
<tr>
<td>MOST 228S</td>
<td>Sociology of Sport</td>
</tr>
<tr>
<td>MOST 299</td>
<td>Heritage and Values of Movement and Sport</td>
</tr>
<tr>
<td>PHED—</td>
<td>Any coaching theory course</td>
</tr>
<tr>
<td>PHED 112</td>
<td>Principles and Problems of Coaching</td>
</tr>
<tr>
<td>PHED 124</td>
<td>Athletic Administration</td>
</tr>
<tr>
<td>RLSR 150</td>
<td>Public Relations</td>
</tr>
<tr>
<td>SMGT 260S</td>
<td>Introduction to Sports Law</td>
</tr>
<tr>
<td>SOCI 160</td>
<td>Media and Society</td>
</tr>
</tbody>
</table>
COMMUNITY HEALTH

Health studies is concerned with advancing the health and quality of life of people and society. Efforts toward this goal include providing knowledge about health and behaviors that affect health, fostering the availability and accessibility of opportunities for healthful behaviors, and supporting individuals and organizations that promote health in the community. Professionals in the field use educational processes to stimulate desirable changes or to reinforce community and social organizations. The breadth of opportunities to promote health in society is vast and limited only by the imagination of the caring person.

The programs of study comprising the Health Studies Department are designed to develop knowledge and skills that will enable the individual to:

1. Identify health needs of individuals and groups.
2. Communicate health and health education needs, concerns, and resources.
3. Plan health education programs in response to identified needs.
4. Implement health education programs in response to identified needs.
5. Evaluate health education programs.
6. Coordinate selected health education activities.
7. Serve as a resource for health education.

Positions are available in the professional field (some requiring additional preparation beyond the bachelor's degree) for health educators in government and social agencies, public and private schools, and clinical settings such as hospitals and medical facilities. Specialists in this field also serve in public health departments; in social service agencies such as the American Heart Association, American Cancer Society, and the American Lung Association; and in the allied areas of research, medicine, patient education, schools, and health maintenance organizations. With increasing attention and concern focused on the state of health and health practices in all segments of American society, the future employment opportunities for qualified health educators are increasing and expanding.

The College offers an excellent curriculum for students interested in health studies. Two majors are included in the department: community health and health studies teacher preparation. Students interested in becoming certified public school teachers select the health studies teacher preparation program, while those expecting employment in a setting outside the school environment select the community health program.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR

9-10 S.H.

Approved courses from each of the following subgroups:

- **NATURAL SCIENCE** 3-4 S.H.
- **MATHEMATICS** 3-6 S.H.
- **COMPUTER SCIENCE** 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT

7 S.H.

Approved courses from each of the following subgroups:

- **HEALTH** 3 S.H.
- **PHYSICAL EDUCATION** 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE

14-17 S.H.

- **ENGLISH** (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- **LITERATURE** 3 S.H.
- **SECOND LANGUAGE/CULTURE** 3 S.H.
- **VISUAL AND PERFORMING ARTS** 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY

8-9 S.H.

Approved courses from each of the following subgroups:

- **HISTORY** 3 S.H.
- **SOCIAL SCIENCE** 3 S.H.
- **SOCIAL JUSTICE ISSUES** 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING

6 S.H.

Approved courses from each of the following subgroups:

- **PHILOSOPHY** 3 S.H.
- **RELIGION** 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1:</td>
<td>Basic Concepts of Modern Biology*</td>
</tr>
<tr>
<td>BIOL 2:</td>
<td>Basic Concepts Laboratory*</td>
</tr>
<tr>
<td>BIOL 10:</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIOL 11:</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>BIOL 12-13:</td>
<td>Anatomy and Physiology Laboratory</td>
</tr>
<tr>
<td>CHEM 15:</td>
<td>Chemistry Survey</td>
</tr>
<tr>
<td>CHEM 16:</td>
<td>Chemistry Survey Laboratory</td>
</tr>
<tr>
<td>ECON 1:</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ENGL 3:</td>
<td>Written and Oral English*</td>
</tr>
<tr>
<td>ENGL 4:</td>
<td>Written and Oral English*</td>
</tr>
<tr>
<td>HLTH 1:</td>
<td>Personal Health*</td>
</tr>
<tr>
<td>HLTH 6:</td>
<td>First Aid: Responding to Emergencies and Community CPR</td>
</tr>
<tr>
<td>HLTH 110:</td>
<td>Consumer Health Education</td>
</tr>
<tr>
<td>HLTH 143:</td>
<td>Community Health</td>
</tr>
<tr>
<td>HLTH 15b:</td>
<td>Pre-Practice in Community Health Education</td>
</tr>
<tr>
<td>HLTH 151:</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>HLTH 155:</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>HLTH 160:</td>
<td>Drugs and Society</td>
</tr>
<tr>
<td>HLTH 170:</td>
<td>Program Planning and Development</td>
</tr>
<tr>
<td>HLTH 201:</td>
<td>Methods and Materials in Health Education I</td>
</tr>
<tr>
<td>HLTH 225:</td>
<td>Human Disease</td>
</tr>
<tr>
<td>HLTH 251:</td>
<td>Field Work in Community Health Education</td>
</tr>
<tr>
<td>HSAD 240:</td>
<td>Proposal Writing and Fundraising</td>
</tr>
<tr>
<td>PEAC 100:</td>
<td>Fit for Life*</td>
</tr>
<tr>
<td>PSYC 1:</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 111:</td>
<td>Introduction to Statistics</td>
</tr>
</tbody>
</table>

March 22, 1999
Requirements are subject to change.
COMMUNITY HEALTH
Continued

PSYC 212: Interviewing and Counseling
SOCi 1: Introduction to Sociology
SOCi 130: Social Problems

III. ELECTIVES

IV. PROGRAM BY YEAR

First Year
Fall
HLTH 1: Personal Health*
BIOL 1: Basic Concepts of Modern Biology*
BIOL 2: Basics Concepts of Modern Biology Laboratory
ENGL 113: College Writing I
PSYC 1: Introduction to Psychology
PEAC 100: Fit for Life*

Spring
SOCl 1: Introduction to Sociology*
SOCI 130: Social Problems*
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory
ENGL 114: College Writing II

Second Year
Fall
BIOL 10: Anatomy and Physiology I
BIOL 12: Anatomy and Physiology Laboratory
HLTH 6: First Aid: Responding to Emergencies and Community CPR
HLTH 110: Consumer Health
HLTH 160: Drugs and Society

Spring
BIOL 11: Anatomy and Physiology II
BIOL 13: Anatomy and Physiology Laboratory
HLTH 151: Introduction to Nutrition

Third Year
Fall
ECON 1: Principles of Macroeconomics
HLTH 201: Methods and Materials in Health Education I
PSYC 222: Interviewing and Counseling
HLTH 155: Human Sexuality

Spring
HLTH 143: Community Health Education
HLTH 170: Program Planning and Development
PSYC 111: Introduction to Statistics

Fourth Year
Fall
HLTH 225: Human Disease
HSAD 240: Proposal Writing and Fundraising

HLTH 150: Pre-Practicum in Community Health Education
Electives (two)

Spring
HLTH 251: Field Work in Community Health Education

*Fulfills All-College Requirement
COMPUTER AND INFORMATION SCIENCES

The computer and information sciences major at Springfield College is a professional program that includes two tracks of study: management information systems and computer science. Students can postpone their decision on which track to follow until the end of the first year without any significant impact on their program curriculum.

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 computer software and hardware applications within a business enterprise.

The computer science track provides the student with a more traditional education in computer science. Both theoretical and applied aspects of computer science are stressed. 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 mathematics and 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.

In the computer systems seminar course, students are provided with the opportunity to enrich their knowledge of computer systems by pursuing areas of study such as advanced topics in database management systems, networking, and computer architecture. Students are strongly encouraged to pursue the cooperative education option in order to gain on-the-job experience.

Students who are enrolled in the computer and information sciences major are required to maintain at least a 2.0 cumulative grade point average and a 2.5 academic index in their program requirements. Students who do not meet these minimum requirements are placed on departmental probation for a period of not more than one year.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR 9-10 S.H.
Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT 7 S.H.
Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE 14-17 S.H.
Approved courses from each of the following subgroups:

• ENGLISH (Written and Oral) 6-8 S.H.
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY 8-9 S.H.
Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING 6 S.H.
Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
CISC 10: Introduction to Computer Concepts
CISC 40: The World of Microcomputers
CISC 70: Introduction to Computer Science with C++ and Java
CISC 100: Data Structures Using C++
CISC 110: Database Development and Management
CISC 150: Computer Logic Design
CISC 155: Data Communications and Distributed Processing
CISC 2105: Computer Systems Seminar

March 22, 1999
Requirements are subject to change.
III. PROGRAM TRACKS

Choose one of the following:

A. MANAGEMENT INFORMATION SYSTEMS

CISC 80: COBOL and File Processing
CISC 120: Systems Analysis and Software Design
CISC 140: Office Automation
ECON 1: Principles of Macroeconomics
ECON 2: Principles of Microeconomics
ENGL 102: Business and Technical Writing
HSAD 36: Human Behavior in Small Groups
MATH 21: College Algebra
MATH 23: Business Mathematics
MATH 24: Probability and Statistics
MATH 40: Contemporary Mathematics
MGTE 10: Principles of Accounting I
MGTE 11: Principles of Accounting II
MGTE 26: Management Principles
MGTE 105: Financial Management
MGTE 201: Quantitative Methods
MGTE 202: Business Policy and Control

B. COMPUTER SCIENCE

CISC 95: Assembly Language Programming
CISC 170: Computer Architecture
CISC 190: Fundamentals of Operating Systems
ENGL 102: Business and Technical Writing
MATH 24: Probability and Statistics
MATH 27-28: Calculus I-II
MATH 40: Contemporary Mathematics
MATH 50: Linear Algebra
MATH 2008: Introductory Discrete Mathematics

Laboratory sciences (eight semester hours to be selected with approval of the academic advisor)

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

Students will explore traditional animation through the use of computers and video editing. Advanced students will work on state-of-the-art equipment, creating artwork, 3-D animation, and websites. In the senior year, students will select an internship and fieldwork placement. This will enable the student to computer artists to experience the "real world" of the computer graphic industry.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-
DISABLED SPORTS AND MOVEMENT STUDIES

Springfield College has a rich heritage and historical tradition of providing physical education, recreation, and sports opportunities to individuals who have a disability as a component of the humanities philosophy of service to all people. The United States Sports and Fitness Center for the Disabled (USSFCD) of Springfield College is able to focus resources toward the establishment of age-group development programs, camps for elite athletes, and the training of coaches and officials for the disabled sports movement.

The courses offered in disabled sports and movement studies are cross-disciplinary and are designed to provide undergraduate students with a wide range of skills which may be utilized in a variety of job settings where sports, fitness, and recreational programs for individuals who have disabilities are offered. Fieldwork experiences will be assigned in conjunction with activities offered by the UUF, the YMCA, fitness centers, and human services agencies that provide services to the disabled population. Some field experience may need to be completed during the semester break and/or summer months.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
11-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

March 22, 1999
Requirements are subject to change.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. PROGRAM REQUIREMENTS

First Year
MOSK 1: Outdoor Pursuits
MOSK 5: Motor Development
PEAC 108: Sports for Disabled I
PEAC 109: Sports for Disabled II
MOSK 40: Movement Concepts
PEFC 265: Badminton/Arcery
PHED 2: Instructional Strategies in Physical Education
PSYC 1: Introduction to Psychology

Second Year
MGTE 101: Marketing Principles
OR
RLSR 148: Management of Leisure Services
MGTE 110: Accounting for Nonprofit Agencies
MOSK 2: Sports Concepts and Applications
PEFC 204: Swimming
MOST 24: Motor Learning and Skill Acquisition
PEFC 244: Basketball
PEFC 263: Track and Field I
PEFC 264: Track and Field II
PHED 37: Physical Education Design and Implementation Pre-K–12
PHYS 15: Physics for Movement Sciences
RLSR 150: Public Relations

Third Year
COMM 111: Sports Information
OR
COMM 112: Sports Writing
OR
COMM 119: Electronic Journalism in Sports
HLTH 151: Introduction to Nutrition
MOST 103: Psychology of Exercise
MOST 119: Kinesiology/Biomechanics
MOST 12: Psychology of Sport
PEAC 208: Practicum in Movement Studies
PEFC 258: Adapted Aquatics
PEFC 108: Volleyball
PHED 108: Programming in Adapted Physical Education
PHED 112: Principles and Problems of Coaching
PHED 125: Sports First Aid and Injury Prevention

UNDERGRADUATE CURRICULA 49
DISABLED AND SPORTS
AND MOVEMENT STUDIES
Continued

Fourth Year

ADXS 170: Exercise Testing and Prescriptions
for Special Populations
HSAD 116: YMCA Management and Continuity Planning
MOST 229: Assessment in Movement and Sport
MOST 228: Sociology of Sport
PHED 124: Athletic Administration
OR
RLSR 200: Sports and Recreation Facility Management
PHED 262: Physical Education for Mentally Retarded
and Those with Associated Disorders
RHDS 278: Introduction to Manual Communications/Issues of Deaf Culture

III. FIELDWORK PLACEMENT

Students in the disabled sports and movement studies programs complete a field work placement during the fourth year.

IV. SKILL SELECTIVES

Choose two of the following skills:

PEAC 120: Relaxation
PEAC 121: Tai Chi
PEAC 182: Tennis
OR
PEPC 282: Tennis
PEPC 254: New and Field Games
PEAC 130: Ballroom Dance

MATRICULATION

Matriculation is an assessment by the faculty of each student's readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility.

At the end of the sophomore year and upon completion of the fifty-five semester hours (twenty-five semester hours for transfer students), the Appraisal and Retention Committee will assess the status of each student's readiness for advanced standing based on the following criteria.

The student must:

1. Have passed the Fit for Life course (PEPC 100).
2. Must or exceed a 2.25 academic cumulative index.
3. Must or exceed a 2.50 professional cumulative index consisting of courses with the following prefix: ADXS, HSAD, MOST, MOST, PHED, PEAC, PEPC, and RLSR (Cumulative indexes will be those of the last semester completed).
4. Meet or exceed a 2.75 skill cumulative index.
5. Have no more than one negative evaluation on file or have met prescription requirements of the Appraisal and Retention Committee.
6. Have a grade of C or better in PHED 2, PHED 36, and PHED 108

Students will be notified in writing of the Appraisal and Retention Committee's decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student's advisor. The letter of matriculation is an academic achievement which when received should be filed in a personal portfolio.

NOTE: Students who have not achieved matriculation standards may not take 200-level courses or register for practicum or fieldwork. Students are not eligible for fieldwork unless they receive a B or better in practicum. Matriculated students are expected to maintain their advanced standing status at Springfield College.
EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION

The goal of the Education Department is to prepare students for teacher certification in one of the following areas: early childhood education, elementary education, teacher of students with special needs, and secondary certification in biology, English, history, mathematics, or social studies. Students may also obtain elementary or secondary certification in visual arts. Each of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements. Students in the early childhood and elementary education programs choose one of four interdisciplinary majors: psychosocial dynamics of learning; arts and literature; science, technology, and mathematics; and social studies.

*This program has been submitted to the Massachusetts Department of Education for approval; all other programs are NASDTEC and state approved.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. PROFESSIONAL DEVELOPMENT CORE

EDUC 44: Introduction to Teaching and Learning
EDUC 60: Growth and Development
EDUC 99: Children's Literature
EDUC 128: Methods of Teaching Reading and Language Arts
EDUC 137: Social Justice and Diversity Education
EDUC 168-169: Practica
EDUC 233S: Practicum Seminar

EARLY CHILDHOOD (Pre-K-3)

EDUC 126: Curriculum Experiences for Young Children
EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children
EDUC 258S: Early Childhood Practicum Pre-K/Special Needs
EDUC 259S: Early Childhood Practicum K-3

ELEMENTARY (1-6)

EDUC 177: CMO—Mathematics
EDUC 178: CMO—Science, Social Studies, Language Arts
EDUC 281S: Supervised Student Teaching

III. INTERDISCIPLINARY MAJORS
There are four interdisciplinary majors: arts and literature; psychosocial dynamics of learning; science, technology, and mathematics; and social studies. Each student selects one major and meets the requirements specified in that major. The majors are designed to provide a broad-based, interdisciplinary specialization related to pre-secondary curricula. While the majors vary slightly in the number of required credits, all are in compliance with the specifications of the Massachusetts Bureau of Teacher Certification and the College's specifications for a major. Each major requires approximately thirty-three semester hours of credit, not including courses that meet All-College Requirements (ACRs) or general core. It should be noted that some of the courses included in the All-College Requirements and the general core may be prerequisites to or included in a particular interdisciplinary major. Concurrent enrollment in the early childhood or elementary education program is required.

March 22, 1999
Requirements are subject to change.

UNDERGRADUATE CURRICULA 51
EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION
Continued

A. THE ARTS AND LITERATURE INTERDISCIPLINARY MAJOR (ARIT)

General Education Core Requirements
BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory
OR
PSYC 1: Physical Science and the Environment
HIST 5: Colonial America to the Civil War
OR
HIST 6: The Civil War to Modern America
MATH 16: Mathematics for Early Childhood and Elementary Education
MATH 21: College Algebra
PSYC 4: Educational Psychology

Requirements
ARTS 5: Sensitivity and the Creative Process
OR
ARTS 109: Art and Ideas
ARTS 16: Studio in Design
ARTS 220: Traditional Grammar and Usage
MUSC 1: Basic Musicanship
MUSC 10: Eclectic Music with Children
DRAM 50: Creative Dramatics and Improvisation

Choose one of the following literature survey courses:
ENGL 1: Survey of American Literature I
ENGL 2: Survey of American Literature II
ENGL 3: Survey of Afro-American Literature I
ENGL 4: Survey of Afro-American Literature II
ENGL 6: Survey of British Literature I
ENGL 8: Survey of British Literature II
ENGL 9: Great Books

Electives
Choose a minimum of nine semester hours from at least two disciplines below:
ARTS 15: Studio in Drawing
ARTS 22: Elective course in painting, pottery, or sculpture
DANC 1: Dance elective
DRAM 2: Drama elective
ENGL 26: Creative Writing
ENGL 28: Literature elective (including ENGL 9: Great Books)
MUSC 1: Music elective

PROGRAM BY YEAR

First Year
Fall
MATH 16: Mathematics for Early Childhood and Elementary Education
EDUC 44: Introduction to Teaching and Learning Through Ecology
OR
PHYS 1: Physical Science and the Environment
ENGL 113: College Writing I
PSYC 4: Educational Psychology

HIST 1: Survey of the History of Modern Civilization
OR
HIST 2: Making of the Modern World
PEAC 1: Skill elective

Spring
MATH 21: College Algebra
CISC 18: Introduction to Computer Concepts
ENGL 114: College Writing II
EDUC 44: Introduction to Teaching and Learning Through Ecology
OR
BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory
HITH 1: Personal Health
PEAC 1: Skill elective

Second Year
Fall
REL 1: Religion ACR
———: Language/Culture ACR
ARTS 109: Art and Ideas
ARTS 155: CMO Methods in Art Education (Pre-K-9)
ARTS 5: Sensitivity and the Creative Process
OR
ARTS 16: Studio in Design

Spring
HIST 5: Colonial America to the Civil War
OR
HIST 6: The Civil War to Modern America
PHIL 1: Philosophy ACR
EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children
OR
EDUC 177: CMO—Mathematics
EDUC 137: Social Justice and Diversity Education
MUSC 1: Basic Musicanship
MUSC 10: Growth and Development: Preschool Through Adolescence
PEAC 100: Fit for Life

Third Year
Fall
EDUC 168-169: Pre-Practice
EDUC 128: Methods of Teaching Reading and Language Arts
EDUC 126: Curriculum Experiences for Young Children
OR
EDUC 178: CMO—Science, Social Studies, Language Arts
ENGL 195: Structure of American English
OR
ENGL 197: History of the English Language
MUSC 140: Eclectic Music with Children

Spring
EDUC 59: Children's Literature
ENGL 220: Traditional Grammar and Usage
———: Electives (two)
ENGL 1: Literature ACR
PEAC 1: Skill elective
Fourth Year

Fall
EDUC 2515: Supervised Student Teaching
OR
EDUC 2585: Early Childhood Practicum at the Pre-K Level
AND
EDUC 2595: Early Childhood Practicum K-3
EDUC 2535: Practicum Seminar
PEAC—: Skill elective

Spring
DRAM 50: Creative Dramatics and Improvisation
OR
Electives
PEAC—: Skill elective

B. PSYCHOSOCIAL DYNAMICS OF LEARNING INTERDISCIPLINARY MAJOR (PSDL)

General Education Core Requirements
BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory
OR
PHSC 1: Physical Science and the Environment
ENGL 220: Traditional Grammar and Usage
HIST 5: Colonial America to the Civil War
OR
HIST 6: The Civil War to Modern America
MATH 16: Mathematics for Early Childhood and Elementary Education
MATH 21: College Algebra

Requirements
ANTH 1: Introduction to Anthropology
ATPY 40: Introduction to Art Therapy
PSYC 1: Introduction to Psychology
PSYC 4: Educational Psychology
PSYC 50: Personality and Personal Adjustment
PSYC 121: Abnormal Psychology
SOCI 1: Introduction to Sociology
SOCI 60: Families in Society
SOCI 130: Social Problems

Electives
Choose a minimum of nine semester hours from at least two disciplines below:
ANTH 50: Cultural Anthropology
ATPY 100: Methods and Materials of Art Therapy and Art Education for Adolescents and Adults
ATPY 200: Art Therapy for Special Populations
PSYC 9: Human Development
PSYC—: Any 100- or 200-level course
RHDS 31: Psychology of Disability
RHDS 283: Learning Disabilities
SOCI 50: Social Organization
SOCI—: Any 100- or 200-level course

PROGRAM BY YEAR

First Year

Fall
MATH 16: Mathematics for Early Childhood and Elementary Education
EDUC 44: Introduction to Teaching and Learning Through Ecology
OR
PHSC 1: Physical Science and the Environment
ENGL 113: College Writing I
PSYC 4: Educational Psychology
HLTH 1: Personal Health
PEAC—: Skill electives (two)

Spring
MATH 21: College Algebra
CJSC 10: Introduction to Computer Concepts
ENGL 114: College Writing II
EDUC 40: Introduction to Teaching and Learning Through Ecology
OR
BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory
PSYC 1: Introduction to Psychology
HIST 1: Survey of the History of Modern Civilization
OR
HIST 2: Making of the Modern World

Second Year

Fall
RELI—: Religion ACR
—: Language/Culture ACR
—: Visual and performing arts ACR
SOCI 1: Introduction to Sociology
EDUC 60: Growth and Development: Prenatal Through Adolescence
ATPY 40: Introduction to Art Therapy

Spring
HIST 6: The Civil War to Modern America
PEAC 100: Skill electives (two)
EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children
OR
EDUC 127: CMO—Mathematics
EDUC 137: Social Justice and Diversity Education
ANTH 1: Introduction to Anthropology
PSYC 30: Personality and Personal Adjustment

Third Year

Fall
EDUC 168-169: Pre-Practica
EDUC 128: Methods of Teaching Reading and Language Arts
EDUC 126: Curriculum Experiences for Young Children
OR
EDUC 178: CHO—Science, Social Studies, Language Arts
PEAC—: Skill electives (two)
SOCI 60: Families in Society
EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION
Continued

**Spring**
EDUC 99: Children's Literature
ENGL 220: Traditional Grammar and Usage
———: Elective
PHIL——: Philosophy ACR
PSY 131: Abnormal Psychology

**Fourth Year**
Fall
EDUC 251S: Supervised Student Teaching OR
EDUC 258S: Early Childhood Practicum Pre-K Level AND
EDUC 259S: Early Childhood Practicum K-3
EDUC 253S: Practicum Seminar

**Spring**
SOCI 130: Social Problems
ENGL——: Literature ACR
PFAC——: Skill electives (two)
———: Electives (two)

C. SCIENCE, TECHNOLOGY, AND MATHEMATICS INTERDISCIPLINARY MAJOR (SCM)

**General Education Core Requirements**
ENGL 220: Traditional Grammar and Usage
HIST 5: Colonial America to the Civil War OR
HIST 6: Civil War to Modern America
PSY 4: Educational Psychology

**Requirements**
BIOL 1: Basic Concepts
BIOL 2: Basic Concepts Laboratory
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory
EDUC 236: The Microcomputer in the Elementary Classroom
MATH 16: Mathematics for Early Childhood and Elementary Education
MATH 21: College Algebra
PHSC 1: Physical Science and the Environment

**Electives**
Choose fifteen to seventeen semester hours from at least two disciplines below:
ARTS 30: Studio in Computer Graphics
BIOL——: Any BIOL course—level 10 or higher
CHEM 30: Organic Survey
CHEM 31: Organic Survey Laboratory
CISC——: Any CISC course—level 10 or higher
MATH——: Any MATH course—level 20 or higher

**PROGRAM BY YEAR**

**First Year**
Fall
MATH 16: Mathematics for Early Childhood and Elementary Education
EDUC 44: Introduction to Teaching and Learning Through Ecology
PHSC 1: Physical Science and the Environment
ENGL 113: College Writing I
PSY 4: Educational Psychology
PFAC——: Skill elective

Spring
MATH 21: College Algebra
PHIL——: Philosophy ACR
ENGL 114: College Writing II
BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory
HIST 1: Survey of the History of Modern Civilization OR
HIST 2: Making of the Modern World
PFAC——: Skill elective

**Second Year**
Fall
CISC 10: Introduction to Computer Concepts
———: Language/Culture ACR
MATH 1: Personal Health
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory
———: Elective
PFAC——: Skill elective

Spring
HIST 6: The Civil War to Modern America
EDUC 60: Growth and Development: Prenatal Through Adolescence
EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children OR
EDUC 177: CMO—Mathematics
EDUC 177: Social Justice and Diversity Education
———: Elective
PFAC——: Skill elective

**Third Year**
Fall
EDUC 168-169: Pre-Practicum
EDUC 128: Methods of Teaching Reading and Language Arts
EDUC 126: Curriculum Experiences for Young Children OR
EDUC 178: CMO—Science, Social Studies, Language Arts
PFAC——: Skill elective
<table>
<thead>
<tr>
<th>Spring</th>
<th>PROGRAM BY YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 99:</td>
<td>First Year</td>
</tr>
<tr>
<td>ENGL 220:</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>MATH 26: Mathematics for Early Childhood and</td>
</tr>
<tr>
<td></td>
<td>Elementary Education</td>
</tr>
<tr>
<td></td>
<td>EDUC 44: Introduction to Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Through Ecology</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>PHSC 1: Physical Science and the Environment</td>
</tr>
<tr>
<td></td>
<td>ENGL 113: College Writing I</td>
</tr>
<tr>
<td></td>
<td>HLTY 1: Personal Health</td>
</tr>
<tr>
<td></td>
<td>HIST 1: Survey of the History of Modern Civilization</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>HIST 2: Making of the Modern World</td>
</tr>
<tr>
<td></td>
<td>PEAC 1: Skill elective</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EDUC 251S:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervised Student Teaching</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 258S:</td>
<td>Early Childhood Practicum at the Pre-K Level</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>EDUC 259S:</td>
<td>Early Childhood Practicum K-3</td>
</tr>
<tr>
<td>EDUC 253S:</td>
<td>Practicum Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EDUC 236:</td>
<td>Spring</td>
</tr>
<tr>
<td>RELI 1:</td>
<td>MATH 21: College Algebra</td>
</tr>
<tr>
<td></td>
<td>PHIL 1: Philosophy ACR</td>
</tr>
<tr>
<td></td>
<td>ENGL 114: Introduction to Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Through Ecology</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>BIOL 1: Basic Concepts of Modern Biology</td>
</tr>
<tr>
<td></td>
<td>BIOL 2: Basic Concepts Laboratory</td>
</tr>
<tr>
<td></td>
<td>ANTH 1: Introduction to Anthropology</td>
</tr>
<tr>
<td></td>
<td>PEAC 1: Skill elective</td>
</tr>
<tr>
<td>D. SOCIAL STUDIES INTERDISCIPLINARY MAJOR (SOST)</td>
<td>Second Year</td>
</tr>
<tr>
<td>General Education Core Requirements</td>
<td>Fall</td>
</tr>
<tr>
<td>BIOL 1:</td>
<td>CISC 10: Introduction to Computer Concepts</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSC 1:</td>
<td></td>
</tr>
<tr>
<td>ENGL 220:</td>
<td></td>
</tr>
<tr>
<td>MATH 16:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
</tr>
<tr>
<td>MATH 21:</td>
<td>HIST 6: The Civil War to Modern America</td>
</tr>
<tr>
<td>PSYC 4:</td>
<td>HIST 7: Civil War to Modern America</td>
</tr>
<tr>
<td></td>
<td>HIST 8: American history—level 100 or higher</td>
</tr>
<tr>
<td></td>
<td>HIST 9: Non-American history—level 100 or higher</td>
</tr>
<tr>
<td></td>
<td>HIST 10: Introduction to American Government</td>
</tr>
<tr>
<td></td>
<td>POSC 70: Introduction to International Relations</td>
</tr>
<tr>
<td></td>
<td>SOCI 1: Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>SOCI 10: Social Problems</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>Choose one course from each of the following disciplines:</td>
<td>Fall</td>
</tr>
<tr>
<td>ANTH 1:</td>
<td>EDUC 168-169: Pre-Practica</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 50:</td>
<td></td>
</tr>
<tr>
<td>ECON 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 2:</td>
<td></td>
</tr>
<tr>
<td>GEOP 100:</td>
<td></td>
</tr>
<tr>
<td>GEOP 101:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNDERGRADUATE CURRICULA**  55
EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION
Continued

Spring
EDUC 99: Children’s Literature
ENGL 220: Traditional Grammar and Usage
POSC—: Any POSC course—level 10 or higher
—:— Visual and performing arts ACR
PEAC—: Still electives (two)

Fourth Year
Fall
EDUC 251S: Supervised Student Teaching
EDUC 258S: Early Childhood Practicum Pre-K Level
EDUC 259S: Early Childhood Practicum K-3
EDUC 253S: Practicum Seminar

Spring
PEAC 100: Fit for Life
—:— Electives (two)
ENGL—: Literature ACR

IV. ADVANCED STANDING
Students are required to submit an advanced standing application to the Education Department prior to beginning fieldwork experiences. The application will be sent to students during the spring term of the sophomore year. It is imperative that students maintain advanced standing status in their junior and senior years. Students should adhere to all requirements and responsibilities that are stipulated in the following policies and procedures.

Minimum Standards for Eligibility
1. Students must have successfully completed all departmentally required preliminary courses within and outside the Education Department.
2. Students may not have a D or an F in any departmentally required course (MATH 16, MATH 21, HIST 3, HIST 6, biology, or physical science, depending on program requirements).
3. Students must achieve and maintain a cumulative index of 2.5 in education courses and the departmentally required courses listed above.
4. Students must achieve an overall cumulative average of 2.5.
5. Students must meet the minimum competency standard in mathematics by achieving a B or better in MATH 21 or by passing the Math Praxis Exam.
6. Students must pass the reading and writing sections of the Massachusetts Teacher Test.
7. Students must have the signature of their department advisor, a faculty member from the area of their interdisciplinary major, and the chair of the Education Department.

The application for advanced standing must be submitted to the department chair prior to registration for junior year coursework, for review by the department. Students will receive written notification of their status during the semester in which the application is filed.

If a student fails to qualify for advanced standing, they may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed.
EMERGENCY MEDICAL SERVICES MANAGEMENT

Emergency medical services (EMS) systems have grown both in size and in the complexity of issues facing EMS managers. This program is designed to provide the student with technical EMS skills and the management tools to participate in the operations of all types of EMS systems in place today and to be prepared to lead systems into the future.

Certification-level courses are offered up to and including the EMT—Paramedic level, all of which have been approved by the Massachusetts Department of Public Health, Office of Emergency Medical Services. In addition, each certification course meets or exceeds the national training standards of the United States Department of Transportation. The technical courses are complemented with offerings in emergency management, business management, and the management internship program to provide the widest range of EMS experience available in higher education today.

Successful completion of the major results in certification at the EMT—Paramedic level and the bachelor of science degree.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR

9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT

7 S.H.

Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE

14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY

8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

March 22, 1999
Requirements are subject to change.

E. HUMANICS AND THE SEARCH FOR MEANING

6 S.H.

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

III. PROGRAM BY YEAR

First Year
Fall
BIOL 10: Anatomy and Physiology I
BIOL 12: Anatomy and Physiology Laboratory
ENGL 113: College Writing I
SPAN—: Language ACR
EMSM 10: CPR—Basic Cardiac Life Support Provider
EMSM 20: Emergency Medical Technician—MAST OR
EMSM 90: EMT—Intermediate
PEAC—: Skill elective

Spring
BIOL 11: Anatomy and Physiology II
BIOL 13: Anatomy and Physiology Laboratory
ENGL 114: College Writing II
EMSM 30: Career Planning EMS
EMSM 60: Introduction to Sociology
EMSM 70: Intermediate Clinical Affiliation
PEAC 106: Intermediate EMT Internship
HLTH 1: Fitness for Life

Personal Health

Second Year
Fall
AEKS 175: Stress Management
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory
CISC 10: Introduction to Computer Concepts
SOC 145: Sociology of Death and Dying
MATH 23: Business Mathematics
PEAC—: Skill elective

Spring
EMSM 100: EMT—Paramedic I
EMSM 101: Pre-Hospital Trauma Life Support
EMSM 11: Basic Cardiac Life Support Instructor
ECON 2: Principles of Microeconomics
HIST 2: The Making of the Modern World
MGTE 120: Statistics for Business and Economics

Summer
EMSM 110: EMT—Paramedic II
EMSM 111: Advanced Cardiac Life Support
### Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSM 120:</td>
<td>EMT—Paramedic III</td>
<td></td>
</tr>
<tr>
<td>EMSM 121:</td>
<td>Pediatric Advanced Life Support</td>
<td></td>
</tr>
<tr>
<td>EMSM 40:</td>
<td>EMS Continuing Education and Basic Refresher</td>
<td></td>
</tr>
<tr>
<td>MGTE 10:</td>
<td>Principles of Accounting I</td>
<td></td>
</tr>
<tr>
<td>PHIL 3:</td>
<td>Conflict of Ideals Values in a Changing Society</td>
<td></td>
</tr>
<tr>
<td>PSYC 121:</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>PEAC—</td>
<td>Skill elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSM 130:</td>
<td>EMT—Paramedic Clinical Affiliation</td>
<td></td>
</tr>
<tr>
<td>EMSM 140:</td>
<td>EMT—Paramedic Field Internship</td>
<td></td>
</tr>
<tr>
<td>EMSM 35:</td>
<td>EMS System Status Management</td>
<td></td>
</tr>
<tr>
<td>EMSM 36:</td>
<td>Plan and Design of Emergency Vehicles and Facilities</td>
<td></td>
</tr>
<tr>
<td>EMSM 74:</td>
<td>Fundamentals of Search and Rescue</td>
<td></td>
</tr>
<tr>
<td>EMSM 75:</td>
<td>Search and Rescue Management</td>
<td></td>
</tr>
<tr>
<td>PEAC—</td>
<td>Skill elective (first half)</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSM 125:</td>
<td>Management Internship</td>
<td></td>
</tr>
<tr>
<td>RELI—</td>
<td>Religion ACR</td>
<td></td>
</tr>
<tr>
<td>RLSR 245:</td>
<td>Personnel Management</td>
<td></td>
</tr>
<tr>
<td>SOCI 131:</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>SOCI 155:</td>
<td>Racial and Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMSM 145:</td>
<td>EMSM Senior Project</td>
<td></td>
</tr>
<tr>
<td>ECON 160:</td>
<td>Economics of Health Care and Health Care Reform</td>
<td></td>
</tr>
<tr>
<td>ENGL—</td>
<td>Literature ACR</td>
<td></td>
</tr>
<tr>
<td>RHDS 278:</td>
<td>Introduction to Manual Communication/ Issues in Deaf Culture</td>
<td></td>
</tr>
<tr>
<td>———:</td>
<td>Visual and performing arts ACR</td>
<td></td>
</tr>
</tbody>
</table>
The English major is designed to increase students' abilities in oral and written expression, to develop their proficiency in reading and analyzing literature, and to stimulate their appreciation, awareness, and understanding of the fundamental human problems and situations revealed in great literature. It also seeks to further develop their skills and techniques in the communicative arts. In order to accomplish these goals, the following concentrations are offered: American literature, British literature, and secondary education—teacher of English certification program (see Secondary Education Certification). A major without a concentration is also available. English majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
- **NATURAL SCIENCE** 3-4 S.H.
- **MATHEMATICS** 3-6 S.H.
- **COMPUTER SCIENCE** 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
- **HEALTH** 3 S.H.
- **PHYSICAL EDUCATION** 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
- **ENGLISH (Written and Oral)** 6-8 S.H.
  Approved courses from each of the following subgroups:
  - **LITERATURE** 3 S.H.
  - **SECOND LANGUAGE/CULTURE** 3 S.H.
  - **VISUAL AND PERFORMING ARTS** 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
- **HISTORY** 3 S.H.
- **SOCIAL SCIENCE** 3 S.H.
- **SOCIAL JUSTICE ISSUES** 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
- **PHILOSOPHY** 3 S.H.
- **RELIGION** 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
ENGL 41: Survey of American Literature I
ENGL 42: Survey of American Literature II
ENGL 61: Survey of British Literature I
ENGL 62: Survey of British Literature II
ENGL 101: Advanced Composition
  OR
ENGL 105: Introduction to Writing as a Profession
ENGL 195: The Structure of American English
  OR
ENGL 197: The History of the English Language
ENGL 205: Seminar
ENGL 267: Shakespeare

III. CONCENTRATIONS
Students who choose a major with a concentration must take twelve semester hours selected from one of the concentrations and a minimum of three semester hours of free electives in English or communication courses. Those students who elect a major without a concentration must take nine semester hours of English or communication courses at the 100 or 200 level in addition to the departmental requirements and electives.

A. Concentration in British Literature
ENGL 121: Chaucer and the Middle Ages
ENGL 132: The Victorian Period
ENGL 133: English Romantic Literature
ENGL 136: Readings in the English Novel I
ENGL 137: Readings in the English Novel II
ENGL 162: Celtic Literature
ENGL 228: Modern Drama

B. Concentration in American Literature
ENGL 51: Survey of Afro-American Literature I
ENGL 52: Survey of Afro-American Literature II
ENGL 125: Survey of American Drama from 1916
ENGL 146: American Short Story
ENGL 149: Modern American Poetry
ENGL 150: Modern American Novel
ENGL 152: American Realism and Naturalism
ENGL 153: American Romanticism
ENGL 228: Modern Drama
ENGL 259: The Contemporary Novel

C. Concentration in Secondary Education—
Teacher of English Certification Program
Advisement is provided by a member of the English faculty and a member of the Education Department. In addition to the following areas students must complete the secondary education core (see Secondary Education Certification).
**ENGLISH**
Continued

**AREA ONE: English Requirements**
(thirty-six semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 41</td>
<td>Survey of American Literature I</td>
</tr>
<tr>
<td>ENGL 42</td>
<td>Survey of American Literature II</td>
</tr>
<tr>
<td>ENGL 61</td>
<td>Survey of British Literature I</td>
</tr>
<tr>
<td>ENGL 62</td>
<td>Survey of British Literature II</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ENGL 105</td>
<td>Introduction to Writing as a Profession</td>
</tr>
<tr>
<td>ENGL 2005</td>
<td>Seminar</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Traditional Grammar and Usage</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Shakespeare</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 51</td>
<td>Survey of Afro-American Literature I</td>
</tr>
<tr>
<td>ENGL 52</td>
<td>Survey of Afro-American Literature II</td>
</tr>
<tr>
<td>ENGL 80</td>
<td>Women and Literature</td>
</tr>
<tr>
<td>ENGL 82</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENGL 167</td>
<td>Celtic Literature</td>
</tr>
</tbody>
</table>

**AREA TWO: Selectives**

*Choose one of the following:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 195</td>
<td>The Structure of American English</td>
</tr>
<tr>
<td>ENGL 197</td>
<td>The History of the English Language</td>
</tr>
</tbody>
</table>

**AREA THREE: Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL—</td>
<td>English elective</td>
</tr>
</tbody>
</table>

For advanced standing in the Education Department, which qualifies students to do fieldwork, the following coursework must be completed by the end of the sophomore year: ENGL 3, 4, 41, 42, 61, 62, and two English electives. By the end of the junior year, the following coursework must be completed: ENGL 101 or 105 and ENGL 195 or 197.
ENVIRO\ntMENTAL\nSCIENCE

This program combines science and technology in the laboratory and in the field in order to analyze and create solutions to environmental problems. The interdisciplinary curriculum places significance upon a strong scientific background with courses in biology, chemistry, math, physics, computer science, and ecology. Program course electives allow students to become familiar with environmental law, obtain OSHA certification in hazardous material handling (an immediately marketable job skill), and participate in field experience for academic credit in a variety of settings. The college offers a co-op program to qualified students who can gain actual on-the-job experience. Over the years, the environmental science program has prepared many students for entry-level positions upon graduation.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4:5</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>BIOL 6:7</td>
<td>Biogeoecology</td>
</tr>
<tr>
<td>BIOL 150:</td>
<td>General Ecology</td>
</tr>
<tr>
<td>BIOL 151:</td>
<td>General Ecology Laboratory</td>
</tr>
<tr>
<td>CHEM 1-2:</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CHEM 3-4:</td>
<td>General Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 30:</td>
<td>Organic Survey</td>
</tr>
<tr>
<td>CHEM 31:</td>
<td>Organic Survey Laboratory</td>
</tr>
<tr>
<td>CHEM 41:</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 42:</td>
<td>Analytical Chemistry Laboratory</td>
</tr>
<tr>
<td>ENGL 102:</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>PHYS 21-22:</td>
<td>General Physics</td>
</tr>
<tr>
<td>CISC 10:</td>
<td>Introduction to Computer Concepts</td>
</tr>
</tbody>
</table>

Choose two of the following MATH courses:

• MATH 21: College Algebra
• MATH 22: Precalculus Mathematics
• MATH 24: Probability and Statistics
• MATH 27-28: Calculus I-II

III. PROGRAM ELECTIVES
(35-38 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 60:</td>
<td>Animal Biology</td>
</tr>
<tr>
<td>BIOL 64:</td>
<td>Flora of New England</td>
</tr>
<tr>
<td>BIOL 66:</td>
<td>Flora of New England Laboratory</td>
</tr>
<tr>
<td>BIOL 65:</td>
<td>Introductory Botany</td>
</tr>
<tr>
<td>BIOL 67:</td>
<td>Introductory Botany Laboratory</td>
</tr>
<tr>
<td>BIOL 70:</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIOL 71:</td>
<td>Plant Biology Laboratory</td>
</tr>
<tr>
<td>BIOL 77:</td>
<td>Field Ornithology</td>
</tr>
<tr>
<td>BIOL 115-116:</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 117-118:</td>
<td>Microbiology Laboratory</td>
</tr>
<tr>
<td>BIOL 125:</td>
<td>Seminar in Biology</td>
</tr>
<tr>
<td>BIOL 170:</td>
<td>Instrumentation and Methodology</td>
</tr>
<tr>
<td>BIOL 178:</td>
<td>Aquatic Biology</td>
</tr>
<tr>
<td>BIOL 179:</td>
<td>Aquatic Biology Laboratory</td>
</tr>
<tr>
<td>RXOL 190:</td>
<td>Field Ecology</td>
</tr>
<tr>
<td>ENSC 90:</td>
<td>Hazardous Waste Site Operations—Health and Safety</td>
</tr>
<tr>
<td>ENSC 110-111:</td>
<td>Advanced Environmental Studies</td>
</tr>
<tr>
<td>ENSC 120:</td>
<td>Environmental Law and Regulations</td>
</tr>
<tr>
<td>ENSC 221:</td>
<td>Seminar in Environmental Studies</td>
</tr>
<tr>
<td>HIST 165:</td>
<td>Environmental History of America</td>
</tr>
</tbody>
</table>
I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities.

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. HUMANICS STUDIES CORE
The Springfield College education is based on a philosophy called humanics. While that philosophy encompasses far more that can be summed up in any set of academic courses, the faculty has established a five-fold division of courses to express that philosophy in a course of study. The humanics studies core builds on this division to lead students to a broad-based investigation of the meaning of humanics. Over and above the All-College Requirements, students are required to take three courses in each of the five areas of humanics studies as described in the All-College Requirements. The areas and the departments whose offerings fall within these areas are as follows:

A. Humanics and the Scientific Endeavor
Biology
Chemistry
Computer Information Sciences
Environmental Science
Mathematics
Physical Science
Physics

B. Humanics, Health, and Movement
Applied Exercise Science
Art Therapy
Athletic Training
Emergency Medical Services
Health
Movement and Sport Studies
Occupational Therapy
Physical Education (not PEAC or PEPC)
Physical Therapy
Physician Assistant
Recreation and Leisure Services
Rehabilitation
Sport Management

C. Humanics and Expressive and Communicative Life
Arts
Dance
Drama
English
French
German
Music
Spanish

D. Humanics, Culture, and Society
Anthropology
Economics
Education
Geography
History
Human Services Administration
Management and Economics
Political Science
Social Work
Sociology

E. Humanics and the Search for Meaning
Philosophy
Psychology
Religion

III. CONCENTRATIONS
Students are required to take eighteen semester hours of study over and above the All-College Requirements and humanics studies core, in one undergraduate department or program.

IV. ELECTIVES
Students are required to take thirty semester hours of upper-level coursework or its equivalent. Also, students must maintain a GPA of 2.0 in order to graduate. Their transcripts read "Major: General Studies." Students may have a minor listed on the transcript in accordance with established departmental minor programs.
Our society is changed at every level by the growth of our elderly population. The need for qualified professionals to deal with the aged has increased dramatically, and those professionals interested in the aging process and how it affects society must study all aspects of a person in order to serve in the aged population in the best possible way.

The gerontology major is interdisciplinary and involves students in a wide variety of course selections. The major also reflects both the scientific and applied aspects of the field. Purpose of this program is three-fold: to prepare students who wish to pursue graduate work and research in social gerontology; to meet the academic needs of those students who wish to enter the fields of applied gerontology; and to meet the requirements of students who wish 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.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR

9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT

7 S.H.

Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE

14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY

8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING

6 S.H.

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

PSYC 1: Introduction to Psychology
PSYC 9: Human Development
RHDS 270: Rehabilitation Needs of the Aging
SOCI 1: Introduction to Sociology
SOCI 1B: Introduction to Social Welfare
SOCI 60: Families in Society
SOCI 140: Social Gerontology
SOCI 142: Theories and Methods of Case Management
SOCI 153: Medical Sociology
SOCI 191: Supervised Experience in Gerontology (fieldwork)
SOCI 291: Theories and Method of Social Casework

III. SELECTIVES

Choose eighteen semester hours from the following selectives:

CISC 10: Introduction to Computer Concepts
HITH 110: Consumer Health
HITH 151: Introduction to Nutrition
HITH 160: Drugs and Society
HSAD 36: Human Behavior in Small Groups
HSAD 39: Group Work Sequence
HSAD 223: Introduction to Human Services Administration
PHED 245: Exercise and Aging
FSC 30: Personality and Personal Adjustment
PSYC 111: Introduction to Statistics
RLSR 273: Therapeutic Recreation Programming for Persons with Disabilities
RHDS 271: Therapeutic Approaches with the Aging
SOCI 70: The Community in America
SOCI 130: Social Problems
SOCI 145: Sociology of Death and Dying
SOCI 290S: Research Methods
Health services administration is concerned with the management and operation of those facilities that comprise the healthcare industry. The goal of the program is to graduate qualified managers who are seeking careers in healthcare and to prepare students for more specialized study at the graduate level. Graduates are also prepared to enter and perform effectively in the business world.

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

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

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEGREE REQUIREMENTS

The curriculum leading to the bachelor's degree includes the following general requirements:

<table>
<thead>
<tr>
<th>Department</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business/Economics</td>
<td>48 S.H.</td>
</tr>
<tr>
<td>Sociology</td>
<td>6 S.H.*</td>
</tr>
<tr>
<td>Health Education</td>
<td>15 S.H.*</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>All-College Requirements</td>
<td>46 S.H.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>9 S.H.</td>
</tr>
<tr>
<td>Total</td>
<td>127 S.H.</td>
</tr>
</tbody>
</table>

*HLTH 1: Personal Health and SOCI 1: Introduction to Sociology are included in the All-College Requirements.

III. PROGRAM REQUIREMENTS

First Year

- MGTE 5: Introduction to Business
- CISC 10: Introduction to Computer Concepts
- HLTH 1: Personal Health
- SOCI 1: Introduction to Sociology

Second Year

- MGTE 10: Principles of Accounting I
- MGTE 11: Principles of Accounting II
- MGTE 26: Management Principles
- ECON 1: Principles of Macroeconomics
- ECON 2: Principles of Microeconomics

Third Year

- MGTE 100: Managerial Accounting
- MGTE 105: Financial Management
- MGTE 120: Statistics for Business and Economics
- ECON 107: Managerial Economics I
- ECON 108: Managerial Economics II
- ECON 160: Economics of Health Care and Health Care Reform
- HLTH 110: Consumer Health
- HLTH 143: Community Health Education
- HLTH 141: Introduction to Nutrition
- SOCI 155: Medical Sociology

Fourth Year

- MGTE 201: Quantitative Methods
- MGTE 202: Business Policy and Control
- MGTE 205: Managerial Supervision
- MGTE 278: Business Law
- HLTH 225: Human Disease
- SOCI 140: Social Gerontology
HEALTH STUDIES
TEACHER
PREPARATION

Health studies is concerned with advancing the health and quality of life of people and society. Efforts toward this goal include providing knowledge about health and behaviors that affect health, fostering the availability and accessibility of opportunities for healthful behaviors, and supporting individuals and organizations that promote health in the community. Professionals in the field use educational processes to stimulate desirable changes or to reinforce community and social organizations. The breadth of opportunities to promote health in society is vast and limited only by the imagination of the caring person.

The programs of study comprising the health studies department are designed to develop knowledge and skills that will enable the individual to:

1. Identify health needs of individuals and groups.
2. Communicate health and health education needs, concerns, and resources.
3. Plan health education programs in response to identified needs.
4. Implement health education programs in response to identified needs.
5. Evaluate health education programs.
6. Coordinate selected health education activities.
7. Serve as a resource for health education.

Positions are available in the professional field (some requiring additional preparation beyond the bachelor's degree) for health educators in government and social agencies, public and private schools, and clinical settings such as hospitals and medical facilities. Specialists in this field also serve in public health departments; in social service agencies such as the American Heart Association, American Cancer Society, and the American Lung Association; and in the allied areas of research, medicine, patient education, schools, and health maintenance organizations. With increasing attention and concern focused on the state of health and health practices in all segments of American society, the future employment opportunities for qualified health educators are increasing and expanding.

The College offers an excellent curriculum for students interested in health studies. Two majors are included in the department: Community Health and Health Studies Teacher Preparation. Students interested in becoming certified public school teachers select the health studies teacher preparation program, while those expecting employment in a setting outside the school environment select the community health program.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

BIOL 1: Basic Concepts of Modern Biology*
BIOL 2: Basic Concepts Laboratory*
BIOL 10: Anatomy and Physiology I
BIOL 11: Anatomy and Physiology II
BIOL 12-13: Anatomy and Physiology Laboratory
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory
EDUC 60: Growth and Development: Prenatal through Adolescence
EDUC 137: Social Justice Diversity Education
ENGL 3: Written and Oral English*
ENGL 4: Written and Oral English*
HLTH 1: Personal Health*
HLTH 6: First Aid: Responding to Emergencies and Community CPR
HLTH 102: Methods and Materials in Health Education I
HLTH 110: Consumer Health Education
HLTH 140: Pre-Practicum in School Health Education—Grades Pre-K-9
HLTH 143: Community Health
HLTH 151: Introduction to Nutrition
HLTH 154: Human Sexuality
HLTH 160: Drugs and Society
HLTH 202: Methods and Materials in Health Education II
HLTH 205: Curriculum Construction and Instruction
HLTH 217: Organization and Administration of School

UNDERGRADUATE CURRICULA 65
### HEALTH STUDIES
#### TEACHER PREPARATION
Continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 225:</td>
<td>Health Programs and Curriculum Construction in Human Disease</td>
</tr>
<tr>
<td>HLT 242:</td>
<td>Special Topics for the Classroom Professional—Grades Pre-K-12</td>
</tr>
<tr>
<td>HLT 252S:</td>
<td>Practicum in School Health Education—Grades Pre-K-9</td>
</tr>
<tr>
<td>HLT 253S:</td>
<td>Practicum in School Health Education—Grades 5-12</td>
</tr>
<tr>
<td>PEAC 100:</td>
<td>Fit for Life*</td>
</tr>
<tr>
<td>PSYC 1:</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 222:</td>
<td>Interviewing and Counseling</td>
</tr>
</tbody>
</table>

#### III. ELECTIVES

#### IV. Program By Year

### First Year

#### Fall

- HLT 1: Personal Health*
- BIOL 1: Basic Concepts of Modern Biology*
- BIOL 2: Basic Concepts Laboratory
- ENGL 113: College Writing I
- PSYC 1: Introduction to Psychology
- PEAC 100: Fit for Life*
- ———: All-College Requirement

#### Spring

- HLT 6: First Aid: Responding to Emergencies and Community CPR
- CHEM 15: Chemistry Survey
- CHEM 16: Chemistry Survey Laboratory
- ENGL 114: College Writing II
- ———: All-College Requirements (two)
- ———: Skill electives (two)

### Second Year

#### Fall

- BIOL 10: Anatomy and Physiology I
- BIOL 12: Anatomy and Physiology Laboratory
- HLT 155: Human Sexuality
- HLT 160: Drugs and Society
- ———: All-College Requirements (two)
- ———: Skill electives (two)

#### Spring

- HLT 252S: Practicum in School Health Education—Grades Pre-K-9
- HLT 253S: Practicum in School Health Education—Grades 5-12

### Third Year

#### Fall

- HLT 201: Methods and Material in Health Education I
- EDUC 137: Social Justice Diversity Education
- HLT 110: Consumer Health
- PSYC 222: Interviewing and Counseling
- ———: Health Counseling
- ———: All-College Requirement
- ———: Elective
- ———: Skill electives (two)

#### Spring

- HLT 202: Methods and Materials in Health Education II
- HLT 143: Community Health
- ———: All-College Requirements (two)
- ———: Electives (two)

### Fourth Year

#### Fall

- HLT 140: Pre-Practicum in School Health Education—Grades Pre-K-12
- HLT 217: Organization and Administration of School Health Programs and Curriculum Construction
- HLT 225: Human Disease
- HLT 242: Special Health Topics for the Classroom Professional—Grades Pre-K-12
- HLT 205: Curriculum Construction and Instruction

#### Spring

- HLT 252S: Practicum in School Health Education—Grades Pre-K-9
- HLT 253S: Practicum in School Health Education—Grades 5-12

*Fulfills All-College Requirement
The study of history at Springfield College is designed primarily to provide students with a liberal education and a broad-study body of historical knowledge that will enable them to better understand the world they inhabit, the problems of their society, and their own lives. In addition, the College believes that this core of historical understanding enables students to function as educated and informed citizens in a democratic society. In order to deal effectively with contemporary problems, one has to have an understanding of their origins and background. This is the crucial role and function that a knowledge of history and its methodology serves. Furthermore, a knowledge of the ethnic and cultural diversity that has created the present will help students to communicate and cooperate in a multicultural society.

A second major goal of the history program is to assist the students in developing analytical, problem-solving, research, and writing skills. The emphasis within the major is not only on content and information, but is designed to foster the skills and attitudes that will increase the utility of Springfield College students to find employment, regardless of their occupational goals. Careers in government service, law, business, and teaching most readily follow the training of those who major in this discipline. Teacher certification in history and social studies is available for students majoring in history.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:
- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:
- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
Minimum of thirty-six semester hours in history, including the following:
HIST 1: Survey of the History of Western Civilization
HIST 2: The Making of the Modern World
HIST 3: Colonial America to the Civil War
HIST 4: The Civil War to Modern America
HIST 199: History Seminar
HIST —: Non-American history courses (two)
HIST —: American history courses (two)

Remaining credits can be in any history course with the exception of HIST 141.

III. NON-HISTORY REQUIREMENTS IN SOCIAL SCIENCES
Minimum of twenty-one semester hours including the following:
POSC 10: Introduction to American Government
POSC 70: Introduction to International Relations
SOCI 1: Introduction to Sociology

Minimum of twelve semester hours in the following disciplines (at least one course must be taken from each discipline):
ECON —: Economics elective
POSC —: Political science elective
GEOG —: Geography elective
——: Sociology/Anthropology elective

IV. ADDITIONAL REQUIREMENT
A student must have at least a 2.0 academic index in the history program in order to graduate as a history major.

V. HISTORY CONCENTRATIONS
In addition to fulfilling the general requirements for the history major, students may, in consultation with their advisors, choose one or even two from among the following concentrations which will be duly noted on the transcripts.
A. History Major Leading to Secondary Teacher Certification—Students interested in seeking certification at a teacher of history (5-9 and/or 9-12) or teacher of social studies (5-9 and/or 9-12) must major in history and complete the required education courses for certification. Students with an interest in the certification program receive dual advisement, a major advisor from the history program and an advisor from the Education Department (see Secondary Education Certification).
HISTORY
Continued

Choose one of the following (this selection counts as one of the thirty-six semester hours in history):

HIST 10: Afro-American History
ENGL 51: Survey of Afro-American Literature I
ENGL 52: Survey of Afro-American Literature II

The following non-history courses (twenty-one semester hours) are required for all students majoring in history and seeking teacher certification:

ECON 13: Principles of Economics
POSC 10: Introduction to American Government
POSC 70: Introduction to International Relations
SOCI 1: Introduction to Sociology

Choose one of the following:

GEOG 100: Concepts of Geography
GEOG 101: Cultural Geography

Choose one of the following:

ANTH 50: Cultural Anthropology
SOCI 130: Social Problems

Choose one of the following:

POSC 155: Modernized Political Systems
POSC 177: International Independence
POSC 270: United States Foreign Policy

For advanced standing in the Education Department, which qualifies students to do fieldwork, the following coursework must be completed by the end of the sophomore year: four courses in history, which must include HIST 5, HIST 6, and one upper-level history course, plus GEOG 100 or GEOG 101.

B. European Studies—The European studies concentration provides an interdisciplinary program of courses emphasizing Western Europe and covering fields from history to political science. Such training can lead to careers in foreign services, intelligence services, and other public and private concerns, as well as education, business, law, journalism, public service, and all areas where a traditional humanities background is necessary. The advanced study of one of the major European languages is strongly encouraged. Students must choose twenty-one semester hours in at least three different disciplines, in consultation with the advisor.

Some sample courses are:

ARTS 118: Modern European Art
ECON 161: History of Economic Thought
ENGL 267: Shakespeare
GERM 33: German Culture and Language
HIST 126: Medieval Europe
HIST 129: Early Modern Europe
POSC 117: Modern Political Thought from Machiavelli to the Present
POSC 155: Modernized Political Systems
SPAN 33: Peninsular Culture and Language

C. American Studies—The American studies concentration offers an interdisciplinary program of courses covering all aspects of the subject from art to sociology. The program serves the needs of students interested in careers in law, business, government service, museums, and cultural heritage organizations, as well as graduate study and secondary education. Students must choose twenty-one semester hours in at least three different disciplines, in consultation with the advisor. Some sample courses are:

MGTE 115: History of American Business
HIST 160: Early American Thought and Culture
ARTS 119: American Art 1700-1900

ENGL 41-42: Survey of American Literature
POSC 10: Introduction to American Government
RELI 4: Religion in America
SOCI 250: American Social Structure

D. World Culture and Civilization—The world culture and civilization concentration provides an interdisciplinary program of courses emphasizing areas beyond Western Europe and North America and covering fields from art history to political science. This program should be of special interest to those who may follow careers in international law, business, the foreign and intelligence services, as well as secondary teaching in the growing field of world history. The advanced study of a foreign language is strongly encouraged. Students must choose twenty-one semester hours in at least three different disciplines, in consultation with the advisor. Some sample courses are:

ANTH 50: Cultural Anthropology
GEOG 101: Cultural Geography
HIST 135: Modern China: 1840 to the Present
POSC 70: International Relations
POSC 177: International Independence
RELI 9: The Religious Experience of Humanity
RELI 10: Religion of Ancient and Classical India
SPAN 34: Latin American Culture and Language
FREN 33: The Culture of France and French-Speaking Nations

E. History and Public Service—The history and public service concentration provides an interdisciplinary program of courses in European, American, and Latin-American culture, as well as recreation, business, and human services and administration. This concentration provides students with the preparation needed for positions that combine expertise in history and the humanities with business, human services, and recreation, such as the law-related fields, historic preservation agencies, the network of National Historic Parks, cruise lines, excursion companies, and private travel agencies. Advanced study of a major foreign language is strongly advised. Students must choose twenty-one semester hours in at least three different disciplines, in consultation with the advisor. Some sample courses are:

ANTH 50: Cultural Anthropology
MGTE 5: Introduction to Business
ECON 107: Managerial Economics I
GEOG 100: Concepts of Geography
HIST 125: The Ancient and Classical World
HIST 165: Environmental History of America
HIST 250: Europe Since 1900
HSAD 1: Introduction to Human Services
ARTS 117: European Art from Prehistoric Period to the 18th Century
RLSR 3: Introduction to Recreation and Leisure Services
RLSR 285: Resort and Commercial Recreation

68 UNDERGRADUATE CURRICULA
HUMAN SERVICES
AND ADMINISTRATION

Human services and administration, as one of the oldest established areas of study at the College, emphasizes the practical application of the Springfield College tradition of service to humankind. It offers an interdisciplinary approach to professional training in the human-helping professions through the creative union of theory and practice. The program encourages students to develop and pursue individual interests in the human-helping professions.

Courses in human behavior, liberal studies, and group and individual dynamics lead students to professional positions working with individuals, families, groups, organizations, and communities in areas such as case management, program development, agency management, and community outreach and development. A strong fieldwork and internship component provides the real-world experience students need to apply and test academic concepts. This "learning by doing" in the actual practice of one's profession is supervised by both faculty and experienced professionals in the field. Students have the opportunity to participate in such activities as: helping individuals and families striving to achieve a better life for themselves; working with individuals and groups who have challenges or disabilities; assisting community action agencies and neighborhood associations; working with various groups and committees; assisting fundraising groups; administering and training volunteers in agencies such as the YMCA, YWCA, and scouting; assisting city and town planning boards; and working in mental health clinics, community hospitals, adult corrections and juvenile delinquency centers, children's services, anti-poverty programs, elderly services, and many more helping environments.

Human services and administration prepares new professionals to work humanistically with people in such a way that the process of problem solving, assisting clients, directing programs, and managing resources is as important as the result of such activities. Through coursework and field service experiences, students have the opportunity to develop competencies which prepare them to work sensitively and effectively in a wide range of human-helping services. The College and the program seek students who want to work for the development and involvement of people in the world in which we live. Springfield College students are living in a challenging and exciting world, where rapid change and unique personal and professional experiences await the professional in human services. Graduates help create a more humane world by using their practical, professional education to improve both individual lives and the larger society.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
HSAD 1: Introduction to Human Services
HSAD 36: Human Behavior in Small Groups
HSAD 39: Group Work Sequence
HSAD 141: Supervised Field Experience in Community Leadership OR
HSAD 199: Internship in Community Agencies
POSC 10: Introduction to American Government
SPCO 50: Community Service Experience OR
RSCH 141: Independent Research Project
SOCI 1: Introduction to Sociology
SOCI 70: The Community in America

III. ELECTIVES
Select 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.

A. Human Services
Choose two of the following:
HSAD 111: The YMCA: Past, Present, and Future
HSAD 116: YMCA Management and Continuity Planning
HSAD/SOCI 142: Theories and Methods of Case Management
HSAD 223: Introduction to Human Service Administration
HSAD 240W: Proposal Writing and Fundraising

March 22, 1999
Requirements are subject to change.
HUMAN SERVICES AND
ADMINISTRATION
Continued

HSAD 150: Management of Volunteer Programs
HSAD 159: Community Development Process
SOCI/HSAD 10: Introduction to Social Welfare

B. Business
MGTE 5: Introduction to Business
MGTE 10: Accounting I
MGTE 11: Accounting II
MGTE 26: Management Principles
MGTE 100: Managerial Accounting
MGTE 105: Financial Management
MGTE 110: Accounting for Nonprofit Agencies
MGTE 151: Organizational Design and Development

C. Political Science
POSC 20: Public Administration
POSC 70: Introduction to International Relations
POSC 150: Politics of Development
POSC 177: International Interdependence
POSC 190: Political Science Seminar

D. Sociology
SOCI 10: Introduction to Social Welfare
SOCI 50: Social Organization
SOCI 60: Families in Society
SOCI 120: Social Change
SOCI 130: Social Problems
SOCI 131: Racial and Ethnic Relations
SOCI/HSAD 151: Cities and Societies
HSAD/SOCI 142: Theories and Methods of Case Management

IV. CONCENTRATIONS IN HUMAN SERVICES
AND ADMINISTRATION
In addition to fulfilling the general requirements for the human services and administration major, students, in consultation with their advisors, choose one of the following concentrations, which will be duly noted on the transcripts.

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

RHD5 270: Rehabilitation Needs of the Aging
SOCL 145: Sociology of Death and Dying
SOCL 132: Violence and Victimization
SOCL 165: Women and Society
SOCL 149: Social Gerontology

B. YMCA Professional Director—Students interested in pursuing a career in the YMCA as program, youth, family services, aquatic, or other director may complete a fifteen-week fieldwork. Students should take the following courses:

HSAD 111: The YMCA: Past, Present, and Future
HSAD 116: YMCA Management and Continuity Planning
SOCI/HSAD 151: Cities and Societies
MGTE 26: Management Principles

C. Human Services Administration in Nonprofit Organizations—Students interested in the human dimension of administration in a wide variety of private agencies (United Way, Boy Scouts, Girl Scouts, Boys' and Girls' Clubs, Big Brothers/Big Sisters, Youth and Children's Services, community centers, housing, and inner-city programs, etc.) should include the following courses in their program:

MGTE 26: Management Principles
MGTE 100: Managerial Accounting
RHD5 245: Personnel Management

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

COMM 24: Introduction to Journalism
HLDH 110: Consumer Health
OR
HLDH 143: Community Health Education
OR
HLDH 160: Drugs and Society
RHD5 150: Public Relations
RHD5 51: Psychology of Disability
SOCI 155: Medical Sociology

E. 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:

POSC 70: Introduction to International Relations
POSC 150: Politics of Development
POSC 177: International Interdependence
POSC 271: United States and Contemporary World Affairs
HSAD 36: Human Behavior in Small Groups
HSAD 59: Group Work Sequences
HSAD—: Human Service electives (four)

Students interested in developing clinical and administrative skills and using art as a means to bring about healing, self-awareness, improvement, and social change may choose to major in art therapy/human services and administration (see Art Therapy/Human Services and Administration).
The mathematics major at Springfield College is designed to offer the student a broad and solid background in the field. Students are prepared to immediately pursue a professional career in government, business, and various industries that require mathematical discipline, or to proceed to graduate school for further study in mathematics, statistics, or applied mathematics.

This major stresses offerings in mathematical analysis, linear algebra, discrete mathematics, and probability theory supplemented by courses in abstract algebra, geometry, and topics in mathematics. Mathematics majors have the opportunity to minor in computer science, computer programming, and business management. All students are assigned an academic advisor who assists them in the development of their course of study. Students seeking teachers certification in mathematics must also complete the secondary education teacher certification core (see Secondary Education Certification).

Students who are enrolled in the mathematics major are required to maintain at least a 2.3 cumulative grade point average and a 2.5 academic index in their program requirements. Students who do not meet these minimum requirements are placed on departmental probation for a period of not more than a year.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:

- NATURAL SCIENCE  3-4 S.H.
- MATHEMATICS  3-6 S.H.
- COMPUTER SCIENCE  3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:

- HEALTH  3 S.H.
- PHYSICAL EDUCATION  4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral)  6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE  3 S.H.
- SECOND LANGUAGE/CULTURE  3 S.H.
- VISUAL AND PERFORMING ARTS  3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:

- HISTORY  3 S.H.
- SOCIAL SCIENCE  3 S.H.
- SOCIAL JUSTICE ISSUES  3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:

- PHILOSOPHY  3 S.H.
- RELIGION  3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

Undergraduate Curricula

III. LABORATORY REQUIREMENT
(approved by academic advisor)

* Students who have a mathematics deficiency may be required to take MATH 21: College Algebra and/or MATH 22: Precalculus Mathematics prior to taking MATH 27-28.
The medical informatics major is an interdisciplinary major administered by the Department of Mathematics, Physics, and Computer Science. The aim of the medical informatics major is to provide a strong background in computer science, supplemented with studies in the natural and human sciences and healthcare issues, so that graduates may apply themselves as computer professionals in the healthcare industry to meet the industry’s computer-based clinical and business information needs. In addition to a solid background in computer technology, students acquire a broad background in natural sciences that directly contribute to an understanding of the human system. Through studies in carefully selected health education, psychology, rehabilitation, and sociology courses, students acquire an understanding of health-care problems and issues, human behavior, and medical terminology.

Graduates of the medical informatics major can advance into a variety of positions as computer professionals within an information service or information technology department in a hospital or other health-care facility. Particular areas of focus in technology applications can include Intensive Care Unit (ICU) systems, communication systems, networking, software development, medical imagery, and computer systems analysis design. Particular areas of focus in clinical applications can include service delivery automation for various departments and laboratories, medical records, patient monitoring, and clinical decision support systems. Particular areas of focus in business applications can include ambulatory care, managed care, time management, patient billing, accounts payable, materials management, patient registrations, and patient entertainment. In order to gain practical experiences, students are strongly encouraged to pursue the cooperative education option.

Students who are enrolled in the medical informatics major are required to maintain at least a 2.3 cumulative grade point average and at least a 2.5 academic index in their program requirements. Students who do not meet these requirements are placed on departmental probation for a period of not more than one year.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
- ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. COMPUTER AND INFORMATION SCIENCE
CISC 10: Introduction to Computer Concepts
CISC 40: The World of Microcomputers
CISC 70: Introduction to Computer Science with C++ and Java
CISC 95: Assembly Language Programming
CISC 100: Data Structures Using C++
CISC 110: Database Development and Management
CISC 120: Systems Analysis and Software Design
CISC 150: Computer Logic Design
CISC 155: Data Communications and Distributed Processing
CISC 170: Computer Architecture
CISC 190: Fundamentals of Operating Systems
CISC 210S: Computer Systems Seminar

III. MATHEMATICS
MATH 21: College Algebra
MATH 24: Probability and Statistics
MATH 40: Contemporary Mathematics

IV. NATURAL SCIENCES
BIOL 10: Anatomy and Physiology I
BIOL 11: Anatomy and Physiology II
BIOL 12-13: Anatomy and Physiology Laboratory
CHEM 1-2: General Chemistry
CHEM 3-4: General Chemistry Laboratory
PHYS 21-22: General Physics
<table>
<thead>
<tr>
<th>V. HEALTH</th>
<th>VI. OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 1:</td>
<td>PSYC 1:</td>
</tr>
<tr>
<td>HLTH 143:</td>
<td>RHDS 160:</td>
</tr>
<tr>
<td>HLTH 225:</td>
<td>SOCI 155:</td>
</tr>
<tr>
<td>Personal Health</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Community Health Education</td>
<td>Medical Information in Rehabilitation</td>
</tr>
<tr>
<td>Human Disease</td>
<td>Medical Sociology</td>
</tr>
</tbody>
</table>
March 22, 1999
Requirements are subject to change.

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

The medical technology program is designed so that the student completes at least 100 hours of academic studies at Springfield College and twelve months of residence in a hospital school of medical technology accredited by the Committee on Allied Health Education Programs (CAHBP) 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 of the American Society of Clinical Pathologists and the National Certification Agency for Medical Laboratory Personnel (NCAML).

Students concentrating in laboratory science 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 NCAML.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC Endeavor
9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

A. BIOLOGY

BIOL 4-5: Bioscience
BIOL 6-7: Bioscience Laboratory
BIOL 8-9: Genetics
BIOL 81: Genetics Laboratory
BIOL 115-116: Microbiology
BIOL 117-118: Microbiology Laboratory
BIOL 170: Instrumentation and Methodology
BIOL 171: Instrumentation and Methodology Laboratory
BIOL 172: Biology electives (three)

B. CHEMISTRY

CHEM 1-2: General Chemistry
CHEM 3-4: General Chemistry Laboratory
CHEM 30: Organic Survey
CHEM 31: Organic Survey Laboratory
CHEM 32: Biological Chemistry
CHEM 41: Analytical Chemistry
CHEM 42: Analytical Chemistry Laboratory

C. PHYSICS

PHYS 21-22: General Physics

D. MATH

Choose two of the following:

MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 24: Probability and Statistics
MATH 27-28: Calculus I-II

III. PROGRAM TRACKS

(choose one)

A. MEDICAL TECHNOLOGY TRACK (senior year)
Coursework is completed in an accredited hospital school of medical technology.

B. LABORATORY SCIENCE TRACK (senior year)
Students complete coursework in statistics or computer science, education, seconomics, psychology, and additional electives chosen in consultation with the academic advisor.
MOVEMENT AND SPORTS STUDIES

Movement and sports studies is a major designed to provide students with knowledge of the natural and social sciences of movement and sport. Students engage in the scientific study of the foundations of movement and its cultural forms of dance, sport, games, and exercise. Movement and sports studies also involves the study of sport as a cultural phenomenon from sociological, psychological, philosophical, and historical perspectives.

Interrelationships of movement and sport, with their scientific bases and cultural manifestations, are the focus for advanced study. This major prepares students to enter graduate study in movement and sport study areas, in teacher preparation, in the allied health fields, and in rehabilitative areas of study.

A minimum of 132 semester hours is required for graduation, with at least 120 semester hours in academic courses as indicated in the various curricula. College representatives provide details on individual requirements.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
   9-10 S.H.

   Approved courses from each of the following subgroups:
   • NATURAL SCIENCE 3-4 S.H.
   • MATHEMATICS 3-6 S.H.
   • COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
   7 S.H.

   Approved courses from each of the following subgroups:
   • HEALTH 3 S.H.
   • PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
   14-17 S.H.

   • ENGLISH (Written and Oral) 6-8 S.H.

   Approved courses from each of the following subgroups:
   • LITERATURE 3 S.H.
   • SECOND LANGUAGE/CULTURE 3 S.H.
   • VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
   8-9 S.H.

   Approved courses from each of the following subgroups:
   • HISTORY 3 S.H.
   • SOCIAL SCIENCE 3 S.H.
   • SOCIAL JUSTICE ISSUES 3 S.H.

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

   Approved courses from each of the following subgroups:
   • PHILOSOPHY 3 S.H.
   • RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

   BIOL 10: Anatomy and Physiology I
   BIOL 11: Anatomy and Physiology II
   BIOL 12-13: Anatomy and Physiology Laboratory
   PHYS 15: Physics for Movement Science
   PSYC 1: Introduction to Psychology
   PSYC 6: Career Planning for Life
   MOST 5: Lifespan Motor Development
   MOST 24: Motor Learning and Skill Acquisition
   MOST 103: Physiology of Exercise
   MOST 119: Kinetics/Biomechanics
   MOST 128: Psychology of Sport
   MOST 210: Assessment of Movement and Sport
   MOST 228S: Sociology of Sport
   MOST 299: Heritage and Values of Movement and Sport

   Skill and Techniques Core
   (in addition to All-College Requirement skills)
   MOSK 1: Outdoor Pursuits
   MOSK 2: Sports Concepts and Application
   MOSK 40: Movement Concepts
   MOSK 130: Approaches to Dance Education

*PSYC 6 is not required for the physical education teacher preparation major.

III. COMPLETION OF AN APPROVED MINOR

IV. ELECTIVES

V. PROGRAM BY YEAR

First Year
Fall
BIOL 10: Anatomy and Physiology I
BIOL 12: Anatomy and Physiology Laboratory
SOCI 1: Introduction to Sociology
ENGL 113: College Writing I
HITH 1: Personal Health
MOST 5: Lifespan Motor Development
FEPC 100: Fit for Life

Spring
BIOL 11: Anatomy and Physiology II
BIOL 13: Anatomy and Physiology Laboratory
ENGL 114: College Writing II
PSYC 1: Introduction to Psychology
HIST 1: Survey of the History of Western Civilization
   OR
HIST 2: The Making of the Modern World
MOSK 1: Outdoor Pursuits
   Elective (three semester hours)

March 22, 1999
Requirements are subject to change.
### Second Year

**Fall**  
- **PHYS 15:** Physics for Movement Science  
- **MATH:** Math ACR  
- **Social justice ACR**  
- **Elective (three semester hours)**  
- **MOST 24:** Motor Learning and Skill Acquisition  
- **MOSK 40:** Movement Concepts  

**Spring**  
- **CISC:** Computer science ACR  
- **MOSK 2:** Sports Concepts and Applications  
- **Language/Culture ACR**  
- **PHIL:** Philosophy ACR  
- **PSYC 6:** Career Planning for Life  
- **Electives (six semester hours)**

### Third Year

**Fall**  
- **MOST 110:** Kinesiology/Biomechanics  
- **MOST 120:** Psychology of Sport  
- **RELI:** Religion ACR  
- **Electives (six semester hours)**  
- **MOSK 130:** Approaches to Dance Education  

**Spring**  
- **ENGL:** Literature ACR  
- **MOST 103:** Physiology of Exercise  
- **Visual and performing arts ACR**  
- **Elective (three semester hours)**  
- **Writing-Across-the-Curriculum elective**  
- **Skill electives (two semester hours)**

### Fourth Year

**Fall**  
- **MOST 210:** Assessment in Movement and Sport  
- **MOST 299:** Heritage and Values in Movement and Sport  
- **Electives (three semester hours)**  
- **Skill electives (two semester hours)**

**Spring**  
- **MOST 2285:** Sociology of Sport  
- **Electives (twelve semester hours)**  
- **PEAC:** Skill electives (one semester hour)

**NOTE:** Each student has the ultimate responsibility for course requirement fulfillment and for meeting matriculation standards.

### MATRICULATION

Matriculation is an assessment by the faculty of each student's readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility.

At the end of the sophomore year and upon completion of the fifty-five semester hours (twenty-five semester hours for transfer students), the Appraisal and Retention Committee will assess the status of each student's readiness for advanced standing based on the following criteria.

The student must:

1. Have passed the Fit for Life course (PEPC 100).
2. Meet or exceed a 2.25 academic cumulative index.
3. Meet or exceed a 2.50 professional cumulative index in MOST professional courses: AEXS, HLTH, MOST, PHED, PEAC, and PEPC (cumulative indexes will be those of the last semester completed).
4. Have no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.

Students will be notified in writing of the Appraisal and Retention Committee’s decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student's advisor. The letter of matriculation is an academic achievement which when received should be filed in a personal portfolio.

**NOTE:** Matriculated students are expected to maintain their advanced standing status at Springfield College.

### FAILURE TO MATRICULATE

If a student is denied advanced standing at the end of the sophomore year, continuance in MOST will be in jeopardy. The student will be allowed to remain in the program for one more semester on probation. A contract that the student must meet will be prescribed in the first semester of the junior year. It is suggested that the classes in which low grades were received be retaken. Students will sign the prescribed contract which will be placed in their advisement folder and which will predict the course grades necessary for raising their indexes.

Advanced standing will be granted to students on contract at the beginning of the semester if the contract is met. Cumulative indexes will be those of the last semester completed. Students who do not matriculate may not take 200-level courses.

At the end of eighty completed semester hours, unmatriculated students will be removed from the MOST program. Students will have to choose a new major and spend their remaining semesters meeting the requirements of the new program if they wish to graduate in four years.

While in the new major, determined students who eventually meet Springfield College's matriculation standards may submit a written petition to the department chairperson for readmission into the program.
PHYSICAL EDUCATION TEACHER PREPARATION

The eminence of Springfield College in health, physical education, and recreation is a product of a great and inspiring heritage, a philosophy of service to all people, an able and 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 these areas, the College has produced graduates who have made creative contributions in the worthy use of leisure; in the publication of numerous texts on sports, recreation, and physical fitness; and in the leadership of professional organizations, including the American Alliance for Health, Physical Education, Recreation, and Dance.

Liberally educated people must understand and appreciate the importance of movement in their complete development. Whether 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, Springfield College students are offered opportunities for development, enrichment, and the pleasure and joy that come from achievement and excellence.

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

Students seeking teacher certification in physical education must also complete a movement and sports studies major in addition to education courses (see Movement and Sports Studies). Candidates for the physical education program at Springfield College must also demonstrate acceptable physical and intellectual competence as well as desirable character and personality traits. The programs in physical education seek to develop qualities of leadership and professional skill and also to foster in the individual a desire to aid others in their professional growth.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

II. Current standard First Aid/CPR certification is a prerequisite for practicum: PHED 256S, 255S, 253S, 254S.

III. Completion of a major in movement and sports studies is required for certification in physical education at the Pre-K-9 or 5-12 level (see Movement and Sports Studies).

A. Departmental Requirements

PHED 2: Instructional Strategies in Physical Education
PHED 26-27: Physical Education Design and Implementation: Pre-K-12
PHED 108: Adapted Physical Education Programming
PHED 112: Principles and Problems of Coaching
PHED 125: Sports First Aid and Injury Prevention
PHED 140: Pre-Practicum Elementary Level
OR
PHED 150: Pre-Practicum Secondary Level

B. Practicum in Physical Education Teacher Preparation

PHED 252S: Practicum in Physical Education Pre-K-9 (elementary level)
AND
PHED 255S: Practicum in Physical Education 5-12 (secondary level)
OR
PHED 254S: Practicum in Physical Education (elementary or secondary level, by petition)

C. Required Skills

Physical education courses at Springfield College are divided into two categories: PEPC and PEAC. PEPC courses (Physical Education Professional Courses) 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 strategies for application of the activity for students at the Pre-K-12 levels.

PEAC courses (Physical Education Activity Courses) 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.

MOSK courses (Movement and Sports Studies Activity Courses) are designed for the movement and sports studies major and are intended to serve as a laboratory experience in movement and sport activities representative of cultural forms of sport, movement, exercise, and dance.

The mission statement of the MOSK and PEPC courses is to maintain a level of excellence by preparing students with a content foundation for a variety of skills. This foundation provides opportunities for skill acquisition and reflects current trends in our discipline. Through collaboration between professional skill instructors and methods teachers, students should be able to apply pedagogical content knowledge, scientific principles, and skill analysis necessary for preservice and inservice teaching at the Pre-K-12 levels. The following skills courses are required:

MOSK 1: Outdoor Pursuits
MOSK 2: Sports Concepts and Applications
MOSK 40: Movement Concepts and Fundamental Motor Patterns
MOSK 130: Approaches to Dance Education
PEPC 90: Physical Education Activities for Children
PEPC 100: Fit for Life
PEPC 150: Field Hockey
PEPC 183: Gymnastics
PEPC 204: Swimming
PEPC 244: Basketball
PEPC 251: Flag Football
PEPC 255: Soccer
PEPC 256: Softball
PEPC 258: Volleyball
PEPC 263: Track and Field I
PEPC 282: Tennis
PEPC 293: Outdoor Adventure

Select three of the following:

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

March 22, 1999
Requirements are subject to change.
D. Elective Skills
PEAC/PEPC —: Skill electives (three)

F. Program By Year

First Year
BIOL 10: Anatomy and Physiology I
BIOL 11: Anatomy and Physiology II
BIOL 12-13: Anatomy and Physiology Laboratory
ENGL 113: College Writing I
ENGL 114: College Writing II
HIST 2: The Making of the Modern World
HILTH 1: Personal Health
MOST 5: Lifespan Motor Development
PHED 2: Instructional Strategies in Physical Education
PEFC 1: Introduction to Psychology
MOST 1: Outdoor Pursuits
PEPC 204: Swimming
PEPC 263: Track and Field I
MOST 40: Movement Concepts and Fundamental Motor Patterns
PEPC 100: Fit for Life
PEPC 244: Basketball
PEPC 255: Soccer

Second Year
CISC —: Computer science ACR
MATH 21: College Algebra
MOST 24: Motor Learning and Skill Acquisition
PHED 26-27: Physical Education Design and Implementation Pre-K–12
PHED 112: Principles and Problems of Coaching
PHIL —: Philosophy ACR
PHYS 15: Physics for Movement Science
SOCI 1: Introduction to Sociology
MOST 2: Sports Concepts and Applications
PEPC 183: Gymnastics
PEPC 251: Flag Football
PEPC 258: Volleyball
PEPC 282: Tennis
PEPC 293: Outdoor Adventure

Third Year
EDUC 137: Social Justice Diversity Education
ENGL —: Literature ACR
MOST 103: Physiology of Exercise
MOST 119: Kinesiology/Biomechanics
MOST 128: Psychology of Sport
PHED —: Pre-Practicum
PHED 108: Adapted Physical Education Programming
PHED 125: Sports First Aid and Injury Prevention
RELI —: Religion ACR
MOSC 30: Approaches to Dance Education
PEPC 90: Physical Education Activities for Children
PEPC 150: Field Hockey
PEPC 256: Softball

Select three of the following:
PEPC 211: Aerobic Dance
PEPC 253: Lacrosse (Co-ed)
PEPC 254: New and Field Games
PEPC 264: Track and Field II
PEPC 265: Archery/Badminton
PEPC 284: Wrestling

Fourth Year
MOST 210: Assessment in Movement and Sport
MOST 228: Sociology of Sport
MOST 297: Heritage and Values of Movement and Sport
PHED 228: Practicum in Physical Education Pre-K–9
PHED 238: Practicum in Physical Education 3-12 Concentration
PEAC —: Electives or physical education concentration

MATRICULATION
Matriculation is an assessment by the faculty of each student's readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility.

At the end of the sophomore year and upon completion of the fifty-five semester hours (twenty-five semester hours for transfer students), the Appraisal and Retention Committee will assess the status of each student's readiness for advanced standing based on the following criteria. The student must:

1. Have passed the Fit for Life course (PEPC 100).
2. Meet or exceed a 2.25 cumulative index.
3. Meet or exceed a 2.75 skill cumulative index.
4. Meet or exceed a 2.50 professional cumulative index in MOST professional courses: EDUC 137, HILTH, MOST, MOST, PHED, PEAC. PEPC (cumulative indexes will be those of the last semester completed).
5. Have no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.
6. Have a grade of C or better in PHED 3, 26, and 27.

Students are also required to pass the communication and literacy portion of the Educator's Certification Test. Students are advised to take the test between the end of the freshman year and the end of the sophomore year in order to have results in time to apply for matriculation. Students will be notified in writing by the Appraisal and Retention Committee's decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student's advisor and the coordinators of pre-practicum and practicum. The letter of matriculation is an academic achievement which when received should be filed in a personal portfolio.

NOTE: Matriculated students are expected to maintain their advanced standing status at Springfield College. If the student's grade point average falls below the standard after matriculation, they will not be allowed to student teach. Students must also earn a B or better in the pre-practicum in order to student teach. (In addition, students are not eligible for a practicum unless they receive a grade of B or better in their pre-practicum.)
FAILURE TO MATRICULATE

If a student is denied advanced standing at the end of the sophomore year, continuation in MOST teacher preparation will be in jeopardy. The student will be allowed to remain in the program for one more semester on probation. A contract that the student must meet will be prescribed in the first semester of the junior year. It is suggested that the classes in which low grades were received be retaken. Students will sign the prescribed contract which will be placed in their advisement folder and which will predict the course grades necessary for raising their indexes.

Advanced standing will be granted to students on contract at the beginning of the semester if the contract is met. Cumulative indexes will be those of the last semester completed. Students must be matriculated in the semester before they wish to do a pre-practicum or practicum. Matriculation in May will not allow students to be placed for fall practicum. (If extenuating circumstances exist, students may petition the department chairperson for readmission into the program; this will involve an extra semester or two.) Grades received for MOST 210, MOST 228, MOST 299, and any 200-level HLTH course will not be used to determine cumulative indices for advanced standing.

While in the new major, determined students who eventually meet Springfield College’s matriculation standards may submit a written petition to the department chairperson for readmission into the program.
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 Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Coursework in physical therapy enables students to develop advanced problem-solving skills in evaluation, program planning, and treatment of those who need physical therapy services. Graduates possess a broad knowledge in the science and practice of physical therapy, as well as a basic understanding of administration and research. There is opportunity for advanced study in selected areas of physical therapy. The program integrates the humanities philosophy in total patient care, including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic endeavor.

The program in physical therapy requires five and one-half years for completion. Students enter as first-year students and immediately begin a two-year, preprofessional component. This is followed by three and one-half years of professional preparation. Upon successful completion of all program requirements, the graduate participates in Commencement and is awarded a master of science degree in physical therapy. Graduates are also eligible to apply for state licensure.

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

ADMISSION TO THE PROGRAM
Candidates applying for admission to the physical therapy program are required to have four 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 healthcare setting, such as a hospital, private clinic, nursing home, or pediatric facility is required. A maximum of ten contact hours is recommended. 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 SAT or ACT must be sent to the Admissions Office prior to the application deadline of December 1. Applications are considered for admission to the fall semester only.

Applications selected as finalists for the program are required to provide documentation of their physical therapy experience. Selection as a finalist applicant does not guarantee admission into the program. Applicants who are offered admission to the program are officially notified by the Admissions Office.

Applications from other colleges and universities are considered for admission to the professional component of the program on a space-available basis only. Candidates must have all program prerequisites completed and have completed a bachelor’s degree prior to their entry.

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

Students are required to successfully complete all clinical education courses. Clinical education sites have been established throughout the Northeast, Pennsylvania, Virginia, Washington, D.C.; North Carolina; and Florida. Selected sites are established in other areas of the United States. Physical therapy students are responsible for additional costs incurred during the clinical affiliations. These costs include travel, living expenses, uniforms, and professional liability insurance.

PROGRAM ESSENTIAL FUNCTIONS
AND PERFORMANCE STANDARDS
Each student admitted to the program is required to complete the essential functions of the program with or without reasonable accommodation. Program essential functions include participation in classroom, laboratory, and clinical functions, as well as performance of professional functions such as evaluation, treatment, and education of individuals in a timely and safe manner. Minimum academic standards and technical standards necessary for completion of the program essential functions must be met for continuation in and graduation from the program. Technical standards define the individual physical, sensory, cognitive, behavioral, and social attributes or outcomes necessary to complete the program essential functions. More information on the program technical standards is available from the Office of Admissions and can be found in the Physical Therapy Student Handbook.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

- **NATURAL SCIENCE** 3-4 S.H.
- **MATHEMATICS** 3-6 S.H.
- **COMPUTER SCIENCE** 3 S.H.
PHYSICAL THERAPY
Continued

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AN COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. PREPROFESSIONAL PHYSICAL THERAPY CURRICULUM

Please note that 300-level courses are generally graduate-level. Descriptions of these courses can be found in the Course Description Catalog, which can be obtained by writing to the Springfield College Graduate Admissions Office, 203 Alden Street, Springfield, MA 01109-3797, or calling (413) 748-3225.

III. PROFESSIONAL COMPONENT PHYSICAL THERAPY CURRICULUM

PROGRAM BY YEAR
First Year
Fall
ENGL 113: College Writing I
BIOL 4: Bioscience
BIOL 6: Bioscience Laboratory
CHEM 1: General Chemistry
CHEM 3: General Chemistry Laboratory
MATH 27: Calculus I
PEAC 100: Kit for Life
— -- All-College Requirement

Spring
ENGL 114: College Writing II
BIOL 5: Bioscience
BIOL 7: Bioscience Laboratory
CHEM 2: General Chemistry
CHEM 4: General Chemistry Laboratory
PEAC—: Outdoor Pursuits (recommended)

Second Year
Fall
BIOL 90: Human Structure and Function
BIOL 92: Human Structure and Function Laboratory
CISC 65: Programming in BASIC
CISC 70: Introduction to Computer Science with C++ and Java
PHYS 21: General Physics
PTMS 110: Physical Therapy in the Health Care System (spring or fall)
PEAC——: Skill elective
— -- All-College Requirement
(physical therapy core)*

Spring
BIOL 91: Human Structure and Function
BIOL 92: Human Structure and Function Laboratory
PHYS 22: General Physics
MATH 24: Probability and Statistics
PTMS 110: Physical Therapy in the Health Care System (spring or fall)
PEAC——: Skill elective
— -- All-College Requirement
(physical therapy core)*

*These ACRs are chosen from a prescribed list of physical therapy core courses in consultation with the advisor.

Third Year
Fall
PTMS 200: Clinical Concepts in Physical Therapy I
PTMS 210: Human Anatomy
PTMS 204: Clinical Medicine/Pathology
MOST 103: Physiology of Exercise
PEAC——: Skill elective
— -- All-College Requirement

Spring
MOST 110: Kinesiology/Biomechanics
PTMS 201: Clinical Concepts in Physical Therapy II
PTMS 211: Human Anatomy
PTMS 215: Clinical Education Seminar
RHDS 31: Psychology of Disability
PEAC——: Skill elective
— -- All-College Requirement

UNDERGRADUATE CURRICULA 81
Fourth Year
Fall
PTMS 220: Clinical Competency Laboratory I
PTMS 221: Clinical Science and Practice I
PTMS 222: Clinical Science and Practice II
PTMS 250: Neuroscience
PHED 324: Laboratory Techniques in Exercise Physiology
RSCH 325: Foundation and Methods of Research

Winter
PTMS 290: Clinical Education Experience I

Spring
PTMS 223: Clinical Science and Practice III
PTMS 224: Clinical Science and Practice IV
PTMS 225: Clinical Case Competency Laboratory II
PTMS 251: Clinical Applications of Neuroscience
PTMS 280: Topics in Physical Therapy: Cardiac Rehabilitation, Pharmacology, and Radiology
PTMS 290: Clinical Education Experience I
RSCH 301: Educational and Psychological Statistics

Graduate Semester
CISC 310: Microcomputer Applications in a Clinical Setting
PTMS 305: Clinical Science and Practice V
PTMS 306: Education in Physical Therapy Practice

Fall
PTMS 311: Clinical Education Experience II
PTMS 312: Clinical Education Experience III

Spring
RSCH 326: Research Project
PTMS 320: Administration and Management in Physical Therapy
PTMS 331: Clinical Science Practice VI
PTMS 350: Clinical Education Experience IV
PTMS 351: Physical Therapy Selective

Selectives
PTMS 340: Advanced Orthotics
PTMS 341: Occupational Biomechanics
PTMS 342: Pediatric Neurology
PTMS 343: Sports Physical Therapy
PTMS 344: Adult Neurology
PHYSICIAN ASSISTANT

The physician assistant program, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), is offered jointly by Springfield College and Baystate Health System (BHS), the largest tertiary care center in Western Massachusetts. The mission of the SC/BHS program is to educate students in spirit, mind, and body for leadership in clinical, community, and academic service to humanity, building upon the College’s foundations of humanics and academic excellence.

This is a four-year program with students earning a bachelor of science degree upon completion of college and program requirements. The program is divided into two distinct phases: a preprofessional phase in which students complete All-College Requirements and basic science program requirements, and the professional phase which includes twelve months of didactic education and twelve months of clinical rotations. The didactic year includes courses in clinical medicine, pharmacology, applied clinical skills, history taking and physical assessment, mental health issues, clinical decision making, and seminar courses. Clinical education includes inpatient medicine, outpatient medicine, psychiatry, pediatrics, obstetrics and gynecology, surgery, emergency medicine, electives, and preceptorship. Graduates of the program are eligible to sit for the Physician Assistant National Certification Examination and to apply for state licensure. A certificate program is also available on a space-available basis for baccalaureate prepared students.

PROGRAM MINIMUM TECHNICAL STANDARDS

Technical standards define the attributes considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College/Baystate Health System Physician Assistant Program. Students must possess aptitude, ability, and skills in five areas: (1) observation, (2) communication, (3) sensory and motor coordination and function, (4) conceptualization, integration, and quantitation, and (5) behavioral and social attributes. These functions are critically important and must be autonomously performed by the student. It should be understood that these standards for minimum competence in the program. More information on technical standards is available from the Office of Admissions and can be found in the Physician Assistant Program Student Handbook.

Students are required to follow the procedures and adhere to the policies of the physician assistant program as outlined in the Physician Assistant Program Student Handbook.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR

9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT

7 S.H.

- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE

14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY

8-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING

6 S.H.

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. PREPROFESSIONAL PHASE CORE

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4-5:</td>
<td>Biology</td>
<td>Bioscience Laboratory</td>
</tr>
<tr>
<td>BIOL 6-7:</td>
<td></td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CHEM 1-2:</td>
<td>General Chemistry</td>
<td>General Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 3-4:</td>
<td></td>
<td>College Writing I</td>
</tr>
<tr>
<td>ENGL 11:</td>
<td></td>
<td>College Writing II</td>
</tr>
<tr>
<td>ENGL 114:</td>
<td></td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 21:</td>
<td></td>
<td>Precalculus Mathematics</td>
</tr>
<tr>
<td>MATH 22:</td>
<td></td>
<td>Introduction to Computer Concepts</td>
</tr>
<tr>
<td>CISC 10:</td>
<td></td>
<td>Introduction to Computer Science with C++ and Java</td>
</tr>
<tr>
<td>CISC 20:</td>
<td></td>
<td>PA Seminar I</td>
</tr>
<tr>
<td>PAST 11:</td>
<td></td>
<td>PA Seminar II</td>
</tr>
<tr>
<td>PAST 12:</td>
<td></td>
<td>All-College Requirement</td>
</tr>
<tr>
<td>PEAC—:</td>
<td></td>
<td>Skill electives</td>
</tr>
</tbody>
</table>

March 22, 1999
Requirements are subject to change.
PHYSICIAN ASSISTANT
Continued

Second Year
BIOL 90-91: Human Structure and Function
BIOL 92-93: Human Structure and Function Laboratory
BIOL 114: Introduction to Medical Microbiology
CHEM 30: Organic Survey
CHEM 32: Biological Chemistry
PSYC 111: Introduction to Statistics
MATH 24: Probability and Statistics
PSYC 222: Interviewing and Counseling
RHDS 190: Interviewing and Case Study Methods
PAST 21: PA Seminar III
PAST 22: PA Seminar IV
PAST 23: All-College Requirements
PEAC—: Skill electives

NOTE: Students must complete at least 240 hours of health care experience and twenty to forty hours of physician assistant observation prior to entering the professional phase of the program.

III. PROFESSIONAL PHASE REQUIREMENTS
The first year of the professional phase consists of three continuous semesters of study. The program’s academic year commences at the end of May and ends in May of the following year.

Third Year
Summer Semester
PAST 112: History Taking and Physical Assessment I
PAST 124: Clinical Medicine I
PAST 130: PA Seminar VII

Fall Semester
PAST 114: Principles of Clinical Decision Making
PAST 120: PA Seminar VI
PAST 121: Applied Clinical Skills I
PAST 122: History Taking and Physical Assessment II
PAST 123: Pharmacology I
PAST 134: Clinical Medicine II

Spring Semester
PAST 110: PA Seminar V
PAST 113: Mental Health Issues in Primary Care
PAST 131: Applied Clinical Skills II
PAST 132W: History Taking and Physical Assessment III
PAST 133: Pharmacology II
PAST 144: Clinical Medicine III
EMSM 111: Advanced Cardiac Life Support

The second year of the professional phase of the physician's assistant program consists of three continuous semesters of clinical rotations and didactic instruction. The program’s academic year begins June 1 and ends in May of the following year.

Fourth Year
Summer Semester
PAST 240W: PA Seminar VIII
PAST 271S: Inpatient Medicine
PAST 273S: Ambulatory Medicine
PAST 273S: General Surgery

Fall Semester
PAST 250W: PA Seminar IX
PAST 274S: Emergency Medicine
PAST 275S: Obstetrics and Gynecology
PAST 276S: General Pediatrics
PAST 277S: Psychiatry

Spring Semester
PAST 260W: PA Seminar X
PAST 280S: Preceptorship
RSCH 141: Elective I
RSCH 141: Elective II

84 UNDERGRADUATE CURRICULA
POLITICAL SCIENCE

The political science major is designed to offer the student an opportunity to obtain a liberal education, ensuring a better understanding of the political and economic relationship within society. The program provides the discipline, knowledge, and research skills required of political scientists. Careers in business, government service, and law are available to students who successfully complete this major.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
   9-10 S.H.
   Approved courses from each of the following subgroups:
   • NATURAL SCIENCE   3-4 S.H.
   • MATHEMATICS         3-6 S.H.
   • COMPUTER SCIENCE    3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
   7 S.H.
   Approved courses from each of the following subgroups:
   • HEALTH             3 S.H.
   • PHYSICAL EDUCATION  4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
   14-17 S.H.
   • ENGLISH (Written and Oral)  6-8 S.H.
   Approved courses from each of the following subgroups:
   • LITERATURE         3 S.H.
   • SECOND LANGUAGE/CULTURE 3 S.H.
   • VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
   8-9 S.H.
   Approved courses from each of the following subgroups:
   • HISTORY            3 S.H.
   • SOCIAL SCIENCE     3 S.H.
   • SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
   6 S.H.
   Approved courses from each of the following subgroups:
   • PHILOSOPHY         3 S.H.
   • RELIGION           3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
   POSC 10: Introduction to American Government
   POSC 36: Public Administration
   POSC 70: Introduction to International Relations
   POSC 126: Classical Political Thought from Plato to Machiavelli
   OR
   POSC 127: Modern Political Thought from Machiavelli to Present
   POSC 177: International Interdependence
   POSC 190: Political Science Seminar

III. ELECTIVES
Students should select eighteen semester hours of other political science offerings. However, POSC 141 may not be used to fulfill these requirements. The international relations concentration limits the number of electives in the political science department (see below).

IV. 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 eighteen semester hours is required in the following disciplines: history (not 5, 6, or ACR), business economics, sociolo/anthropology (not SOCI 1), multicultural courses (not ACR), and geography (at least one course must be taken in each area). Electives are chosen in consultation with the academic advisor.

V. INTERNATIONAL RELATIONS CONCENTRATION
This concentration is for students who want to receive formal recognition for their focus on international relations. An international relations concentration would help students seeking careers in business, international agencies, or planning to attend graduate school.

Requirements in addition to the political science major:
   POSC 150: Politics of Development
   POSC 155: Modernized Political Systems
   POSC 270: United States Foreign Policy
   POSC 271: United States and Contemporary World Affairs
              Intermediate level in the same foreign language
              (six to twelve semester hours)
PSYCHOLOGY

March 22, 1999
Requirements are subject to change.

Springfield College remains in the forefront of psychology education by providing the community with broadly trained, practically experienced professionals who are prepared to enter the workplace. As undergraduates, psychology students routinely explore child psychology, motivation and learning, abnormal psychology, educational psychology, and interviewing and counseling. The goals of Springfield College’s undergraduate psychology program are to introduce students to the primary areas of importance in psychology and to prepare them for ever-growing career opportunities. Graduates find that the program provides a natural transition into one of the Psychology Department’s master’s programs.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

  • NATURAL SCIENCE 3-4 S.H.
  • MATHEMATICS 3-6 S.H.
  • COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

  • HEALTH 3 S.H.
  • PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

  • ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

  • LITERATURE 3 S.H.
  • SECOND LANGUAGE/CULTURE 3 S.H.
  • VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

  • HISTORY 3 S.H.
  • SOCIAL SCIENCE 3 S.H.
  • SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

  • PHILOSOPHY 3 S.H.
  • RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

PSYC 1: Introduction to Psychology
PSYC 111: Introduction to Statistics
PSYC 112: Experimental Design

Students need thirty to thirty-four semester hours of psychology credit to complete the major.

III. SELECTIVES

A. Natural Psychology Science Cluster
Choose one of the following:

  • PSYC 105: Sensation and Perception
  • PSYC 201: Motivation and Learning
  • PSYC 203: Physiological Psychology
  • PSYC 208: Cognitive Psychology

B. Social Psychology Science Cluster
Choose two of the following:

  • PSYC 9: Human Development
  • PSYC 30: Personality and Personal Adjustment
  • PSYC 106: Social Psychology
  • PSYC 121: Abnormal Psychology
  • PSYC 206: Psychology of Cultural Diversity
  • PSYC 299: Psychology of the College-Age Adult

C. Applied Psychology Science Cluster
Choose two of the following:

  • PSYC 4: Educational Psychology
  • PSYC 130: Applied Psychology
  • PSYC 213: Psychological Testing
  • PSYC 218: Behavior Modification
  • PSYC 222: Interviewing and Counseling

D. The Large World
Choose five to six semester hours from the following:

  • PSYC 50: Community Service Experience
  • PSYC 141: Supervised Experience in Psychology
  • PSYC 202: Coordinating Seminar

IV. ELECTIVES

(Students may also take courses not chosen above)

  • PSYC 6: Career Planning for Life
  • PSYC 207: History of Modern Psychology
  • PSYC 208: Cognitive Psychology
  • PSYC 215: Child Development and Therapy
  • PSYC 243: Psychology of Sexual Behavior
  • PSYC 245: Imagery, Hypnosis, and Self-Hypnosis
  • PSYC 260: Rituals in Families

V. CONCENTRATIONS

A student may select one of the following four concentrations when completing the bachelor’s degree in psychology. These courses, however, are not required for the bachelor’s degree in psychology.

A. Individually Designed Psychology—This concentration is designed for students who wish to seek employment in human welfare occupations, such as community mental health, special training schools, opportunity centers, or probation services. Students who view psychology primarily as an opportunity for personal growth; and students who
want to prepare for particular careers, professional programs, or graduate schools whose programs are not represented by the other three concentrations. The courses required for the individually designed psychology concentration are:

Departmental requirements (thirty semester hours)
Electives with at least two courses at the 200 level (six semester hours)

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

Departmental requirements, including:
PSYC 205: Physiological Psychology
PSYC 105: Sensation and Perception
PSYC 207: History of Modern Psychology
PSYC—: Psychology elective (three semester hours)

Other suggested electives consisting of:
BIOL 10: Anatomy and Physiology I
CHEM 15: Chemistry Survey
CISC 10: Introduction to Computer Concepts
MATH 21: College Algebra
PHYS 21: General Physics

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

Departmental requirements (thirty semester hours), as well as the following courses:
PSYC 106: Social Psychology
PSYC 130: Applied Psychology
PSYC 213: Psychological Testing
PSYC 206: Psychology of Diversity
MGTE 26: Management Principles
MGTE 151: Organizational Design and Development
MGTE 205: Managerial Supervision
CISC 10: Introduction to Computer Concepts
ECON 1: Principles of Macroeconomics
ECON 2: Principles of Microeconomics
HSAD 36: Human Behavior in Small Groups

The industrial/organizational psychology major is strongly advised to earn an official minor in business management.

D. Clinical Counseling Psychology—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 development, and psychological evaluation. The courses required for the clinical counseling psychology concentration are:

Departmental requirements (thirty semester hours) including:
PSYC 20: Personality and Personal Development
PSYC 213: Psychological Testing
PSYC 222: Interviewing and Counseling
PSYC 299: Psychology of the College Age Adult
PSYC—: Psychology electives (two)

Suggested non-departmental electives consisting of:
RHDS 125: Rehabilitation Assessment and Appraisal Techniques
RHDS 198: Interviewing and Case Study Methods
RHDS 284: Treatment Methods in the Rehabilitation of the Alcoholic
SOCI 1: Introduction to Sociology
SOCI 60: Families in Society
SOCI 235: Criminology
HSAD 36: Human Behavior in Small Groups

UNDERGRADUATE CURRICULA 87
RECREATION MANAGEMENT

March 22, 1979
Requirements are subject to change.

The contribution of satisfying recreation experiences to the quality of life is not a new concept at Springfield College. The College has been preparing recreation and leisure professionals for almost fifty years. Graduates of this program are employed professionally throughout the world. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Park Association. The College offers two majors in this department: recreation management and therapeutic recreation services. The recreation management major can be completed with an optional emphasis in outdoor recreation.

Recreation management is an accredited professional program that prepares students for leadership in supervisory and administrative positions in recreation programming, program design, personnel and supervisory management, and basic research. The program aims to impart an understanding of the following:

- Recreation management and leadership practices in the context of human-helping professions.
- Experiential learning concepts that enhance skills in management, programming, and group dynamics.
- Current management applications, such as total quality management, programming techniques, team and project approaches, strategic planning, entrepreneurial strategies, the development of learning organizations, and active listening.

Graduates have pursued careers in armed forces recreation with military and support personnel and their families; campus recreation with college students; employee services and recreation for corporate employees and their families; municipal recreation, resorts, and commercial recreation for the general public; and YMCA. (The national YMCA has a full-time staff member based at Springfield College to ensure the continuing collaboration that has been part of the College's tradition and to maintain an active link between the College and the 2,000 YMCAs throughout the world.)

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR 9-10 S.H.
Approved courses from each of the following subgroups:
- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT 7 S.H.
Approved courses from each of the following subgroups:
- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE 14-17 S.H.
- ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY 8-9 S.H.
Approved courses from each of the following subgroups:
- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING 6 S.H.
Approved courses from each of the following subgroups:
- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
RLSR 3: Introduction to Recreation and Leisure Services
RLSR 5: Dynamics of Leadership
RLSR 15: Recreational Activities
RLSR 16: Program Planning
RLSR 82: Leisure Services for Persons with Disabilities
RLSR 141: Undergraduate Field Experience
RLSR 14k: Management of Leisure Services
RLSR 150: Public Relations
RLSR 135: Introduction to Outdoor Recreation
RLSR 160: Facility Design and Planning
RLSR 188: Practicum
RLSR 205: History and Philosophy of Leisure and Recreation
RLSR 207: Organization and Administration of Public Recreation
RLSR 285: Human Resource Management
RLSR 286: Legal Aspects of Leisure Services
RLSR 287: Resort and Commercial Recreation
RLSR 288: Undergraduate Seminar

The recreation faculty and National Recreation and Parks Association adjust the core requirements from time to time in order to reflect trends and the most current accreditation standards.
III. PROGRAM BY YEAR

First Year
Fall
ENGL 113:   College Writing I
RLSR 3:      Introduction to Recreation and Leisure Services
RLSR 6:      Dynamics of Leadership
RLSR 15:     Recreational Activities
RLSR 155:    Introduction to Outdoor Recreation
PEAC 100:    Fit for Life
PEAC—:       Skill electives (two)

Spring
HIST 2:      Making of the Modern World
ENGL 114:    College Writing II
PSYC 1:      Introduction to Psychology
CISC—:       Computer Science ACR
________:   Social science ACR
PEAC—:       Skill electives (two)
MOSK 1:      Outdoor Pursuits

Second Year
Fall
HLTH 1:      Personal Health
PHIL 5:      Introduction to Philosophy
RLSR 188:    Practicum
________:   Natural Science ACR
________:   Elective
PEAC—:       Skill electives (three)

Spring
RLSR 16:     Program Planning
RLSR 82:     Leisure Services for Persons with Disabilities
________:   Language/Culture ACR
________:   Visual and performing arts ACR
PSYC 9:      Human Development
OR
EDUC 60:     Growth and Development: Prenatal Through Adolescence
PEAC—:       Skill elective

Third Year
Fall
MATH—:       Math ACR
RLSR 160:    Facility Design and Planning
ENGL—:       Literature ACR
________:   Electives (two)
PEAC—:       Skill electives (four)

Spring
PSYC 111:    Introduction to Statistics
OR
MGTE 120:    Statistics for Business and Economics
RLSR 150:    Public Relations
RLSR 148:    Management of Leisure Services
RLSR 285:    Resort and Commercial Recreation
________:  Elective
RELI—:       Religion ACR

Fourth Year
Fall
RLSR 205:    History and Philosophy of Leisure and Recreation
RLSR 207:    Organization and Administration of Public Recreation
RLSR 280:    Legal Aspects of Leisure Services
RLSR 245:    Personnel Management
________:   Human Resources Management
RLSR 288:    Undergraduate Seminar
OR
________:   Directed Elective
ECON 1:      Macroeconomics

Spring
RLSR 141:    Undergraduate Internship

Electives must be selected from the list below in consultation with your faculty advisor.

RLSR 185:    Tourism
RLSR 189:    Outdoor Leadership
RLSR 200:    Sport and Recreation Facility Management
RLSR 219:    Camp Programming
RLSR 226:    Management of Natural Resources
RLSR 229:    Program Planning
RLSR 286:    Leisure Behavior
RLSR 306:    Problem Solving (with permission)
RLSR 320:    Maintenance Management (with permission)
EMSM 20:    Emergency Medical Technician—MAST
EMSM 74:    Fundamentals of Search and Rescue
ENGL 102:   Business and Technical Writing
ENGL 103:   Business and Professional Speaking
HIST 165:   Environmental History of America
HSAD 111:   The YMCA: Past, Present and Future
HSAD 240:   Proposal Writing and Fundraising

UNDERGRADUATE CURRICULA 89
RECREATION MANAGEMENT/OUTDOOR EMPHASIS

The contribution of satisfying recreation experiences to the quality of life is not a new concept at Springfield College. The College has been preparing recreation and leisure professionals for almost fifty years. Graduates of this program are employed professionally throughout the world. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Park Association. The College offers two majors in this department: recreation management and therapeutic recreation services. The recreation management major can be completed with an optional emphasis in outdoor recreation.

The outdoor recreation management major recognizes the need for high-quality leaders in the outdoors. Millions of individuals have begun to value outdoor recreation and adventure activities, and to incorporate them into a productive, healthy lifestyle. Outdoor recreation management students prepare for professional employment as outdoor leaders in recreation agencies and areas including:

- Appalachian Mountain Club
- National Park Service
- Commercial rafting industry
- Ski resorts
- Organized camping
- Adventure therapy programs
- Outdoor education centers

The Recreation and Leisure Services Department is also very fortunate to manage the College’s own outdoor education center, located on the East Campus. Students learn in an urban wilderness setting, testing formulas for spiritual, physical, and intellectual growth. Students may also elect to attend training sessions promoted by the National Outdoor Leadership School (NOLS) and Outward Bound. Limited college credit for NOLS may be arranged to supplement the student’s academic program and professional development. Selected students have also studied in foreign countries and completed extensive outdoor expeditions for academic credit.

1. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
6-9 S.H.

Approved courses from each of the following subgroups:

- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:

- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

RLSR 3: Introduction to Recreation and Leisure Services
RLSR 6: Dynamics of Leadership
RLSR 13: Recreational Activities
RLSR 16: Program Planning
RLSR 82: Leisure Services for Persons with Disabilities
RLSR 141: Undergraduate Internship
RLSR 148: Management of Leisure Services
RLSR 150: Public Relations
RLSR 155: Introduction to Outdoor Recreation
RLSR 160: Facility Design and Planning
RLSR 188: Practicum
RLSR 189: Outdoor Leadership
RLSR 205: History and Philosophy of Leisure and Recreation
RLSR 207: Organization and Administration of Public Recreation
RLSR 226: Management of Natural Resources
RLSR 245: Personnel Management
RLSR 280: Human Resource Management
RLSR 288: Legal Aspects of Leisure Services
EMSM 20: Undergraduate Seminar
EMSM 74: Emergency Medical Technician—MAST

The recreation faculty and National Recreation and Parks Association adjust the core requirements from time to time in order to reflect trends and the most current accreditation standards. The recreation faculty have also initiated the Association of Experiential Education accreditation review process for the outdoor emphasis.

March 22, 1999
Requirements are subject to change.
### III. PROGRAM BY YEAR

#### First Year

**Fall**

- **ENGL 113:** College Writing I
- **RLSR 3:** Introduction to Recreation and Leisure Services
- **RLSR 6:** Dynamics of Leadership
- **RLSR 15:** Recreational Activities
- **RLSR 155:** Introduction to Outdoor Recreation
- **PEAC 100:** Fit for Life
- **PEAC 101:** Boating and Canoeing
- **PEAC 188s:** Hiking and Backpacking
- **PEAC 193:** Outdoor Adventure
- **PEAC 193:** Orienteering

**Spring**

- **HIST 2:** The Making of the Modern World
- **ENGL 114:** College Writing II
- **PSYC 1:** Introduction to Psychology
- **CISC—:** Computer science ACR
- **——:** Social Science ACR
- **MOSK 1:** Outdoor Pursuits
- **PEAC 190:** Kayaking
- **PEAC 197:** Cross-Country Skiing
- **PEAC 189:** Mountain Biking
- **PEAC—:** Skill elective

#### Second Year

**Fall**

- **HEALTH 1:** Personal Health
- **RLSR 189:** Outdoor Leadership
- **——:** Language/Culture ACR
- **PSYC 111:** Introduction to Statistics
- **OR**
- **MGTE 120:** Statistics for Business and Economics
- **RELI—:** Religion ACR
- **EMSM 74:** Fundamentals of Search and Rescue

**Spring**

- **RLSR 16:** Program Planning
- **RLSR 82:** Leisure Services for Persons with Disabilities
- **——:** Natural science elective
- **PSYC 9:** Human Development
- **OR**
- **EDUC 60:** Growth and Development: Prenatal Through Adolescence
- **HIST 165:** Environmental History of America
- **HPER 2:** Outdoor Adventure Leadership Practicum

#### Third Year

**Fall**

- **RLSR 188:** Visual and performing arts ACR Practicum
- **RLSR 148:** Management of Leisure Services
- **BIOL 150:** General Ecology
- **ENGL—:** Literature ACR
- **MATH 20:** Survey of Mathematics
- **OR**
- **MATH 21:** College Algebra

**Spring**

- **ECON 1:** Macroeconomics
- **RLSR 160:** Facility Design and Planning
- **RLSR 150:** Public Relations
- **RLSR 280:** Legal Aspects of Leisure Services
- **PHIL 5:** Introduction to Philosophy
- **RLSR 226:** Management of Natural Resources

#### Fourth Year

**Fall**

- **RLSR 305:** History and Philosophy of Leisure and Recreation
- **RLSR 207:** Organization and Administration of Public Recreation
- **RLSR 288:** Undergraduate Seminar
- **OR**
- **RLSR 245:** Personnel Management/ Human Resource Management
- **EMSM 20:** Emergency Medical Technician—MAST
- **——:** Directed Elective

**Spring**

- **RLSR 141:** Undergraduate Internship

The PEAC skill classes are basic and introductory in nature. All students who choose the outdoor program are required to develop a specialized area of hard outdoor skills at the instructor level in consultation with the faculty and the director of outdoor programming. Students must also document a significant amount of "face-to-face" outdoor leadership experience as part of their matriculation process.
REHABILITATION AND DISABILITY STUDIES

March 22, 1999
Requirements are subject to change.

Students 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 to the major concepts underlying the philosophy of rehabilitation. The student's academic experience is supplemented by vital supervised field experience concurrent with classroom study.

Rehabilitation is the procedure by which persons with physical or mental disabilities 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 hospitals, schools, and agencies operated by people dedicated to the cause of assisting these individuals to become independent, adjusted, and productive members of society.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDORER
9-10 S.H.

Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

A. General Rehabilitation Courses
(twenty-seven semester hours)

RHDS 25:
Introduction to Rehabilitation

RHDS 31:
Psychology of Disability

RHDS 40:
Independent Living Rehabilitation

RHDS 90:
Personal and Career Exploration for Rehabilitation Personnel

RHDS 125:
Rehabilitation Assessment and Appraisal Techniques

RHDS 130:
Pediatric Rehabilitation

RHDS 160:
Medical Information in Rehabilitation

RHDS 202:
Parents and Family of the Disabled

RHDS 270:
Rehabilitation Needs of the Aging

B. Fieldwork
(eighteen semester hours)

RHDS 146:
Practicum in Rehabilitation Services

RHDS 195:
Rehabilitation Internship

III. PROGRAM CONCENTRATIONS
To prepare students who desire to work with people in helping relationships, the curriculum includes six areas of concentration. Students must take a minimum of eighteen semester hours of credit, a minimum of six 100- to 200-level courses, chosen with an advisor and/or department chair approval.

A. Communication Disorders
(twenty-one semester hours)

Students in this program concentration prepare for careers working at medical, educational, or allied health and human service agencies associated with helping persons in speech, language, and/or communication disorders. This program is also intended to meet the prerequisites for graduate study and/or certification programs in speech therapy, language pathology, and audiology. Emphasis is placed on a core knowledge in speech and hearing science, phonetics and speech/language development, normal speech and hearing development, speech and hearing disorders, and assessment techniques. The program combines academic training with specific clinical practicum and internship in hospitals, clinics, and schools. Advanced study is required to become licensed or certified in speech/language pathology and/or audiology.

Twenty-one semester hours from the following:

RHDS 253:
Anatomy and Physiology of Speech
Hearing Mechanisms

RHDS 255:
Introduction to Audiology

RHDS 256:
Language Acquisition and Development

RHDS 259:
Phonetics for Communication Disorders

RHDS 261:
Rehabilitation in Speech and Language Disorders

RHDS 262:
Rehabilitation of the Hearing Impaired

RHDS 268:
Articulation Process, Disorder, and Treatment

RHDS — Electives (six to nine semester hours)
REHABILITATION AND
DISABILITY STUDIES
Continued

B. Developmental/Pediatric Rehabilitation
(eighteen semester hours)

This program concentration provides students with the opportunity to prepare for positions in various 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, communication, independent living, and individual growth and development are stressed. Additional courses in education and advanced graduate work, depending upon individual state requirements, may be required for those specifically preparing for certification as special education teachers in school settings.

Choose eighteen semester hours from the following:

RHDS 190: Interviewing and Case Study Methods
RHDS 242: Behavioral Techniques for the
Developmentally Disabled
RHDS 261: Rehabilitation in Speech and Language Disorders
OR
RHDS 292: Group Counseling Techniques in Rehabilitation
RHDS 294: Psychiatric Rehabilitation
RHDS 291: Neurological Rehabilitation
OR
RHDS 294: Psychiatric Rehabilitation

C. Interdisciplinary Disability Studies
(eighteen semester hours)

This specialty offers the students 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 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.

Choose eighteen semester hours from the following:

RHDS 190: Interviewing and Case Study Models
RHDS 242: Behavioral Techniques for the
Developementally Disabled
RHDS 284: Treatment Methods in the
Rehabilitation of the Alcoholic
RHDS 291: Neurological Rehabilitation
RHDS 292: Group Counseling Techniques in Rehabilitation
RHDS 293: Elective or graduate prerequisite
RHDS—:

D. Geriatric Rehabilitation
(eighteen semester hours)

This concentration prepares students for positions in hospitals, nursing homes, and community-based agencies that provide rehabilitation services for the elderly. Emphasis is placed upon evaluation, treatment techniques, and the prevention or the problems of old age. The primary focus is on the development of applied skills in such areas as the activities of daily living, rehabilitation therapies, and independent living.

Choose eighteen semester hours from the following:

RHDS 190: Interviewing and Case Study Methods
RHDS 242: Behavioral Techniques for the
Developementally Disabled
RHDS 292: Group Counseling Techniques in Rehabilitation
RHDS 294: Psychiatric Rehabilitation
Choose two of the following:
RHDS 275: Integrated Medicine
RHDS 284: Treatment Methods in the
Rehabilitation of the Alcoholic
RHDS 299: Pain Management

E. Medical Therapeutic Rehabilitation
(eighteen semester hours)

Students selecting this area of concentration are qualified for positions in medical, social service, or educational settings associated with helping the disabled to develop functional capabilities for independent living. Students are trained to assess the disabled with self-care, hygiene, ambulation, mobility, communication, homemaking, and other educational, vocational, social, or recreational skills related to activities of daily living. Qualified students may be selected to prepare for advanced study at the certificate or master's degree level in such areas as physical therapy, occupational therapy, speech and language therapy, cardiac rehabilitation, and other medical-related allied health careers.

RHDS 190: Interviewing and Case Study Methods
RHDS 271: Therapeutic Approaches with the Aging
OR
RHDS 261: Rehabilitation in Speech and Language Disorders
RHDS 287: Cardiac Rehabilitation
RHDS 291: Neurological Rehabilitation
Choose two of the following:
RHDS 279: Integrated Medicine
RHDS 284: Treatment Methods in the
Rehabilitation of the Alcoholic
RHDS 299: Pain Management

UNDERGRADUATE CURRICULA 93
IV. ELECTIVES
(minimum of twenty-one to twenty-four semester hours)

Students in specific preprofessional program tracks, such as physical therapy, occupational therapy, speech and language therapy, rehabilitation counseling, and others requiring further study must consult with their faculty advisors and graduate schools for specific prerequisite course requirements. These electives provide the opportunity to assure that additional prerequisite requirements, not otherwise designated in a student's course plan, can be completed within the bachelor's degree program.
SECONDARY EDUCATION
CERTIFICATION

The goal of the Education Department is to prepare students for teacher certification in one of the following areas: early childhood education, elementary education, teacher of students with special needs, and secondary certification in biology, English, history, mathematics, or social studies. Students may also obtain elementary or secondary certification in visual arts. Each of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements.

All secondary education program candidates are required to complete a full major in the subject area in which they seek certification, as well as all required courses in the education program. Students receive dual advisement from the Education Department and the content area department. While rigorous, this preparation provides an excellent background for teaching in the secondary content area.

*This program has been submitted to the Massachusetts Department of Education for approval. All other programs are NASDTEC and state approved.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing Across the Curriculum (W) courses. These are usually taken during the junior and senior years.

II. PROFESSIONAL PREPARATION REQUIREMENTS
EDUC 30: Introduction to High School Teaching
EDUC 60: Growth and Development: Prenatal Through Adolescence
OR
PSYC 4: Educational Psychology
EDUC 137: Social Justice and Diversity Education
EDUC 118: Tutorial Pre-Practicum
EDUC 174: Pre-practicum—Teaching and Special Issues in Secondary Education
EDUC 185: Curriculum, Methods, and Organization for Secondary Teachers
EDUC 271: Learning, Teaching, and Technology
EDUC 251S: Supervised Student Teaching
OR
EDUC 256S: Secondary Student Teaching: High School Level
EDUC 257S: Secondary Student Teaching: Middle School Level
EDUC 255S: Culminating Seminar: Special Issues in Secondary Education

III. LIBERAL ARTS AND SCIENCE MAJORS
Combining one of the majors listed below with the above secondary education program can lead to secondary teacher certification. Some required courses will also fulfill All-College Requirements.

MAJOR
Art/Art Therapy Teacher of Visual Arts (5-12 and/or 9-12)
Biology* Teacher of Biology (5-12 and/or 9-12)
English Teacher of English (5-12 and/or 9-12)
History Teacher of History or Teacher of Social Studies (5-12 and/or 9-12)
Mathematics Teacher of Mathematics (5-12 and/or 9-12)

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

A. ART MAJOR FOR SECONDARY EDUCATION
1. Art Therapy/Art Education
ARTS 1: Materials and Techniques
ARTS 5: Sensitivity and the Creative Process
ARTS 3: Studio in Painting
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 30: Studio in Computer Graphics
ARTS 106: Figure Drawing
ARTS 150: Advanced Studio in Art

UNDERGRADUATE CURRICULA 95
SECONDARY EDUCATION
CERTIFICATION
Continued

ATPY 49: Introduction to Art Therapy
ATPY 51: Ethics and Aesthetics in Art
ATPY 100: Methods and Materials of Art Therapy
and Art Education
ATPY 11b: Evaluation Standards in Art Education
ATPY 140W: Pre-Practicum in Art Therapy
ATPY 141: Practicum in Art Therapy
ARTS 155: CMO Art Education/Pre-K-9
ARTS 200W: Art Therapy With Special Needs Populations
ARTS 2305: Seminar in Art Education

Choose three of the following:
ARTS 35: Contemplating Jewish Art
ARTS 109: Arts and Ideas
ARTS 117: European Art from Prehistoric Period
to the 18th Century
ARTS 118: Modern European Art
ARTS 120: American Art of the 20th Century
ARTS 130: Women Artists in History

Psychology Courses
PSYC 1: Introduction to Psychology
PSYC 9: Human Development
PSYC 121: Abnormal Psychology

NOTE: ATPY 140W can be waived for either EDUC 118 or 174. Students
planning to waive 140W for EDUC 118 must take EDUC 185 concurrently
with ATPY 140W. Students waiving EDUC 174 must take EDUC 271.
PSYC 9 may also be waived for EDUC 60. Students in the secondary art
major who want a dual certification in elementary education must make
an appointment with their advisor.

2. Studio Art/Art Education
ARTS 1: Materials and Techniques
ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 14: Studio in Printmaking
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 10: Studio in Sculpture
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 28: Three-Dimensional Design
ARTS 30: Studio in Computer Graphics
ARTS 35: Contemplating Jewish Art
ARTS 130: Women Artists in History
ATPY 51: Ethics and Aesthetics in Art
ATPY 100: Methods and Materials of Art Therapy
and Art Education
ARTS 106: Figure Drawing
ARTS 109: Arts and Ideas
ATPY 117: Evaluation Standards in Art Education
ARTS 118: Modern European Art
ARTS 120: American Art of the 20th Century
ATPY 141: Pre-Practicum in Art Therapy
ARTS 141: Supervised Field Experience
ARTS 150: Advanced Studio in Design
ARTS 155: CMO Art Education Pre-K-9
ARTS 200: Art Therapy with Special Needs Populations
ARTS 2305: Seminar in Art Education

Required Non-Art Courses
DRAMA 40-41: Dramatic Workshop
DRAMA 50: Creative Dramatics and Improvisation
SPCO 50: Community Service Experience

Students in this major will receive advisement from both the Art Department
and the Education Department.

B. ENGLISH MAJOR FOR
SECONDARY EDUCATION

Requirements
ENGL 113: College Writing I
ENGL 114: College Writing II
ENGL 9: Great Books
ENGL 41: Survey of American Literature I
ENGL 42: Survey of American Literature II
ENGL 61: Survey of British Literature I
ENGL 62: Survey of British Literature II
ENGL 195: Structure of American English
OR
ENGL 197: History of the English Language
ENGL 2005: Seminar
ENGL 220: Traditional Grammar and Usage
ENGL 267: Shakespeare

Choose one of the following:
ENGL 51: Survey of Afro-American Literature I
ENGL 52: Survey of Afro-American Literature II
ENGL 80: Women and Literature
ENGL 162: Celtic Literature

Choose one of the following:
ENGL 26: Creative Writing
ENGL 106: Advanced Creative Writing
ENGL 101: Advanced Composition
ENGL 102: Business and Technical Writing
ENGL 103: Business and Professional Speaking

Students in this major will receive advisement from both the English
Department and the Education Department.

C. HISTORY MAJOR FOR SECONDARY EDUCATION
The following course of study can lead to secondary certification in history
and/or social studies.

Requirements
HIST 1: Survey of the History of Western Civilization
HIST 2: The Making of the Modern World
HIST 5: Colonial America to the Civil War
HIST 6: The Civil War to Modern America
HIST 10: Afro-American History
HIST 190: History Seminar
HIST—: Non-American history courses (two)
HIST—: American history courses (two)
HIST—: History electives (two)

Electives can be in any history course with the exception of HIST 141.
SECONdary education certification

continued

Non-History Requirements
A minimum of twenty-one semester hours including:
ECON 1: Principles of Macroeconomics
POSC 10: Introduction to American Government
POSC 70: Introduction to International Relations
SOCI 1: Introduction to Sociology
Choose one of the following:
GEOG 100: Cultural Geography
GEOG 101: Cultural Geography
Choose one of the following:
ANTH 50: Cultural Anthropology
SOCI 130: Social Problems
Choose one of the following:
POSC 155: Modernized Political Systems
POSC 177: International Interdependence
POSC 270: United States Foreign Policy

For advanced standing in the Education Department, which qualifies students to enroll in fieldwork, the following coursework must be completed by the end of the sophomore year: four courses in history which must include HIST 5, HIST 6, and one upper-level history course, as well as GEOG 100 and GEOG 101.

Students in this major will receive advisement from both the History Department and the Education Department.

D. Mathematics and Computer Science
Major for Secondary Education

Requirements
MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 24: Probability and Statistics
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 2008: Introductory Discrete Mathematics
MATH 2108: Abstract Algebra
MATH 2408: Topics in Mathematics and Computer Science
CISC 10: Introduction to Computer Concepts
CISC 65: Programming in BASIC
CISC 70: Introduction to Computer Science with C++ and Java

MATH 21 and 22 may be waived if the student can demonstrate competency through the CLEP exam or other indicators of competence.

Laboratory Science Requirement
All students are required to take at least four semester hours of a laboratory science upon consultation and approval of the student's academic advisor.

Computer Science Minor (strongly recommended)

CISC 70: Introduction to Computer Science with C++ and Java

CISC 150: Computer Logic Design

Choose one of the following:
MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 27: Calculus I
MATH 40: Contemporary Mathematics
MATH 50: Linear Algebra

Choose four of the following:
CISC 95: Assembly Language Programming
CISC 100: Data Structures Using C++
CISC 110: Database Development and Management
CISC 170: Computer Architecture
CISC 190: Fundamentals of Operating Systems

Students in this major will receive advisement from both the Mathematics/Computer Science Department and the Education Department.

IV. Advanced Standing

Students in the secondary education program are required to submit an application for advanced standing during the spring term of the sophomore year. This form will be provided by their secondary education advisor. Students must be granted advanced standing before enrolling in upper-level, advanced coursework in education or beginning pre-practicum field placements.

It is imperative that students maintain their advanced standing status in their junior and senior years. Students should adhere to all requirements and responsibilities that are stipulated in the following policies and procedures.

Minimum Standards for Eligibility
1. Students must successfully complete all departmentally-required education courses (EDUC 30, EDUC 60 or PSYC 4).
2. Students must successfully complete a core of courses in the field in which they seek certification and must achieve a cumulative index of 2.5 in all courses required for certification at that level.
3. Students must achieve an overall cumulative index of 2.5.
4. Students must pass the reading and writing sections of the Massachusetts Teacher Test.
5. Students must obtain the endorsement of the advisor in their major and the advisor in the education department.

Application Procedure
1. Schedule a meeting with the secondary education advisor to review current courses and cumulative indexes, and to receive an advanced standing application form.

UNDERGRADUATE CURRICULA 97
2. Schedule a meeting with the major advisor to review completed courses and to determine if junior-level, pre-practicum experience may begin. If the student is unable to begin pre-practicum because of an insufficient background, a plan for rectifying deficiencies will be made.

3. Return the advanced standing application to the secondary education advisor. It will then be submitted to the chair of the Education Department for final approval. Written notification of advanced standing status will be sent by the department chair.

4. Advanced standing status must be retained and will be reviewed in the spring of the junior year before enrollment for practicum.

Failure to Qualify
In order to enroll in upper-level courses, students must attain and maintain advanced standing status or receive permission from the department. Students will not be allowed to enroll without meeting this condition. If students fail to qualify for or lose advanced standing, they may file a new application when the standards of eligibility have been met. Transfer students are considered on a case-by-case basis.
Sociology is the study of human societies. It is concerned with understanding how people are influenced by the social world and how people act as creators of this world. Sociology emphasizes the study of social structure, culture, social change, and social problems that develop within societies.

Students majoring in sociology receive a broad, general education, including study in other social sciences. Opportunities for supervised study exist in off-campus government agencies, voluntary associations, nonprofit organizations, and businesses. In addition to the general sociology major, concentrations within the department include sociology of crime and corrections, sociology of health and aging, and sociology of inequality.

Students who major in sociology find careers in many fields, some of which include education, government, civil rights, politics, human service agencies, and human resources work in business. Sociologists can make a major contribution to any organization that needs people who can identify and analyze problems and thus contribute to their resolution. Many graduates seek advanced degrees in sociology, journalism, law, criminology, law enforcement, social work, business, and religious leadership.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
- ENGLISH (Written & Oral) 6-8 S.H.

Approved courses from each of the following subgroups:
- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS
SOCI 1: Introduction to Sociology
SOCI 10: Introduction to Social Welfare
ANTH 1: Introduction to Anthropology
OR
ANTH 50: Cultural Anthropology
SOCI 50: Social Organization
SOCI 120: Social Change
SOCI 130: Social Problems
SOCI 180: Sociological Theory
SOCI 298S: Research Methods
PSYC 111: Introduction to Statistics
HIST 6: The Civil War to Modern America
POSC 10: Introduction to American Government
Sociology electives (six) or concentration

III. ELECTIVES

IV. CONCENTRATIONS IN SOCIOLOGY
A student majoring in sociology can choose the generalist curriculum listed above or focus on a concentration that offers a more in-depth study in a specific field of interest. The following three concentrations are available, along with minors in the Social Science Department in human services, political science, or gerontology. The student also has the option of choosing to minor in another area of study outside the Social Science Department, such as psychology, rehabilitation, or art therapy, or to double-major in another field. The flexibility of the hours required in sociology makes such options possible.

A. Sociology of Inequality
SOCI 131: Racial and Ethnic Relations
SOCI 165: Women in Society
SOCI 140: Social Gerontology
SOCI 141: Sociology of Economic Stratification
Choose three of the following:
EDUC 137: Social Justice and Diversity Education
ENGL 52: Survey of Afro-American Literature II
ENGL 80: Women and Literature
ENGL 82: Native American Literature
HIST 10: Afro-American History
MUSC 32: Music as a Force of Social Protest
POSC 188: Civil Liberties
POSC 150: Politics of Development
RHDS 40: Independent Living Rehabilitation
RELI 120: Liberation Theology
SOCI 175: The Sociology of Genocide and the Holocaust

UNDERGRADUATE CURRICULUM 99
B. Sociology of Crime and Corrections
PSYC 1: Introduction to Psychology
SOCI 70: The Community in America
SOCI 135: Juvenile Delinquency
SOCI 191: Supervised Experience/Internship in Sociology, Criminal Justice, Social Work
SOCI 235: Criminology

Choose two of the following:
SOCI 132: Violence and Victimization
HSAD 36: Human Behavior in Small Groups
POSC 30: Public Administration
PSYC 121: Abnormal Psychology
PSYC 130: Applied Psychology
POSC 138: Civil Liberties

C. Sociology of Health and Aging
SOCI 60: Families in Society
SOCI 140: Social Gerontology
SOCI 145: Sociology of Death and Dying
SOCI 155: Medical Sociology
SOCI 191: Supervised Experience/Internship in Sociology, Criminal Justice, Social Work

Choose two of the following:
PSYC 1: Introduction to Psychology
PSYC 9: Human Development
RHDS 1: Introduction to Rehabilitation
RHDS 270: Rehabilitation Needs of the Aging
RHDS 275: Integrated Medicine
SOCI 142: Theories and Methods of Case Management
SPORT MANAGEMENT

March 22, 1990
Requirements are subject to change.

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

The program of study consists of three basic components: general education (the All-College Requirements), the business management core, and the sports concepts core. These program components provide a foundation for the development of knowledge and skills required for sport management. Practical experience is provided in the sports concepts core that enables students to apply what has been learned in a business setting. During the senior year, students are required to complete a fifteen-week field experience under the supervision of a qualified professional in sport management. This experience affords students the opportunity to nurture acquired skills while functioning in the "business of sport." It also facilitates student entry into the employment market upon graduation.

I. ALL COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:
• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:
• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.
• ENGLISH (Written and Oral) 6-8 S.H.
Approved courses from each of the following subgroups:
• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.
Approved courses from each of the following subgroups:
• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING
6 S.H.
Approved courses from each of the following subgroups:
• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. BUSINESS MANAGEMENT CORE
MGTE 5/SMGT 5: Introduction to Business
MGTE 10/SMGT 10: Principles of Accounting I
MGTE 11: Principles of Accounting II
MGTE 26: Management Principles
MGTE 100: Managerial Accounting
MGTE 101/SMGT 101: Marketing Principles
MGTE 103: Financial Management
MGTE 120/SMGT 120: Statistics for Business and Economics
MGTE 205/SMGT 205: Managerial Supervision
MATH 21: College Algebra
Or
MATH 23: Business Mathematics
ECON 1: Principles of Macroeconomics
ECON 2: Principles of Microeconomics
ECON 107-108: Managerial Economics I and II
ECON 195: Economics of Sport
ENGL 102: Business and Technical Writing

III. SPORTS CONCEPT CORE
COMM 111: Sports Information
MOST 128/SMGT 128: Psychology of Sport
MOST 228s: Sociology of Sport
MOST 299/SMGT 299: Heritage and Values of Movement and Sport
PHED—: Any coaching theory course
PHED 112/SMGT 112: Principles and Problems of Coaching
PHED 124/SMGT 124: Athletic Administration
RLSR 190/SMGT 190: Public Relations
RLSR 200/SMGT 200: Sports Recreation Facility Management
OR
RLSR 160: Facility Design and Planning
SMGT 140: Pre-PRACTICUM in Sports Management
SMGT 241: Fieldwork in Sports Management
SMGT 260S: Introduction to Sport Law
———: Elective

IV. SPORT MANAGEMENT PRE-PRACTICUM
AND FIELDWORK
All sport management majors must submit an application for both SMGT 140 and SMGT 241 at least one semester prior to enrollment in those courses. This application may be secured from and must be submitted to the sports management fieldwork coordinator by a specified and published deadline to ensure appropriate site identification and arrangement. All arrangements for both the pre-practicum and fieldwork must be approved by the fieldwork coordinator. Although SMGT 241 is worth ten to fifteen credits, all majors enrolled in this course are required to complete the equivalent of one full semester in this experience.

UNDERGRADUATE CURRICA 101
This preprofessional program educates students in sports biology and prepares them for acceptance to health professions and graduate schools, as well as leadership roles in new careers in sports science and sports medicine. The program represents an expansion of the science program, which has a history of successfully placing students in health professions and graduate schools. In view of the reputation of the College in sports and the success the preprofessional science program has enjoyed, the program—which combines sports and science—is uniquely suited to Springfield College. It is tailored particularly to those students who have an interest in science and sports, but are as yet unsure of their professional career interests.

The early curriculum is designed to provide insight into careers in sports medicine through courses, fieldwork, and a professional seminar that includes working professionals presenting their experiences in preparation, careers, occupational opportunities, etc., to help students determine a career goal. In addition to the academic work, students participate in a research or shadowing program to provide some hands-on experience in one or more of the fields of sports science.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR

9-10 S.H.

Approved courses from each of the following subgroups:

- **NATURAL SCIENCE** 3-4 S.H.
- **MATHEMATICS** 3-6 S.H.
- **COMPUTER SCIENCE** 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT

7 S.H.

Approved courses from each of the following subgroups:

- **HEALTH** 3 S.H.
- **PHYSICAL EDUCATION** 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE

14-17 S.H.

- **ENGLISH (Written and Oral)** 6-8 S.H.

Approved courses from each of the following subgroups:

- **LITERATURE** 3 S.H.
- **SECOND LANGUAGE/CULTURE** 3 S.H.
- **VISUAL AND PERFORMING ARTS** 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY

8-9 S.H.

Approved courses from each of the following subgroups:

- **HISTORY** 3 S.H.
- **SOCIAL SCIENCE** 3 S.H.
- **SOCIAL JUSTICE ISSUES** 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING

6 S.H.

Approved courses from each of the following subgroups:

- **PHILOSOPHY** 3 S.H.
- **RELIGION** 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 4-5</td>
<td>Bioscience</td>
</tr>
<tr>
<td>BIOC 6-7</td>
<td>Bioscience Laboratory</td>
</tr>
<tr>
<td>BIOC 80</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOC 81</td>
<td>Genetics Laboratory</td>
</tr>
<tr>
<td>BIOC 90-91</td>
<td>Human Structure and Function</td>
</tr>
<tr>
<td>BIOC 92-93</td>
<td>Human Structure and Function Laboratory</td>
</tr>
<tr>
<td>CHEM 1-2</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CHEM 3-4</td>
<td>General Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 21-22</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>CHEM 23-23</td>
<td>Organic Chemistry Laboratory</td>
</tr>
<tr>
<td>HITH 151</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>MOST 5</td>
<td>Lifespan Motor Development</td>
</tr>
<tr>
<td>MOST 103</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>MOST 119</td>
<td>Kinesiology/Biomechanics</td>
</tr>
<tr>
<td>PHYS 21-22</td>
<td>General Physics</td>
</tr>
<tr>
<td>BIOC 208</td>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIOC 209</td>
<td>Cell and Molecular Biology Laboratory</td>
</tr>
<tr>
<td>BIOC 220</td>
<td>Cellular Physiology</td>
</tr>
<tr>
<td>BIOC 221</td>
<td>Cellular Physiology Laboratory</td>
</tr>
</tbody>
</table>

Choose two of the following MATH courses:

- **MATH 21**: College Algebra
- **MATH 22**: Precalculus Mathematics
- **MATH 24**: Probability and Statistics
- **MATH 27-28**: Calculus I-Calculus II

Career colloquium in sports biology

III. DEPARTMENTAL ELECTIVES

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 115-116</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOC 117-118</td>
<td>Microbiology Laboratory</td>
</tr>
<tr>
<td>BIOC 170</td>
<td>Instrumentation and Methodology</td>
</tr>
<tr>
<td>BIOC 171</td>
<td>Instrumentation and Methodology Laboratory</td>
</tr>
<tr>
<td>BIOC 181</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BIOC 182</td>
<td>Developmental Biology Laboratory</td>
</tr>
<tr>
<td>BIOC 208</td>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIOC 209</td>
<td>Cell and Molecular Biology Laboratory</td>
</tr>
<tr>
<td>BIOC 211</td>
<td>Human Microscopic Anatomy</td>
</tr>
<tr>
<td>BIOC 212</td>
<td>Human Microscopic Anatomy Laboratory</td>
</tr>
<tr>
<td>BIOC 220</td>
<td>Cellular Physiology</td>
</tr>
<tr>
<td>BIOC 221</td>
<td>Cellular Physiology Laboratory</td>
</tr>
<tr>
<td>CHEM 32</td>
<td>Biological Chemistry</td>
</tr>
<tr>
<td>CHEM 41</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 42</td>
<td>Analytical Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>Physical Chemistry</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Physical Chemistry Laboratory</td>
</tr>
</tbody>
</table>
IV. SUGGESTED ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 225</td>
<td>Human Disease</td>
</tr>
<tr>
<td>PHED 125</td>
<td>Sports First Aid and Injury Prevention</td>
</tr>
<tr>
<td>PSYC 9</td>
<td>Human Development</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>PTMS 210-211</td>
<td>Human Anatomy</td>
</tr>
<tr>
<td>RHDS 275</td>
<td>Integrated Medicine</td>
</tr>
<tr>
<td>SOCI 155</td>
<td>Medical Sociology</td>
</tr>
</tbody>
</table>
TEACHER OF STUDENTS WITH SPECIAL NEEDS CERTIFICATION

The goal of the Education Department is to prepare students for teacher certification in one of the following areas: early childhood education, elementary education, teacher of students with special needs*, and secondary certification in biology*. English, history, mathematics, or social studies. Students may also obtain elementary or secondary certification in visual arts. Each of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements. Individuals in the teacher of students with special needs program are required to major in the psychosocial dynamics of learning interdisciplinary major.

Students preparing for provisional certification with advanced standing as a teacher of students with special needs (Pre-K–9) are required to complete the requirements in all five parts below.

*This program has been submitted to the Massachusetts Department of Education for approval, all other programs are NASDTEC and state approved.

I. ALL-COLLEGE REQUIREMENTS (ACRs)

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

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.

Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.

Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

March 22, 1999
Requirements are subject to change.

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

Approved courses from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

III. SPECIAL NEEDS COURSEWORK

EDUC 66: Growth and Development: Prenatal Through Adolescence
EDUC 126: Methods of Teaching Reading in Language Arts
EDUC 157: Social Justice and Diversity Education
EDUC 168-169: Pre-Practica
EDUC 251S: Supervized Student Teaching
EDUC 252S: Practicum Seminar

IV. GENERAL EDUCATION CORE

(required as part of the psychosocial dynamics of learning interdisciplinary major)

BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory OR
PHSC 1: Physical Science and the Environment
ENGL 220: Traditional Grammar and Usage
HIST 5: Colonial America to the Civil War OR
HIST 6: The Civil War to Modern America
MATH 21: College Algebra

V. PSYCHOSOCIAL DYNAMICS OF LEARNING INTERDISCIPLINARY MAJOR (PSDL)

A. Requirements

ANTH 1: Introduction to Anthropology
ARTY 40: Introduction to Art Therapy
PSYC 1: Introduction to Psychology
PSYC 4: Educational Psychology
PSYC 30: Personality and Personal Adjustment
PSYC 121: Abnormal Psychology
SOCI 1: Introduction to Sociology
SOCI 60: Families in Society
SICI 130: Social Problems
TEACHER OF STUDENTS
WITH SPECIAL NEEDS
CERTIFICATION
Continued

B. Electives
Choose a minimum of nine semester hours from at least two disciplines below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 50:</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ATPY 100:</td>
<td>Methods and Materials of Art Therapy and Art Education for Adolescents and Adults</td>
</tr>
<tr>
<td>ATPY 200:</td>
<td>Art Therapy with Special Needs Populations</td>
</tr>
<tr>
<td>PSYC 9:</td>
<td>Human Development</td>
</tr>
<tr>
<td>PSYC:</td>
<td>Any 100- or 200-level course</td>
</tr>
<tr>
<td>RHDS 51:</td>
<td>Psychology of Disability</td>
</tr>
<tr>
<td>RHDS 283:</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>SOCI 50:</td>
<td>Social Organization</td>
</tr>
<tr>
<td>SOCI:</td>
<td>Any 100- or 200-level course</td>
</tr>
</tbody>
</table>

C. PROGRAM BY YEAR

First Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 21:</td>
<td>College Algebra</td>
</tr>
<tr>
<td>PHSC 1:</td>
<td>Physical Science and the Environment</td>
</tr>
<tr>
<td>ENGL 113:</td>
<td>College Writing I</td>
</tr>
<tr>
<td>RELI:</td>
<td>Religion ACR</td>
</tr>
<tr>
<td>HLTH:</td>
<td>Personal Health</td>
</tr>
<tr>
<td>PEAC:</td>
<td>Skill electives (two)</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 114:</td>
<td>College Writing II</td>
</tr>
<tr>
<td>EDUC 162:</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>PSYC 1:</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>HIST 1:</td>
<td>Survey of the History of Modern Civilization OR</td>
</tr>
<tr>
<td>HIST 2:</td>
<td>Making of the Modern World</td>
</tr>
<tr>
<td>PEAC:</td>
<td>Skill electives (two)</td>
</tr>
</tbody>
</table>

Second Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL:</td>
<td>Visual and performing arts ACR</td>
</tr>
<tr>
<td>SOCI 1:</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>EDUC 60:</td>
<td>Growth and Development: Prenatal Through Adolescence</td>
</tr>
<tr>
<td>ATPY 40:</td>
<td>Introduction to Art Therapy</td>
</tr>
<tr>
<td>PSYC 4:</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 6:</td>
<td>The Civil War to Modern America</td>
</tr>
<tr>
<td>PEAC 100:</td>
<td>Fit for Life</td>
</tr>
<tr>
<td>EDUC 177:</td>
<td>CMO—Mathematics</td>
</tr>
<tr>
<td>EDUC 137:</td>
<td>Social Justice and Diversity Education</td>
</tr>
<tr>
<td>ANTH 1:</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>PSYC 30:</td>
<td>Personality and Personal Adjustment</td>
</tr>
</tbody>
</table>

Third Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 168-169:</td>
<td>Pre-Practica</td>
</tr>
<tr>
<td>EDUC 178:</td>
<td>CMO—Science, Social Studies, Language Arts</td>
</tr>
<tr>
<td>ENGL 226:</td>
<td>Traditional Grammar and Usage</td>
</tr>
<tr>
<td>SOCI 60:</td>
<td>Families in Society</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISI 10:</td>
<td>Introduction to Computer Concepts</td>
</tr>
<tr>
<td>SSCI 130:</td>
<td>Social Problems</td>
</tr>
<tr>
<td>EDUC 290:</td>
<td>Principles and Practices of Classroom Management</td>
</tr>
<tr>
<td>PHIL—:</td>
<td>Philosophy ACR</td>
</tr>
<tr>
<td>PSYC 121:</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PEAC—:</td>
<td>Skill electives (two)</td>
</tr>
</tbody>
</table>

Fourth Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHDS 261:</td>
<td>Rehabilitation in Speech and Language Disorders</td>
</tr>
<tr>
<td>RHDS 285:</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>EDUC 242:</td>
<td>Assessment and Program Development</td>
</tr>
<tr>
<td>EDUC 266:</td>
<td>Accommodating Student Needs in the Classroom Electives (two)</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 251S:</td>
<td>Supervised Student Teaching</td>
</tr>
<tr>
<td>EDUC 255S:</td>
<td>Practicum Seminar</td>
</tr>
</tbody>
</table>

IV. ADVANCED STANDING

Students are required to submit an advanced standing application to the Education Department prior to beginning fieldwork experiences. The application will be sent to students during the spring term of the sophomore year. It is imperative that students maintain advanced standing status in their junior and senior years. Students should adhere to all requirements and responsibilities that are stipulated in the following policies and procedures.

Minimum Standards for Eligibility

1. Students must have successfully completed all departmentally required preliminary courses within and outside the Education Department.
2. Students must have a D or an F in any departmentally required course (MATH 16, MATH 21, HIST 3, HIST 6, biology, or physical science, depending on program requirements).
3. Students must achieve and maintain a cumulative index of 2.5 in education courses and the departmentally required courses listed above.
4. Students must achieve an overall cumulative average of 2.5.
5. Students must meet the minimum competency standard in mathematics by achieving a B or better in MATH 21 or by passing the Math Praxis Exam.
6. Students must pass the reading and writing sections of the Massachusetts Teacher Test.
7. Students must have the signature of their department advisor, a faculty member from the area of their interdisciplinary major, and the chair of the Education Department.

The application for advanced standing must be submitted to the department chair prior to registration for junior year coursework, for review by the department. Students will receive written notification of their status during the semester in which the application is filed.

If a student fails to qualify for advanced standing, they may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed.
THERAPEUTIC RECREATION SERVICES

The contribution of satisfying recreation experiences to the quality of life is not a new concept at Springfield College. The College has been preparing recreation and leisure professionals for almost fifty years. Graduates of this program are employed professionally throughout the world. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Park Association. The College offers two majors in this department: recreation management and therapeutic recreation services. The recreation management major can be completed with an optional emphasis in outdoor recreation.

The therapeutic recreation major is an accredited professional program designed to prepare students to be certified as therapeutic recreation specialists. Graduates plan, develop, implement, and evaluate therapeutic recreation services in clinical and nonclinical settings. The program explores the use of recreation services to improve or maintain physical, mental, emotional, and/or social functioning and to assist individuals to achieve and sustain self-reliant, high-quality leisure lifestyles. Students in this program may either choose a specific area of emphasis or pursue the child life specialist concentration. Employment opportunities within the therapeutic recreation profession include:

• Hospitals
• Nursing homes/Long-term care facilities
• Rehabilitation centers
• Mental health agencies
• Substance abuse agencies
• Correctional facilities
• Sheltered workshops
• Senior citizen centers
• Camps/Outdoor recreation settings
• Vocational training centers
• Schools

1. ALL-COLLEGE REQUIREMENTS (ACR)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR
9-10 S.H.
Approved courses from each of the following subgroups:

• NATURAL SCIENCE 3-4 S.H.
• MATHEMATICS 3-6 S.H.
• COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT
7 S.H.
Approved courses from each of the following subgroups:

• HEALTH 3 S.H.
• PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE
14-17 S.H.

• ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:

• LITERATURE 3 S.H.
• SECOND LANGUAGE/CULTURE 3 S.H.
• VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY
8-9 S.H.

Approved courses from each of the following subgroups:

• HISTORY 3 S.H.
• SOCIAL SCIENCE 3 S.H.
• SOCIAL JUSTICE ISSUES 3 S.H.

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

Approved course from each of the following subgroups:

• PHILOSOPHY 3 S.H.
• RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. DEPARTMENTAL REQUIREMENTS

RLSR 3: Introduction to Recreation and Leisure Services
RLSR 6: Dynamics of Leadership
RLSR 15: Recreational Activities
RLSR 16: Program Planning
RLSR 72: Introduction to Therapeutic Recreation
RLSR 141: Undergraduate Internship
RLSR 148: Management of Leisure Services
RLSR 150: Public Relations
RLSR 155: Introduction to Outdoor Recreation
RLSR 160: Facility Design and Planning
RLSR 172: Processes and Techniques in Therapeutic Recreation
RLSR 188: History and Philosophy of Leisure and Recreation
RLSR 205: Organization and Administration of Public Recreation
RLSR 239: Leisure Counseling
RLSR 243: Personnel Management
RLSR 270: Human Resource Management
RLSR 273: Therapeutic Recreation for the Older Adult
RLSR 276: Persons with Chronic Illnesses
RLSR 280: Therapeutic Recreation Programming for Persons with Disabilities
RLSR 288: Legal Aspects of Leisure Services
RLSR 288: Undergraduate Seminar

The recreation faculty and National Recreation and Park Association adjust the core requirements from time to time in order to reflect trends and the most current accreditation standards.
THERAPEUTIC RECREATION SERVICES
Continued

III. THERAPEUTIC RECREATION

PROGRAM BY YEAR

First Year

Fall
ENGL 113: College Writing I
RLSR 3: Introduction to Recreation and Leisure Services
RLSR 6: Dynamics of Leadership
RLSR 15: Recreational Activities
RLSR 155: Introduction to Outdoor Recreation
PEAC 109: Fit for Life
PEAC—: Skill electives (two)

Spring
ENGL 114: College Writing II
HIST 2: The Making of the Modern World
PSYC 1: Introduction to Psychology
CISC—: Computer science ACR
———: Social science ACR
MOSK 1: Outdoor Pursuits
PEAC—: Skill electives (four)

Second Year

Fall
BIOL 10: Anatomy and Physiology I
BIOL 12: Anatomy and Physiology Laboratory
EDUC 60: Growth and Development: Prenatal Through Adolescence
OR
PSYC 9: Human Development
MATH—: Math ACR
ENGL—: Literature ACR
RLSR 72: Introduction to Therapeutic Recreation
PEAC 108: Sports for the Disabled I
PEAC 109: Sports for the Disabled II
PEAC—: Skill electives (two)

Spring
BIOL 11: Anatomy and Physiology II
BIOL 13: Anatomy and Physiology Laboratory
RLSR 16: Program Planning
PHIL 5: Introduction to Philosophy
RHDS 160: Medical Information in Rehabilitation
RELI—: Religion ACR
PEAC—: Skill electives (two)

Third Year

Fall
HLTH 1: Personal Health
RLSR 172: Processes and Techniques in Therapeutic Recreation
RLSR 148: Management of Leisure Services
RLSR 188: Practicum
RLSR 160: Facility Design and Planning
RLSR 270: Therapeutic Recreation for Older Adults and Persons with Chronic Illnesses

Spring
RLSR 230: Leisure Counseling
PSYC 121: Abnormal Psychology

PSYC 111: Introduction to Statistics
OR
MGTE 120: Statistics for Business and Economics
———: Visual and performing arts ACR
RLSR 150: Public Relations
RLSR 280: Legal Aspects

Fourth Year

Fall
RLSR 205: History and Philosophy of Leisure and Recreation
RLSR 207: Organization and Administration of Public Recreation
RLSR 273: Therapeutic Recreation Programming for Persons with Disabilities
RLSR 245: Personnel Management I
RLSR 288: Human Resources Management
RLSR 290: Undergraduate Seminar
———: Language/Culture ACR

Spring
RLSR 141: Undergraduate Internship

IV. THERAPEUTIC RECREATION—CHILD LIFE SPECIALIST

PROGRAM BY YEAR

First Year

Fall
ENGL 113: College Writing I
RLSR 3: Introduction to Recreation and Leisure Services
RLSR 6: Dynamics of Leadership
RLSR 15: Recreational Activities
RLSR 155: Introduction to Outdoor Recreation
PEAC 109: Fit for Life
PEAC—: Skill electives (two)

Spring
ENGL 114: College Writing II
HIST 2: The Making of the Modern World
PSYC 1: Introduction to Psychology
CISC—: Computer science ACR
———: Social science ACR
MOSK 1: Outdoor Pursuits
PEAC—: Skill electives (two)

Second Year

Fall
BIOL 10: Anatomy and Physiology I
BIOL 12: Anatomy and Physiology Laboratory
EDUC 60: Growth and Development: Prenatal Through Adolescence
OR
PSYC 9: Human Development
MATH—: Math ACR
ENGL—: Literature ACR
RLSR 148: Management of Leisure Services
RLSR 188: Practicum
RLSR 270: Therapeutic Recreation for Older Adults and Persons with Chronic Illnesses

Spring
RLSR 230: Leisure Counseling
PSYC 121: Abnormal Psychology

Psych—: Human Development
MATH—: Math ACR
ENGL—: Literature ACR
RLSR 72: Introduction to Therapeutic Recreation
PEAC 108: Sports for the Disabled I
PEAC 109: Sports for the Disabled II

Undergraduate Internship
THERAPEUTIC RECREATION SERVICES
Continued

Spring
BIOL 11: Anatomy and Physiology II
BIOL 13: Anatomy and Physiology Laboratory
RLSR 16: Program Planning
PHIL 5: Introduction to Philosophy
SPHD 160: Medical Information in Rehabilitation
RELI—: Religion ACR
PEAC—: Skill electives (two)

Third Year Fall
HILTH 1: Personal Health
RLSR 172: Processes and Techniques in Therapeutic Recreation
RLSR 148: Management of Leisure Services
RLSR 188: Practicum
RLSR 160: Facility Design and Planning
RLSR 274: Child Life: Concepts and Theories in Working with the Hospitalized Child

Spring
RLSR 276: Child Life: Clinical Issues and Techniques
PSYC 121: Abnormal Psychology
PSYC 111: Introduction to Statistics
OR
MGTE 128: Statistics for Business and Economics
OR
RLSR 150: Public Relations
PEAC—: Skill electives (four)

Fourth Year
Fall
RLSR 205: History and Philosophy of Leisure and Education
RLSR 207: Organization and Administration of Public Recreation
RLSR 273: Therapeutic Recreation Programming for Persons with Disabilities
RLSR 245: Personnel Management/ ACR
RLSR 288: Undergraduate Seminar
OR
Language/Culture ACR
Directed Elective

Spring
RLSR 158: Clinical Practicum in Child Life
RLSR 230: Leisure Counseling
RLSR 280: Legal Aspects of Leisure Services

Summer
RLSR 141: Undergraduate Internship
Although some students clearly define their academic and career direction early in their college experience, others may be less certain about their career goals and, therefore, not ready to declare a major. In keeping with its commitment to the philosophy of humanities, Springfield College offers an innovative solution for new students who are undecided.

The undeclared major gives a student time to adjust to the College’s academic environment and to explore many curriculum alternatives with the close assistance of a special academic advisor. When ready, most students elect a more specific major and most decide on a major by the end of the first year of study.

Students in the undeclared major focus primarily on All-College Requirements which apply across the board to all majors. Undeclared majors are also required to take the following courses designed to help them prepare for their eventual majors:

- "First-Year Success" is a two-credit course designed to help students make a successful transition to the College environment. Study skills, time management, getting to know the campus, and developing a relationship with the academic advisor are emphasized.

- "Career and Life Planning" is a highly interactive, one-credit psychology course that assists students in exploring career options and how those options relate to student’s interests, values, and skills.

Students in the undeclared major also have the opportunity to take a variety of disciplines, for example, "Introduction to Business" and "Introduction to Rehabilitation." Taking an exploratory course in another major can help a student discover new options or narrow down his or her choices.

I. ALL-COLLEGE REQUIREMENTS (ACRs)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the following sciences and humanities:

A. HUMANICS AND SCIENTIFIC ENDEAVOR 9-10 S.H.
Approved courses from each of the following subgroups:
- NATURAL SCIENCE 3-4 S.H.
- MATHEMATICS 3-6 S.H.
- COMPUTER SCIENCE 3 S.H.

B. HUMANICS, HEALTH, AND MOVEMENT 7 S.H.
Approved courses from each of the following subgroups:
- HEALTH 3 S.H.
- PHYSICAL EDUCATION 4 S.H.

C. HUMANICS, EXPRESSIVE AND COMMUNICATIVE LIFE 14-17 S.H.
- ENGLISH (Written and Oral) 6-8 S.H.

Approved courses from each of the following subgroups:
- LITERATURE 3 S.H.
- SECOND LANGUAGE/CULTURE 3 S.H.
- VISUAL AND PERFORMING ARTS 3 S.H.

D. HUMANICS, CULTURE, AND SOCIETY 8-9 S.H.
Approved courses from each of the following subgroups:
- HISTORY 3 S.H.
- SOCIAL SCIENCE 3 S.H.
- SOCIAL JUSTICE ISSUES 3 S.H.

E. HUMANICS AND THE SEARCH FOR MEANING 6 S.H.
Approved courses from each of the following subgroups:
- PHILOSOPHY 3 S.H.
- RELIGION 3 S.H.

In addition to ACRs, students must complete two Writing-Across-the-Curriculum (W) courses. These are usually taken during the junior and senior years.

II. UNDECLARED REQUIREMENTS
SPCO 5: First-Year Success
PSYC 6: Career and Life Planning

III. NEW MAJOR (to be selected)

IV. Typical Course Schedule, First Semester
SPCO 5: First-Year Success 2 S.H.
PSYC 6: Career and Life Planning 1 S.H.
ENGL 113: College Writing I 3 S.H.
HIST 2: Personal Health 3 S.H.
PEAC 100: Fit for Life 3 S.H.
An All-College Requirement, such as:
HIST 2: The Making of the Modern World 3 S.H.
OR
CISC 10: Introduction to Computer Concepts 3 S.H.
An introductory course, such as:
MGE 5: Introduction to Business 3 S.H.
OR
RHDS 25: Introduction to Rehabilitation 3 S.H.

Total: 15-18 S.H.

Before selecting the undeclared major, students should first determine that they are not interested in majors at the College that have limited enrollment and special admissions deadlines. For example, if a student is thinking about a physical therapy major, he or she needs to apply to that course of study during the initial application process because students are not allowed to transfer into it later. Other academic programs at the College that can be difficult to enter after the initial admissions period include athletic training, physician assistant, sports biology, and sport management. These programs have limited space and special academic standards.
MINORS

March 22, 1999
Requirements are subject to change.

ART

I. Requirements
ARTS 5: Sensitivity and the Creative Process
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 28: Three-Dimensional Design
ARTS 120: American Art of the 20th Century

II. Electives
Choose two of the following:
ARTS 3: Studio in Painting
ARTS 14: Studio in Printmaking
ARTS 20: Studio in Sculpture
ARTS 106: Figure Drawing
Four to six semester hours from the following:
ARTS 1: Materials and Techniques
ARTS 25: Studio in Photography
ARTS 26: Studio in Pottery
ARTS 30: Studio in Computer Graphics
ARTS 109: Arts and Ideas
ARTS 117: European Art from Prehistoric to the 18th Century
ARTS 118: Modern European Art
ARTS 119: American Art 1700 to 1900
ARTS 130: Women Artists in History
ARTS 150: Advanced Studio in Art
ARTS 201: Asian Art

ART THERAPY

I. Art Requirements
ARTS 1: Materials and Techniques
ARTS 3: Studio in Painting
ARTS 5: Sensitivity and the Creative Process
ARTS 28: Three-Dimensional Design
ARTS 15: Studio in Drawing
ARTS 16: Studio in Design
ARTS 26: Studio in Pottery
ARTS 120: American Art of the 20th Century

II. Art Therapy Requirements
ATPY 40: Introduction to Art Therapy
ATPY 51: Ethics and Aesthetics in Art
ATPY 100: Methods and Materials of Art Therapy
ATPY 160W: Art Therapy with Special Needs Populations
ATPY 225S: Art Therapy Practicum

BIOLOGY

I. Requirements
Choose one course (and corresponding lab if indicated) from each of the following categories:

A. Introductory Biology
BIOL 1: Basic Concepts of Modern Biology
BIOL 2: Basic Concepts Laboratory
BIOL 4-5: Bioscience
BIOL 5-6: Bioscience Laboratory

B. Biology of Plants
BIOL 65: Introductory Botany
BIOL 70: Plant Biology

C. Anatomy and Physiology
BIOL 10-11: Anatomy and Physiology I/II
BIOL 12-13: Anatomy and Physiology Laboratory
BIOL 90-91: Human Structure and Function
BIOL 92-93: Human Structure and Function Laboratory

D. Ecology
BIOL 64: Flora of New England
BIOL 66: Flora of New England Laboratory
BIOL 77: Field Ornithology
BIOL 150: General Ecology
BIOL 151: General Ecology Laboratory
BIOL 178: Aquatic Biology
BIOL 179: Aquatic Biology Laboratory
BIOL 190: Field Ecology

E. Chemistry
CHEM 1-2: General Chemistry
CHEM 3-4: General Chemistry Laboratory
CHEM 15: Chemistry Survey
CHEM 16: Chemistry Survey Laboratory

ATHLETIC COACHING

I. Requirements
BIOL 10: Anatomy and Physiology I
BIOL 11: Anatomy and Physiology II
BIOL 12-13: Anatomy and Physiology Laboratory
PSYC 1: Introduction to Psychology
MOST 5: Lifespan Motor Development
MOST 24: Motor Learning

MOST 10: Physiology of Exercise
MOST 119: Kinesiology/Biomechanics
MOST 128: Psychology of Sport
PHED 106: Sports officiating course
PHED 112: Principles and Problems of Coaching
PHED —: Coaching course
PEPC —: Corresponding skills course
PHED 125: Sports First Aid and Injury Prevention
PHED 149: Practicum in Coaching
MINORS
Continued

I. Physics
PHYS 15: Physics for Movement Sciences
PHYS 21-22: General Physics

II. Electives
BIOL—: Elective (one course above BIOL 13)

BUSINESS MANAGEMENT

I. Requirements
MGTE 5: Introduction to Business
MGTE 10: Principles of Accounting I
MGTE 11: Principles of Accounting II
MGTE 14: Management Principles
MGTE 101: Marketing Principles
ECON 1: Principles of Microeconomics
ECON 2: Principles of Macroeconomics
ECON 135: Business and Government
MGTE 195: Economics of Sports
MGTE 196: Corporate Social Responsibility

*In some circumstances, MGTE 295 may be substituted for ECON 135. This substitution requires the approval of the student's advisor and the department chair before it can be implemented.

CHEMISTRY

I. Requirements
CHEM 1: General Chemistry
CHEM 3-4: General Chemistry Laboratory
CHEM 21-22: Organic Chemistry
CHEM 23-24: Organic Chemistry Laboratory
CHEM 41: Analytical Chemistry
CHEM 42: Analytical Chemistry Laboratory
CHEM 31: Biological Chemistry
CHEM 110: Physical Chemistry with Biological Applications
CHEM 111: Physical Chemistry Laboratory

COMPUTER PROGRAMMING

I. Prerequisites
MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 27: Calculus I
MATH 40: Contemporary Mathematics
MATH 50: Linear Algebra

II. Requirements
CISC 10: Introduction to Computer Concepts
CISC 40: The World of Microcomputers
CISC 65: Programming in BASIC

CISC 70: Introduction to Computer Science with C++ and Java
CISC 80: COBOL and File Processing
CISC 100: Data Structures Using C++

COMPUTER SCIENCE

I. Prerequisites
MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 27: Calculus I
MATH 40: Contemporary Mathematics
MATH 50: Linear Algebra

II. Requirements
CISC 70: Introduction to Computer Science with C++ and Java
CISC 150: Computer Logic Design

III. Electives
Choose four of the following courses:
CISC 95: Assembly Language Programming
CISC 100: Data Structures Using C++
CISC 110: Database Developer and Management
CISC 170: Computer Architecture
CISC 190: Fundamentals of Operating Systems

DANCE

I. Requirements
DANC 1: Dance Appreciation
DANC 10: Laban Movement Analysis
DANC 20: Choreography I
DANC 30: Ballet Theory and Technique I
DANC 40: Modern and Post-Modern Dance Theory and Technique I
DANC 50: Jazz Dance Theory and Technique I

II. Electives
DANC 100: Teaching Dance
DANC 120: Introduction to Dance and Somatic Movement Therapy
DANC 140: Dance Performance Practicum
ARTS 122: InterArts Workshop

ENGLISH

With the guidance of faculty advisors, students may select eighteen semester hours of English and communication courses beyond ENGL 113 and 114.
MINORS
Continued

GERONTOLOGY

I. Prerequisite
SOC1 1:
Introduction to Sociology

II. Requirements
SOC1 140:
Social Gerontology
SOC1 145:
Sociology of Death and Dying
SOC1 155:
Medical Sociology
RHDS 270:
Rehabilitation Needs of the Aging

III. Electives
-Six semester hours from the following:
SOC1 10:
Introduction to Social Welfare
SOC1 142:
Theories and Methods of Case Management
HSAD 15:
Introduction to Human Services
ARTS 40:
Introduction to Art Therapy
RLSR 72:
Introduction to Therapeutic Recreation
RLSR 270:
Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses
HLTH 265:
Health Related Aspects of Aging
RHDS 271:
Therapeutic Approaches with the Aging
HADM 99:
Computer Applications in Healthcare

HEALTH STUDIES

I. Requirements
BIOL 10:
Anatomy and Physiology I
BIOL 11:
Anatomy and Physiology II
BIOL 12-13:
Anatomy and Physiology Laboratory
HLTH 1:
Personal Health
HLTH 6:
First Aid: Responding to Emergencies and Community CPR
HLTH 143:
Community Health
HLTH 151:
Introduction to Nutrition
HLTH 159:
Human Sexuality
HLTH 160:
Drugs and Society

II. Electives
HLTH 102:
Methods and Materials in Health Education I
HLTH 110:
Consumer Health
HLTH 152:
Applied Nutrition
HLTH 202:
Methods and Materials in Health Education II
HLTH 205:
Curriculum Construction and Instruction
HLTH 217:
Organization and Administration of School Health Programs and Curriculum Construction
HLTH 225:
Human Disease
HLTH 242:
Special Topics for the Classroom Professional—Grades Pk—K—12
HLTH 255:
Health Related Aspects of Aging
HLTH —:
Elective (one)

HISTORY

I. Requirements
HIST 5:
Colonial America to the Civil War
HIST 6:
The Civil War to Modern America

II. Electives
Six semester hours from the following:
HIST 115:
Modernization and European Society
HIST 123:
History of Russia
HIST 125:
The Ancient and Classical World
HIST 126:
Medieval History
HIST 129:
Early Modern Europe
HIST 180:
Studies in History
HIST 229:
Europe Since 1900
Six semester hours from the following:
HIST 10:
Afro-American History
HIST 135:
Modern China: 1840 to Present
HIST 160:
Early American Thought and Culture
HIST 161:
Modern American Thought and Culture
HIST 165:
Environmental History of America
HIST 180:
Studies in History
HIST 190:
History Seminar
HIST 205:
The History of the Soviet Union
HIST 281:
Recent American History

HUMAN SERVICES AND ADMINISTRATION

I. Requirements
HSAD 36:
Human Behavior in Small Groups
HSAD 39:
Group Work Method

II. Electives
PSAD —:
Electives (twelve semester hours)

MATHEMATICS

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

II. Electives
Choose three of the following:
MATH 24:
Probability and Statistics
MATH 40:
Contemporary Mathematics
MATH 49:
Geometry
MATH 50:
Linear Algebra
MATH 110:
Mathematical Analysis
MATH 2005:
Introductory Discrete Mathematics
MINORS
Continued

MUSIC

I. Requirements
MUSC 1: Basic Musicianship
MUSC 20: Basic Piano
MUSC 30: Applied Music I

II. Concentration Electives
Choose two of the following:
MUSC 8: Music Appreciation
MUSC 32: Music as a Form of Social Protest
MUSC 33: Music Tech I

III. Ensemble Electives
Choose one of the following:
MUSC 12: Springfield College Singers
MUSC 13: Springfield College Band
MUSC 14: Springfield College Pep Band
MUSC 15: Chamber Music Workshop

NUTRITION

I. Requirements
BIOL 10: Anatomy and Physiology I
BIOL 11: Anatomy and Physiology II
BIOL 12-13: Anatomy and Physiology Laboratory
OR
BIOL 90-91: Human Structure and Function
BIOL 92-93: Human Structure and Function Laboratory
CHEM 1-2: General Chemistry
CHEM 7-8: General Chemistry Laboratory
CHEM 30: Organic Chemistry
CHEM 31: Organic Chemistry Laboratory
CHEM 32: Biological Chemistry
HLTH 151: Introduction to Nutrition
HLTH 290S: Advanced Nutrition
PHED 240: Nutrition and Athletic Performance

PHILOSOPHY

I. Requirements
PHIL 3: Introduction to Philosophy

II. Electives
Choose fifteen semester hours from the following:
PHIL 3: Conflict of Ideals
PHIL 6: Ethics
PHIL 8: Practical Logic
PHIL 14: Special Topics in Philosophy
PHIL 125: Business Ethics
PHIL 126: Classical Political Thought—From Plato to Machiavelli
PHIL 127: Modern Political Thought—From Machiavelli to the Present
PHIL 180: Existentialism

In consultation with the philosophy advisor, one three-semester-hour course from another discipline may be substituted for one elective.

POLITICAL SCIENCE

I. Requirements
POSC 10: Introduction to American Government
POSC 70: Introduction to International Relations
POSC 126: Political Thought—From Plato to Machiavelli
OR
POSC 127: Political Thought—From Machiavelli to the Present
POSC—: Political science electives (nine semester hours)

PSYCHOLOGY

I. Requirements
PSYC 1: Introduction to Psychology

II. Core Courses
Choose one course from each of the following categories:
A. Scientific Basis of Behavior
PSYC 105: Sensation and Perception
PSYC 111: Introduction to Statistics
PSYC 112: Experimental Design
PSYC 201: Motivation and Learning
PSYC 205: Physiological Psychology
PSYC 208: Cognitive Psychology

B. Social and Developmental Basis of Behavior
PSYC 9: Human Development
PSYC 30: Personality and Personal Adjustment
PSYC 106: Social Psychology
PSYC 121: Abnormal Psychology
PSYC 206: Psychology of Cultural Diversity
PSYC 299: Psychology of the College-Age Adult

C. Applied Psychology
PSYC 130: Applied Psychology
PSYC 213: Psychological Testing
PSYC 222: Interviewing and Counseling

III. Electives
Choose two courses from the list below or two additional courses from the list above.
PSYC 4: Educational Psychology
PSYC 207: History of Modern Psychology
PSYC 215: Child Development and Therapy
PSYC 240: Psychology of Sexual Behavior
PSYC 245: Imagery, Hypnosis, and Self-Hypnosis

UNDERGRADUATE CURRICULA 113
MINORS
Continued

REHABILITATION AND DISABILITY STUDIES

I. Requirements
RHDS 15: Introduction to Rehabilitation
RHDS 31: Psychology of Disability
OR
RHDS 40: Independent Living Rehabilitation
RHDS 125: Assessment and Appraisal Techniques

RHDS 130: Pediatric Rehabilitation
AND
RHDS—: Elective (one 200-level course)
OR
RHDS—: Electives (two 200-level courses)
RHDS 160: Medical Information in Rehabilitation

RELIGION

I. Requirements
RELI 4: Religion in America
RELI 9: The Religious Experience of Humanity
OR
RELI 5: Introduction to the Old Testament
OR
RELI 222: Christianity and Modern Society
OR
PHIL 6: Ethics
OR
PHIL 125: Business Ethics

II. Electives
RELI—: Two 100- or 200-level religion courses

SOCIOLOGY

I. Requirements
SOCI 1: Introduction to Sociology
SOCI 50: Social Organization
SOCI 130: Social Problems
ANTH 1: Introduction to Anthropology
OR
ANTH 50: Cultural Anthropology

II. Electives
SOCI—: Electives (three)

THEATRE ARTS

I. Requirements
Eighteen semester hours including the following courses:
DRAM 1: Introduction to Theatre
DRAM 10: Fundamentals of Acting
DRAM 20: Directing Workshop
DRAM 50: Creative Dramatics and Improvisation
DRAM 30: Stage Production
OR
DRAM 40: Dramatic Workshop
AND
DRAM 41: Dramatic Workshop
DRAM 130: Scene Study
OR
ENGL 267: Shakespeare
OR
ARTS 122: InterArts Workshop
UNDERGRADUATE COURSE DESCRIPTIONS

Undergraduate courses at Springfield College are numbered as follows:

1-99 — First-year 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:

Fifteen hours for 1 S.H. Thirty hours for 2 S.H.
Forty-five hours for 3 S.H. Sixty hours for 4 S.H.

In skills and techniques courses in physical education, forty-five hours of attendance are necessary for one semester hour of academic credit. The hours required for laboratory and fieldwork 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 1999-2000 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 prehistoric development of the culture and behavior of man illustrated by the simpler societies.

ANTH 50: Cultural Anthropology 3 S.H.
This course is an in-depth examination of the concept, methods, and theoretical positions of cultural anthropology. Students concentrate on reading primary materials — i.e., case studies of ethnographies, key articles, or selections in theory and method. Prerequisite: ANTH 1 or permission of instructor.

APPLIED EXERCISE SCIENCE

AEXS 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 sources of materials and evaluation.

AEXS 130: Instruction and Presentation Techniques 2 S.H.
This course is designed to acquaint students with the concepts of various types of instructional and presentation techniques common to the health/fitness field.

AEXS 140: Measurement and Evaluation 3 S.H.
This course is an introduction to the methods of measurement and evaluation in the health/fitness field. Emphasis is placed on choosing appropriate tests, calculation and interpretation of basic statistics, and practical application of measurement principles. Topics include basic research methodology, statistical tools in evaluation, reliability and validity, calibration of equipment, test administration, and evaluation of fitness tests. Prerequisite: A college-level math course or permission of instructor.

AEXS 150: Pre-Practicum in Health/Fitness 2 S.H.
This pre-practicum provides prospective health/fitness leaders with an opportunity to learn through assisting an experienced leader in health/fitness programs in clinical, agency, corporate, or institutional environments. Prerequisites: MOST 103, AEXS 160, matriculation, and PEFC 100 or PEAC 100.

AEXS 160: Exercise Testing and Prescription 3 S.H.
The purpose of this course is to present current fitness testing protocols used in 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 procedures for adults as well as children ages 5-18 years are included. Prerequisite: MOST 103.

AEXS 170: Exercise Testing and Prescription for Special Populations 3 S.H.
This course is designed to acquaint students with the principles of exercise testing and prescription for special populations. Selection and organization of activities for a range of ages and fitness levels are covered. Prerequisite: AEXS 160 or permission of instructor.

AEXS 175: Stress Management 3 S.H.
This course provides an overview of principles and practices in stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental/physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisites: BIOL 10 and 11.

AEXS 182: On-Campus Practicum 2 S.H.
This course represents the first in a sequence of practicum experiences. Students are afforded the opportunity to observe and, to a limited extent, develop techniques, methodologies, and philosophies of teaching health/fitness under the direct supervision of Springfield College faculty members.

AEXS 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. 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.

AEXS 254S: Health/Fitness Fieldwork 10-15 S.H.
This is a supervised, field-based experience that familiarizes students with the conditions, practices, and environmental settings where the desired vocational roles are conducted. Placement for field experience is made and must be approved by the coordinator for health/fitness fieldwork. Information contained in the fieldwork application filed during the junior year is utilized in making specific assignments. Prerequisites: senior status (99 S.H.), matriculation, AEXS 150 and 160.
AEXS 261: Electrocardiogram Interpretation and Graded Exercise Testing 3 S.H.
This course is designed to instruct students in the acquisition and interpretation of both resting and exercise electrocardiograms. Students are taught to identify various cardiac dysrhythmias and to administer a graded exercise test according to the American College of Sports Medicine guidelines. Prerequisite: AEXS 160 or permission of instructor.

AEXS 270: Strength and Conditioning 3 S.H.
This course is designed to provide students with information for the design and implementation of a successful strength and conditioning program. Emphasis will be placed on assessment, description and analysis of sport movement, and designing weight training programs to enhance performance variables. This course will assist those students who desire to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam. However, this course is not a preparation course for the exam.

AEXS 271: Strength and Conditioning Applications 1 S.H.
This course provides students with the appropriate setting in which to apply the principles of strength and conditioning that are taught in the AEXS 270 course. Emphasis is placed on assessment of athletic performance as well as the development of muscular-skeletal flexibility, speed, agility, quickness, strength, and power. Prerequisite/Corequisite: AEXS 270.

ART

ARTS 1: Materials and Techniques 2 S.H.
This course gives students experience in a variety of materials—metal, ceramics, woods, and cloth. Each medium is developed as a unique form of creative expression.

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 painting for control and scope of expression. Students are 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 are analyzed. Slides, tapes, films, museum visits, and guest artists provide an integral part of the course. Through this examination of art, students have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own.

ARTS 14: Studio in Printmaking 3 S.H.
This course explores the varied aspects of the printmaking media. Areas covered are intaglio, calligraphy, and lithography. Work is done using both traditional and experimental techniques in black and white and in color.

ARTS 15: Studio in Drawing 3 S.H.
This course sets out to increase the student's ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials.

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 students working in the third dimension. Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist's statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay.

ARTS 24: Care and Protection of Art Objects 2 S.H.
This course emphasizes the materials and techniques of an artist. Students make in-depth studies of the materials and methods that will afford them the opportunity to gain the greatest possible control over their creative process. Areas of investigation include paint pigments, chemistry of materials, and conservation of pictures.

ARTS 25: Studio in Photography 2 S.H.
This course explores the photographic process, the use of equipment, film development, and printing. Emphasis is placed upon the use of the camera as a creative means of expression.

ARTS 26: Studio in Pottery 3 S.H.
This course is an introduction to the various methods of pottery making. Students explore such forming methods as slab, pinch, coil, and throwing. The uses of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function are developed. Tests are conducted in differing clay bodies and glaze information.

ARTS 28: Three-Dimensional Design 3 S.H.
This course explores our urban environment as three-dimensional design. Students are encouraged to use the urban community as a classroom for studying the aesthetic interrelationships of man and his environment. Such basic design elements as color, form, shape, texture, and scale as related to the human elements are emphasized.

ARTS 30: Studio in Computer Graphics 3 S.H.
This is an introductory course that focuses on the technology of computer graphics. Each student has the opportunity to explore a number of graphic software programs, utilizing several computer systems. Due to the advanced software programs employed, students are able to draw, paint, design, and make rapid changes in their artwork 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: Computer Animation 3 S.H.
This course provides the student with an in-depth study of the creation of computer animation. Each student has the opportunity to develop animated pieces from initial conception to final edited video piece. Students use a variety of two-dimensional software and develop skills in story boarding and editing. Prerequisite: ARTS 30 or permission of instructor.

ARTS 35: Contemplating Jewish Art 3 S.H.
This course is an overview of the lives and works of Jewish visual artists from the mid-nineteenth century to today. The effects of anti-Semitism on the themes and acceptance of Jewish artists is addressed. In addition to a didactic approach, a component of this course explores the styles and media of these artists. Artistic skill is not required, only a willingness for students to explore their creativity.

ARTS 36: Advanced Desktop Design 3 S.H.
This course provides students with the skills to compete in today's graphic job market. Layout, design, and photo manipulation are taught using industry standard programs with an overview of other currently used paint packages. Prerequisite: ARTS 30 or COMM 107.

ARTS 106: Figure Drawing 3 S.H.
This course is an in-depth study of the traditional problems of drawing the figure, working with light, weight, dimension, and color. Emphasis is placed on developing the student's sensitivity and awareness to the many possibilities and potentials that the human form possesses. Students draw directly from both male and female models. Work is done in such media as charcoal, ink, pencil, and conte-crayon, as well as in techniques of contour, line, and work drawings.

ARTS 109: Arts and Ideas 3 S.H.
This course is designed to combine the elements of art with art history. Through the study of the plastic elements of art and composition, students view the role of the artist from ancient times to the present day to form a better understanding of the aesthetics of our own human nature.

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.
This course is a survey of painting, architecture, and sculpture from the early Colonial Period to the turn of the Twentieth Century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation.

ARTS 120: American Art of the 20th Century 3 S.H.
This course investigates the development of a true native style and expression in the wake of modern technological advancements: global, political, and economic upheavals; and the search for national cultural identity.

ARTS 122: VAPA Production 1 3 S.H.
This course trains musicians, singers, dancers, painters, sculptors, actors, designers, and graphic artists to function as a collective in the preparation and mounting of a major stage production in an apprentice-like manner by contract with faculty coaches/directors. Prerequisites: Auditions, interviews, and permission of the company directors.

ARTS 130: Women Artists in History 3 S.H.
This course examines the achievements and contributions of European and American women artists from the middle ages to the present in terms of the culture in which they lived and worked.

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 works directly with the people of the inner city in less formal situations such as a studio, gallery, museum, or a store-front workshop. An exhibit of students' artwork in their own areas of interest is presented at the completion of the experience. This field experience requires a minimum of 450 clock hours of placement time. A minimum of 10 semester hours is required for graduation.

ARTS 150: Advanced Studio in Art 2-6 S.H.
This advanced studio provides the opportunity for students to gain an in-depth study of a specific media or art form. Students work out the studio experience in consultation with the instructor of the course, based on their individual interests and potential. Prerequisite: Permission of instructor.

ARTS 155: CMO Art Education/Pre-K–9 3 S.H.
This course explores the stages of a child's development through art and how to teach developmentally-appropriate creative art activities in elementary, middle, and high schools. Students participate in art exercises and are required to design and critique lesson plans. Art teaching that emphasizes current research in art education is a major focus.

ARTS 201: Asian Arts and Culture 3 S.H.
This course provides a survey of the arts of Asia, specifically India, China, and Japan from prehistory to modern times. Lectures and discussions focus on the traditional arts of painting, sculpture, and architecture, as well as the art of Feng Shui, Ikebana, Calligraphy, Haiku, Bon sai, Raku, and martial arts. Students have an opportunity to work directly with some of the art forms. Students are exposed to the aesthetics as well as the philosophical basis of these Eastern Arts.

ARTS 230S: Seminar in Art Education 2 S.H.
This seminar focuses on the analysis of the student's ongoing demonstration of the knowledge, skills, and methodology acquired in field experiences and the exploration of selected issues in art education directed toward the student's specific needs and interests. State and national guidelines for art competencies will be reviewed.
ART THERAPY

ATPY 40: Introduction to Art Therapy 3 S.H.
This course introduces students to the profession of art therapy, including its history and development. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals are studied. Prerequisite: PSYC 1.

ATPY 51: Ethics and Aesthetics in Art Education and Art Therapy 1 S.H.
This course provides students with the knowledge and understanding of ethics and aesthetics and their role in art education and art therapy. Contrasting views of art therapy and art education theorists and practitioners are discussed and debated. The implications of politics on aesthetics and other relevant issues in art education are addressed. Prerequisites: ATPY 40 and 110, or permission of the instructor.

ATPY 100: Methods and Materials of Art Therapy and Art Education for Adolescents and Adults 3 S.H.
This course covers the range of materials, methods, and techniques employed by the art therapist and art educator. The course focuses on art therapy/art education with special needs adolescents and adults.

ATPY 110: Evaluation Standards in Art Education 2 S.H.
This course familiarizes students working toward their certification in art education, in evaluation techniques in art. Current methods and research in art evaluation are stressed, with an emphasis on non-biased and individual evaluation techniques that acknowledge multicultural differences. Field experiences and role-playing assist the students in formulating appropriate techniques. Prerequisite: Enrollment in a certification program in education or permission of the instructor.

ATPY 140W: Pre-Practicum in Art Therapy 3 S.H.
This course provides students in the art therapy concentration who need firsthand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. Prerequisites: ATPY 40 and 100.

ATPY 141: Practicum in Art Therapy 8 S.H.
This course provides students with an in-depth practicum experience in the art therapy field. Students practice observation skills, co-lead groups, and work with individual clients in agencies, schools, clinics, and other human service organizations. Students receive supervision from the College supervisor in group and individual sessions. Depending on the site, students may utilize various approaches such as art as healing, art as adjunctive therapy, or a traditional art therapy approach.

ATPY 200W: Art Therapy with Special Needs Populations 3 S.H.
This course is designed for individuals who are interested in working with multi-diagnosed individuals through art therapy. Various therapeutic approaches in art therapy as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality.

ATPY 205: Art Therapy and the Elderly Client 2 S.H.
This course presents art therapy as a tool to work with the physical, psychological, and social needs of the elderly. It focuses on materials and methodologies that the art therapist uses to assist the elderly to express these needs nonverbally through the art process.

ATPY 210: The Therapeutic Aspects of Clay 3 S.H.
This course demonstrates techniques and tools to utilize clay as a therapeutic medium. It introduces methods and theories of art therapy utilizing clay as a tool for healing. Technical and theoretical information is covered in depth, along with the integration of clay as a vehicle to express social and political concerns.

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 exposes students to the professional preparation of athletic trainers and their role as a health care professional at all levels. It also provides an introduction to the Springfield College Athletic Training Program.

ATRN 96: Introduction to Clinical Techniques in Athletic Training 1 S.H.
This course introduces the first-year athletic training major to basic clinical techniques in dealing with prevention and management of athletic injuries. Emphasis is on preventative wrapping/strapping/padding/bracing techniques; protective equipment; and basic acute injury management (wound control, splinting, and transportation). Prerequisites: athletic training major, ATRN 95, and PHED 125.

ATRN 125: Basic Prevention and Care of Athletic Injuries 3 S.H.
This is an introductory course for athletic training majors in the prevention and management of athletic injuries. It emphasizes basic injury prevention, evaluation, and emergency care. Prerequisites: ATRN 96, BIOL 10 and 11 (or equivalent), PHED 125, and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 126: Advanced Prevention and Care of Athletic Injuries 3 S.H.
This is an advanced course for athletic training majors in the prevention and management of athletic injuries. It emphasizes advanced injury prevention, evaluation, management, and emergency care. In addition, athletic health care administrative and counseling issues are discussed. Prerequisites: ATRN 12 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 126: Human Anatomy and Athletic Injury 3 S.H.
This course, for athletic training majors, provides a study of normal and pathological functions of human movement with emphasis on skeletal, articular, and muscular systems. The laboratory experience includes dissections of human cadavers. Prerequisites: BIOL 10, 11, 12-13 and ATRN 125.
ATRN 195: Sophomore Practicum in Athletic Training 1 S.H. 
This fall, sophomore-year athletic training clinical experience emphasizes the development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 96, and current CPR/FA certification.

ATRN 196: Sophomore Practicum in Athletic Training 2 S.H. 
This spring, sophomore-year athletic training clinical experience emphasizes continued development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 195, and current CPR/FA certification.

ATRN 197: Junior Practicum in Athletic Training 2 S.H. 
This fall, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to either on- or off-campus settings and work as student athletic trainers providing direct team coverage under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 126, 196, and current CPR/FA certification.

ATRN 198: Junior Practicum in Athletic Training 1 S.H. 
This spring, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to either on- or off-campus settings and work as student athletic trainers providing direct team coverage under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 126, 197, and current CPR/FA certification.

ATRN 200: Internship in Sports Injury Management 5-15 S.H. 
This internship, for eligible senior athletic training majors, is designed to expand the student's sport injury clinical experiences outside of the traditional high school and college/university training room setting. Students can complete internships at sports medicine rehabilitation facilities, physical fitness facilities, professional teams, etc. Prerequisites: ATRN 207 and 297.

ATRN 205: Athletic Injury Rehabilitation and Therapeutic Exercise 3 S.H. 
This course introduces the athletic training student to athletic injury rehabilitation. It includes assessment skills, treatment goal development, and documentation techniques. The use of therapeutic exercise in injury rehabilitation is emphasized. Prerequisites: ATRN 126 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 207: Athletic Injury Rehabilitation and Therapeutic Modalities 3 S.H. 
This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 205) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. Prerequisites: ATRN 205 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 210: Administration and Education in Athletic Training 3 S.H. 
This course examines the responsibilities of the athletic trainer as an educator and administrator. Concepts of learning theory, learning styles, and instructional strategies are presented. Topics include principles of administration, budgeting, staffing, and supervision. The evolving role of athletic training in United States health care is discussed. Prerequisites: athletic training major, ATRN 197, and 205.

ATRN 297: Senior Fieldwork in Athletic Training 3 S.H. 
This senior-year athletic training fieldwork experience continues to integrate athletic training skills in prevention and management of athletic injuries. On- or off-campus team assignments are completed in addition to a clinical experience in the athletic injury rehabilitation setting at Springfield College. Prerequisites: Senior athletic training major, ATRN 207, and current CPR/FA certification.

ATRN 298: Seminar in Athletic Training 1 S.H. 
This is a seminar for seniors in the athletic training program. Topics include low-back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. Prerequisite: ATRN 197. (Non-majors need permission of the instructor.)

BIOLOGY

BIOL 1: Basic Concepts of Modern Biology 3 S.H. 
This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution, and the origin of life, basic physiological processes, behavior, genetics, and development. Human biology and the social implications of modern biology are considered throughout. Students must also register for the corresponding lab, BIOL 2.

BIOL 2: Basic Concepts Laboratory 1 S.H. 
This laboratory/field course illustrates the principles and applications of modern biology. Students must register for BIOL 1.

BIOL 4-5: Bioscience 3-3 S.H. 
The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for the corresponding lab, BIOL 6-7, unless previously taken. Prerequisite: high school biology.
BIOL 6-7: Bioscience Laboratory 1-1 S.H.
In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biomechanical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 4-5 unless previously taken.

BIOL 10: Anatomy and Physiology I 3 S.H.
This course analyzes the structure and function of cells, tissue, and organ systems. Focus is placed on the muscular, skeletal, and circulatory systems as they relate to human movement and homeostasis. Students must also register for the corresponding lab, BIOL 12.

BIOL 11: Anatomy and Physiology II 3 S.H.
This course covers the structure, function, physiology, and biochemistry of the lymphatic, respiratory, digestive, excretory, endocrine, and nervous systems. Topics covered include nutrition, disease, reproduction, sexually transmitted disease, exercise, and the use of drugs, including prescribed medicines. Students must also register for the corresponding lab, BIOL 15.

BIOL 12-13: Anatomy and Physiology Lab 1-1 S.H.
This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications.

BIOL 60: Animal Biology 3 S.H.
Lectures, laboratory, and field studies give students an understanding and appreciation of the biology of vertebrates and invertebrates. Seasonal activities that coincide with animal migrations, reproduction, behavior, development, and distributions are studied. Students learn first-hand about animal life through collections and field observations. Prerequisite: BIOL 1 or BIOL 4 or permission of instructor.

BIOL 64: Flora of New England 3 S.H.
This course involves field recognition, ecology, and use of major non-flowering and flowering plants. Identification is accomplished by a study of flowers, fruits, seeds, leaves, and winter twigs. Activities include field trip studies of major plant associations (bogs, marshes, swamps, fields, forests). Applications for teaching and environmental studies, collecting, preserving, and herbarium techniques are addressed. Students must also register for the corresponding lab, BIOL 66.

BIOL 65: Introductory Horticulture 3 S.H.
This course studies plant function, growth, and maintenance that includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applicants are studied. Students must also register for the corresponding lab, BIOL 67.

BIOL 66: Flora of New England Laboratory 1 S.H.
This lab/field course is designed to apply the principles of plant recognition, their habitats, collection, and uses. Field trips to major New England habitats are conducted; trips to arboreta and student-directed investigations are carried out.

BIOL 67: Introductory Horticulture Laboratory 1 S.H.
This is a lab/field course designed for the hands-on application of the principles of plant propagation and care. Field trips to various horticultural facilities and computer applications of landscape design are included.

BIOL 70: Plant Biology 3 S.H.
This course studies the structure, function, classification, growth, development, human/social use, habitats, and environmental responses of plants. Additionally, plant-animal interactions, wildlife biology, and agricultural applications of hormones and crop improvement, with critical thinking dialogue on applications of principles are covered. The course allows for and encourages independent investigation in the laboratory and/or field. Students must also register for the corresponding lab, BIOL 71. Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.

BIOL 71: Plant Biology Laboratory 1 S.H.
This course is designed to orient students to work with plants in the lab and field. Many field trips are conducted to observe plants in ways which illustrate the principles of plant biology. Student-directed lab/field experiences are employed to allow for ownership in one or more principles. Visits to Smith College and other arboreta are included.

BIOL 77: Field Ornithology 3 S.H.
In this course, birds are studied as an aid in teaching biology and conservation, and "bird watching" is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. Prerequisite: BIOL 1 or BIOL 4-5.

BIOL 80: Genetics 3 S.H.
This course encompasses a study of the principles of human genetics. Emphasis is placed on molecular and physiological genetics, as well as population genetics. A nine-unit, computer-based drill-and-practice reinforces problem-solving and data interpretation skills. Students must also register for the corresponding lab, BIOL 81. Prerequisites: BIOL 4-5; CHEM 32 is strongly recommended.

BIOL 81: Genetics Laboratory 1 S.H.
This laboratory course, designed for science majors, studies the science of Mendelian genetics using a computerized tutorial. Students use drosophila, yeast, and plants to define Mendel's laws. Students also isolate specific genes and amplify and examine their distribution through electrophoresis. Students must also register for BIOL 80.

BIOL 90-91: Human Structure and Function 3-3 S.H.
This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for the corresponding lab, BIOL 92-93 unless previously taken. Prerequisites: BIOL 4-5 and CHEM 1-2.
BIOL 92-93: Human Structure and Function Laboratory 1-1 S.H.
This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes and extensive use of multimedia computer applications. Students must also register for BIOL 90-91 unless previously taken.

BIOL 114: Introduction to Medical Microbiology 3 S.H.
The objectives of this course are to examine the structure and function of microbial human pathogens and to study their relationship to infection and disease in a lecture and laboratory format. The dynamic mechanisms of host-parasite interactions are emphasized. Special consideration is given to the problems of host-microbe association in immunosuppressed or immunocompromised patients. The actions and the selectivity of antibiotics in terms of prokaryotic and eukaryotic cellular characteristics and the potential dangers associated with their widespread use and abuse are discussed. Prerequisites: BIOL 4-5, CHEM 1, or equivalents.

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. Students must also register for the corresponding lab, BIOL 117-118. Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22 or CHEM 31-32.

BIOL 117-118: Microbiology Laboratory 1-1 S.H.
In this course, students are provided with training in basic microbiology laboratory skills such as laboratory safety, aseptic techniques, and methods for bacterial isolation and quantitation. Laboratory exercises focus on the investigative nature of microbiology. Students are given the opportunity to design and conduct experiments on their own and are required to submit reports in the format of a scientific journal. In addition, advanced microbiology techniques are explored in workshop-style exercises. Students must also register for BIOL 115-116.

BIOL 125: Seminar in Biology 2 S.H.
Discussion and reports on current topics in biology are presented at weekly meetings with departmental faculty. Prerequisite: departmental approval.

BIOL 150: General Ecology 3 S.H.
This course studies the structural and functional aspects of ecosystems covering food chains, material cycling, limiting factors, populations, interactions, adaptations; succession, diversity, and world biomes. Fieldwork and competency in techniques for ecosystems analysis are stressed. WAC requirement includes keeping a log and field reports examined by the instructor and the writing center. As a social justice course, environmental issues relating to economic class, gender, religion, race, and ability are examined. Time is allocated for connecting social justice to ecological concepts. Students must also register for the corresponding lab, BIOL 151.

BIOL 151: General Ecology Laboratory 1 S.H.
This hands-on, lab/field course develops comfort and competency in currently acceptable methods of environmental analysis and the applications of ecological principles in real-life situations, occasionally with experts in various fields. This course is primarily field-trip oriented. Students must also register for BIOL 150.

BIOL 170: Instrumentation and Methodology 3 S.H.
The theory and practice of modern laboratory techniques utilizing optical, electrical, chromatographic, and radiisotopic methods of measurement and analysis are covered. Principles underlying instrument design and safety in the laboratory are emphasized. Students must also register for the corresponding lab, BIOL 171. Prerequisites: CHEM 1-2, BIOL 1 or BIOL 4-5, Math 21, or permission of instructor. Analytical chemistry and physics are recommended.

BIOL 171: Instrumentation and Methodology Laboratory 1 S.H.
This course introduces students to a wide range of modern biological laboratory techniques used in research and medicine. The laboratory provides practical experience in using instruments and equipment including electrophoresis, column chromatography, spectrophotometry, atomic absorption, gas chromatography, radionuclide measurement, and data analysis. Students must also register for BIOL 170.

BIOL 178: Aquatic Biology 3 S.H.
This course emphasizes adaptations that have evolved in aquatic organisms to allow survival in marine and freshwater environments. Students gain an appreciation of the diversity of marine organisms and the challenges they face. Students must also register for the corresponding lab, BIOL 179. Prerequisite: BIOL 4-5.

BIOL 179: Aquatic Biology Laboratory 1 S.H.
In this course, students collect and identify aquatic organisms from local freshwater habitats and perform chemical analysis on samples taken from those bodies of water. Field trips and related activities enhance understanding of marine and freshwater environments. Students must also register for BIOL 178.

BIOL 188: Comparative Vertebrate Anatomy 3 S.H.
This course is a study of the structure and phylogeny of vertebrates, including distribution, classification, and ecology. Students must also register for the corresponding lab, BIOL 189. Prerequisite: BIOL 4-5.

BIOL 189: Comparative Vertebrate Anatomy Laboratory 1 S.H.
This course is a study of the structure and evolution of vertebrates illustrated through dissection of representative animals of a number of different phyla. Students must also register for BIOL 188.

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 and Molecular Biology 3 S.H.
This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology and recombinant DNA technology. Students must also register for the corresponding lab, BIOL 209. Prerequisites: BIOL 4-5 and CHEM 1-2. Organic chemistry and physics are recommended.

BIOL 209: Cell and Molecular Biology Laboratory 1 S.H.
This laboratory course emphasizes the methods of cell and molecular biology research. Topics include cell culture, DNA isolation and cloning, separation and identification of biology macromolecules, and data analysis and presentation. Students must also register for BIOL 208.

BIOL 211: Human Microscopic Anatomy 3 S.H.
The emphasis of this course is the microscopic structure of cells, tissues, and their organization into organs in the human body. The unique arrangements of tissue in each organ provides clues to understanding the functions of that organ. This course is beneficial to preprofessional students of medicine, dentistry, nursing, and allied health. Students must also register for BIOL 212. Prerequisites: BIOL 4-5.

BIOL 212: Human Microscopic Anatomy Laboratory 1 S.H.
This laboratory course is designed to be taken concurrently with BIOL 211. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 4-5.

BIOL 220: Cellular Physiology 3 S.H.
This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for the corresponding lab, BIOL 221. Prerequisites: BIOL 4-5, 10-11 or BIOL 90-91, CHEM 21-22.

BIOL 221: Cellular Physiology Laboratory 1 S.H.
Students perform laboratory exercises that elucidate the important concepts in cell physiology. They gain experience using current laboratory methods including enzyme assays, protein gel electrophoresis, chromatography, and some recombinant DNA techniques. Students must also register for BIOL 220.

CHEMISTRY

CHEM 1-2: General Chemistry 3-3 S.H.
This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions, states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for the corresponding lab, CHEM 3-4, unless previously taken. Prerequisite: High school chemistry.

CHEM 3-4: General Chemistry Laboratory 1-1 S.H.
This is a laboratory course designed to illustrate the principles and applications of General Chemistry. Students must also register for CHEM 1-2.

CHEM 15: Chemistry Survey 3 S.H.
This is an overview of the essential principles of general, organic, and biological chemistry, including the structure and behavior of atoms and molecules, an introduction to organic compounds, and the biomedicai basis of physiology, bioenergetics, and nutrition. Students must also register for the corresponding lab, CHEM 16.

CHEM 16: Chemistry Survey Laboratory 1 S.H.
This laboratory course is designed to complement and illustrate the principles and applications of the Chemistry Survey course. Students must also register for CHEM 15.

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. Students must also register for the corresponding lab, CHRM 23-24.

CHEM 23-24: Organic Chemistry Laboratory 1-1 S.H.
The laboratory assignments in this course integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation such as IR, UV, NMR, and VPC. Students must also register for CHEM 21-22.

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 3 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 displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates is examined, as is the operation of enzymes, hormones, vitamins, poisons, and drugs. Emphasis is placed on the abnormal (diseased) state, bioenergetics, genetics, and the interrelationship of biomolecules in nutrition. Prerequisite: CHEM 21-22 or CHEM 30-31.

CHEM 41: Analytical Chemistry 2 S.H.
This course studies the theory and techniques of analytical chemistry, including analysis of compounds using gravimetric, volumetric, and instrumental procedures. Prerequisite: CHEM 1-2.

CHEM 42: Analytical Chemistry Laboratory 2 S.H.
This lab course provides experience in the methods and techniques of quantitative analysis covered in CHEM 41. Prerequisite: CHEM 41 or concurrently.
COMM 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.

COMMUNICATIONS/SPORTS JOURNALISM

COMM 16: Special Topics in Sports Journalism 3 S.H.
The material covered in this course varies from year to year. It includes topics geared to provide a broader education in the journalism/professional media field and to offer students a better understanding of mass communication in society. Topics offered include, but are not limited to, media ethics and law, media history, mass communication theory, and women, minorities, and mass media.

COMM 24: Introduction to Journalism 3 S.H.
This course introduces students to the fundamentals of writing the news story, covering events, interviewing, and gathering information from a variety of sources. The emphasis is on writing for newspapers.

COMM 34: Introduction to Human Communication 3 S.H.
In this course, students examine key human communication concepts and examine how they function in personal, group, organizational, social/public, cultural, and mass communication contexts. Some of the concepts students study via reading, writing, discussion, and experiential assignments include: communication theory, perception, speech, listening, language, verbal and nonverbal messages, channels, and relationships.

COMM 107: Desktop Writing and Publishing 3 S.H.
This course teaches students to write and design documents in a desktop publishing environment. Students learn how to create and design a variety of communications using a common desktop publishing program. Particular emphasis is paid to principles of document design and the effective use of fonts, type, and graphics. Prerequisite: CISC 10 or equivalent.

COMM 111: Sports Information 3 S.H.
This course examines the basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level. Preparation of news releases; local features; hometown features; publication of programs and brochures; statistical breakdowns; dealing with local, regional, and national press; and the promotion of specific events, teams, and individuals are included.

COMM 112: Sports Writing 3 S.H.
This course introduces the student to the practice, ethics, history, and business of writing sports for newspapers. Students write the kinds of stories that appear in daily American sports sections, read and analyze samples of the best sports journalism, and study the historical development of the sports section in American newspapers.

COMM 119: Electronic Journalism in Sports 2 S.H.
This course examines the methods and techniques of radio and television broadcasting of sports activities.

COMM 124: Advanced Journalism 3 S.H.
This course requires the student to function as a professional print-medium reporter. The student generates weekly story ideas and/or is assigned a story by the editorial staff of the Springfield Student and the instructor. The student researches, interviews sources, and writes the story to meet the newspaper’s deadline. Students write a minimum of ten full-length stories per semester. Prerequisite: COMM 24.

COMM 270: Practicum in Sports Journalism 2 S.H.
This practicum provides students with professional experience in sports broadcasting, sports writing, and sports information. Prerequisite: Eight hours of sports journalism.

COMM 280: Journalism Internship 6-10 S.H.
This course provides an opportunity for students to work on an individual basis with a professor in the field of journalism. Students may be assigned to a newspaper or magazine office or to a radio station or television studio on a full-time basis for the equivalent of one term. Only six semester hours of graduate credit can be accumulated. Prerequisite: Permission of the department chair.

COMPUTER AND INFORMATION SCIENCES

CISC 10: Introduction to Computer Concepts 3 S.H.
This course emphasizes computer literacy and competency and provides a foundation for more specialized areas of computer science. The development of computer hardware is studied to gain an understanding of what a computer is and how it functions. Computer skills are developed through practical experiences with widely used operating systems, word processing, spreadsheet, and database software.

CISC 40: The World of Microcomputers 4 S.H.
This 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 or equivalent.

CISC 65: Programming in BASIC 3 S.H.
In this course, students learn how to construct, edit, and execute programs written in BASIC. Emphasis is placed on language syntax, logic, and structure. Students are given a generous time allotment at the terminal. Prerequisite: CISC 10 or permission of the instructor.
CISC 70: Introduction to Computer Science with C++ and Java 3 S.H.
This course is designed to provide a basis for the technical aspects of computer science. The course begins with a study of the functional units and components of a computer system and proceeds to use basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem-solving process, including problem specification, organization, and maintenance with the use of the programming languages C++ and Java. Prerequisite: CISC 10 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 are covered. Prerequisite: CISC 70 or permission of the instructor.

CISC 95: Assembly Language Programming 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 100: Data Structures Using C++ 3 S.H.
This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. Prerequisite: CISC 70 or equivalent.

CISC 110: Database Development and Management 3 S.H.
This course introduces the student to the basic principles of applications program development in a database environment. Special emphasis is placed on loading, modifying, and querying the database using a host language. Also discussed are various storage devices, data administration, and database management. Prerequisite: CISC 100 or permission of the instructor.

CISC 120: Systems Analysis and Software Design 3 S.H.
This course introduces students to the financial, technical, and strategic aspects of computer information systems analysis and design. Emphasis is on the relationship between computer information systems planning processes and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation's current state; determining processing, staffing, software, hardware, and financing needs. Prerequisites: CISC 40 and 80.

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 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 155: Data Communications and Distributed Processing 3 S.H.
This course involves the study of basic features of centralized, decentralized, and distributed computer systems. Selected case studies emphasize the impact of distributed systems on the business enterprise. Technological implications of computer hardware, software, and communications as they relate to the design, development, and implementation of distributed data processing systems are also examined. Prerequisite: CISC 150.

CISC 170: Computer Architecture 3 S.H.
This course deals with a detailed study of those concepts that are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, input/output structures, channels, and interfaces. Prerequisites: CISC 95 and 150.

CISC 190: Fundamentals of Operating Systems 3 S.H.
This course studies the organization of computer software systems, principles of operating systems, batch, multiprocessing, multiprogramming and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services. Prerequisites: CISC 100 and 170.

CISC 205: Literacy, Hypermedia, and Modern Communication 3 S.H.
Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from oral to pictorial and graphic to print, focusing on the poetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy particularly as embodied in hypertext and hypermedia. Cross-listed as ENGL 205.

CISC 210S: Computer Systems Seminar 3 S.H.
This course is designed to address various current technical and managerial problems encountered in computer information systems, including those dealing with hardware architecture, systems software, and applications software. Prerequisites: CISC 40, 100, and 155.

CISC 241S: Field Experience in Computer Information Systems-Management 3 S.H.
This course provides students with the opportunity to apply academic skills, mastered in the study of computer information systems-management, within the scope of an industrial environment. Prerequisite: Departmental approval.
CISC 295: Special Topics in Computer and Information Sciences  3 S.H.
This course deals with contemporary topics and issues within the scope of computer and information sciences. Topics may include a broad range of hardware and software issues treated from both a theoretical and an applied perspective. Prerequisite: Permission of the instructor.

DANCE

DANC 1: Dance Appreciation  3 S.H.
This course explores dance from primitive to contemporary times through film and lecture. The objectives include broadening one’s understanding and appreciation of the dance arts and developing the ability to view dance critically.

DANC 10: Laban Movement Analysis  3 S.H.
This course combines movement experiences, lecture, readings, and discussion focused around concepts developed by Rudolf Laban, which include Effort, Space, Harmony, Labanotation, and Barteneff Fundamentals. The material has broad application in areas such as dance, movement, sport, fitness, education, therapy, research, and anthropology and is tailored to the needs of the individuals in the course.

DANC 20: Choreography I  3 S.H.
This course explores various purposes and strategies for dance-making. Emphasis is placed on developing individual creativity, exploring the elements of choreography, and making and critiquing dances. Learning experiences include improvisation, creation of solo and group dance studies, analyzing the choreographic process, critiquing dances, and consideration of production aspects. Prerequisite: Dance experience or consent of the instructor.

DANC 30: Ballet Theory and Technique I  3 S.H.
Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experiences include technique class three times per week, dance viewing and criticism, related readings, and discussions. Prerequisite: PEAC 127 or consent of the instructor.

DANC 40: Modern and Post-Modern Dance Theory and Technique I  3 S.H.
Designed for the beginning dancer, this course provides an intensive experience in American modern and post-modern dance. Drawing from the numerous styles and philosophies associated with the development of American modern and post-modern dance, this course emphasizes the individual at the center of the dance experience. Classes include dance technique, choreographic problem solving, performance, discussion, lecture, and video. Prerequisite: PEAC 133 or consent of the instructor.

DANC 50: Jazz Dance Theory and Technique I  3 S.H.
Designed for the beginning dancer, this course provides an intensive experience in various styles of American jazz dance. It traces the origins of jazz dance from African, European, and American dance forms. Learning experiences include technique class three times a week plus some dance viewing, reading, lecture, and discussion. Prerequisite: some dance experience or permission of the instructor.

DANC 100: Teaching Dance  3 S.H.
This course explores materials and methods for teaching dance in various contexts with diverse populations. Emphasis is placed on development of individual teaching skill and creativity, exploration of the foundations of dance, and design and implementation of an effective dance curriculum. Learning experiences include teaching and teaching dance; movement exploration and problem-solving; analysis of motor development, creativity, and teaching methods; acquaintance with materials for teaching dance; and curriculum design. Prerequisites: DANC 10, DANC 30, DANC 40, and PHED 231 or consent of the instructor.

DANC 120: Introduction to Dance and Somatic Movement Therapy  3 S.H.
This course introduces students to the professions of dance/movement therapy and somatic movement therapy. It covers the history and development of the fields, provides experiences in various approaches, and explores applications in various settings. Prerequisites: DANC 10 and some dance experience.

DANC 140: Dance Performance Practicum  .5-2 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. Students are involved either with one of the on-campus performing dance groups or with an approved off-campus experience.

DRAMA

DRAM 1: Introduction to the Theatre  3 S.H.
This is an introduction to the appreciation and study of theatre: playwriting, directing, acting, designing, and criticism. The course stresses the elements of drama, their interaction and integration, and their realization in theatrical production. Learning experiences include lecture/demonstrations, video viewing, small group presentations, and attendance at a professional theatre event.

DRAM 10: Acting  3 S.H.
This course is an approach to the techniques of stage acting by classroom exercises in voice, stage movement, characterization, style, and scene study.

DRAM 20: Directing Workshop  3 S.H.
Historical research, theory, and practice in directing for the stage, with special emphasis on scene building, is studied. Examination includes an actual performed theatrical piece.

DRAM 30: Stage Production  3 S.H.
This course involves the study and practice of stage and lighting design.

DRAM 40-41: Dramatic Workshop  2 S.H.
In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and 5est of Broadway productions.
DRAM 50: Creative Dramatics and Improvisation 3 S.H.
Creative drama is a non-competitive group experience based on theatre games, exercises, and improvisational techniques that enable the teacher and students to explore together their five senses, imaginative powers, self-concept, interpersonal relationships, and view of the world. Students learn theatrical techniques and methods of guiding and nurturing groups in classroom or rehearsal settings as teachers or directors. Classes include group work in storytelling and readings in theory and practice of creative dramatics.

DRAM 120: Scene Study 3 S.H.
This course offers in-depth experience in the analysis and performance styles of scenes from the Shakespearean theater, the realistic theater, and the avant-garde theater. Progress is monitored via the instructor and peer evaluations, short papers, a log, and a final live production. Prerequisite: DRAM 10 or equivalent.

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 capitalist economic thought from classical doctrine through the twentieth-century marginalism, and the socialist reactions to capitalist 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 and 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 function of money, credit, and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. Prerequisites: ECON 1 and 2.

ECON 130: Personal Finance 3 S.H.
This course introduces students to the management of household finances. The topics discussed include financial record keeping, budgeting, analysis of insurance decisions, investment alternatives, taxes, consumer borrowing and credit, retirement planning, trusts, and wills. Principles of personal financial planning stressed in this course should better enable students to manage their own funds.

ECON 135: Business and Government 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. Prerequisites: ECON 1 and 2.

ECON 160: Economics of Healthcare and Healthcare Reform 3 S.H.
The economics of the healthcare industry are reviewed with reference to the production, distribution, supply, demand, and consumption of healthcare services. This course focuses on the relevance of economic analytic techniques and their application to processes of health resource allocation. Prerequisites: ECON 1 and 2.

ECON 190: Special Topics in Economics 3 S.H.
This course presents a variety of traditional contemporary economic issues. The course provides a detailed and comprehensive examination of topics, including the historical perspectives, the contemporary concern with, and the future implications of issues presented.

ECON 195: Economics of Sports 3 S.H.
The central focus of this course is on models of sport leagues and what can be learned from these models to answer public policy questions concerning sports. Selected topics from the extensive literature on the economics of sports are used; e.g., franchise values, pay for performance, urban financing of stadiums, antitrust laws, and the profit motive in sport leagues. Prerequisite: ECON 2.

EDUCATION

EDUC 30: Introduction to High School Teaching 2 S.H.
This course deals with the responsibilities, roles, and limitations of working as a high school teacher. It explores the philosophical, administrative, teaching, and personal issues and problems facing the teacher and alternative approaches for dealing with special situations. Students visit schools, interview teachers, observe classes, and explore discipline problems.
EDUC 44: Introduction to Teaching and Learning Through Ecology 3 S.H.
This course combines theoretical knowledge about instruction and learning with practical teaching experience. Students learn about the principles of ecology through inquiry, collaboration, and reflection. Students apply their new understandings about ecology and the learning process as they implement a model lesson to a group of elementary school children. Course content reflects research about "best practice" in the field.

EDUC 60: Growth and Development 3 S.H.
This course develops a fundamental understanding of the cognitive, affective, and physical growth of children and the implications of these developmental areas for curriculum planning. It includes a field experience in which students work closely with children in neighborhood schools. Students will mentor these children in specific areas of need, apply theories learned in class, and reflect upon application of theory in practice.

EDUC 66: Introduction to Elementary and Early Childhood Education 2 S.H.
This course helps students gain an understanding of the American educational system as it relates specifically to education during the early childhood and elementary years. Students become informed of the contexts of schooling and teaching in America through an understanding of historical, social, cultural, legal, and philosophical elements. Various educational concepts, issues, and approaches to teaching at the early childhood and elementary levels are discussed.

EDUC 77: Literacy Tutoring 1 S.H.
This course is an introduction to the knowledge, skills, and teaching strategies for tutoring individuals and small groups of elementary and middle school students in reading and writing. The course must be taken with SPC2 56: Community Service Experience. Six hours of direct tutoring services are required per week. The focus is on student-centered instruction, inquiry, and problem-solving strategies.

EDUC 99: Children’s Literature 3 S.H.
This course familiarizes students with a variety of classical and contemporary prose and poetry and its ability to enrich children’s lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students draw on the power of story for making connections between learning and discovery. Writing activities for extending literature across the curriculum are included in each class session.

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 objectives. Students meet regularly with college faculty to discuss their progress toward accomplishing their objectives.

EDUC 126: Curriculum Experiences for Young Children 3 S.H.
In this course, students examine constructive principles of teaching and learning in the early childhood classroom. A thematic, developmentally-based approach to curriculum planning and instruction is emphasized. Students apply and practice the ideas and instructional strategies explored in the course at their pre-practicum sites.

EDUC 128: Methods of Teaching Reading and Language Arts 3 S.H.
This course includes an analysis of the reading process and of different approaches to reading instruction. Reading, writing, listening, and speaking are integrated through a whole-language approach. Topics include emergent literacy, creating literature environments, and language-based teaching. The students are prepared to teach reading to early childhood and elementary school children.

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. Current cognitive learning theory and instructional strategies for curriculum planning, implementation, and assessment in mathematics are examined, analyzed, and practiced. Developmentally appropriate curricula and teaching methods are emphasized.

EDUC 137: Social Justice and Diversity Education 3 S.H.
This course provides students with an understanding of social justice and diversity education, its purpose and goals, and the impact of social class, gender, race, ethnicity, religion, age, ability, sexual orientation, and current social issues on education. Issues of diversity and the education of children in a pluralistic society are discussed. Emphasis is placed on the importance of being able to create inclusive multicultural learning experiences.

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 is placed on the appropriateness of teaching techniques, the use of varied art media and their relationship, as well as the stages of development of children from the ages of three to five.

EDUC 162: Introduction to Special Education 3 S.H.
This introductory course is offered for teachers of students with special needs. The characteristics and problems of all types of exceptional children (those with disabilities and the gifted), and the differences in their learning styles within the classroom, are examined. This course provides an overview of federal and state requirements in regard to IDEA, ADA, and Chapter 766.

EDUC 168-169: Pre-Practica 8 S.H.
Students are placed in three, seven-week settings designed to give them experience with a variety of grade levels, types of school structures, curricula, teaching styles/strategies, and educational philosophies. Each placement has a specific subject matter focus and professional preparation emphasis.

EDUC 170: Pre-Practica 3 S.H.
This is a voluntary educational experience in a school setting similar to EDUC 168-169.

EDUC 171: Field Experience in a Non-School Setting 3 S.H.
This is a voluntary educational experience in a non-school setting. Typically, students work in such sites as hospitals, museums, nature preserves, child care centers, and summer camps.

UNDERGRADUATE COURSE DESCRIPTIONS 127
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 are considered. The course emphasizes integration of theory with practice.

EDUC 177: CMO—Mathematics 2 S.H.
This course teaches 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.
This course presents students with an integrated approach to the teaching of science, social studies, and language arts for the elementary school classroom. The course emphasizes a constructivist, developmentally-based perspective for curriculum planning, instruction, and assessment. Students apply and practice the ideas and teaching strategies in the course at their pre-practica sites.

EDUC 185: Curriculum, Methods, and Organization for Secondary Teachers 3 S.H.
In this course, students learn lesson plan development, methods of instruction, and curriculum organization for middle school and high school teaching. Questioning techniques, alternative teaching-learning strategies, classroom innovation, the use of technology and audiovisual media, and the organization of time and teaching material are included. Individualization of teaching is stressed.

EDUC 218: Media Methods Workshop 1-3 S.H.
This course examines the origins of instructional media traced from the eighteenth century. Modern instructional media is demonstrated with delivery systems. The opportunity to use instructional media and equipment is provided in class projects and assignments.

EDUC 236: The Microcomputer in the Elementary Classroom 3 S.H.
Students study and practice using the software and computer hardware typically utilized in the elementary school classroom. The course explores the impact of computers on information processing, their use as a teaching tool, and on their application for curriculum development.

EDUC 242: Assessment and Program Development 3 S.H.
This course acquaints students with formal and informal techniques for assessing and recording the performance of students. Alternative forms of assessment and traditional measurement instruments are used.

EDUC 247: Literature for Young People 2 S.H.
In this course, selected young people's classics are studied for their universal appeal in content, poetic expression, and sociological and psychological insights. Prerequisite: A course in the language arts, children's literature, or equivalent.

EDUC 250: Principles and Practices of Classroom Management 3 S.H.
In this course, the student examines effective approaches to student and classroom management. Positive approaches in behavior management for the individual student and/or group are explored.

EDUC 251S: Supervised Student Teaching 14 S.H.
Arrangements must be made individually with the department.

EDUC 253S: Practicum Seminar 3 S.H.
This course, taken concurrently with a practicum, is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, and professional goals and development.

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 have the opportunity to share experiences and draw conclusions from discussion of these experiences. Students are encouraged to engage in self-evaluation while simultaneously participating in supportive peer group interactions.

EDUC 256: Secondary Student Teaching at the High School Level 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage a high school classroom for eight weeks. Students complete a minimum of 150 hours at the high school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 118, 174, and advanced standing in the Education Department.

EDUC 257: Secondary Student Teaching at the Middle School Level 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage a middle school classroom for eight weeks. Students complete a minimum of 150 hours at the middle school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 118, 174, and advanced standing in the Education Department.

EDUC 258S: Early Childhood Practicum at the Pre-K Level 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the preschool level (Pre-K). (Either EDUC 258S or EDUC 295S must be in a setting that includes children with special needs for part of the school day.) Prerequisite: Advanced standing in the Education Department.
EDUC 259S: Early Childhood Practicum K-3 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the kindergarten through third grade level. (Either EDUC 258S or 259S must be in a setting that includes children with special needs for part of the school day.) Prerequisite: Advanced standing in the Education Department.

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

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 is on helping the successful teacher meet the special needs of atypical children in elementary schools.

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

EDUC 266: Accommodating Student Needs in the Classroom 3 S.H.
This course focuses on disabling conditions and their implications for education and service delivery. Students develop effective strategies for inclusion of individuals with special needs in the classroom. IEP development, learning styles, and instructional strategies to promote success for all students are addressed. Prerequisites: EDUC 162 and 242.

EDUC 267: Organization and Administration of Preschool Programs 2 S.H.
This course examines administration of day care and early childhood education programs, including program design, inclusionary programs for children with and without special needs, licensing requirements, funding and budgeting, personnel roles, management, and the day-to-day administration of a center. This course fulfills part of the requirements for Office for Children certification as a Director I day care administrator.

EDUC 270: Group Processes in the Classroom 3 S.H.
This course is designed to train future middle school and high school teachers in a range of group techniques that can be utilized in the classroom. Primary attention is given to the design, facilitation, and evaluation of learning activities such as simulations, debates, and cooperative learning. Participants also acquire skills in group process observation and the analysis of group behavior in the classroom.

EDUC 271: Learning, Teaching, and Technology 3 S.H.
This course integrates technology with meaningful learning and teaching. The goal of this course is to demonstrate how technology helps to fulfill the new vision for learning and teaching described by state and national frameworks. The emphasis is on designing and implementing projects through technology that offer students the opportunity to construct new knowledge, develop collaboration skills, apply knowledge to new situations, and integrate subjects across the curriculum. Prerequisite: CISC 10 or equivalent.

EDUC 281: Assessment and Evaluation for the Classroom Teacher 2 S.H.
This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of assessment/evaluative procedures to assess student learning are examined and practiced. Alternative forms of assessment and traditional measurement instruments are compared and contrasted. Prerequisite: Four semester hours of education, including PSYC 4 or its equivalent.

EMERGENCY MEDICAL SERVICES MANAGEMENT

EMSM 10: CPR, Basic Cardiac Life Support Provider .5 S.H.
The CPR provider course prepares the student to mitigate those medical situations resulting in foreign-body airway obstruction and sudden cardiac arrest in adults, infants, and children, using manual, mechanical, and electronic techniques. Successful completion results in certification from the American Heart Association.

EMSM 11: Basic Cardiac Life Support Instructor 2 S.H.
The BCLS instructor course provides the student with the training in skills and methodology to teach all levels of basic cardiac life support under the auspices of the American Heart Association. The course includes certification at the BCLS provider level, discussion of the methodologies of teaching in various cultural settings, and a teaching practicum for one full, provider-level course with an experienced AHA-BCLS Instructor.

EMSM 20: Emergency Medical Technician—MAST 4 S.H.
Basic training consists of 120 hours of lecture, laboratory, and field trips, which prepares the student to be certified through the Massachusetts State and National Board Examinations. Material covered includes patient assessment, cardiopulmonary resuscitation, wound care, splinting, spine immobilization, oxygen therapy, the pneumatic anti-shock treatment, and general knowledge of the ambulance.

EMSM 30: Career Planning EMS 3 S.H.
Lectures and discussions provide an overview of EMS systems, resume and job search requirements, and practice interviews with actual employers. Also examined are areas of specialization in EMS, legislative processes, regulatory constraints, and problem solving. This course includes off-campus visits to EMS providers, central communication sites, and legislative hearings.
EMSM 35: EMS System Status Management 2 S.H.
This course uses the United States Department of Transportation’s emergency dispatcher standard curriculum to provide the knowledge, skills, and tools needed to deal with the general public when rendering emergency assistance. The course also provides students with the mechanisms to direct appropriate resources to the scene of an illness or injury.

EMSM 36: Plan and Design of Emergency Vehicles and Facilities 2 S.H.
This course acquaints students with the process of planning and design of emergency medical service facilities and vehicles. A study of the managerial roles in this process is emphasized, as well as design technologies, safety, and maintenance. Select facilities and emergency medical services vehicles are studied in detail.

EMSM 40: EMS Continuing Education and Basic Refresher 2 S.H.
This course provides the basic refresher and continuing education requirements for recertification as an EMT-MAST.

EMSM 50: EMT—Intermediate 4 S.H.
This course includes detailed patient assessment, advanced treatment of shock, pre-hospital intravenous therapy, endotracheal intubation and other advanced airway control measures, and report writing and communications. Prerequisite: ESM 20.

EMSM 60: Intermediate Clinical Affiliation 1.5 S.H.
This is a clinical practicum consisting of eighty hours of performing invasive procedures in local hospitals under the direct supervision of physicians, nurses, and technicians. Areas of affiliation include the emergency department, intravenous therapy team, respiratory therapy department, and the operating room. Students must document the successful completion of the following skills: ten endotracheal intubations, twenty intravenous insertions, ten patient assessments, ten pneumatic anti-shock garments applications, and ten esophageal gastric tube airways. Documentation of these clinical cases is also required. Prerequisites: 3.0 average in ESM 50 or permission of the medical director, health evaluation.

EMSM 70: Intermediate Field Internship 1.5 S.H.
This course allows for 80 to 100 hours of pre-hospital care internship performing invasive procedures under the supervision of certified field preceptors. Students must obtain 1,000 “skill points” for successful completion of this module. Prerequisite: ESM 60.

EMSM 74: Fundamentals of Search and Rescue 2 S.H.
FUNSAR is designed to prepare the student to participate in search and rescue as a member of a search team. The course covers topics such as visual tracking, survival, wilderness first aid, land navigation, search tactics, tactical aspects of the Incident Command System, and lost person behavior. Successful completion of the course qualifies the student as a candidate for the National Association For Search and Rescue Technician II examination.

EMSM 75: Search and Rescue Management 3 S.H.
This course provides skills and materials that include decision-making practice in determining missing person detectability and survivability, statistical, topographic, and subjective analysis of lost person behavior. The successful completion of this course results in certification from the National Association for Search and Rescue.

EMSM 100: EMT—Paramedic I 4 S.H.
This course includes instruction in the roles and responsibilities of the paramedic, legal aspects of EMS, stress management, rescue and hazardous materials training, introductory wilderness medicine, medical terminology, patient assessment, airway management, pathophysiology and treatment of shock, rapid extrication, and trauma life support, respiratory therapy, burn trauma, and pharmacology. Prerequisite: ESM 20 and permission of the instructor.

EMSM 101: Pre-Hospital Trauma Life Support 1 S.H.
This course provides a comprehensive overview to prehospital trauma care, stressing the need to identify and consider the multisystem trauma patient as a unique entity with specific needs. The course also provides the prehospital provider with a specific body of knowledge related to prehospital assessment and care of the trauma patient. Successful completion of the course results in certification at the provider level. Prerequisite: ESM 100 or permission of the instructor.

EMSM 110: EMT—Paramedic II 4 S.H.
This course includes instruction in anatomy and physiology, and assessment and management of cardiac emergencies, as well as appropriate mechanical, electrical, and pharmacological intervention according to American Heart Association advanced life support standards. Students learn electrocardiograph monitoring, dysrhythmia recognition and correction, and cardiovascular pharmacology and administration. Prerequisite: ESM 100.

EMSM 111: Advanced Cardiac Life Support 1 S.H.
This course prepares the student to mitigate those medical situations resulting in foreign body airway obstruction and sudden cardiac arrest in adults, infants, and children using manual, mechanical, pharmacological, and electronic techniques. Successful completion results in certification from the American Heart Association. Prerequisite: ESM 100 or permission of the instructor.

EMSM 120: EMT—Paramedic III 4 S.H.
This course completes the didactic portion of the paramedic program. It includes coverage of endocrine emergencies, central nervous system disorders, the acute abdomen, anaphylaxis, alcoholism, drowning, underwater diving emergencies, behavioral emergencies, and all-course review. Prerequisite: ESM 110.

EMSM 121: Pediatric Advanced Life Support 1 S.H.
This course prepares the student to mitigate those medical situations resulting in foreign body airway obstruction and sudden cardiac arrest in infants and children using manual, mechanical, and electronic techniques. Successful completion results in certification from the American Heart Association. Prerequisite: ESM 120 or permission of the instructor.

EMSM 125: Management Internship 3 S.H.
In this course, students complete 135 hours or more of supervised experience divided into two or more of the following EMS concentrations: operations management, systems implementation, regulation, legislation, and product research and development.
EMSM 130: EMT—Paramedic
Clinical Affiliation 2 S.H.
In this course, students must document successful performance of invasive procedures under the supervision and direction of licensed hospital personnel. In addition, an on-campus skills lab is required in defibrillation, pneumatic anti-shock garment, esophageal airways, and pediatric endotracheal intubation. Areas of affiliation include the emergency department, the intravenous therapy team, the operating room, labor and delivery, ICU/CCU, the morgue/lab, the psychiatric unit, and pediatrics. Prerequisite: Completion of EMSM 120 with a 3.0 average or permission of the medical director.

EMSM 140: EMT—Paramedic
Field Internship 2 S.H.
Students are assigned to mobile intensive care units and work with certified paramedics, performing pre-hospital treatment under their supervision. Procedures include endotracheal intubation, intravenous administration, intravenous drug and drip administrations, application of the pneumatic anti-shock garment, defibrillation, EKG/telemetry, subcutaneous and intramuscular drug administration, endotracheal and oropharyngeal suctioning. Completion of all procedures must be documented and verified by field preceptors. Prerequisite: EMSM 130.

EMSM 145: EMSM Senior Project 3 S.H.
This guided individual study is to be completed in the final semester of the senior year. Topics must be pertinent to one or more areas of emergency medical services and are selected with the counsel of the course instructor.

ENGLISH

ENGL 1: Written and Oral English 4 S.H.
This course is an intensive review of grammar, editing procedures, and paragraph development, with an introduction to essay writing. Class time involves lectures and workshops as well as participation in the Writing Center laboratory.

ENGL 2: Written and Oral English 4 S.H.
This course focuses on expository and analytical communication—both oral and written—and also introduces the students to analysis of literature.

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 are 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 write advanced-level compositions, study literature, and present speeches.

ENGL 7: Oral English 2 S.H.
This course examines the principles and techniques of informative and persuasive public speaking. Heavy emphasis is placed upon student performance. This course is required for transfer students who have not had a speech component in their studies at other colleges.

ENGL 8: Great Books 3 S.H.
This course is a study and analysis of some of the greatest pieces of literature of the Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it includes the literary genres of Italy, England, Germany, France, and America. At least eight to ten pieces of literature (including genres in addition to those above) are required reading.

ENGL 15: Readings in Literature 3 S.H.
This course includes readings which evaluate a variety of classical and contemporary pieces organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the Eastern or Western worlds.

ENGL 26: Creative Writing 3 S.H.
This course introduces students to creative writing and includes fiction, poetry, and creative non-fiction. Students learn how to tap their lives for writing material and how to use that material in various writing forms.

ENGL 41: Survey of American Literature I 3 S.H.
This course, covering American literature from approximately 1600 to 1865, examines the lives and works of the following authors: Bradstreet, Taylor, Franklin, Irving, Bryant, Poe, Hawthorne, Emerson, Thoreau, Melville, and others.

ENGL 42: Survey of American Literature II 3 S.H.
This course, covering American literature from 1865 to the present, examines the lives and works of the following authors: Whitman, Twain, Dickinson, James, Crane, London, Wharton, Frost, Robinson, Wolfe, Eliot, Steinbeck, Hemingway, Faulkner, and others.

ENGL 51: Survey of Afro-American Literature I 3 S.H.
This course traces African-American self-expression in autobiographical and imaginative forms from 1760 to the 1930's, noting the educational, social, economic, political, and legal limitations within which, or against which, they were produced. Fulfills ACR for social justice.

ENGL 52: Survey of Afro-American Literature II 3 S.H.
This course presents African-American literary works from the 1930's into the 1980's and relates them to the literary efforts produced by other Americans and to the folklore, history, and socio-political backgrounds from which they came. Fulfills ACR for social justice.

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: Survey of British Literature I 3 S.H.
This course examines British literature from the Anglo-Saxon period through the eighteenth century. The focus is on how the literature reflects the forces that influence the cultural and intellectual characteristics of the periods.

ENGL 62: Survey of British Literature II 3 S.H.
This course surveys British literature from the beginning of the Romantic period to the present. It examines the work of individual authors within their literary period and also explores the way the larger socioeconomic and historical contexts shaped their works.
ENGL 70: American Nature Writers  3 S.H.
This course introduces the student to a selection of American nature writers. The class examines nature writing as a unique and exceptional form of writing. Students are introduced to such authors as Thoreau, Austin, Leopold, Benton, Carson, and Abbey.

ENGL 80: Women and Literature  3 S.H.
In this course, students read literature written by women and study the literary tradition and critical reception of women writers. The course is structured around the theme of life stages: childhood, adolescence, adulthood (work, family, society), old age, and death. The thematic structure provides a framework for discussing the depiction of female and male lives in literature. Fulfills QR for social justice.

ENGL 82: Native American Literature  3 S.H.
The focus of this course is on Native American oral and literary expression. Traditional Native American biographies, speeches, and legends, and contemporary Native American short stories and novels are read. Fulfills QR for social justice.

ENGL 90: Tutoring in English  1 S.H.
This course gives student peer tutors some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course also offers suggestions for helping students develop and organize content, follow directions for writing assignments, and deal with specific writing tasks, including the research paper. Prerequisite: Permission of the instructor.

ENGL 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 tutor for a minimum of three contact hours per week throughout the semester. This course may be taken by Writing Center tutors with experience prior to the creation of ENGL 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 tutor for a minimum of three 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 students with practical experience in writing, editing, headline writing, and layout of a student newspaper. Each student receives a varied weekly assignment from the editor-in-chief of the college’s student newspaper. This course may be taken for one semester hour per semester for a maximum of two semester hours.

ENGL 100: Writing Studio  3 S.H.
Writing studios are small support groups made up of three to four students that provide supplemental instruction and assistance to students who need extra help meeting the requirements of ENGL 3 and ENGL 4. Through self-assessment and writing samples, identified students enroll for one credit along with regular enrollment in ENGL 3 and ENGL 4. Grades are pass/fail and are determined by attendance and participation.

ENGL 101: Advanced Composition  3 S.H.
This course teaches selection, organization, presentation of material, and principles of writing.

ENGL 102: Business and Technical Writing  3 S.H.
This course includes instruction in various business writing situations, including letters, memos, reports, proposals, and job application materials. Students use their own area of study for developing suitable correspondence. Prerequisite: Completion of freshman English sequence.

ENGL 103: Business and Professional Speaking  3 S.H.
Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required to make several effective oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations is stressed.

ENGL 105: Introduction to Writing as a Profession  3 S.H.
This course offers students a practical overview of writing as a career. Magazine writing is the main focus, but literary writing, technical writing, and other types of writing are also introduced.

ENGL 106: Advanced Creative Writing  3 S.H.
This advanced course is intended to develop students’ skills in one area of creative writing (i.e., fiction, poetry, or drama). Students are expected to submit several written assignments during the course of the term, to prepare detailed and close peer evaluations, and to submit a significant portfolio (several stories, ten to twelve poems) at the end of the semester. Prerequisite: ENGL 26.

ENGL 113: College Writing I  3 S.H.
This course provides instruction in the skills of written communication, including sentence structure, paragraph building, and the organization and development of expository essays. Students are introduced to strategies for critical reading, basic research methods, and documentation of sources. Computer-based writing is integral to the course.

ENGL 114: College Writing II  3 S.H.
This course continues the work of College Writing I, but focuses on more complex expository and argumentative writing, critical textual analysis, and more sophisticated research strategies. Computer-based writing is integral to the course. Prerequisite: College Writing I or permission of the instructor.

ENGL 116: The Athlete in Literature  3 S.H.
This course undertakes an analysis of selected prose and poetry depicting the athlete as an individual and team member. Positive values and major issues of the sport experience are explored. Such writers as Vingi, Twain, Hemingway, Lardner, Schulberg, and others are studied for their themes and literary merit.

ENGL 120: Oral Interpretation of Literature  3 S.H.
This course involves the study of and practice in the oral presentation of literary texts, including editing and actual oral performance as well as individual and group presentations. Prerequisite: ENGL 3.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 121</td>
<td>Chaucer and the Middle Ages</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course involves close study of selections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from <em>The Canterbury Tales</em>, and &quot;Truelus and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Criseide,&quot; as well as other representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>selections from Middle English literature.</td>
<td></td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Survey of American Drama</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course is a study of selected playwrights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>representing the development of American drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from the late nineteenth century through the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>present.</td>
<td></td>
</tr>
<tr>
<td>ENGL 132</td>
<td>The Victorian Period</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course is a study of selected authors of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the period, including Tennyson, Browning, Arnold,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rosseti, and Carlyle. The course will look at</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the social, political, and cultural trends of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>period.</td>
<td></td>
</tr>
<tr>
<td>ENGL 133</td>
<td>English Romantic Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course familiarizes the student with some</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the finest poetry and prose written in early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nineteenth century England.</td>
<td></td>
</tr>
<tr>
<td>ENGL 143</td>
<td>Film as a Narrative Art</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>Narrative films such as <em>On the Waterfront</em>,</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>All the King’s Men</em>, and *Requiem for a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heavyweight* are studied and discussed in terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of character, theme, structure, and style.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similairities between cinematic technique and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the adaptation of material from literature to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>film are explored.</td>
<td></td>
</tr>
<tr>
<td>ENGL 144</td>
<td>Special Topics in Narrative Film</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>Each semester it is offered, this course focuses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on a specific film genre such as the war film,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>film comedy, or the western. Films are analyzed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in terms of character, theme, structure, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unique cinematic techniques. It is suggested,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>but not required, that students take ENGL 143:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film as a Narrative Art, prior to 144. This may</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be taken for credit more than one time if</td>
<td></td>
</tr>
<tr>
<td></td>
<td>different genre topics are selected.</td>
<td></td>
</tr>
<tr>
<td>ENGL 146</td>
<td>American Short Story</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course examines the historical significance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the artistic achievement of such writers as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hawthorne, F. O’Connor, Hemingway, Updike,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Salinger, Carver, and those writers in the most</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recent edition of <em>Best American Short Stories</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Its objective is to help students become better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>readers of short fiction by emphasizing class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discussion and short papers.</td>
<td></td>
</tr>
<tr>
<td>ENGL 149</td>
<td>Modern American Poetry</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course is a survey from Dickinson to such</td>
<td></td>
</tr>
<tr>
<td></td>
<td>poets as Frost, Stevens, Wilbur, and Silko.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern poetic forms, *ection, and content are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasized. The course reflects the diversity of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>modern American poetry and its relevance to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>contemporary literary movements.</td>
<td></td>
</tr>
<tr>
<td>ENGL 150</td>
<td>Modern American Novel</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course examines novels by selected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>twentieth century American writers such as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dreiser, Fitzgerald, Anderson, Hemingway, Wolfe,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dos Pasos, West, Faulkner, Wright, Ellison,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baldwin, Oates, Updike, Belloc, Pynchon, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>others.</td>
<td></td>
</tr>
<tr>
<td>ENGL 152</td>
<td>American Realism and Naturalism</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the literary genre,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>criticism, and cultural context of America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from 1865 to 1914. The course includes a study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the works of the following writers: Howells,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitman, Twain, James, Harte, Garland, London,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Norris, and Crane.</td>
<td></td>
</tr>
<tr>
<td>ENGL 153</td>
<td>American Romanticism</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the literary works of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>key nineteenth century authors in the American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Romantic movement: Irving, Cooper, Poe,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hawthorne, Melville, Emerson, Thoreau, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitman. Romantic themes of individualism,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>imagination, and intuition are stressed.</td>
<td></td>
</tr>
<tr>
<td>ENGL 156</td>
<td>Readings in the English Novel I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course traces the rise and development of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the English novel from the early eighteenth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>century until the mid-nineteenth century.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Included in this examination are the evolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of narrative voice and structure, point of view,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theme, and ideology.</td>
<td></td>
</tr>
<tr>
<td>ENGL 157</td>
<td>Readings in the English Novel II</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course traces the development of the English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>novel from the mid-Victorian period through the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>middle of the twentieth century, focusing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>particularly on the modernist and postmodernist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>movements and their influence on narrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>voice, point of view, structure, theme, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideology. Authors included are Eliot, Gissing,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hardy, Joyce, Lawrence, Woolf, Burgess,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siltoce, and Golding.</td>
<td></td>
</tr>
<tr>
<td>ENGL 162</td>
<td>Celtic Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course explores modern and contemporary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irish, Welsh, and Scottish literary traditions,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with attention to the mythological and political</td>
<td></td>
</tr>
<tr>
<td></td>
<td>backgrounds of the literature. Particular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis is given to the Irish Literary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Renaissance and such writers as Yeats, J.M.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synge, James Joyce, Flann O’Brien, and Frank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O’Connor.</td>
<td></td>
</tr>
<tr>
<td>ENGL 195</td>
<td>Structure of American English</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course is an introduction to the methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of descriptive analysis of contemporary American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English (sounds, forms, and syntax), with special</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis on language learning and social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dialects.</td>
<td></td>
</tr>
<tr>
<td>ENGL 197</td>
<td>The History of the English Language</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course analyzes the growth, structure, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development of the English language.</td>
<td></td>
</tr>
<tr>
<td>ENGL 2005</td>
<td>Seminar</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>Selected topics in British and American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>literature are assigned. The subject of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>seminar may vary from year to year.</td>
<td></td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Literacy, Hypermedia, and Modern Communication</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>Students in this course explore the relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of technology and communication, focusing on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hypertext and hypermedia's power to redefine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>literacy in the classroom and in the workplace.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students work toward a definition of literacy's</td>
<td></td>
</tr>
<tr>
<td></td>
<td>historical evolution from oral to pictoral and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>graphic to print, focusing on the poetic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>demands and impact of that evolution. With</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hands-on use of the technology, the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>investigates the shift from paper-bound to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>electronic literacy, particularly as embodied</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in hypertext and hypermedia. Cross-listed as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CISC 205.</td>
<td></td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Traditional Grammar and Usage</td>
<td>3 S.H.</td>
</tr>
<tr>
<td></td>
<td>This course examines rules of traditional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grammar and usage in writing. Recent trends in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>usage are given special consideration.</td>
<td></td>
</tr>
</tbody>
</table>
ENGL 228: Modern Drama 3 S.H.
This course explores modern trends in the development of dramatic literature, with emphasis on Realism and Theatricalism.

ENGL 259: The Contemporary Novel 3 S.H.
This course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture.

ENGL 267: Shakespeare 3 S.H.
This course develops the student's appreciation of Shakespeare as a master dramatist through a study of selected tragedies, comedies, and histories. The emphasis shifts yearly from the tragedies to the comedies, with histories incorporated each year.

ESOL 1-2: English for Speakers of Other Languages—Communication Skills 1-2 6-6 S.H.
This is a two-semester, low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading, and writing. Students should be placed in ESOL 1 through the placement exam or with the recommendation of an ESOL instructor.

ESOL 3-4: English for Speakers of Other Languages—Communication Skills 3-4 6-6 S.H.
This is a two-semester, intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking, reading, and writing. Students should be placed in ESOL 3 through the placement exam or with the recommendation of an ESOL instructor.

ESOL 5-6: English for Speakers of Other Languages—Communication Skills 5-6 6-6 S.H.
This is a two-semester, advanced ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function effectively in an academic setting. The skills taught include: listening, speaking, reading, and writing. Students should be placed in ESOL 5 through the placement exam or with the recommendation of an ESOL instructor.

ENVIRONMENTAL SCIENCE

ENSC 110-111: Advanced Environmental Studies 3-3 S.H.
Students undertake an in-depth study of the specific areas of water and wastewater treatment (ENSC 110), hydrology, and land use planning (ENSC 111) as they relate to environmental impact. Special emphasis is placed upon EPA/SCSU/SCG 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.

ENSC 120: Environmental Laws and Regulations 3 S.H.
This course provides instruction on the major statutes, regulations, and policies passed by Congress and promulgated by the USEPA and OSHA. Course instruction presents a discussion of environmental laws regulating pollution-causing activities to the air, waterways, drinking water, and groundwater through enforcement and the permitting process.

ENSC 141: Field Experience/Practicum in Environmental Studies 2-6 S.H.
This course offers an off-campus exposure to dealing with environmental issues, including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies.

ENSC 221: Seminar in Environmental Studies 2 S.H.
This course is an informal session in which students, faculty, and professionals in the various fields of environmental study are brought together for mutual discussion of selected topics of environmental interest. Emphasis is placed upon research and administrative procedural reviews of air, water, noise, floral, faunal, and land use impacts.

FRENCH

FREN 11: Elementary French 3 S.H.
This course is a study of the French language, spoken and written, with emphasis on conversational ability. Students completing this course should be able to understand and speak French on a very basic level and have begun an understanding of the culture of French-speaking people. Classes are conducted in French using the video series "French in Action." Any student who offers far entrance credit three or more years of French may not enter the first-year level (FREN 11 or 12) at Springfield College.

FREN 12: Advanced Elementary French 3 S.H.
This course is a continuation of French 11. Students completing this course should be able to understand and speak French on a simple conversational level. Prerequisite: FREN 11 or two years of high school French.

FREN 21: Intermediate French 3 S.H.
This course is an advanced study of the French language and a review of all verb forms, and concentrates on conversational ability. Literary and cultural studies are used as a basis for conversation. Students completing this course should be able to take part in fairly sophisticated discussions in the French language and should appreciate cultural differences. Classes are conducted entirely in French using the video series "French in Action." Prerequisite: FREN 12 or 3-4 years of high school French.
FREN 22: Advanced Intermediate French 3 S.H.
This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning long distance, planning a trip, writing business letters, or operating a computer terminal. The review of grammar and the acquisition of a particular vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. Prerequisites: FREN 12 with a B+ average or FREN 21 or permission of the instructor.

FREN 33: The Culture of France and French-Speaking Nations 3 S.H.
The course, open to all undergraduates, provides an understanding not only of the French language, but also of the many people for whom it is the major form of communication. It fulfills the language requirement, but not 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.

**GERMAN**

GERM 33: German Culture and Language 3 S.H.
This course, open to all undergraduates, provides a fundamental understanding not only of the German language, but also of the many people of Germany, Austria, and Switzerland for whom it is the major form of communication. It fulfills the language requirement, but not the requirement for a B.A. degree.

**HEALTH STUDIES**

HLTH 1: Personal Health 3 S.H.
This course is designed to provide students with a basic knowledge of current personal health concepts and applications such as health and wellness, stress management, substance use and abuse, and human sexuality. Emphasis is on decision-making skills and self-responsibility for one's own wellness.

HLTH 6: First Aid: Responding to Emergencies and Community CPR 3 S.H.
This course is designed to prepare the student to make appropriate decisions regarding first aid care and to act on those decisions in an emergency situation before medical help arrives. Successful completion provides the student with American Red Cross Certification in First Aid: Responding to Emergencies and Community (adult, child, and infant) Cardiopulmonary Resuscitation.

HLTH 102: Methods and Materials in Health Education 1 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 110: Consumer Health 3 S.H.
This course aids prospective health education majors, as well as interested student consumers, in attaining a better understanding of individual human rights in consumer health from conception until death and in realizing a maximum return for their money and effort spent in the pursuit of optimal wellness.

HLTH 140: Pre-Practicum in School Health Education—Grades Pre-K-12 2 S.H.
This pre-practicum provides health education majors with experience in observing, assisting, and teaching health education in grades Pre-K-12. Prerequisite: HLTH 102.

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 provides 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 2-4 S.H.
This course 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.
In this course students will discover how the body uses food by learning various functions of each key nutrient. An overview of digestion, absorption, and metabolism is provided. Food sources of the key nutrients and recommended intakes are explored in depth. The student's own diet is evaluated, using a computerized diet analysis.

HLTH 152: Applied Nutrition 3 S.H.
This course enables students to attain a better understanding of the dynamic relationship between nutrition and the human physiological process. This better prepares students to engage in preventive and management techniques as related to nutritional deficiencies and the human body. Prerequisite: HLTH 151.

HLTH 155: Human Sexuality 3 S.H.
This course provides open discussion, debates, and reading materials to survey the dynamics of human sexuality, and to identify and examine the basic issues in human sexuality in relation to society as a whole.

HLTH 160: Drugs and Society 3 S.H.
This course provides students with a basic knowledge of current drug use and the adverse effects of drug misuse and abuse. The use and misuse of drugs are examined from physiological, psychological, sociological, and
intellectual perspectives. This course provides students with an opportunity to examine the various components and issues of drug use, misuse, and abuse in society today. Prerequisite: HLTH 1.

HLTH 170: Program Planning and Development 3 S.H. This course provides an overview of assessing, planning, implementing, and evaluating effective community health education programs. Students develop their abilities in setting goals and objectives, coordinating provision of health education services, and communicating health education needs, concerns, and resources.

HLTH 202: Methods and Materials in Health Education II 3 S.H. Students in this class analyze the theory, practice, and planning processes for school health education. The readings, discussions, observations, lesson planning, practice teaching, unit planning, and critical analysis emphasize quality interactive teaching and professionalism in health education.

HLTH 205: Curriculum Construction and Instruction 3 S.H. This course analyzes the essential components of and procedures for the development of a written pre-K-12 comprehensive health education curriculum. Students critically review current general and specific curricula in light of the various teaching possibilities and environments for health education.

HLTH 217: Organization and Administration of School Health Programs and Curriculum Construction 3 S.H. This course examines administrative relationships and procedures in the conduct of school health programs, including general policies, reliability, services, environment, and instruction. Curriculum analysis and construction is also studied.

HLTH 220: Health Counseling 3 S.H. This course provides the health professional with an understanding of the dynamics of different health and wellness characteristics in relation to mental health. It examines interpersonal relations, psychological practices, and interventions to enable health professionals to provide effective referrals and/or service delivery to clients and students. Prerequisite: Permission of instructor.

HLTH 225: Human Disease 3 S.H. This course examines a wide range of contemporary health problems. Students examine the epidemiology and pathology of major diseases and the attendant psychosocial implications. The prevention and control are discussed within the ethical issues identified for study. Prerequisites: BIOL 1, 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 focuses on the political, social, cultural, and economic factors that determine current policies and practices.

HLTH 242: Special Health Topics for the Classroom Professional—Grades Pre-K-12 3 S.H. This course gives prospective classroom professionals an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, students are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HLTH 250: Workshop in Health 2 S.H. This workshop provides students with an understanding of the contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. NOTE: A student may register for this course for credit more than once, provided the area to be included is different each time.

HLTH 251: Field Work in Community Health Education 3 S.H. This is a supervised experience in a health agency for a full semester. It includes observation of and participation in the work of the agency.

HLTH 252S: Practicum in School Health Education—Grades Pre-K-9 7 S.H. This is a supervised practicum in grades Pre-K-9 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 102, 140, 217, and EDUC 137.

HLTH 253S: Practicum in School Health Education—Grades 5-12 7 S.H. This is a supervised practicum in grades 5-12 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 102, 140, 217, and EDUC 137.

HLTH 265: Health-Related Aspects of Aging 3 S.H. This course focuses on the various theories associated with biological aging, the identification of major health hazards, and provisions for their treatment, prevention, and control. Also, the health care delivery system is examined and discussed.

HLTH 280S: Advanced Nutrition 3 S.H. This course focuses on the functions of nutrients in human metabolism. Emphasis is placed on digestion, absorption, and metabolism of proteins, fats, carbohydrates, and the non-energy nutrients, vitamins, minerals, and water. Evaluation of nutritional status is also examined. Prerequisites: CHEM 1-2, 3-4, 30, 32, BIOL 10-11, 12-13, or BIOL 90-91, 92-93, and HLTH 151.
HEALTH, PHYSICAL EDUCATION, AND RECREATION

HPER 2: Outdoor Adventure Leadership Practicum 2 S.H.
This course is a practicum that teaches how to plan, implement, and evaluate outdoor adventure experiences for groups. Students have the opportunity for supervised practical experience in group leadership. Instruction utilizes the ropes course as a tool for working with groups. In addition, other areas of adventure programming such as rock climbing, wilderness trip leading, and canoeing are covered. Topics such as group dynamics, leadership styles, equipment, and safety are also stressed. Prerequisite: PEAC 193 or PEPC 293.

HISTORY

HIST 1: Survey of the History of Western Civilization 3 S.H.
This course examines the evolution of civilization from prehistoric culture through the ancient world to the sixteenth century. Emphasis is given to a global perspective, interrelationships between major world cultures, and the forces of change in political, economic, social, and intellectual institutions.

HIST 2: The Making of the Modern World 3 S.H.
This course surveys the development of ideas, institutions, and social processes in the modern world from the sixteenth century to the present. Consideration is given to both Western tradition and the diversity and interrelationships between the various cultures that comprise our contemporary world.

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, the 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 are 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 1950's, and the Civil Rights activism of the 1960's and early 1970's.

HIST 115: Modernization and European Society 3 S.H.
This course deals with the complex pattern of social, economic, political, and psychological changes that accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the eighteenth century and examines how leading thinkers and the masses have responded to modernity.

HIST 123: History of Russia 3 S.H.
This course begins with a brief survey of Russian history from the earliest time through the nineteenth century. It concentrates on the reforms, revolutionary movements, and the decline of imperial Russia, and concludes with an overview of the Soviet period.

HIST 125: 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 Greek and Roman cultures to modern civilizations are emphasized.

HIST 126: Medieval History 3 S.H.
This course examines developments and achievements of European civilizations from 350 to 1500 A.D. The division and decline of the Roman Empire, Byzantine reorganization and expansion, feudalism, urbanization, the social role of the Christian Church in Eastern and Western Europe, the universities, new art forms, the birth of national states, and the transition to modern history are emphasized.

HIST 129: Early Modern Europe 3 S.H.
This course begins with a consideration of Renaissance and Reformation of the fifteenth and sixteenth centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment, and concludes with a study of the background to the French revolution.

HIST 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 students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off campus and participate in learning experiences in local, state, or national settings.

HIST 160: Early American Thought and Culture 3 S.H.
This course is a study of American ideas and culture from the Colonial Period to the mid-nineteenth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, education, and reform.

HIST 161: Modern American Thought and Culture 3 S.H.
This is a study of American ideas and culture from the early nineteenth century to the early twentieth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education.
HIST 165: Environmental History of America 3 S.H.
This course examines American attitudes toward nature, space, land, and resources from the earliest settlements to the present. The history of public land policy, the conservation movement, federal and state policies, and environmental concern are traced.

HIST 180: Studies in History 3-4 S.H.
This course deals with one or more of the great issues that have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems, with particular attention to how men dealt with them. Issues may be selected from any period of the Eastern or Western world.

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 include education and social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and the USSR's relations with other nations of the world. Not offered every year.

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

HIST 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 AND 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. The course provides a close examination of the roles of human services workers; the nature of helping relationships; attitudes, skills, and knowledge of human service workers; value conflicts and dilemmas in the field; and organization and delivery of services.

HSAD 10: Introduction to Social Welfare 3 S.H.
This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Cross-listed as SOCI 10.

HSAD 36: Human Behavior in Small Groups 3 S.H.
This course is an introduction to the interdisciplinary study of human behavior in groups. The contributions, from a range of applied and theoretical sources, are examined, and the implications of these contributions for utilization in groups are explored. Theory is learned by reflecting upon experiences, including structured experiences in human relations training, in ongoing small groups.

HSAD 39: Group Work Sequence 3 S.H.
This course is an introduction to group work methods. The course concentrates on teaching the essential techniques and behaviors used by group workers in a variety of settings. Individual relevant cases and examples of the application of group work techniques in community services are explored. Prerequisites: HSAD 1 and 36.

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 are studied along with past and present programs. Pertinent issues of the YMCA are examined as it responds to changing needs and challenges. This course is recommended for those considering a career with the YMCA.

HSAD 116: YMCA Management and Continuity Planning 3 S.H.
This course is a study of present-day management concepts and practices, program development, and planning objectives for the administration and operation of the YMCA. Management models of selected YMCA’s are studied. Methods and strategies pertinent to the continuation and implementation of YMCA’s and other agencies are explored. Recommended for students planning a career with the YMCA.

HSAD 125: Community Research 3 S.H.
This course is an introduction to the field of social research and social surveys. Consideration is 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 is made by the students.

HSAD 141: Supervised Field Experience in Community Leadership 3 S.H.
This course provides actual practice in working with people, under the supervision of 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 fieldwork 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 and 39, 45 clock hours equal 1 S.H.

HSAD 142: Theories and Methods of Case Management 3 S.H.
This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Cross-listed as SOCI 142.
HSAD 150: 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 are also studied.

HSAD 151: Cities in Society 3 S.H.
This course examines how local relations of class and race, together with larger economic- and political forces, shape cities. The central focus is on investigation of the social factors underlying the divergent life situations facing people living in metropolitan areas. Cross-listed as SSCI 151.

HSAD 159: The Community Development Process 3 S.H.
This course deals with the parallel between the community problem-solving process and the steps of scientific inquiry. It discusses the concrete functional relations between face-to-face small group processes and the processes of the macro-system.

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 are covered. Emphasis is given to utilizing these skills in managing community agencies.

HSAD 199: Prescriptive Internship in Community Agencies 15 S.H.
This senior-year internship in a selected agency includes orientation to, experience with, and evaluation of a variety of agency work prescribed by the Community Service Department and guaranteed by the agency. A three-way contract (agency, College, and student) is monitored by the department to assure academically responsible interpretation of the experience.

HSAD 200: Issues in Community Service 3 S.H.
This course focuses on present problems in education and the community and the mutual relationship of education and community. Resource people are the principal source of information for the class.

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

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

HSAD 240: Proposal Writing and Fundraising 3 S.H.
This course analyzes the methods of writing funding proposals for social agencies. Methods of identifying potential funding sources, as well as the process of drawing up proposals and fundraising events are studied.

MATH 10: Introductory College Mathematics 0 S.H.
This course involves the study of the fundamental concepts that are essential in preparation for further study of college mathematics. The concepts include, but are not limited to, properties and operations of real numbers; ratio, proportion, and percent; solving elementary equations in one variable; and an introduction to polynomials. Students must obtain a minimum grade of C+ in order to advance to an All-College Requirement in mathematics.

MATH 16: Mathematics for Early Childhood and Elementary Education 3 S.H.
This course presents elementary concepts of mathematics in a problem-solving mode in accordance with the standards of the National Council of Teachers of Mathematics. Topics include an introduction to sets, properties, and operations of numbers in various number systems, logic, geometry, and measurement. This course includes a hands-on laboratory component. This course does not fulfill the All-College Requirement in mathematics.

MATH 20: Survey of Mathematics 3 S.H.
This is an introductory course in mathematics. It emphasizes the application of basic mathematical concepts to everyday experiences: such as sports and recreation, banking and personal finance, consumer affairs, and health and medicine. Specific topics in mathematics include elementary algebra, geometry, consumer mathematics, and elementary probability and statistics. Prerequisite: MATH 10 or equivalent.

MATH 21: College Algebra 3 S.H.
This course introduces a study of the real number system, linear and radical equations, and systems of linear inequalities in two variables. It also provides a basic introduction to exponential, logarithmic, and trigonometric functions. This course is not considered for mathematics major credit. Fulfills mathematics ACR. Prerequisite: MATH 16 or equivalent.

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. This course is 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, this course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and mathematical skills are emphasized. This course is primarily designed for business management majors. Prerequisite: MATH 21 or equivalent.

UNDERGRADUATE COURSE DESCRIPTIONS 139
MATH 24: Probability and Statistics 3 S.H.
This course introduces methods of collecting, organizing, analyzing, and presenting numerical data. Probability theory is used to make inferences about the populations from which the sample data are drawn. The mathematical statistics investigate types of frequency distributions, measures of central tendency, and hypothesis testing. Prerequisite: MATH 21 or equivalent.

MATH 25: Calculus for Business and Social Science 3 S.H.
This course covers certain topics of calculus and their application to business and social science. Changes in economic and social environment are continuous and are 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. Prerequisite: MATH 22 or equivalent.

MATH 30-32: Calculus III-IV 3-3 S.H.
This course offers more on the techniques of differential and integral calculus, partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, and surface and line integrals and their applications. Prerequisite: MATH 27-28.

MATH 33: Elementary Differential Equations 3 S.H.
This course considers ordinary differential equations with applications. Prerequisite: MATH 31 or equivalent.

MATH 40: Contemporary Mathematics 3 S.H.
This course is a cornerstone 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, this course covers axiomatic geometry, including both Euclidean and non-Euclidean geometries, and introduces projective geometry. The relationship between various transformations and geometries is studied.

MATH 50: Linear Algebra 3 S.H.
This course includes the notation, terminology, algebra of, interpretation of, and applications of vectors and matrices. More abstract ideas, vector spaces, and characteristic roots are also covered.

MATH 100: Mathematical Analysis 3 S.H.
This course is an analysis of mathematical concepts, including: topologic set theory, the real and complex number systems, sequences and series, numerical integration, curve fitting, number presentation, and errors. Computer programs are used. Prerequisite: MATH 31.

MATH 141: Field Experience in Mathematics and Computer Sciences 2-10 S.H.
This course provides students with a practical, off-campus experience in the mathematics and computer science areas within the scope of a professional environment. Placement and selection of students for this course require the consultation and approval of a faculty supervisor from the department and the department chair.

MATH 200S: Introductory Discrete Mathematics 3 S.H.
This course covers basic mathematical structures that are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductive reasoning, 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 in this course include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functions are included, and the interrelatedness of various mathematical disciplines is emphasized. Prerequisite: MATH 50 or equivalent.

MATH 240: Topics in Mathematics and Computer Sciences 3 S.H.
This course provides an overview of the current technologies applicable to the teaching and learning of mathematics and science. These technologies include: graphing calculators, calculator based laboratories (CBL units), computer algebra systems (Derive), and mathematics typesetting programs (TEX). This is a laboratory based course that uses hands-on experience to enhance the understanding of functions, modeling, graphing, differentiation, and integration. Prerequisite: Permission of the instructor.

MANAGEMENT, BUSINESS

MGTE 5: Introduction to Business 3 S.H.
This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as SMGT 5.

MGTE 10: Principles of Accounting I 3 S.H.
Accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivable, payable, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as SMGT 10.

MGTE 11: Principles of Accounting II 3 S.H.
Accounting principles and practices developed through Accounting I are expanded upon as they apply to the partnership and corporate forms of business. The major emphasis is on the utilization of accounting data as a decision-making tool in the areas of budgets, taxation, changes in financial position, and financial statement analysis. The course also deals with nonprofit accounting. Prerequisite: MGTE 10.
MGTE 100: Managerial Accounting 3 S.H.
This course covers policy and decision-making based on profit planning and objectives. The major topics covered are budget, cost methods, pricing methods, and cost-volume profit analysis. Prerequisite: MGTE 10-11.

MGTE 101: Marketing Principles 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. Cross-listed as SMGT 101.

MGTE 102: Marketing Management 3 S.H.
This course emphasizes the utilization and understanding of modern marketing strategies. Through text study, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix—product, price, place, and promotion. Through case analysis, students gather data, analyze marketing options, and prepare workable solutions. Prerequisites: ECON 2, MGTE 10 and 26.

MGTE 105: Financial Management 3 S.H.
This course emphasizes basic decision-making tools and analytic processes employed by financial managers. The major topics covered are: financial analysis, cash flow, pro forma, short- and long-term financing, and asset management. Prerequisites: MGTE 10, 11, and 100.

MGTE 110: Accounting for Non-Profit Agencies 3 S.H.
This course provides students with the accounting tools required to manage a non-profit business. Major emphasis is on fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and the impact of legislative acts are also covered.

MGTE 111: Intermediate Accounting I 3 S.H.
This course is designed to analyze generally accepted accounting principles, accounting theory and concepts, and the preparation of general financial statements of public corporations. Areas covered include: the accounting cycle, cash and temporary investment, current liabilities, plant and equipment, intangibles, and the time value of money. Prerequisites: MGTE 10 and 11.

MGTE 112: Intermediate Accounting II 3 S.H.
This course emphasizes application of accounting theory on problemsolving. Topics covered include: long-term liabilities, the stockholders equity of the balance sheet, errors and their correction, investments, analyzing financial statements, cash flow, and price changes. Prerequisite: MGTE 111.

MGTE 115: History of American Business 3 S.H.
This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. Prerequisite: ECON 1 and 2 or permission of instructor.

MGTE 120: Statistics for Business and Economics 3 S.H.
This is an introductory-level course in basic statistics relating to the business and economic environment. The course covers methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, and methods of sampling. Cross-listed as SMGT 120.

MGTE 141: Business Management Field Experience 3-6 S.H.
The field experience program is a form of independent study that combines academic study with business world activity. It offers students the opportunity to test classroom theory, align career goals, develop a professional outlook, improve communication skills, and deepen the understanding of the functions of management. Academic credit is dependent on the number of hours spent at the worksite per week. The course is for senior business majors only. A final paper is required.

MGTE 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 processes.

MGTE 190: Special Topics in Business 3 S.H.
This course presents a variety of traditional and contemporary topics in business management. It provides a detailed and comprehensive analysis of an issue or problem—past, present, and future—that impacts upon society and the business community.

MGTE 201: Quantitative Methods 3 S.H.
This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem-solving so that students gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. Prerequisite: Reasonable facility with college math is desired.

MGTE 202S: Business Policy and Control 3 S.H.
This course requires students to integrate previously mastered functional disciplines. It involves competition among groups of students acting as independent companies. Revolving around a computer-generated simulation of a business environment. Prerequisite: MGTE 201.

MGTE 205: Managerial Supervision 3 S.H.
This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisites: HSAD 36 and MGTE 26. Cross-listed as SMGT 205.
MGTE 245: Personnel Management/ Human Resource Management 3 S.H.
This course examines the responsibilities of personnel managers or managers who perform the personnel functions. Course content includes: work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment.

MGTE 253: Income Taxes 3 S.H.
This course teaches the principles of federal income taxation, with emphasis on the computation of income tax returns for individuals. Students study the procedures for computing tax liability and the concepts and reasoning behind the internal revenue service regulations. This course also examines partnership and corporation taxation. Prerequisite: MGTE 10 or permission of instructor.

MGTE 270: Advertising 3 S.H.
This course introduces the richness and variety of the real world of advertising. A study is made of advertising lessons in marketing, campaign objectives, creative strategy, planning, and evaluative research. Thought-provoking, real-world concepts and controversies are approached to personally involve students in the practical applications of advertising. Prerequisite: MGTE 101 or 102 or permission of the instructor.

MGTE 275: Consumer Behavior 3 S.H.
This course is designed to examine the use of consumer behavior research and theory as a central element of business strategy, especially in marketing. Students study the activities involved in obtaining, consuming, and disposing of products and services. Prerequisite: MGTE 101 or 102, ECON 2, and either PSYC 1 or SOCI 1 or permission of instructor.

MGTE 278: Business Law 3 S.H.
This course explores basic legal principles and engages in an intensive study of the law of contracts and selected aspects of business-related subjects, including sales, negotiable instruments, business organization, consumer, and anti-trust law. Examples and case studies from business, non-profit, health agencies, and professional sports are included.

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

MGTE 290: Entrepreneurial Studies 3 S.H.
This course covers the theoretical and practical points of starting new organizations. It examines financing operations, personnel management, opportunity recognition, wealth creation, sociological impact, the economics of entrepreneurship, rates of return generated on invested capital, resource requirement planning and projections, growth management, entrepreneurial success strategies, various case studies, and the writing of an actual business plan. Prerequisites: MGTE 10 or 11, MGTE 105, ECON 1, algebra, or permission of the instructor.

MGTE 295: Corporate Social Responsibility 3 S.H.
This course examines the multifaceted problems and issues that are typical of the business and society interface and the initiatives taken by business to resolve these issues. Students learn how to identify issues and stakeholders to formulate and implement social issues strategies and to integrate them with business strategy. Prerequisites: PHIL 125 and MGTE 278 or permission of the instructor.

MEDICAL TECHNOLOGY/ LABORATORY SCIENCE
(These courses are offered at affiliated hospital schools of medical technology.)

MTLS 2005: 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 antifungal susceptibility is included. Areas covered include bacteriology, parasitology, virology, mycology, and routine serology. Correlation of laboratory findings with disease states is emphasized.

MTLS 2015: Clinical Chemistry 8 S.H.
This course includes 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 2025: 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 2038: 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 pathogenic cell types for a variety of blood dyscrasias are emphasized. Hemostasis and mechanistics, and methods for detection of coagulation deficiencies are included.

MTLS 2045: 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 2085: 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 investigations of a special medical technology subject or related topic.
MOVEMENT AND SPORT STUDIES

MOST 5: Lifespan Motor Development 3 S.H.
This is an introductory survey course in motor and perceptual development throughout the lifespan. Upon successful completion of the course, students are able to trace the path of human perceptual-motor development and to discuss the implications of general principles of motor development for the movement and sport specialist.

MOST 24: Motor Learning and Skill Acquisition 3 S.H.
This course investigates principles of human performance and the acquisition of motor skills. Attention is principally devoted to learning theories, reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills. Recent research evidence is presented in all topical areas. Prerequisites: MOST 5 and MOSK 2 or concurrent registration.

MOST 103: Physiology of Exercise 3 S.H.
This course examines changes within the human body due to the effects of acute and chronic exercise. Prerequisites: BIOL 10-11, 12-13, and CHEM 15-16.

MOST 150: Practicum in Movement Studies 2-4 S.H.
This practicum in movement and sport studies provides students with an opportunity to observe and assist professionals in their area of specialization. In the practicum, the student assumes increasing responsibility for work and projects.

MOST 119: Kinesiology/Biomechanics 3 S.H.
The focus of this course is on examining the anatomical and mechanical concepts requisite to critical assessment, description, and qualitative analysis of human exercise, sport, and locomotive activities. Prerequisites: BIOL 10-11 and PHYS 15.

MOST 128: Psychology of Sport 3 S.H.
This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as SMGT 128.

MOST 210: Assessment in Movement and Sport 3 S.H.
This course is designed to present to the student various assessment tools in the psychomotor, cognitive, and affective domains used in movement science and sport. An introduction to research in movement science and sport as well as basic statistical analysis are presented. A practical experience in administering a test, including the writing of an article suitable for a research journal, is involved.

MOST 228S: Sociology of Sport 3 S.H.
In this course, sociological concepts and theories are used to examine sport. This course is designed to acquaint students with the relationship between sport and the society in which it is embedded. A variety of issues and controversies in sport are identified and discussed. Prerequisite: SOCI 1.

MOST 299: Heritage and Values of Movement and Sport 3 S.H.
This course is designed to teach students about the cultural heritage and values of human movement and sport, from a philosophical and historical perspective. A close examination is made of important time periods of the past that affect current attitudes, understanding, knowledge, and behavior and guide students into the future. Cross-listed as SMGT 299.

MOVEMENT AND SPORT STUDIES ACTIVITY COURSES

MOSK 1: Outdoor Pursuits 1 S.H.
This is a seven-day experience in outdoor living that allows the pursuit of outdoor activities and enhances students' understanding and appreciation of individual differences of the social aspects of group living. Students engage in activities selected to increase environmental awareness, improve outdoor living skills, and serve as an introduction to resource-based pursuits.

MOSK 2: Sports Concepts and Applications 1 S.H.
This course is designed to introduce students to general principles involved in movement and gross motor skills. Students study fundamental sport tactics that enhance their recognition and the application of techniques and tactics common to sport and movement activities.

MOSK: Movement and Sports Studies Activity Courses
MOSK activity courses are designed for movement and sports studies majors. The content of these courses will be the development of proficiency in the fundamental movement forms and understanding of the concepts which underlie those movement forms. The MOSK activity courses serve as laboratory experiences in movement and sport activities representative of the cultural forms of sport, movement, exercise and dance.

MOSK 40: Movement Concepts and Fundamental Motor Patterns 1 S.H.

MOSK 130: Approaches to Dance Education 1 S.H.

MOVEMENT SCIENCES

MSCI 145: Assistant in Movement Science Research 1 S.H.
This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students accepted into this course (based on availability of meaningful experiences) are assigned to assist with a faculty or graduate level research project as a member of the research team. Prerequisite: Permission of instructor.

MSCI 240: Nutrition and Athletic Performance 3 S.H.
This course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisites: HILT 151 and permission of the instructor.
MUSC 14: Springfield College Pep Band 1 S.H.
The Springfield College Pep Band performs at varsity sporting events, which include all home football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 15: Chamber Music Workshop 1 S.H.
This workshop/ensemble emphasizes rehearsal and performance of music arranged for a classical chamber music format. Enrollment is open to all instrumentalists with basic reading and playing skills. Instrumentation and size of groups vary according to the instrumentalists available. Participants are coached on a stylistic approach, instrumental technique, and working effectively as an ensemble. Performances include the Springfield College Annual Music Concert, as well as a variety of other performances both on and off campus. This course may be repeated up to a maximum of 8 semester hours.

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 or concurrently, or permission of the instructor.

MUSC 21: Basic Guitar 1 S.H.
This course is designed for students with no prior guitar experience. Emphasis is on developing functional skills on the guitar and ability to interpret musical notation for the guitar. Instrument rentals are available. Prerequisite: MUSC 1 or concurrently, or permission of the instructor.

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 MUSC 30 and who wish to study music skills in a second area. This course is pursued at the same time as MUSC 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 32: Music as a Form of Social Protest 3 S.H.
This course surveys the music of those musicians who have been influential in focusing public attention on particular social causes. Students experience music through literature (books, journals, etc.), recording, and video.

MUSIC

MUSC 1: Basic Musicianship 3 S.H.
This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students in this course develop sight reading and beginning compositional skills through the study of elementary solfege, rhythmic exercises, ear training, and basic theory.

MUSC 2: Music Theory I 3 S.H.
Students in this course develop skills in musical composition, related solfege, and related dictation. Notation, interval and chord construction, and harmonic rhythm are studied. Prerequisite: MUSC 1.

MUSC 3: Music Theory II 3 S.H.
This course is a continuation of MUSC 2. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and a musical texture are studied. Students continue the development of skills in composition, solfege, and dictation. Prerequisite: MUSC 2.

MUSC 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 semester hours.

MUSC 13: Springfield College Band 1 S.H.
This course emphasizes the study and performance of transcriptions and original jazz compositions. Major performances include the holiday and spring concerts. The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 25: Qualitative Biomechanics of Movement 3 S.H.
This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Students are familiarized with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. Prerequisite: PHED 119.

MUSCI 245: Exercise and Aging 3 S.H.
This course provides information on the aging process and how exercise affects this process. The focus is on children and the pediatric population. Physical activity enhances an individual's ability to maintain a healthy and active retirement and fosters growth and development in children. Prerequisites: BIOL 10 and 11 or permission of the instructor.
MUSC 33: Music Technology 3 S.H.
This course is an introduction to current music and audio technology tools for personal computers. This course provides an overview of computer music, audio tools, and terminology including MIDI, synthesis, sequencing, scoring, and direct-to-disk audio recording. Classes involve discussion of practical applications for this technology in multimedia productions such as video, CD-ROM, computer animation, and live performance, culminating in the preparation of recorded musical projects using a computer and synthesizer. Prerequisites: MUSC 1, CISC 10, or permission of instructor.

MUSC 140: Eclectic Music with Children 3 S.H.
This course introduces students to preschool, early childhood, and elementary music. Emphasis is placed on experiential discovery through movement, imagery, and vocal/instrumental activities to be found in the child's musical environment. Prerequisite: MUSC 1 or permission of the instructor.

MUSC 141: Eclectic Music with Special Populations 3 S.H.
This course introduces students to the use of music in recreation, leisure, rehabilitation, and therapeutic settings. Emphasis is placed upon experiencing procedures and materials to be used in prescriptive activities. Prerequisite: MUSC 1 or permission of the instructor.

OCCUPATIONAL THERAPY

OCTH 99: Survey of Occupational Therapy 3 S.H.
This course provides an opportunity to survey basic concepts, theories, settings, and practices of occupational therapy. The values of occupational therapy performance and activity in prevention, treatment, and health maintenance are addressed. Roles and responsibilities encountered by current occupational therapists are explored.

OCTH 201: Occupational Therapy Fundamentals 3 S.H.
This course is a study of the historical and current philosophies of occupational therapy, with emphasis on the present scope of practices, issues, and concepts. The values of occupational performance and activity in prevention, treatment, and health maintenance are also addressed. Prerequisite: Major in occupational therapy or permission of the instructor.

OCTH 205: Preclinical Education 2 S.H.
This course provides students with observational experience in area clinics. Professional ethics, standards of practice, uniform terminology, and interpersonal skills are practiced and discussed during weekly seminars. Prerequisite: Major in occupational therapy or permission of the instructor.

OCTH 207: Group Process 1 S.H.
This course, including a laboratory experience, focuses on understanding the process of group dynamics, recognizing various types of verbal interactions among group participants, and learning appropriate techniques and interventions to promote insight and improved interpersonal interaction skills. Prerequisite: OCTH 201.

OCTH 212: Neuroscience and Occupation I 3 S.H.
This course presents the neurological foundations of human performance, behavior, and emotion through lecture and laboratory formats. Students engage in collaborative analysis of clinical examples to better understand the structure, function, and development of the nervous system and its influence on functional tasks throughout the lifespan. Prerequisite: Occupational therapy major.

OCTH 213: Neuroscience and Occupation II 1 S.H.
This seminar is a continuation of OCTH 212 in which students engage in collaborative analysis of neurological disorders and begin to practice assessment procedures related to the function of the nervous system. Topics discussed relate to concurrent courses in the occupational therapy curriculum, with a focus on occupational performance throughout the lifespan. Cases studied are drawn from prior fieldwork, concurrent occupational therapy courses, texts, videos, and computer software. Prerequisite: OCTH 212.

OCTH 215: Clinical Education I 3 S.H.
This course is a combination of a series of seminars and supervised field experience in one or more health care settings where occupational therapy is practiced. It provides experience in the beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. Prerequisites: OCTH 201 and OCTH 205.

OCTH 216: Individualized Fieldwork in Occupational Therapy 1-6 S.H.
This course provides additional Level I fieldwork to explore particular clinical interests or to address specific performance issues identified in OCTH 215. The student and an occupational therapy faculty member develop specific objectives for an individualized clinical experience which includes regular supervision with a faculty member and a clinical supervisor, with readings, special projects, written assignments, and/or presentations. Prerequisite: OCTH 215

OCTH 220: Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy 3 S.H.
This course presents the theory and scope of practice in occupational therapy for the prenatal through school-age period. Human performance is emphasized and related to normal and dysfunctional processes affecting growth, development, self care, play and leisure, and family functioning. Techniques for occupational therapy assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. Prerequisite: Permission of the instructor.

OCTH 221: Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood 4 S.H.
Through the study of human performance from preschool through school age, this course emphasizes normal and dysfunctional processes affecting growth and development, learning, self care, play and leisure, and family functioning. Techniques for assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are emphasized and practiced in laboratory experiences, with particular attention to skills needed in the school system. Prerequisite: OCTH 220.
OCTH 271: Individual Study in Occupational Therapy 1-4 S.H.
This course provides occupational therapy students with the opportunity to engage in individualized study with an occupational therapy faculty member. The student may explore particular academic or professional interests, beyond or within the requirement of the occupational therapy curriculum. The learning experience may include independent reading or writing on a topic related to the field. This course may be taken more than once. Prerequisite: Occupational therapy major.

OCTH 277: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents 4 S.H.
This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self-care, leisure, peer relations, and family functioning. Various theories and occupational therapy frameworks of reference are utilized in understanding the life tasks of adolescents. Intervention strategies are covered and practiced in a one-hour weekly lab. Prerequisite: OCTH 201.

PHILOSOPHY

PHIL 3: Conflict of Ideals—Values in a Changing Society 3 S.H.
This course explores the major philosophical thinkers and value systems that have influenced twentieth century thought. Students are encouraged to explore and expand their own value systems using the tools of philosophical inquiry.

PHIL 5: Introduction to Philosophy 3 S.H.
This course studies representative thinkers in the major areas of philosophy.

PHIL 6: Ethics 3 S.H.
This course is a study of theories of value, along with recent discussion of significant moral problems.

PHIL 8: Practical Logic 3 S.H.
This course introduces students to the basics of critical thinking in the context of everyday discourse, including the structure of argument, major types of argument, criteria for evaluation of argument, common fallacies of reasoning, and the mechanics of writing an argumentative essay.

PHIL 125: Business Ethics 3 S.H.
This course is intended to sensitize students to ethical issues in business and to develop a capacity for moral judgment in management.

PHIL 126: Classical 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.

PHIL 127: Modern 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 is given to those whose works have contributed to contemporary ideologies.

PHIL 180: Existentialism 3 S.H.
The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, inauthentic and authentic existence, death, and freedom.

PHYSICAL EDUCATION

PHED 2: Instructional Strategies in Physical Education 3 S.H.
This course introduces students to generic teaching strategies and techniques in physical education. Lecture sessions focus upon conceptual foundations of teaching. Peer teaching/laboratory sessions are devoted to practical applications and observational assessments of lecture concepts.

PHED 26-27: Physical Education Design and Implementation: Grades Pre-K-12 3-3 S.H.
This yearlong course is designed to help second-year physical education teacher preparation students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. Students apply and practice developmentally appropriate activities in school-based laboratory settings. The course is open only to movement studies majors in the Physical Education Teacher Preparation program.

PHED 100: Officiating Athletic Events 1 S.H.
This course provides students with the opportunity to develop knowledge and skills requisite to becoming a competent official for selected interscholastic athletic events. It may be repeated for credit as long as the athletic event designated is not replicated.

PHED 108: Adapted Physical Education Programming 3 S.H.
This course provides basic information on disabling conditions and on how to provide adapted physical education programs based upon an individual's assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection, and prescription of appropriate exercise programs; and implementation of developmental activities, rhythms, aquatics, and games.

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 improvement of motor skills; daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as SMGT 112

PHED 113: Coaching Soccer 2 S.H.
This course emphasizes the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his/her opportunity as an educator. Prerequisite: PEAC 155 or PEFC 255.
PHED 114: Coaching Basketball 2 S.H.
This course emphasizes the methods of teaching and coaching basketball, with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. Prerequisite: PEAC 144 or PEPC 244.

PHED 115: Baseball: Coaching and Fundamentals 3 S.H.
This course provides students with a basic understanding of the variables associated with the coaching of baseball on all levels. The major emphasis is on providing students with team strategy, fundamentals, and technical skills necessary to assist them in administering a successful baseball program. Two semester hours are allocated to the coaching aspects of the sport, while one semester hour is allocated to offensive and defensive fundamentals and technical skills.

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 games. Complete organization of a football program is presented. Prerequisite: PEAI 157.

PHED 117: Track and Field Coaching 2 S.H.
This course covers the biomechanical analysis and training strategies for each track and field event. Topics such as the selection of candidates, conditioning, diet, safety procedures, and the organization and promotion of track and field are included in the course content. Prerequisite: PEPC 264.

PHED 118: Coaching of Racquet Sports 2 S.H.
Course materials include the application of scientific principles to the grips, service, and strokes; fundamentals of strategy and position play for singles and doubles; and the organization of team practices, clinics, and tournaments. Prerequisite: PEAC 182 or PEPC 282.

PHED 124: Athletic Administration 2 S.H.
This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as SMGT 124.

PHED 125: Sports First Aid and Injury Prevention 3 S.H.
Within this course, basic injury prevention, evaluation, and emergency care techniques are discussed, and ARC certification in Adult CPR and standard First Aid is awarded to students meeting the requirements. Basic wrapping and strapping techniques used in injury prevention are practiced and discussed.

PHED 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: PEAI 184.

PHED 131: Coaching Softball 2 S.H.
Techniques and materials for coaching softball at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAC 156 or PEPC 256.

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 is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAI 150 or PEPC 250.

PHED 140: Pre-Practicum—Elementary Level 2 S.H.
This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the elementary school setting. Prerequisites: Matriculated status and PHED 26-27 or permission of the instructor.

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 149: Coaching Pre-Practicum 2 S.H.
This pre-practicum provides prospective coaches with an opportunity to assist in the coaching of interscholastic competitive athletics in grades 7-12. Prerequisite: PHED 112 or concurrent registration.

PHED 150: Pre-Practicum—Secondary Level 2 S.H.
This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the secondary school setting. Prerequisites: Matriculated status and PHED 26-27 or permission of the instructor.

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 Volleyball 2 S.H.
This course emphasizes the teaching of volleyball skills and the role of the coach in developing advanced systems of play for competition. Emphasis is also placed on the philosophy and psychology of varsity coaching, physical training, and the use of statistics for team play.

PHED 182: College-Level Supervised On-Campus Teaching 1 S.H.
This course presents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. It may be repeated once. Prerequisite: Permission of the department.

PHED 203: Advanced Exercise Physiology 3 S.H.
This course takes an in-depth look at the physiological responses and adaptations to acute and chronic exercise. Topics covered include the physiology of the following systems: skeletal, muscular, cardio-respiratory, endocrine, and renal. In addition, environmental effects, ergogenic aids, gender differences, and training procedures are studied. Prerequisite: MOST 103 or equivalent.
PHED 220: Sport and Art 3 S.H.
This course explores the historical and contemporary relationships of sport and art by examining sport as the subject matter of the artist's work. Selected pieces of testimony and essays that reveal the occurrence of aesthetic experiences in sport, sport as the medium to produce a work of art, and questions posed by scholars about the nature of sport and art and their possible relationship are examined.

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

PHED 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. Students may register for this course for credit more than once, provided the area included is different each time. Prerequisite: Undergraduate major in physical education or permission of instructor.

PHED 252S: Practicum in Physical Education Pre-K–9 7 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the pre-K–9 level. Assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 2, 26-27, 108, and a pre-practicum.

PHED 253S: Practicum in Physical Education 5-12 7 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the 5-12 level. Site arrangements are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 2, 26-27, 108, and a pre-practicum.

PHED 254S: Practicum in Physical Education 14 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of fourteen weeks at either the K-9 or 5-12 level. Site assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, permission of the department, and the following courses: First Aid/CPR Certification, PHED 2, 26-27, 108, and a pre-practicum.

PHED 256S: Coaching Practicum 2 S.H.
This is a monitored practicum in which the student acts as an assistant or a head coach of an interscholastic athletic team for a minimum of seven weeks. Site assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST Major, matriculation, PHED 112, 125, and one coaching course.

PHED 262: Physical Education for the Mentally Retarded and Those with Associated Disorders 2 S.H.
Characteristics and needs of the mentally retarded and disorders associated with mental retardation are presented. Focus is on current research, problem solving, training, and associated areas of concern that affect the retarded in general. This is a theory course. Prerequisite: Senior/graduate status.

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 human cultural development. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

**PHYSICAL EDUCATION ACTIVITY COURSES**

PEAC: Physical Education Activity Courses .5 S.H. credit noted
PEAC skills courses are All-College activity courses designed for the general College population to satisfy the four semester-hour All-College Requirement in physical education skills.

- PEAC 208 Adapted Aquatics Instructor (.1 S.H.)
- PEAC 111 Aerobic Dance
- PEAC 161 Archery
- PEAC 165 Badminton
- PEAC 144 Basketball
- PEAC 101 Boating and Canoeing
- PEAC 167 Bowling
- PEAC 197 Cross-Country Skiing
- PEAC 187 Cycling
- PEAC 127 Dance—Ballet 1
- PEAC 130 Dance—Ballerina
- PEAC 132 Dance—Folk
- PEAC 133 Dance—Modern
- PEAC 135 Dance—Square 1
- PEAC 137 Dance—Tap
- PEAC 100 Fit for Life (.1 S.H.)
- PEAC 115 Fitness Swimming
- PEAC 138 Fundamentals of Rhythm
- PEAC 170 Golf
- PEAC 173 Handball
- PEAC 188 Hiking and Backpacking
- PEAC 174 Horsemanship 1
- PEAC 274 Horsemanship 2
- PEAC 275 Horsemanship 3
- PEAC 276 Horsemanship 4
- PEAC 277 Horsemanship 5
- PEAC 99 Independent Study
- PEAC 55 Indoor Soccer
- PEAC 116 Jogging
- PEAC 175 Karate 1
PEAC 275  Karate 2
PEAC 190  Kayaking
PEAC 153  Lacrosse
PEAC 205  Lifeguard Training (ARC)
PEAC 209  Lifeguard Training (ARC/YMCA)
PEAC 189  Mountain Biking
PEAC 113  Nautilus Personal
PEAC 191  Orienteering
PEAC 193  Outdoor Adventure
PEAC 118  Personal Fitness
PEAC 176  Racquetball
PEAC 120  Relaxation
PEAC 178  Rhythmic Gymnastics
PEAC 195  Rock Climbing
PEAC 30  SCUBA Certification (1 S.H.)
PEAC 179  Self Defense I
PEAC 279  Self Defense II
PEAC 280  Ski Instructor
PEAC 196  Skiing 1
PEAC 296  Skiing 2
PEAC 297  Skiing 3
PEAC 155  Soccer
PEAC 156  Softball—Slow Pitch
PEAC 50  Special Topics
PEAC 108  Sports for the Disabled I
PEAC 109  Sports for the Disabled II
PEAC 181  Squash
PEAC 104  Swimming
PEAC 121  Tai Chi Chuan
PEAC 123  Tai Ji Quan
PEAC 182  Tennis
PEAC 158  Volleyball
PEAC 124  Walking
PEAC 107  Water Polo
PEAC 206  Water Safety Instructor (1 S.H.)
PEAC 122  Weight Training
PEAC 199  White Water Canoeing

PEPC 211  Aerobic Dance
PEPC 265  Archery/Badminton
PEPC 244  Basketball
PEPC 110  Conditioning and Fitness Programs
PEPC 150  Field Hockey
PEPC 100  Fitness for Life
PEPC 251  Flag Football
PEPC 232  Folk Dance
PEPC 183  Gymnastics (1 S.H.)
PEPC 125  Health Fitness Aerobics Resistance Training (1 S.H.)
PEPC 253  Lacrosse (Coed)
PEPC 213  Nautilus Professional
PEPC 254  New and Field Games
PEPC 293  Outdoor Adventure
PEPC 90  Physical Education Activities for Children
PEPC 255  Soccer
PEPC 256  Softball
PEPC 204  Swimming
PEPC 282  Tennis
PEPC 263  Track and Field I
PEPC 264  Track and Field II
PEPC 258  Volleyball
PEPC 284  Wrestling

PEAI: Intercolligate Sports and Skills Courses  0.5 S.H. credit unless noted
Participation on a varsity team is required. These can be taken once per sport by non-physical education teacher preparation students toward satisfaction of the four semester-hour All-College Requirement in physical education, graded on a Pass/Fail basis.

PEAI 141  Baseball
PEAI 144  Basketball M and W
PEAI 116  Cross Country M and W
PEAI 150  Field Hockey
PEAI 157  Football
PEAI 170  Golf
PEAI 171  Gymnastics M and W
PEAI 153  Lacrosse M and W
PEAI 155  Soccer M and W
PEAI 156  Softball
PEAI 104  Swimming M and W
PEAI 182  Tennis M and W
PEAI 159  Track M and W
PEAI 158  Volleyball M and W
PEAI 184  Wrestling

PHYSICAL SCIENCE

PHSC 1: Physical Science and the Environment  4 S.H.
This course studies the key concepts and theories of physical science for students with little or no prior experience. Physical science is approached both as a body of knowledge and as an ongoing process of investigation in order to develop in the student an awareness of the scientist's point of view and approach to nature.

PHYSICAL THERAPY

PTMS 110: Physical Therapy in the Healthcare System  1 S.H.
This course focuses on the roles and responsibilities of a physical therapist within the health care system. Methods of health care delivery and issues of access, availability, and financial coverage are examined. Prerequisite: Physical therapy major or permission of instructor.

PTMS 200: Clinical Concepts in Physical Therapy I  3 S.H.
This course provides an introduction to physical therapy practice skills. Theories and application of clinical concepts prepare the student for professional practice. Students are expected to attain a minimum level of
competency in selected fundamental clinical skills. Prerequisite: Physical therapy major.

PTMS 201: Clinical Concepts in Physical Therapy II 2 S.H.
This is the final introductory course in physical therapy prior to the clinical science and practice sequence and a continuation of the first clinical concepts course. Topics addressed prepare the student for professional practice by covering specific diagnostic conditions and engaging the student in writing activities. In addition, students are expected to attain a minimal level of competency in the area of normal gait evaluation and goniometric measurement of joints. Prerequisite: PTMS 200.

PTMS 204: Clinical Medicine/Pathology 4 S.H.
This course is a survey of general medical and surgical disorders, including the pathophysiology of disease, clinical manifestations, and medical treatment, with emphasis on conditions encountered in physical therapy. Topics include internal disorders/disease, orthopedics, pediatrics, and neurology. Prerequisite: Physical therapy major or permission of instructor.

PTMS 210-211: Human Anatomy 3-3 S.H.
This course provides a comprehensive study of normal and pathological functions of human movement, with emphasis on the skeletal, articular, and muscular systems. Using a regional approach, the course includes surface anatomy and clinical palpation. The laboratory experience includes dissections of human cadavers. Prerequisite: Physical therapy or occupational therapy major or permission of instructor.

PTMS 215: Clinical Education Seminar 1 S.H.
This course provides physical therapy students with required information for the clinical education portion of the curriculum. Communication, ethical and moral decision-making, confidentiality, and professionalism issues are covered.

PTMS 220: Clinical Competency Laboratory I 1 S.H.
This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem-solving, and promote evaluation skills. Prerequisite: Concurrent registration in PTMS 221 and 222.

PTMS 221: Clinical Science and Practice I 4 S.H.
Manual muscle testing, thermal agents, and clinical electrophysiology are the evaluation and treatment strategies presented in this course. The selection, application, and theories supporting these strategies are presented. Students must demonstrate competence in applying these techniques. Prerequisite: PTMS 200 and 201.

PTMS 222: Clinical Science and Practice II 4 S.H.
This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisite: PTMS 200 and 201.

PTMS 223: Clinical Science and Practice III 3 S.H.
This course prepares students to evaluate and treat patients with acute medical conditions relating to the pulmonary, circulatory, and integumentary systems. Assessment and analysis of patient problems are used to provide a foundation for making clinical decisions. Prerequisites: PTMS 200, 220, 221, 222 and 290.

PTMS 224: Clinical Science and Practice IV 3 S.H.
This course presents concepts of posture control and locomotion including strategies for physical therapy management of balance disorders. Characteristics of normal and pathological gait and strategies for management of gait dysfunction are discussed. Included are the application of orthotic and prosthetic devices to problems of the limbs, spine, conditions of limb amputation, and medical illness. Prerequisites: PTMS 220, 221, and 222.

PTMS 225: Clinical Case Competency Laboratory II 1 S.H.
This course utilizes case studies and group discussion to maximize integration and progression of physical therapy clinical theory and professional practice material, enhance comprehensive problem-solving, and promote evaluation skills. Prerequisites: PTMS 220, 221, and 222.

PTMS 250: Neuroscience 3 S.H.
This course presents basic neuroanatomy and neurophysiology with an emphasis on issues that have clinical relevance to physical therapy rehabilitation. Emphasis is placed on developing an understanding of human performance and motor control. Prerequisite: Physical therapy major or permission of the instructor.

PTMS 251: Clinical Applications of Neuroscience 3 S.H.
This course develops an integrated model for examination, evaluation, and determination of physical therapy diagnosis, intervention, and outcomes of care in neuroscience. Emphasis is placed on physical therapy management of patients with selected diagnosis involving motor control, balance, and abnormal muscle tone. Prerequisite: PTMS 250 and 290.

PTMS 280: Topics in Physical Therapy: Cardiac Rehabilitation, Pharmacology, and Radiology 3 S.H.
This course presents diagnostic assessment, interventions, and exercise program planning in cardiac rehabilitation. Additional topics in basic pharmacology and radiologic assessment are covered, with an emphasis on their relationship to rehabilitation assessment and treatment planning. Prerequisite: Physical therapy major or permission of instructor.

PTMS 290: Clinical Education Experience I 3 S.H.
This is the first clinical education experience for the physical therapy major and is to be completed as a full-time experience under the direction and supervision of a qualified physical therapist. Prerequisites: PTMS 200, 201, 204, 210, 211, 220, 221 and 222.
PTMS 303: Education in Physical Therapy Practice 3 S.H.
Education in physical therapy occurs with patients, families, colleagues, and the public through individual, group, collaborative, and consultative presentations. The focus of this course is on the development of objectives, learning experiences, and evaluation of teaching in physical therapy practice. Students have an opportunity to develop, present, and evaluate instructional materials for use across settings in physical therapy practice. Prerequisites: PTMS 110 and 215 and final year physical therapy major or permission of instructor.

PTMS 305: Clinical Science and Practice V 4 S.H.
This course provides the knowledge, skills, and abilities to apply neurophysiological principles and techniques to therapeutic exercise. Included are motor and reflex development, evaluation procedures, various treatment approaches, and selected physical disabilities. Prerequisites: PTMS 220-225.

PTMS 311-312: Clinical Education II-III 6-6 S.H.
This course provides a full-time clinical practice experience of eight weeks in an approved health facility located away from the College. This is a supervised, direct-patient care experience that allows students to put problem-solving theories into practical application and to develop effective and efficient approaches to total patient care. Prerequisites: All PTMS courses through PTMS 305.

PTMS 320: Administration and Management in Physical Therapy 3 S.H.
This course introduces students to basic concepts and principles of management as they apply to the administration and direction of physical therapy services. Included are development planning and design, fiscal management, principles of supervision, legal issues, and quality assurance. Prerequisites: Successful completion of PTMS 311 and 312, or permission of instructor.

PTMS 331: Clinical Science and Practice VI 3 S.H.
This course in the clinical science and practice series consists of three units. The first is an integrated approach to treatment of spinal disorders which includes the epidemiology of spinal disorders, spine evaluation and treatment, TMJ disorders, chronic pain, and work hardening. The second unit presents geriatric physical therapy, and the third explores women's health issues. The student is expected to integrate prior clinical experience and learning into the development of comprehensive physical therapy programs. Prerequisites: Successful completion of PTMS 311 and 312, or permission of instructor.

PTMS 340: Advanced Orthopedics 3 S.H.
This course examines the theoretical basis for treatment of the patient with orthopedic problems. Students design treatment strategies for orthopedic problems that are based on an understanding of advances in research in the areas of anatomy and biomechanics, tissue healing, diagnostics, and rehabilitation. Prerequisite: Physical therapy major or permission of instructor.

PTMS 341: Occupational Biomechanics 3 S.H.
The contrast between human physical capacities and human performance requirements in the work setting are addressed. Content includes strategies to enhance interaction of workers and their environment tools and efforts to minimize the risk of musculoskeletal disorders. Additional topics include an approach to pre-employment screening and returning injured workers to employment. Prerequisite: Physical therapy major or permission of instructor.

PTMS 342: Pediatric Neurology 3 S.H.
This course addresses physical therapy evaluation, treatment, and management for children with neurological dysfunction. The course follows a continuum from the newborn through adolescence and young adulthood, with modification of the evaluation, analysis, and program development at the various ages based on changing developmental needs. Prerequisite: Physical therapy major or permission of instructor.

PTMS 343: Sports Physical Therapy 3 S.H.
This course is designed for the physical therapy student interested in developing advanced skills and competence in prevention and management of sport-related injuries. Prerequisite: Physical therapy major or permission of instructor.

PTMS 344: Adult Neurology 3 S.H.
This course explores the theoretical basis for the evaluation and treatment of patients with neurological impairments. Current theories of motor learning, motor control, and motor development are used as the framework for this process. Evaluation procedures, findings, and their implications for therapeutic intervention are discussed. Prerequisite: Physical therapy major or permission of instructor.

PTMS 350: Clinical Education Experience IV 2 S.H.
This course provides an opportunity for the student to gain essential knowledge, specialized application, and evaluation in the following special topic areas: cardiopulmonary physical therapy, occupational biomechanics, administration, education, orthopedics, neurology, sports physical therapy, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics. Prerequisites: PTMS 311 and 312.

PHYSICIAN ASSISTANT

PAST 11: PA Seminar I 1 S.H.
This is the first in a series of ten physician assistant seminar courses. This course examines the issues of provider/patient confidentiality, blood-borne pathogens, and concepts of illness and health as defined by the health-care provider and the patient. The relationships between health and culture, religion, ethnicity, and socio-economic status are discussed. The relationships between the above items and the Latino community are examined in detail. Prerequisite: Physician assistant major.

PAST 12: PA Seminar II 1 S.H.
This seminar course examines health promotion and disease prevention issues in the general and minority populations of America. The Greater Springfield area maternal-infant mortality rate, disease prevention, and childhood health concerns are addressed. Prerequisite: PAST 11.

PAST 21: PA Seminar III 1 S.H.
This course examines the "sick role" concept and the "medicalization" of society. The principles of health education—including the issues dealing with sexuality, patient motivation, and patient compliance—are presented. Each student designs and implements a community health project and formally reports his/her findings. Prerequisite: PAST 12.
PAST 22: PA Seminar IV  
1 S.H.
This course examines the cultural aspects involved in several health care problem areas. Health care for the homeless, Puerto Rican, Vietnamese, and Russian immigrants, substance abuse, and HIV infection/testing are presented in detail. During the last third of the semester, each student reports on his/her community project, which began in the fall semester. Prerequisite: PAST 21.

PAST 110: PA Seminar V  
1 S.H.
The major economic, political, technological, and legal issues facing the physician assistant and the health care system today are examined. Actual case studies are analyzed and critiqued. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 113, 114, 131-133, and 144.

PAST 112: History Taking and Physical Assessment I  
3 S.H.
Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Prerequisite: Matriculation into the professional phase of the program. Co-requisites: PAST 124 and 130.

PAST 113: Mental Health Issues in Primary Care  
3 S.H.
This course examines common mental health conditions seen by physician assistants in the primary care setting. The epidemiology, presenting symptoms, diagnostic criteria, differential diagnosis, and treatment modalities are presented. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 110, 114, 131-133, and 144.

PAST 114: Principles of Clinical Decision Making  
1 S.H.
This course defines and analyzes the application of biostatics to current epidemiological studies in medicine. Students examine clinical decision-making models and analyze selected published medical study reports for the appropriateness of their conclusions. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 110, 113, 131-133, and 144.

PAST 120: PA Seminar VI  
1 S.H.
This course examines the relationships among health care and religious beliefs, spirituality, faith healing, death and dying, living will, and the end-of-life decision-making process. Prerequisites: PAST 112, 124, and 120. Co-requisites: PAST 121, 122, and 123.

PAST 121: Applied Clinical Skills I  
2 S.H.
This course is designed to teach students how to perform skills most commonly used in clinical practice. These include interpretation of EKGs, nasogastric intubation, and male and female catheterization. Prerequisites: Successful completion of PAST 112, 124, and 130. Co-requisites: PAST 120, 122, 123, and 134.

PAST 122: History Taking and Physical Assessment II  
3 S.H.
Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Prerequisite: Successful completion of PAST 112, 124, and 130. Co-requisites: PAST 120, 121, 123, and 134.

PAST 123: Pharmacology I  
2 S.H.
This course examines the integration of the theoretical and practical application of pharmacological principles into the organ-system approach to learning clinical medicine. Treatment modalities for the cardiovascular, respiratory, gastrointestinal, genitourinary/renal, and endocrine systems are examined in detail. Prerequisites: PAST 122, 124, and 130. Co-requisites: PAST 120, 121, 122, and 134.

PAST 124: Clinical Medicine I  
5 S.H.
This course presents wellness and disease processes from an integrated organ-system approach. Specialized topics in radiology,normal and abnormal findings in organ systems involving the eyes, ears, nose, throat, skin, lungs, and thorax are covered in this course. Prerequisite: Matriculation into the professional phase of the program. Co-requisites: PAST 112 and 130.

PAST 130: PA Seminar VII  
1 S.H.
This seminar course is designed to discuss select health care topics relevant to the 1990's. Personal stress management, the impaired provider, women's and men's health issues, and patient rehabilitation are discussed. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 112 and 124.

PAST 131: Applied Clinical Skills II  
2 S.H.
This course is designed to teach students how to perform skills most commonly used in clinical practice. OSHA guidelines, phlebotomy, injection, ABG and IV techniques are covered, as well as catheterization, casting and splinting, OR protocol, knot tying and suturing, and tourniquet. Prerequisites: Successful completion of PAST 121, 122, 123, and 134. Co-requisites: PAST 110, 113, 114, 122, 132, 133, and 144.

PAST 132: History Taking and Physical Assessment III  
3 S.H.
Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Off-campus clinical learning experiences are an integral part of this course. Prerequisite: Successful completion of PAST 121, 122, 123, and 134. Co-requisites: PAST 113, 114, 130, 131, 133, and 144.

PAST 133: Pharmacology II  
2 S.H.
This course examines the integration of the theoretical and practical application of pharmacological principles into the organ-system approach to learning clinical medicine. Treatment modalities for the nervous, skin, musculoskeletal, and blood-forming systems, as well as pregnancy, childbirth, pediatrics, and medical emergencies, are examined in detail. Prerequisites: PAST 120, 121, 122, 123, and 124. Co-requisites: PAST 110, 131, 132, and 134.
PAST 134: Clinical Medicine II 5 S.H.
This course is a continuation of PAST 124. Wellness and disease processes are presented using an integrated organ-system approach. Normal and abnormal findings in systems involving the heart and vessels, gastrointestinal tract, genitourinary tract, and endocrine organs are covered in this course. Prerequisites: Successful completion of PAST 112 and 124. Co-requisites: PAST 120, 121, 122, and 123.

PAST 144: Clinical Medicine III 5 S.H.
This course is a continuation of PAST 134. Normal and abnormal findings in systems involving the nerves, muscles and bones, and blood, as well as pregnancy, pediatrics, and medical and surgical emergencies are covered in this course. Prerequisites: Successful completion of PAST 121, 122, 123, and 134. Co-requisites: PAST 110, 113, 114, 131, 132, and 133.

PAST 240W: PA Seminar VIII 1 S.H.
This seminar course examines the biopsychosocial model of health and illness, approaches to the challenging patient, and concepts in risk management and quality assurance. Students begin formal Grand Rounds presentations. Prerequisites: PAST 130-134.

PAST 250W: PA Seminar IX 1 S.H.
This seminar course examines the impact of national and state health care policies on the delivery of health care and the health issues associated with violent crimes. Students continue Grand Rounds presentations.

PAST 260W: PA Seminar X 1 S.H.
This final seminar course presents the current state and federal policies affecting the physician assistant graduate, and reviews medical ethics through selected case studies. Students continue Grand Rounds presentations. Prerequisites: PAST 205S and 252S.

PAST 271S: Inpatient Medicine 4 S.H.
The inpatient medicine clerkship is a four week clinical experience that provides the foundation for clinical evaluation and treatment of general medical patients. Training includes assessment of inpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily morning and work rounds and in-hospital overnight call. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 272S: Ambulatory Medicine 4 S.H.
The ambulatory medicine clerkship is a four week clinical experience that provides the principles of clinical diagnosis and management of general medical problems in the adult patient ambulatory setting. Training includes assessment of outpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily office or clinical hours (including weekends), medical coverage of hospitalized patients, and evening and weekend on-call hours. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 273S: General Surgery 8 S.H.
During the general surgery clerkship, students learn management of surgical patients in hospital and ambulatory settings. These experiences include presentation and work-up of common surgical problems, surgical interventions, and the care of preoperative, operative, and postoperative patients. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 274S: Emergency Medicine 4 S.H.
This course is a four week clerkship with the purpose of providing practical clinical experience in the care of acute medical and surgical emergencies. Students develop an understanding of the concept of triage in an emergency situation. Additionally, students have the opportunity to assess patients of all ages with a variety of problems. Attention is given to the psychosocial and economic factors influencing each patient’s current and future care. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 275S: Obstetrics and Gynecology 8 S.H.
This is a four week clerkship with the purpose of providing practical clinical experience in the evaluation and treatment of women. Experience is gained in the areas of family planning, pre, intra, and postpartum care, as well as routine gynecological care for sexually transmitted diseases, dysmenorrhea, and menopausal health. Students come to understand the effects of sexual activity, childbearing, and menopause have on a woman’s medical, emotional, and social well-being. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 276S: General Pediatrics 4 S.H.
Pediatrics is a four week clerkship which provides the opportunity to assess medical and surgical problems that require both inpatient and ambulatory management of children. Students spend approximately fifty to sixty hours per week in the clinical setting. Time is spent giving students practical clinical experience in the ambulatory setting managing routine childhood illness and health maintenance, and with the medical team in the hospital at the time of delivery assessing the newborn and caring for children with more severe medical problems. Students learn to recognize the influences that family interactions can have on the course of the patient’s development, well-being, and illness. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 277S: Psychiatry 4 S.H.
The purpose of the psychiatry clerkship is to provide the student with clinical experience in the varied presentations of mental illness in inpatient and ambulatory settings. Students have an opportunity to evaluate, identify, and learn management of both acute and non-acute psychiatric patients. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PAST 280S: Preceptorship 8 S.H.
The preceptorship is an eight week clinical and non-clinical experience that provides opportunities in clinical evaluation and treatment of patients, and a more in-depth understanding of the daily administrative aspect of health care practices. Training includes assessment of a variety of patient populations and their health problems. Students strengthen previously developed skills of data gathering from historic information, physical assessment and therapeutic treatment planning. A broad exposure
to the administrative aspects of the practice of medicine is emphasized. Prerequisites: Successful completion of all ACRs and all third year PAST courses.

PHYSICS

PHYS 15: Physics for Movement Science 4 S.H.
This course is an introductory physics course that emphasizes those applications that are of importance to students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics, 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 21 or permission of instructor.

PHYS 21-22: General Physics 4-4 S.H.
This course gives students an understanding of the subject matter, methods, purposes, and philosophy of classical physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized. Prerequisite: MATH 22 or permission of instructor.

POLITICAL SCIENCE

POSC 10: Introduction to American Government 3 S.H.
This course is an overview of the major topics in the American governing systems. It examines the Constitution, the participants in American politics (voters, political parties, media, interest groups), the major institutions (Congress, Presidency, Supreme Courts), and the policymaking process.

POSC 30: Public Administration 3 S.H.
This course studies the executive branch of modern government as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, are stressed, with particular attention to problems of goal setting, innovation, and accountability.

POSC 70: Introduction into International Relations 3 S.H.
This course is a broad overview of the international system, including theory, the nation-state (1648-present), North and South relations, international law and organizations, and economics.

POSC 126: Classical 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. Fulfills ACR for philosophy.

POSC 127: Modern 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 is given to those whose works have contributed to contemporary ideologies. Fulfills ACR for philosophy.

POSC 135: Party Politics in the United States 3 S.H.
This course is 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, the influence of pressure groups, and the strengths and weaknesses of the two-party system.

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 is on such topics as racial discrimination, freedom of speech and assembly, freedom of belief, the right of association, and equal protection of the laws.

POSC 141: Supervised Experience in Political Science 3-10 S.H.
This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off-campus and participate in learning experiences in local, state, or national settings.

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: Modernized Political Systems 3 S.H.
This is an analysis of the nature and development of modern political systems in Britain, France, the former Soviet Union/CIS, and Germany. Emphasis is 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 are considered. Prerequisite: POSC 70 or permission of instructor.

POSC 190: Political Science Seminar 4 S.H.
This is a seminar for the political science major. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem are included.

POSC 270: United States Foreign Policy 3 S.H.
This course is an overview of the forces that helped to shape America’s foreign policy in the post-World War II era. It examines the institutions involved in making foreign policy (President, Congress, interest groups), the relationship the U.S. has had with the rest of the world, and present models for understanding and analyzing the policy-making process.
POSC 271: United States and Contemporary World Affairs 3 S.H.
This course studies the contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are considered. Prerequisite: POSC 270 or permission of instructor.

POSC 280: Special Topics 3-4 S.H.
This course is a comprehensive examination of a contemporary political problem or critical concern to society. The course dwells on the developmental roots and the contemporary controversy as well as the implications for the future.

PSYCHOLOGY

PSYC 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.
Students study the psychological foundations that relate to teaching and learning. Some of the topics dealt with include: cognitive development, motivation, reinforcement theory, evaluation and measurement, social and intellectual development, and current theories of learning in the classroom setting.

PSYC 6: Career Planning for Life 1 S.H.
This course provides a comprehensive overview of the developmental career planning process. Interactive exercises and presentations challenge students to clarify their values, discover their skills, and identify academic programs and occupations that are compatible with their interests and abilities. Career exploration instruments are used.

PSYC 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 examine concepts and criteria for developmental tasks, maturity, and self-actualization. Prerequisite: PSYC 1.

PSYC 30: Personality and Personal Adjustment 3 S.H.
This course compares and contrasts the psychoanalytic, neo-psychoanalytic, humanistic, and behavioral approaches to personality adjustment and development.

PSYC 105: Sensation and Perception 3 S.H.
The five senses are scientifically and experimentally analyzed, with emphasis given to visual perception. A study of how information is gathered, coded, transmitted, and interpreted is conducted. The physiology, development, and functions of each sense are covered.

PSYC 106: Social Psychology 3 S.H.
This course studies several aspects of social psychology including attraction, aggression, prejudice, love, conformity, and persuasion. 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 the curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients, an introduction to regression analysis. Special attention is given to interpreting psychological research. Prerequisites: PSYC 1 and a college-level course in mathematics.

PSYC 112: Experimental Design 3 S.H.
This course focuses on the discussion of methods for conducting experiments in social sciences such as one-group and two-group designs, quasi-experimental designs, etc. The use of various statistical procedures is integrated into the discussion. Critiques of past experiments are called for, as is the designing of personal experiments. Prerequisites: PSYC 1 and 111.

PSYC 121: Abnormal Psychology 3 S.H.
This is a systematic study of various patterns of abnormal behavior. Special emphasis is placed upon the investigation of the interplay of biological, psychological, and social forces that shape the abnormal personality and current methods of treatment.

PSYC 130: Applied Psychology 3 S.H.
This course examines problems and techniques involved in the application of psychological principles in industry, business, advertising, medicine, law, and education.

PSYC 141: Supervised Experience in Psychology 2-10 S.H.
This is an opportunity for students to work, on an individual basis, with a faculty member in the psychology department. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. No more than 6 S.H. of PSYC 141 count toward the basic 30 S.H. of psychology required for the major. Prerequisite: junior-senior standing.

PSYC 170: Introduction to Athletic Counseling 3 S.H.
This course introduces students to the field of athletic counseling. Students gain an understanding of several crucial issues involved in working with exercisers and athletes such as life skills programming, counseling diverse populations, ethics, and professional issues.

PSYC 201: Motivation and Learning 3 S.H.
This course examines the major theories and issues from both a historical and contemporary perspective. Emphasis is placed on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analysis of classical and instrumental conditioning, reinforcement theory, and punishment, along with the contributions of Skinner, Hull, and Tolman, are a few of the areas investigated. Prerequisite: PSYC 1.

UNDERGRADUATE COURSE DESCRIPTIONS 155
PSYC 202: Coordinating Seminar 3 S.H.
In this course, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisites: PSYC 1 and 24 semester hours of psychology.

PSYC 205: Physiological Psychology 3 S.H.
This course studies the physiological bases of a variety of behaviors. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. Prerequisite: PSYC 1.

PSYC 206: Psychology of Cultural Diversity 3 S.H.
This course examines the ways in which culture influences behavior and perception and is concerned with understanding psychological principles as either universal or culture specific. Standard areas of psychology including cognition, development, language acquisition, emotion, abnormal behavior, and social psychology, are explored from a cross-cultural perspective.

PSYC 207: History of Modern Psychology 3 S.H.
This course explores the growth and development of psychology and whether or not it is a science, a philosophy, or a loosely-connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate that allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated on to show the contributions that the College has made. Prerequisite: fifteen semester hours or permission of the instructor.

PSYC 208: Cognitive Psychology 3 S.H.
This course presents the basic concepts of cognitive psychology. Areas include psycholinguistics, cognition, and information processing. Other areas explored are memory, thought categorization, and neural networks. Current and future trends in the field are examined with special consideration of their application to problem-solving enterprises.

PSYC 213: Psychological Testing 3 S.H.
This course aims to establish an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity are considered. Not to be taken by students in CPS.

PSYC 215: Child Development and Therapy 3 S.H.
This course examines the biological, psychological, and social development of children and adolescents. Child and adolescent disorders such as autism, psychosis, behavior disorders, and others are presented in terms of developmental functioning as well as developmental deviation.

PSYC 218: Behavior Modification 3 S.H.
This course is designed to help students in psychology and other fields develop skills in identifying, assessing, and treating behavioral problems. At the end of the course students should be able to do the following: define behavioral theory, identify fundamental behavioral models, recognize major contributors to behavior theory, apply the techniques of behavior therapy, assess different behavioral problems, and generate appropriate treatment strategies for behavioral problems.

PSYC 222: Interviewing and Counseling 3 S.H.
This course helps students in education, recreation, health fitness, and psychology develop helping and listening skills. It combines lecture and practical experience in order for students to gain the conceptual framework for the use of treatment methods in counseling. Prerequisite: PSYC 1.

PSYC 240: Psychology of Sexual Behavior 3 S.H.
This course is designed to examine all forms of human sexual behavior, emphasizing attitudes and practical concerns such as interpersonal relationships, emotional involvements, and sexual difficulties, failures, and therapy.

PSYC 245: Imagery, Hypnosis, and Self-Hypnosis 3 S.H.
This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human helping professions. Topics covered include the mind/body relationship, healing and pain management, neuro-linguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.

PSYC 260: Rituals in Families 3 S.H.
This course provides an overview of the function of rituals as well as a model of assessment. Daily events such as tucking a toddler into bed, holiday celebrations, family traditions, and cultural/religious rites of passage are highlighted. The power of these rituals to create and shape reality, express values and emotions, facilitate transitions, and promote healing is demonstrated through lecture, the use of popular movies, and class participation.

PSYC 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 3: Introduction to Recreation and Leisure Services 3 S.H.
This course introduces the student to the foundations of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.

RLSR 6: Dynamics of Leadership 3 S.H.
This course is designed to introduce the student to theories, approaches, and styles of leadership utilized in the recreation profession. Topics for study include decision-making strategies, motivation techniques, principle-centered leadership, values, and ethical considerations. Additional areas include examination of communication processes, vision, and group dynamics. Prerequisite: RLSR 3.
RLSR 15: Recreational Activities 3 S.H.
This course provides students with a wide range of social recreation activities. Various types of games, social recreation, music, and drama activities, and special events are included. Committees are used to plan and lead special-event activities. Prerequisite: RLSR 3.

RLSR 16: Program Planning 3 S.H.
This course focuses on fundamentals of the program-planning process and practice in implementing leisure services. Identification of recreation needs, programming formats, scheduling, evaluation methods, and philosophical foundations are also addressed. Prerequisites: RLSR 3 and 15.

RLSR 55-56: Equestrian Art—Massachusetts License Beginner Level 2-2 S.H.
This two-part course trains qualified individuals to teach equestrian skills at the beginner’s level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers.

RLSR 72: Introduction to Therapeutic Recreation 3 S.H.
This introductory survey course is offered as a means to realize and understand the history, potential, opportunities, nature, and problems of therapeutic recreation. The course addresses the concept of therapeutic recreation; persons with disabling conditions; and where, how, and why therapeutic recreation services are provided. Fulfills ACR for social justice.

RLSR 82: Leisure Services for Persons with Disabilities 3 S.H.
This course emphasizes the importance, value, and significance of recreation services for people with disabilities. Issues of social justice, including ableism, identification of barriers and strategies for breaking barriers, program planning with “special needs” populations, sensitivity awareness, and identification of disabling conditions and diseases are included. This course is designed for the non-therapeutic recreation major. Fulfills ACR for social justice.

RLSR 141: Undergraduate Internship 10-15 S.H.
This internship provides practice, under professional supervision, in a variety of recreation and leisure service agencies. Assignment of internship is based upon the student’s choice of professional career. Students complete 450-600 hours of internship work and complete all the projects required in the internship handbook. Prerequisites: A minimum of 90 semester hours of course work or permission of the internship supervisor and a minimum GPA of 2.25.

RLSR 148: Management of Leisure Services 3 S.H.
This course examines the basic principles, theories, and applications of management and administration of the leisure delivery system. Emphasis is placed on systems development, human resources, quality control, marketing strategies, and customer service techniques. Additional areas include purpose of mission statements, TQM, project teams, organizational behaviors, and ethical considerations.

RLSR 150: Public Relations 3 S.H.
This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include public relations as a management function; the media relations; communica- tions; and evaluation. Emphasis is placed on case study analysis, problem solving, development, presentation of student campaigns, and examination of public relations practices in modern society. Cross-listed as SMGT 150.

RLSR 155: Introduction to Outdoor Recreation 3 S.H.
This course is designed to provide an overview of the meaning and significance of outdoor recreation in contemporary society. The techniques in this class emphasize planning, conducting, and evaluating programs and activities within outdoor recreation, outdoor education, and environmental education. Special concern for practical activities and experiences comprise a major focus. Selected field trips and outings in the Connecticut River Valley and throughout Central New England (for a mandatory camping trip) supplement this history of outdoor recreation.

RLSR 160: Facility Design and Planning 3 S.H.
This course acquaints the student with the process of planning and designing indoor and outdoor facilities. A study of the recreationist’s role in this process is emphasized, as are design techniques, safety, and maintenance. Select facilities are studied, and regularly scheduled visits to facilities are an integral part of this course.

RLSR 172: Processes and Techniques in Therapeutic Recreation 3 S.H.
This course is designed to provide an overview of processes and techniques used in treatment-oriented programs. Processes include assessing, establishing behavioral objectives, activity analysis and selection, documentation, charting terms, and evaluation. Techniques covered include, but are not limited to, behavior modification, recreation counseling, and group methodology. Prerequisite: RLSR 72.

RLSR 185: Tourism 3 S.H.
This course explores the economic, social, and environmental impact of the domestic and international travel and tourism industry. The principal components of tourism, such as attractions, transportation, accommodations, and geography, are included. Major emphasis focuses on the motivation for travel, marketing techniques, principles, procedures of tour, convention management, services for the disabled traveler, and planning as a means of establishing quality services. Prerequisite: RLSR 16 or permission of instructor.

RLSR 189: Outdoor Leadership 3 S.H.
This course is designed to introduce the student to methods and materials used in outdoor leadership in a variety of settings and situations. Emphasis is placed on planning, conducting, organizing, and evaluation of programs and activities in the outdoors.

RLSR 198: Clinical Practicum in Child Life 3-9 S.H.
This course is designed to provide therapeutic recreation/child life students with opportunities for observing, assisting, and utilizing child life interventions in a clinical child life setting. This course is contracted under professional supervision and assists students in defining career options, as well as qualifying students for child life certification.
RLSR 200: Sports and Recreation Facility Management  3 S.H.
The course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership—partnership, corporation, sales proprietorship, entrepreneurship, salaried employment, management process regarding facility design, personnel management, marketing, and feasibility—are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as SMGT 200.

RLSR 205: History and Philosophy of Leisure and Recreation  3 S.H.
In this course, students review and discuss the evolution of leisure beginning with the Greek philosophers and including the noted writings of selected leisure theorists. The works of Aristotle, DeGrazia, Huizinga, Kando, Kaplan, Kraus, Murphy, and others are explored. Students are required to conceptualize and present their own concise philosophy of leisure.

RLSR 207: Organization and Administration of Public Recreation  3 S.H.
This course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, collaborative teams, organizational structure, and facility operations are included.

RLSR 219: Camp Programming and Administration  3 S.H.
This course consists of lecture and laboratory sessions designed to cover selected organizations and administrative details in organized camping including budget, camp sites, buildings and equipment, publicity, recruitment, insurance, nutrition, health safety, and current trends.

RLSR 226: Management of Natural Resources  3 S.H.
This course is designed to enable the student to develop an understanding of management concepts and practices and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principals, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.

RLSR 230: Leisure Counseling  3 S.H.
This course is designed to provide an examination of the historical, philosophical, and developmental aspects of leisure counseling and its relationship to leisure education. An analysis of personal attitudes, values, and self-concepts is combined with an overview of the functions of the counselor, models of techniques of leisure counseling, and guidelines for developing a leisure counseling program in a variety of settings.

RLSR 243: Personnel Management/ Human Resources Management  3 S.H.
This course examines the responsibilities of personnel managers who perform personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered include employee recognition, employee-assistance programs, burnout, and sexual harassment.

RLSR 270: Therapeutic Recreation for the Older Adult and Persons with Chronic Illness  3 S.H.
This course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to persons with chronic illness and older adults.

RLSR 273: Therapeutic Recreation Programming for Persons with Disabilities  3 S.H.
This course is designed to familiarize and prepare the student with the essential principles and elements involved in planning, organizing, conducting, supervising, and promoting therapeutic recreation programs. General modifications and adaptations necessary in facilities, equipment, and program design are examined for individuals with mental retardation; physical, social, or emotional disability; learning disability; mental illness; chronic illness; and the older adult. Emphasis is placed on practical application in a variety of settings to better meet the needs, interests, and potential of persons with disabilities.

RLSR 274: Child Life Concepts and Theories in Working with the Hospitalized Child  3 S.H.
This course is designed to introduce the field of child life by focusing on its evolution and modern-day concepts, as well as theories related specifically to its implementation in a health care setting. Concepts include child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and working with children and families under stress. Prerequisite: RLSR 72 or permission of instructor.

RLSR 276: Child Life: Clinical Issues and Techniques  3 S.H.
This course is designed to provide an overview of clinical issues and practical techniques related to the delivery of child life services and the specialized needs of hospitalized children, adolescents, and their families. Prerequisites: RLSR 72 and 274 or permission of instructor.

RLSR 280: Legal Aspects of Leisure Services  3 S.H.
This course offers an examination of general legal concepts, federal and state legislation, and legal liabilities as they impact the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

RLSR 285: Resort and Commercial Recreation  3 S.H.
This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. Historical development and planning, development, management, and marketing of the commercial recreation business will be the focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.

RLSR 286: Recreation and Leisure Behavior  3 S.H.
This course examines the behavior of individuals and populations involved in recreation and leisure. Students explore the concepts developed in behavioral theories that apply to recreation and leisure. Social and psychological aspects of leisure are explored through recreation and behavioral research.
RLSR 306: Problem Solving 3 S.H.
This course is designed to provide students with an understanding of higher order thinking processes associated with successful problem-solving. Students visit major recreation enterprises and evaluate their operating systems. Emphasis is placed on the application of problem-solving methods in classroom and laboratory settings as they apply to these operating systems. Prerequisite: Undergraduates must receive permission from the instructor.

REHABILITATION AND DISABILITY STUDIES

RHDS 25: Introduction to Rehabilitation 3 S.H.
This course is an introduction to the rehabilitation process of persons with disabilities, including history and background, related legislation, basic principles, and philosophy. Also considered are the steps in the rehabilitation process, historical attitudes toward persons with disabilities, the medical model, independent living programs, the nature of the helping process, and the range of professions in the field of rehabilitation.

RHDS 31: Psychology of Disability 3 S.H.
The purpose of this course is to increase students' knowledge of the psycho-social aspects of disability and to assist them in gaining an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability.

RHDS 40: Independent Living Rehabilitation 3 S.H.
This course stresses a task analysis approach to rehabilitation instruction of individuals with impairments and multiple handicaps. Students are exposed to designs which are used to motivate, facilitate, support, and monitor the growth of individuals with disabilities toward the ultimate criterion of independent living. Prerequisite: RHDS 25.

RHDS 90: Personal and Career Exploration for Rehabilitation Personnel 3 S.H.
In this course, students are provided with an introduction to issues of personal and career development. Personal values and their relationship to career decision-making are considered. Also investigated is the range of job-seeking skills, career-readiness training, and career-development theories. This is essentially an experiential course and requires active participation by the students.

RHDS 125: Rehabilitation Assessment and Appraisal Techniques 3 S.H.
In this course, students familiarize themselves with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of consumers with disabilities. Various measurements of behavior, intelligence, aptitude, achievement, and personality are considered.

RHDS 130: Pediatric Rehabilitation 3 S.H.
In this course, students are provided with an understanding of the interdisciplinary primary-care and community-based services required for the practical management of children with physical disabilities, multiple-handicaps, and chronic illnesses from birth through childhood. Attention is given to the screening, diagnosis, and evaluation of the high-risk infant; behavioral and emotional implications of terminal illness; development of comprehensive early intervention treatment and educational plans; and support mechanisms that are helpful to families. Prerequisites: Rehabilitation major and RHDS 90.

RHDS 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. Students engage in forty-five to fifty clock hours of supervised practicum per semester hour of credit. Prerequisites: Rehabilitation major and RHDS 90.

RHDS 160: Medical Information in Rehabilitation 3 S.H.
This course is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.

RHDS 190: Interviewing and Case Study Methods 3 S.H.
In this course, students are provided with both a familiarization and skill development of a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to persons with different disabilities. This course is designed primarily as a prerequisite for rehabilitation fieldwork assignments with consumers who have handicaps and disabilities.

RHDS 195: Rehabilitation Internship 6-18 S.H.
This course is an individually contracted work experience as a member of a rehabilitation team. It is intended to provide students with an opportunity to apply theory in the design, provision, and administration of client services. Supervision is provided in conjunction with qualified rehabilitation agency personnel. Prerequisites: RHDS 146 and departmental chairperson approval.

RHDS 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.

RHDS 226: Vocational Evaluation: Principles and Philosophy 3 S.H.
Students acquire knowledge of the basic philosophies, practices, and processes of vocational evaluation and assessment as applied to various consumer populations in this course. Students gain understanding of specific instruments and clinical skills needed to provide meaningful and successful services.

RHDS 227: Vocational Evaluation: Report Development and Communication 3 S.H.
The focus of this class is primarily upon the acquisition or oral and written report skills necessary to develop and effectively communicate the results of vocational assessment activities. Emphasis is placed on a full process of vocational assessment including marketing referral, initial intake screening; generating hypotheses, test selection; qualifying data; data interpretation; and how to develop the VE report in both oral and written formats. Prerequisites: RHAB 342, a graduate level assessment class, or permission of instructor.
RHDS 233: The Deaf Community and Culture 3 S.H.
This course is an examination of two major aspects of deafness including the history of deaf people and the community and culture of deaf people. The history is a survey of people and events that have influenced persons who are deaf from earliest recorded history to the present. The concepts of community and culture in general and as they relate to the deaf community and deaf culture are examined. Prerequisite: RHDS 232, 234, and approval of instructor.

RHDS 235: Theory and Practice of Interpreting 3 S.H.
This course introduces physical factors and techniques as they affect the quality of the interpretation process. Interpreting vs. translation, the profession of sign language/English interpreting, the role and function of interpreters as cross-cultural mediators, team interpreting, the Registry of Interpreters for the Deaf (R.I.D.) and the National Association of the Deaf (N.A.D.) Code of Ethics, and the meaning and application of "professionalism" are explored.

RHDS 236: American Sign Language III 3 S.H.
This course expands upon one's intermediate level of American sign language proficiency and is designed for interpreters in training with extensive experience in rule structure, spatial reference, grammar, and syntax. The visual/gestural language used by the Deaf of the United States is the exclusive language used in this course. The course also introduces specific vocabulary and language skills involved in interpreted settings in a concentrated manner. Prerequisites: RHDS 232 and 234.

RHDS 238: American Sign Language IV for the Interpreter 3 S.H.
This course encourages students to utilize a nonverbal language structure to talk about people in a more abstract way and to talk about environments removed from the classroom. Students also learn to locate things around the house, ask for solutions to everyday problems, tell about life events, describe objects, and talk about specialized areas. Prerequisite: RHDS 236 or permission of instructor.

RHDS 239: Understanding Deafness and Hearing Loss 3 S.H.
This course familiarizes the student with multiple aspects involved in the diagnosis, remediation, and acceptance of hearing loss. The course clearly differentiates the issues of hearing impaired from those of the deaf. Age of onset, familial history, enculturation, as well as specific scientific and academic issues are addressed in this course.

RHDS 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 design and implement behavior modification programs for various rehabilitation settings.

RHDS 250: Action-Oriented Therapies 3 S.H.
This course provides an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting including, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. Prerequisites: RHDS 25 and PSYC 1 or equivalent.

RHDS 253: Anatomy and Physiology of Speech/Hearing Mechanisms 3 S.H.
This course is designed to study specific structures of the head and neck regions and their interrelations to respiration, phonation, articulation, and sound reception. The student examines the intricate processes involved in the physical aspects of the human communication process.

RHDS 255: Introduction to Audiology 3 S.H.
This is an introduction to the profession of audiology. The education and training requirements to become an audiologist are presented. Theories of hearing, clinical testing instrumentation, and assistive devices are explored in detail. Students administer basic hearing tests and explore audiogram interpretation. Off-site observations are required.

RHDS 256: Language Acquisition Development 3 S.H.
This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysiological, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.

RHDS 257: Clinical Procedures for Communication Disorders 3 S.H.
This course is an introduction to the professions of speech/language pathology and audiology. Management issues related to the clinical process, as well as ethical practices, are introduced and developed. The course topics include: the referral process, the clinical interview, therapy procedures, counseling concurrent with clinical service, and report writing and formats.

RHDS 259: Phonetics for Communication Disorders 3 S.H.
This course is used to familiarize the student with the anatomy and physiology of vowels and consonants of the English language. Students learn broad transcription of spoken language and how to recognize dialectal variance as well as variance arising from a variety of medically disabling conditions. Students are introduced to manner and place theory of articulation and are presented with laboratory experiences in which they are given transcription tapes to analyze.

RHDS 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, laryngeotomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. Prerequisite: RHDS 160 or equivalent.
RHDS 262: Rehabilitation of the Hearing Impaired 3 S.H. This course provides a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.

RHDS 264: Rehabilitation of the Developmentally Disabled 3 S.H. This course is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with mental retardation, autism, cerebral palsy, epilepsy, TBI, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.

RHDS 265: Practicum in Interpreting 3 S.H. Utilizing American sign language skill, students prepare for interpreting exercises designed to simulate the various contexts encountered by the professional sign language interpreter. Students perform text analysts, research actual or anticipated jargons/phrases for interpreting assignments, and evaluate the setting and their performance. Students explore the "business" of interpreting, including state quality assurance systems for interpreters, application of the Registry of Interpreters for the Deaf (R.I.D.) Code of Ethics, and preparation of a resume. Prerequisites: RHDS 235, 238, and permission of the instructor.

RHDS 268: Articulation-Process, Disorder, and Treatment 3 S.H. This course familiarizes students with the speech articulation process involved in the production of standard American English, the intricacies of connecting sounds to produce meaningful speech, as well as causes and outcomes of disorders of phonology. The student learns to evaluate phonologic disorders and plan the remediation thereof. Prerequisite: RHDS 261 or equivalent.

RHDS 269: Field Experience for Interpreters 3 S.H. Students gain practical experience assuming the role and responsibilities of a professional interpreter in a structured setting which provides ongoing feedback. Students are placed under the guidance of a professional interpreter and assume complete responsibilities of the mentor at a mutually agreed upon time. In addition, the students attend regular recitations with campus faculty. Prerequisites: RHDS 235, 238, and permission of the instructor.

RHDS 270: Rehabilitation Needs of the Aging 3 S.H. Aging is associated in our society with a variety of special medical, social, and psychological needs. Students explore these needs, as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community. There is a short field experience required for all students.

RHDS 271: Therapeutic Approaches with the Aging 3 S.H. This course familiarizes students with the variety of rehabilitative techniques available to help reverse debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHDS 270 or permission of instructor.

RHDS 275: Integrated Medicine 3 S.H. This course surveys the major health care traditions and selected complementary therapies. Emphasis is placed on the responsible integration of practices including Ayurveda, chiropractic, herbalism, massage, mind-body medicine, music therapy, Reiki, and yoga with conventional Western biomedicine options in the prevention, diagnosis, and healing of chronic disabling conditions.

RHDS 276: Employee-Assistance Programming 3 S.H. This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various work problems, emotional and mental health, marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed. Prerequisites: RHDS 25 and PSYC 1 or permission of instructor.

RHDS 278: Introduction to Manual Communication/Issues of Deaf Culture 3 S.H. Designed as an introduction to sign language, fingerspelling, and deaf culture, this course presents a brief history of American sign language and related systems. Students learn etiologies of hearing loss and develop an appreciation for an alternative culture as they develop beginning sign language skills.

RHDS 279: Manual Communication and Culture 3 S.H. This course promotes advanced skill development in the use of visual/gestural sign language for a clearer understanding of the rule structure of American sign language. The dynamics and cultural mores of deaf culture are further explored. Students attain mastery of syntax and pragmatics with manual/gestural language. Prerequisite: RHDS 278 or equivalent.

RHDS 280: Special Topics: Workshop in Special Issues and Techniques in Rehabilitation 2-3 S.H. This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. This course may be taken up to a maximum of 6 semester hours of credit. Prerequisites: RHDS 25, RHDS 131, or equivalent.

RHDS 281: Pathological Gambling 3 S.H. This course is an introduction to the diagnostic, treatment, rehabilitation, and public policy issues surrounding the area of pathological gambling. Students learn specific diagnostic techniques. In addition, students learn the spectrum of treatment and rehabilitation issues from a cognitive-behavioral therapeutic perspective. Public policy issues are discussed and impact of such decisions upon the treatment and rehabilitation field are examined.

RHDS 283: Learning Disabilities 3 S.H. This course examines theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on those adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.
RHDS 284: Treatment Methods in Substance Abuse Rehabilitation 3 S.H.
This course is an introduction to the major issues in the field of alcohol and substance abuse rehabilitation, including etiology, models of recovery, and the biological and psychological consequences of substance abuse. Primary consideration is given to treatment issues; polyaddiction, specific detoxification methods; self-help programs; individual and group counseling; therapeutic community residencies; and family and other support groups.

RHDS 287: Cardiac Rehabilitation 2 S.H.
This course familiarizes students with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease, as well as diagnostic evaluation techniques, are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management, from the acute recovery period to post-hospital rehabilitation.

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

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

RHDS 291: Neurological Rehabilitation 3 S.H.
This course is intended to familiarize students with the major issues in the field of neurological rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 25 or equivalent.

RHDS 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.

RHDS 294: Psychiatric Rehabilitation 3 S.H.
This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies are also discussed.

RHDS 295: Cognitive Rehabilitation 3 S.H.
This course is an introduction to the treatment and rehabilitation issues facing those clients with cognitive disorders. The neuropsychological assessment issues are examined, demonstrated, and practiced. Coordination of rehabilitation services and case management techniques are introduced and practiced.

RHDS 299: Pain Management: Issues and Techniques 3 S.H.
This course is an introduction to the issues and techniques of pain management. The nature and types of pain are explored. A spectrum of pain management techniques is considered, including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management that fosters self-help and independent functioning is emphasized. Prerequisites: RHDS 25, 160, PSYC 1, or permission of instructor.

RELIGION

RELI 4: Religion in America 3 S.H.
This course is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country, from the seventeenth century to the present.

RELI 5: Introduction to the Old Testament 3 S.H.
This course introduces students to the content of the Old Testament and through a study of literary, historical, and theological issues, focuses on the Old Testament's contribution to Western culture.

RELI 6: Introduction to the New Testament 3 S.H.
This course introduces the students to the literature of the New Testament, noting the historical and theological dimensions of this literature as well as its significance for the modern world.

RELI 8: Christian Biographies 3 S.H.
This course deals with the biographies of several significant figures in Christian history. It examines 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 Humanity 3 S.H.
This course is an introduction to the major non-Western religious traditions of the world. These traditions are viewed in both their historical and contemporary settings and are assessed in terms of their contributions to the spiritual growth of humanity. Traditions studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam.

RELI 10: Religions of Ancient and Classical India 2 S.H.
This course is a religion-culture study of the Indian sub-continent, with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it.
RELI 15: Special Topics in Religion  1-3 S.H.
Responding to changing currents in the field of religion, this course explores a topic of contemporary relevance.

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 are presented. In addition, discussion focuses on the emergence of the Buddhist tradition in Sri Lanka, Burma, Thailand, and China, as well as on the relationship of Buddhism to contemporary life.

RELI 40: Judaism  3 S.H.
This course is a survey of the history of the Jewish people and an analysis of the literature and institutions of Judaism, noting their contributions to contemporary life.

RELI 110: Contemporary Catholicism  3 S.H.
This course focuses on the development of Catholicism from a broadly cultural perspective: political, social, economic, artistic, philosophical, and theological. This course deals with the fundamental principles for the Catholic Christian adult in the twenty-first century. A review of pre-Vatican II theology and a sense of Catholicism in a post-Vatican II world are included.

RELI 120: Liberation Theology  3 S.H.
This course invites students to reflect primarily on the call to Christian non-violence. This call is studied through scripture, contemporary church documents, movements, and personalities. The special focus is on Central America, Latin America, Africa, and the Caribbean. Issues include poverty, rights, distributive justice, feminist movement, the Christian Base Community, and American presence in third world developing nations.

RELI 170: Contemporary Theologians  3 S.H.
This course 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 course is an analysis of the impact of religion on the social order, with 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 course is a study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day.

RELI 224: The Life and Teachings of Jesus  3 S.H.
This course is a social-historical examination of the record of Jesus' life and thought, with attention to the present-day significance of his message.

RESEARCH

RSCH 141: Guided Individual Study  2-6 S.H.
This course provides undergraduate students the opportunity to work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for two semester hours per semester. Prerequisite: Approval by the chairperson of the department concerned and by the instructor who has agreed to act as supervisor.

SOCIOLOGY

SOCI 1: Introduction to Sociology  3 S.H.
This course provides an introduction to sociological thought, research, concepts, and theory. This course is a prerequisite for all further undergraduate work in sociology.

SOCI 10: Introduction to Social Welfare  3 S.H.
This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Cross-listed as HSAD 10.

SOCI 50: Social Organization  3 S.H.
This course 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: Families in Society  3 S.H.
This course focuses on the sociological analysis of the family, its development as a social institution, its relationship to society, and its contribution to personality.

SOCI 70: The Community in America  3 S.H.
This course is concerned with sociological theories of the spatial and social dimensions of the community-development process and the historical and contemporary trends in community development.

SOCI 110: Population and Human Ecology  3 S.H.
This course 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 are examined. 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.
This course is an analysis of the various processes of social change associated with different historical periods and forms of social organization. Particular attention is given to historical and contemporary trends as they relate to substantive change in the structure of society.

SOCI 130: Social Problems  3 S.H.
This course examines specific social problems in the context of social structure and culture, with special attention given to issues of social justice. Fulfills ACR for social justice.
SOCI 131: Racial and Ethnic Relations 3 S.H.  
This course examines U.S. racial and ethnic relations by using sociological concepts and theories. Explanations of racial and ethnic oppression are emphasized. Fulfills ACR for social justice.

SOCI 132: Violence and Victimization 3 S.H.  
This course identifies and analyzes individual and group violence as well as victimization from sociological, anthropological, and social-psychological perspectives.

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 course reviews current theories and research methodologies used in social gerontology. Attention is given to cross-cultural comparisons of aging, and an examination is made of the political and social issues surrounding aging in contemporary societies. Fulfills ACR for social justice.

SOCI 141: Sociology of Economic Stratification 3 S.H.  
This course begins by documenting economic inequality and discussing myths that prevent people from fully comprehending this inequality. A variety of sociological concepts and theories is used to analyze the causes and consequences of the economic inequality. Sociological analysis and critique of the mechanics of the capitalist system in the United States are a central focus of the class. Fulfills ACR for social justice.

SOCI 142: Theories and Methods of Case Management 3 S.H.  
This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Cross-listed as HSAD 142.

SOCI 145: Sociology of Death and Dying 3 S.H.  
This course examines death as an institution by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings; e.g., hospitals, mental hospitals, nursing homes, etc. Dying is studied as a social process, with attention given to the theoretical perspectives in sociology used to study death, grief, and bereavement. Sociological concepts and current research in the field are reviewed.

SOCI 151: Cities in Society 3 S.H.  
This course examines how local relations of class and race, together with larger economic and political forces, shape cities. The central focus will be investigating social factors underlying the divergent life situations facing people living in metropolitan areas. Cross-listed as HSAD 151.

SOCI 155: Medical Sociology 3 S.H.  
This course surveys health-related and medical-related behavior. The course is divided into three parts: principles and theory in the field of medical sociology; the analysis of the professions and health care institutions; and the issues confronting health care in the United States.

SOCI 160: Media and Society 3 S.H.  
This course is focused on the mass media, including television, film, newspapers, magazines, and radio. A variety of sociological theories is employed to understand the relationship between media texts, production, and consumption. The class examines the relationship between society and the mass media, especially in regard to issues of power. The students analyze the studies of others and perform their own analyses. Offered during alternate years.

SOCI 165: Women and Society 3 S.H.  
This class focuses on sociological analysis of gender relations. Sociological concepts and theories help to explain both differences and inequalities between men and women in United States society. Fulfills ACR for social justice.

SOCI 175: The Sociology of Genocide and the Holocaust 3 S.H.  
This course analyzes the causes of and ways to prevent genocide which is based upon hatred of ethnic, racial, and religious categories. Special attention is given to the Nazi Holocaust, which descended upon the Jews of Europe. Not offered every year. Fulfills ACR for social justice.

SOCI 180: Sociological Theory 3 S.H.  
This class focuses on both classical and contemporary sociological theory. Sociological theories are examined, critiqued, and applied to examples in the empirical world. Offered during alternate years.

SOCI 191: Supervised Experience/Internship in Sociology/Criminal Justice/Social Work 3-9 S.H.  
This course provides an opportunity for the student to apply sociocultural theory and method outside of the classroom. Under close supervision of a faculty member in the Department of Sociology/Anthropology, students are permitted to work in a milieu of their vocational organizations; e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This provides students with career choices, future employment contacts, and pre-professional experience.

SOCI 235: Criminology 3 S.H.  
Criminal law and the causation, control, and prevention of adult crime are topics discussed in this course. Offered alternate years. Prerequisites: twelve semester hours of sociology, psychology, or other social sciences and permission of instructor.

SOCI 250: American Social Structure 3 S.H.  
This course examines American society as a network of social institutions, including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structure.

SOCI 290S: Research Methods 3 S.H.  
This course examines methods of social research. An introduction is made to research procedures such as research design, methods of data collection, and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students is conducted. Limited enrollment. Suggested prerequisite: PSYC 111.
SPANISH

SPAN 11: Elementary Spanish 3 S.H.
This course emphasizes the development of basic listening, speaking, reading, and writing skills in Spanish. Learning to communicate effectively in Spanish and introducing Spanish-American and Peninsular cultures is another major course objective. Active classroom participation and laboratory experience are required. Any student who offers for entrance credit three or more years of Spanish may not enter the first-year level (SPAN 21 or 22) at Springfield College.

SPAN 12: Advanced Elementary Spanish 3 S.H.
This course is a continuation of SPAN 11. Prerequisite: SPAN 11 or the successful completion of two years of high school Spanish.

SPAN 13: Communication in Spanish 3 S.H.
This course is designed for students who have an interest in a pragmatic application for the language and who are interested in communicating orally with native speakers, enhancing career opportunities, and increasing cultural awareness. Its content is tailored for students majoring in health-related professions, education, and social sciences. Fulfills ACR for language. Prerequisite: SPAN 11.

SPAN 21: Intermediate Spanish 3 S.H.
This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class is conducted in Spanish. Prerequisite: SPAN 12, three or more years of high school Spanish, or permission of instructor.

SPAN 22: Advanced Intermediate Spanish 3 S.H.
This course is a continuation of SPAN 21. Prerequisite: SPAN 21, three or more years of high school Spanish, or permission of the instructor.

SPAN 33: Peninsular Culture and Language 3 S.H.
This course provides a fundamental understanding of Peninsular culture, history, and language. Fulfills the ACR for language, but not the requirement for a B.A. degree.

SPAN 34: Latin American Culture and Language 3 S.H.
This course provides a fundamental understanding of the Spanish language, as well as the history and cultures of the Spanish-speaking people of the Americas. Fulfills the ACR for language, but not the requirement for a B.A. degree.

SPECIAL COURSES

SPCO 2: Study Skills 1 S.H.
Study skills are primarily information-processing procedures that facilitate the learning, retention, and application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note-taking, surveying texts, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.

SPCO 5: First-Year Success 2 S.H.
This course aids in the transition from high school to college, provides knowledge of campus resources, and assists in the development of a strong and helpful relationship between students and their advisors. This course also teaches the development of time management, use of textbooks, note taking, review of course materials, and studying for examinations. Required for students in the undeclared major.

SPCO 50: Community Service Experience 1-2 S.H.
This course 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 two semester hours.

SPORT MANAGEMENT

SMGT 5: Introduction to Business 3 S.H.
This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as MGTE 5.

SMGT 10: Principles of Accounting I 3 S.H.
Accounting principles and practices are developed through a procedural examination of the accounting cycle, with an emphasis on financial statements and how they are affected by receivables, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as MGTE 10.

SMGT 101: Marketing Principles 3 S.H.
This course surveys the foundations, principles, and functions of marketing with a thorough treatment of 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. Cross-listed as MGTE 101.

SMGT 104: Sport Marketing 3 S.H.
This course examines the application of marketing principles to the sport industry with an emphasis on event and athlete marketing, corporate sponsorship, and marketing research. Prerequisite: MGTE 101 or permission of instructor.

SMGT 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 the 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 improvement of motor skills, daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as PHED 112.

UNDERGRADUATE COURSE DESCRIPTIONS 165
SMGT 120: Statistics for Business and Economics 3 S.H.
This is an introductory-level course in basic statistics relating to the business and economic environment. The course covers methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, and methods of sampling. Cross-listed as MGTE 129.

SMGT 124: Athletic Administration 2 S.H.
This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as PHED 124.

SMGT 128: Psychology of Sport 3 S.H.
This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as MOST 128.

SMGT 140: Pre-Practicum in Sport Management 3 S.H.
This course provides current sports management majors with an opportunity to observe and assist experienced professional managers in the sport environment. Students are required to complete at least seventy-five clock hours of satisfactory work under the direct supervision of a qualified professional and to attend scheduled pre-practicum seminars. Prerequisites: Junior standing, MGTE 10-11, ECON 1-2, PHED 124, and consent of instructor.

SMGT 150: Public Relations 3 S.H.
This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include: public relations as a management function; the marketing, advertising, and research process; media relations; communications; and evaluation. Emphasis is placed on cases analysis, problem solving, development, presentation of student campaigns, and examination of public relation practices in modern society. Cross-listed as RLSR 150.

SMGT 290: Sports Recreation and Facility Management 3 S.H.
This course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership—partnership, sole proprietorship, entrepreneurship, salaried employment, management processes regarding facility design, personnel management, marketing, and feasibility—are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as RLSR 200.

SMGT 205: Managerial Supervision 3 S.H.
This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisites: HSAD 36 and MGTE 26. Cross-listed as MGTE 205.

SMGT 241: Fieldwork in Sport Management 10-15 S.H.
This is a supervised field experience under the direct guidance of a qualified professional manager for a period of fifteen weeks. Assignments are made in consultation with and by the permission of the coordinator of field experience for sports management. Prerequisites: Senior status; MGTE 101, SMGT 140, pre-practicum in sports management, and consent of instructor.

SMGT 260S: Introduction to Sport Law 3 S.H.
This course is an exploration of the current relationship of the law to organized secondary school, collegiate, and professional sports. It provides professionals in athletics with basic knowledge of a wide range of legal principles that relate to the performance of their duties. A major focus of the course is a review of judicial opinions on legal issues that have frequently arisen in cases involving organized athletics.
TRUSTEES

J. Rockwell Allen ('69)
Financial Consultant, Sagement Consulting

Denise Alleyne ('73)
Dean of Student Life, Drew University

Helen D. Blake (G'67)
Somers, CT

Douglass L. Coupe ('66)
Vice President, Global Investor Services Group

Charisse F. Duroy ('80)
Regional Director, Wellbridge Company

Daniel J. Fitzgerald
President and CEO, MassMutual International, Inc.

Timothy T. T. Fok
Managing Director, H.Y.T. Fok Group of Companies, Hong Kong

Paula A. Gavin
President, YMCA of Greater New York

Don E. N. Gibson
Executive Vice President and Chief Operating Officer, Basketball Hall of Fame

Donald H. Gregory, Jr. ('68)
National Account Manager, QSP, Inc.

Sally M. Griggs
Northampton, MA

M. Dale Janes
Regional Executive, BankBoston

Herbert H. Jervis ('64)
Vice President and Chief Intellectual Property Counsel, Pioneer Hi-Bred International

Craig J. Kelly ('67)
Group Executive Vice President, Creata Financial Group

Patricia R. LeShane ('76)
C.E.O., Sullivan and LeShane

Susan E. Lundin ('70)
Director, Public Programs, Conn. DMR-Northwest Region

William B. Marsh
Chairman of the Board, The YMCA Retirement Fund

David R. Mercer
Chief Executive Officer, YMCA of the USA

Edwin C. Moses
Financial Consultant, The Robinson-Humphrey Company

Seth A. Nardine
Student Trustee

John A. Odierna ('64)
Attorney, Odierna and Beaumier

Peter B. Post (G'59)
Retired Associate National Director, YMCA of the USA

James R. Rein ('66)
Dean, Vocational Independence Program, New York Institute of Technology

Vaughn F. Rist
Vice President Employee Relations, Spalding Sports Worldwide

Robert G. Satsnonsen ('68)
Investment Counselor

T. George Silcott ('52)
President/CEO, Silcott Management and Consultation Service, Inc.

William H. Spelman ('65)
President, Spelman and Johnson Group

Seymour Sternberg
Chairman, President and CEO, New York Life Insurance Company

H. Todd Stitzer
President and CEO, Dr. Pepper/Seven Up, Inc.

Robert Tousignant ('68), 2002
Senior Vice President, Phoenix Investment Partners

Robert W. Van Camp ('54)
President, Van Camp Group, Inc.

Hal A. Vasvari ('66)
President, Combined Properties, Inc.

John Michael Wallace
Attorney, C&W Realty

James E. Walsh ('64)
Principal and CEO, Baystate Environmental Consultants, Inc.

Michael A. West ('65)
Attorney, President, Michael A. West, P.C.

Thomas B. Wheeler
Chairman, MassMutual Life Insurance Company

R. Lyman Wood
President, Foles/Brennan College Service

Melvin Zuckerman
Chairman and CEO, Canyon Ranch, Inc.
ADMINISTRATIVE AND PROFESSIONAL STAFF

Lita Adams (1989)
Director of Purchasing
B.A., Brandeis University, 1981
M.B.A., University of Massachusetts, 1987

Donna Anderson-Yarrington (1988)
Assistant Director for Administration,
School of Human Services
B.S., New Hampshire College, 1985
M.S., Springfield College, 1991

Career Development Specialist
B.A., Trinity College, 1992
M.A., University of Connecticut

Meryllna Asselin (1993)
Assistant Director
of Undergraduate Admissions
B.S., Springfield College, 1992

Darlene Avila (1996)
Head Preschool Teacher
B.A., State University of New York, Stony Brook
M.Ed., University of Massachusetts

Paula Bak
Bursar
B.S., Elms College, 1992

M. Catherine Banks (1979)
Associate Dean of Students/ Director of Residence Life
B.S., North Adams State College, 1963
M.Ed., Springfield College, 1980

William Banks (1973)
Captain, Campus Police
B.S., Springfield College, 1992

Celette Bidus (1999)
Preschool Teacher
B.A., University of Massachusetts, 1997

Ellen Demos Bletsoo (1975)
Accounts Payable Supervisor
B.S., Springfield College, 1983
M.S., 1987

Denise Biron-Vazquez (1996)
Business Services Coordinator,
School of Human Services
B.A., Springfield College, 1993

Gretchen Brockmeyer (1979)
Acting Vice President
of Academic Affairs and Provost
B.A., Luther College, 1965
M.S., Springfield College, 1966
Ed.D., University of Georgia, 1979

George Brooks (1998)
Production Manager
B.A., Westfield State College, 1980

Barbara Burgos (1998)
Registered Nurse

Claire Burns (1997)
Media Relations Director
B.A., College of Mt. St. Vincent, 1969

Maria E. Bush (1996)
Assistant Director for Administration,
School of Human Services
B.S., Nova University, 1988
M.S., National-Lewis University, 1992

Kinsler Cancelino (1989)
Assistant Director of Financial Aid
B.A., University of Massachusetts, 1988

Jodi Carrier (1998)
Toddler Teacher
B.A., University of Massachusetts

Kenneth J. Cerino (1986)
Director of Sports Information
B.A., St. Bonaventure University, 1974

Michael Chernoff (1997)
Assistant to the President
B.A., Northwestern University, 1967
M.A.T., Duquesne University, 1970
M.A., University of Chicago, 1972
Ph.D., University of Massachusetts, 1977

Marc Ciccarella (1998)
Associate Director of Alumni Relations
B.S., Springfield College, 1994

Jean Collins (1995)
Registered Nurse

John H. Coons
Acting Director of Development
B.S., Springfield College, 1990
M.S., 1996

Allen E. Cornelius (1996)
Research Scientist
B.A., Franklin and Marshall College, 1978
M.F.S., George Washington University, 1980
M.A., University of North Carolina, Chapel Hill
Ph.D., 1995

Thomas J. Corso
Clinical Coordinator,
Physician Assistant Program
B.S., University of Oklahoma
P.A., Surgical Post-Grad Residency,
Yale New Haven/ Norwalk Hospital

Virginia Costello (1989)
Superintendent of Custodial Services

Marisol Cruz (1991)
Director of Administration,
School of Human Services
B.S., Springfield College, 1994
M.S., 1997

Allene Begley Curto (1993)
Financial Aid Counselor,
School of Human Services

Maria D’Agostino-Crawford (1999)
Assistant Director of Alumni Relations
B.S., Springfield College, 1991
M.B.A., University of Massachusetts, 1995

Linda Dagardi (1988)
Director of Financial Aid
B.A., American International College, 1971
M.Ed., Springfield College, 1975
C.A.S., 1977
Ed.D., University of Massachusetts, 1992

Gerald F. Davis (1968)
Director of Babson Library
B.S., Syracuse University, 1967
M.S., 1968
M.Ed., Springfield College, 1978

Mary E. DeAngelo (1984)
Director of Undergraduate Admissions
B.A., Bridgewater State College, 1982
M.Ed., Springfield College, 1984

168 ADMINISTRATIVE AND PROFESSIONAL STAFF
Anne Marie Di Alessi (1996)
Undergraduate Admissions Counselor
B.A., University of Massachusetts-Dartmouth, 1993
M.Ed., Springfield College, 1996
C.A.G.S., 1996

Deborah H. Dickens (1993)
Director of Student Support Services
B.S., Central Connecticut State University
M.S., Southern Connecticut State University

Donna DiSallo (1996)
Laboratory Instructor in Chemistry
A.B., College of the Holy Cross, 1990

Clayton S. Dimock (1995)
Programmer/Analyst, ITS
B.S., Springfield College, 1975
M.Ed., 1977

Michael Dobise (1998)
Internal Auditor
B.S., C.W. Post College, 1969

Mary Lou Dwyak (1996)
Special Assistant to the President/
Assistant Secretary to the Board of Trustees

Karen A. Ecke (1991)
Assistant Director, School of Human Services
B.A., Grove City College, 1969

Tatyana Ekstrand (1994)
Senior Technical Services Librarian
A.S., Jamestown Community College, 1982
B.A., Kenyon College, 1985
M.L.S., University of Buffalo, 1987

Camille Elliott (1988)
Coordinator of Student Services,
School of Human Services
B.S., Springfield College, 1990
M.S., 1992

Gary Enright (1994)
Associate Director of Counseling Center,
Career Development Specialist
B.S., Springfield College, 1979
M.Ed., 1987

Diane Erickson (1995)
Director of Continuing Education
B.S., University of Wisconsin, 1982
M.S., Cornell University, 1987

Lloyd G. Fassett Jr. (1965)
Chief Technology Officer

Robert Felicetti (1985)
Technical Coordinator

Mary G. Ferreira (1997)
Manager of Benefits and Payroll
A.B., Wheaton College, 1988
J.D., Western New England College
School of Law, 1994

Salvin Ficara (1997)
Assistant Program Director United States Sports
and Fitness Center for the Disabled
B.S., Springfield College, 1984

Richard B. Flynn (1999)
President
B.S., MacMurray College, 1964
M.Ed., Ohio University, 1965
Ed.D., Columbia University, 1970

Ann Marie Frisby (1994)
Assistant Director of
Undergraduate Admissions
B.A., St. Michael's College, 1993

Darshan Gencarelle (1996)
Manager of Network Operations, ITS

Thomas Ghazil (1968)
Media Services Coordinator

Enilda Gonzalez (1990)
Assistant Director of Teacher Preparation
and Certification
B.S., Springfield College, 1994

Joan Hastings (1998)
Registered Nurse

Jo Ann Hayes (1997)
Technical Services Coordinator
for Remote Sites, ITS

Cynthia Herlihy (1978)
Coordinator of Academic Affairs
Operations and Services

Michael Hill (1993)
Career Development Specialist
and Systems Manager
B.A., University of Connecticut, 1986
M.Ed., 1990

Roberta Hillenberg-Gang (1997)
Design Director
B.F.A., San Francisco Art Institute, 1971

Jennifer Hixon (1997)
Service Learning Coordinator
B.S., Springfield College, 1979
P.A., Hahnemann University, 1985

Rev. Leo J. Hoar (1989)
Interim Director of Campus Ministry
A.B., St. Anselm's College, 1962
M.Ed., Springfield College, 1970
Ed.D., University of Massachusetts, 1976

Gay Holliday (1996)
Interim Vice President for Student Affairs
and Dean of Students
B.S., Indiana University, 1966
M.S., 1967
Ed.D., University of Massachusetts, 1992

L. Judy Jackson (1974)
Chief of Campus Police

Barbara Kautz (1987)
Director of Career Services
B.S., University of Connecticut, 1972
M.A., American International College, 1986

Carol Keeney (1996)
Registered Nurse

Robert Kudlay (1989)
Reference Instruction Coordinator
B.A., Westfield State College, 1970
M.L.I.S., State University of New York
at Geneseo, 1972

Funik LaFate (1997)
Student Services Coordinator,
School of Human Services
B.A., University of Wisconsin
M.S., Springfield College, 1997

Stephen Lefever (1988)
Director of Facilities and Campus Services
B.A., Castleton State College, 1984

Amy LaPointe (1997)
Head Preschool Teacher
B.S., Lesley College, 1996
Thomas F. Larkin (1985)  
Senior Director of Networking, ITS  
Academic and Client Computing  
B.S., Springfield College, 1975  
C.S.C.P., University of Massachusetts, 1984

Julie A. Le Duc (1980)  
Director of Administrative Training  
and Operations, ITS  
A.S., Springfield Technical Community College, 1973

Mary A. Lee (1995)  
Admissions Coordinator,  
School of Human Services  
B.F.A., Massachusetts College of Art, 1971  
M.Ed., Suffolk University, 1975

Debra J. LeMay (1994)  
Director of Accounting

Glenn Lowery (1998)  
Assistant Director of SAGE Program  
B.S., Westfield State College, 1989  
M.Ed., University of Massachusetts, 1995  
Ph.D., 1999

J. Tamari Kidess Lucey (1986)  
Director of Alumni Relations  
B.S., Springfield College, 1981  
M.Ed., 1982

John Mailhot (1988)  
Interim Vice President  
for Administration and Finance  
B.S., American International College, 1983  
M.B.A., 1987

Desmond Maisonet (1998)  
Pride Center Program Coordinator  
B.S., Springfield College, 1995  
M.Ed., 1998

Mary Anne Malinowski (1995)  
Head Toddler Teacher  
B.S., Fitchburg State College, 1985

Susan Manseau (1996)  
Registered Nurse

Linda L. Marston (1994)  
Grants Officer  
B.A., University of Massachusetts-Amherst 1975  
M.A., Tufts University, 1982  
Ph.D., University of Massachusetts-Amherst, 1989

Holly A. Martineau (1996)  
Director of Annual Fund  
B.S., Springfield College, 1996

Linda F. Matson (1995)  
Reference Technology Librarian  
B.A., Case Western Reserve University, 1973  
M.L.S., University of Oklahoma, 1994

Donna McElligott (1997)  
Editorial Director  
B.S., University of Maryland, 1986  
M.A., American University, 1990

Assistant Director of the Annual Fund  
A.A., Bay Path College, 1989  
B.A., Our Lady of the Elms College, 1992

Robert M. McMaster (1982)  
Superintendent of Grounds  
A.S., Springfield Technical Community College, 1982

Paul K. Meyohr (1994)  
Assistant Director  
of Undergraduate Admissions  
B.S., Springfield College, 1992  
M.S., 1994

Rachel Naismith (1995)  
Senior Reference Librarian  
B.A., University of Massachusetts-Amherst, 1975  
M.A., Carnegie-Mellon University, 1993

Donna Kay Ness (1997)  
Director of Fitness Facilities  
B.S., Springfield College, 1985

Manager of Employment  
and Equal Opportunity Officer  
B.S., California Polytechnic State University

Suzanne Nowlan (1992)  
Assistant Director of Residence Life  
B.A., Western New England College, 1984

Mary C. O'Connell (1996)  
Help Desk Manager, ITS  
B.A., St. Joseph College, 1977

Manager of Off-Campus Housing

Rita T. Pellerin (1969)  
Associate Registrar  
B.S., Springfield College, 1982  
M.Ed., 1984

Mary N. Pilch (1988)  
Director of Cooperative Education  
B.S.N., St. Joseph College, 1958  
M.A., American International College, 1981

Mwanyusa Ramazani (1997)  
Student Services Coordinator,  
School of Human Services  
B.A., Institut Superieur Pedagogique de Bukavu, 1988  
M.S., New Hampshire College, 1993

George Ramirez (1998)  
Junior Designer  
B.A., Westfield State College, 1992

Robert Raum (1997)  
Director of Advancement Research  
B.F.A., Central Connecticut State University, 1983

Carol Richardson (1999)  
Director of Physician Assistant Program  
Medical Director of Physician Assistant Program  
B.A., College of the Holy Cross, 1987  
M.D., University of Rochester,  
School of Medicine and Dentistry, 1991

Irene Rios (1998)  
Registrar  
B.S., Rochester Institute of Technology, 1984;  
M.S., 1989

Elizabeth Russell (1988)  
Assistant Director of Academic Services,  
School of Human Services  
B.S., New Hampshire College, 1983  
M.S., Antioch University, 1989

Kathleen Saltis (1998)  
Equipment Room and Facilities Manager  
B.A., University of California, Berkeley, 1991  
M.S., American International College, 1999

Jennifer Seydel (1997)  
Director, S.A.G.E. M.Ed. Program  
B.A., University of Iowa, 1978  
M.S., Lesley College, 1986

Donald J. Shaw, Jr. (1974)  
Director of Graduate Admissions  
B.S., Springfield College, 1969  
M.Ed., 1970
Jacqueline Smith (1988)
Student Services Coordinator, School of Human Services
B.S., New Hampshire College

Katherine A. Smith (1986)
Coordinator of Conferences and Special Events
B.S., Western New England College, 1982

Sheri Sochim (1994)
Reference and Distance Learning Librarian
B.A., Brandeis University, 1988
M.L.S., Simmons College, 1993

Stephen Spinalli (1999)
Young Alumni and Telefund Director
B.S., Springfield College, 1998

William Stetson (1993)
Reference Librarian
B.A., Amherst College, 1983
M.L.S., State University at Albany, 1990

D'Mont Stith (1999)
Prior Learning Coordinator, School of Human Services
A.A.S., Community College of Philadelphia, 1976
B.A., Antioch University, 1989
M.S.Ed., Cheyney University, 1992

Rosemary Stocks (1983)
Project Manager
B.S., Fitchburg State, 1968
M.Ed., Springfield College, 1989

Andrea Taupier (1993)
Associate Director of Babson Library
B.A., St. Olaf College, 1980
M.S.L.S., Columbia University, 1981

Gerald Thomas (1998)
Assistant Director of Administration, School of Human Services
B.S., University of Georgia, 1992
M.Ed., 1994

Patricia Swoboda True (1990)
Coordinator of Enrollment and Student Services, School of Human Services
B.S., Springfield College, 1991
M.Ed., 1994

Theresa A. Vecchio (1993)
Director of Drug/Alcohol Education
M.S.W., University of Connecticut, 1991

Richard Veres (1999)
Undergraduate Admissions Counselor
B.S., Springfield College, 1995
M.Ed., 1997

Luis F. Vitorino (1985)
Manager of Facilities Operations
A.S., Springfield Technical Community College, 1985
B.S., Springfield College, 1994

Sandra Walker (1989)
Assistant Director for Academic Support, School of Human Services
B.S., Russell Sage, 1964
M.Ed., Boston College, 1967

Judith Wass (1988)
Registered Nurse

Sarah Wheeler (1982)
Associate Director of Financial Aid
A.A., Lasell Junior College, 1972
B.A., Springfield College, 1993

Wende Wheeler (1998)
Director of Advancement Services
B.A., Smith College, 1982

Ann Whitall (1985)
Associate Director of Counseling Center
B.A., Earlham College, 1977
M.S.W., Smith College, 1983

Richard A. Whiting (1970)
Director of Counseling Center
B.A., Springfield College, 1966
M.S., 1967
C.A.G.S., 1968
Ed.D., University of Massachusetts, 1980

John W. Wilcox (1970)
Assistant Vice President for Admissions and Financial Aid
B.A., Springfield College, 1967
M.Ed., 1968

Michael E. Williamson (1993)
Assistant Director for Telecommunications

Nancy Willson (1995)
Registered Nurse

John Wilson (1976)
Director of Multicultural Student Affairs
A.A., Holyoke Community College, 1969
B.A., University of Massachusetts, 1971
M.A., 1974

Donna Wood-Lozier (1998)
Associate Director of Financial Aid, School of Human Services
A.A., Greenfield Community College, 1971
B.S., University of Massachusetts, 1986

Ernestine Wright (1997)
Student Services Coordinator, School of Human Services
B.S., Springfield College, 1998

Roberta Youmans (1993)
Business Services Coordinator, School of Human Services
B.S., Springfield College, 1998

Mark Zaborowski (1990)
Director of Administration Systems and Programming
A.S., Springfield Technical Community College, 1981
# FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael P. Accordino (1998)</td>
<td>Assistant Professor of Rehabilitation and Disability Services</td>
</tr>
<tr>
<td></td>
<td>B.S., The Pennsylvania State University, 1987</td>
</tr>
<tr>
<td></td>
<td>M.Ed., The Pennsylvania State University, 1992</td>
</tr>
<tr>
<td></td>
<td>D.Ed., The Pennsylvania State University, 1998</td>
</tr>
<tr>
<td>Robert Accorsi (1990)</td>
<td>Assistant Professor of Recreation and Leisure Services</td>
</tr>
<tr>
<td></td>
<td>B.S., Westfield State College, 1977</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Springfield College, 1980</td>
</tr>
<tr>
<td>Mulugeta Agunafer (1992)</td>
<td>Associate Professor of Human Services</td>
</tr>
<tr>
<td></td>
<td>B.S., Purdue University, 1978</td>
</tr>
<tr>
<td></td>
<td>B.A., Indiana University, 1979</td>
</tr>
<tr>
<td></td>
<td>M.A., Western Washington University, 1981</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of Massachusetts, 1990</td>
</tr>
<tr>
<td>Sherri Vanden Akker (1999)</td>
<td>Assistant Professor of Human Services</td>
</tr>
<tr>
<td></td>
<td>B.A., Mount Holyoke College, 1987</td>
</tr>
<tr>
<td></td>
<td>M.A., University of Massachusetts, 1991</td>
</tr>
<tr>
<td>Mary C. Allen (1988)</td>
<td>Associate Professor of Education</td>
</tr>
<tr>
<td></td>
<td>B.A., Regis College, 1972</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Westfield State College, 1976</td>
</tr>
<tr>
<td></td>
<td>Ed.D., University of Massachusetts, 1991</td>
</tr>
<tr>
<td>Deborah Alm (1993)</td>
<td>Assistant Professor of English (ESOL)</td>
</tr>
<tr>
<td></td>
<td>B.A., State University of New York at Potsdam, 1977</td>
</tr>
<tr>
<td></td>
<td>M.Ed., University of Massachusetts, 1988</td>
</tr>
<tr>
<td>Simone Alter-Muri (1991)</td>
<td>Associate Professor of Art</td>
</tr>
<tr>
<td></td>
<td>B.A., University of Massachusetts, 1976</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Lesley College, 1979</td>
</tr>
<tr>
<td></td>
<td>Ed.D., University of Massachusetts, 1990</td>
</tr>
<tr>
<td>Richard Anderson (1996)</td>
<td>Associate Professor of Human Services</td>
</tr>
<tr>
<td></td>
<td>B.A., Loyola University of Los Angeles, 1968</td>
</tr>
<tr>
<td></td>
<td>M.A., City University of New York, 1971</td>
</tr>
<tr>
<td></td>
<td>Ph.D., New York University, 1977</td>
</tr>
<tr>
<td>Ruth Arnold (1999)</td>
<td>Assistant Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>B.S., University of Wisconsin, 1971</td>
</tr>
<tr>
<td></td>
<td>M.A., University of Minnesota, 1981</td>
</tr>
<tr>
<td></td>
<td>D.P.E., Springfield College, 1999</td>
</tr>
<tr>
<td>Daryl Areyo (1990)</td>
<td>Associate Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>Wresting Coach</td>
</tr>
<tr>
<td></td>
<td>B.S., Springfield College, 1984</td>
</tr>
<tr>
<td></td>
<td>M.S., California State University, Fullerton, 1988</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of Connecticut, 1996</td>
</tr>
<tr>
<td>Robert C. Barkman (1969)</td>
<td>Professor of Education and Biology</td>
</tr>
<tr>
<td></td>
<td>B.A., Wittenberg University, 1964</td>
</tr>
<tr>
<td></td>
<td>M.S., University of Cincinnati, 1966</td>
</tr>
<tr>
<td></td>
<td>Ph.D., 1969</td>
</tr>
<tr>
<td>Mary G. Barnum (1990)</td>
<td>Assistant Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>B.S., East Carolina University, 1987</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Springfield College, 1990</td>
</tr>
<tr>
<td>Leslie Beale (1994)</td>
<td>Associate Professor of Health Studies</td>
</tr>
<tr>
<td></td>
<td>B.A., University of Massachusetts, 1976</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Boston University School of Education, 1987</td>
</tr>
<tr>
<td></td>
<td>Ed.D., 1987</td>
</tr>
<tr>
<td>Joseph J. Berger (1992)</td>
<td>Associate Professor of Biology</td>
</tr>
<tr>
<td></td>
<td>B.S., City College of New York, 1971</td>
</tr>
<tr>
<td></td>
<td>M.A., California State University, 1977</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of California-Santa Cruz, 1982</td>
</tr>
<tr>
<td>Stephen D. Berger (1988)</td>
<td>Professor of Human Services</td>
</tr>
<tr>
<td></td>
<td>B.S., City College of New York, 1961</td>
</tr>
<tr>
<td></td>
<td>M.A., Harvard University, 1963</td>
</tr>
<tr>
<td></td>
<td>Ph.D., 1980</td>
</tr>
<tr>
<td>Robert J. Bergquist (1971)</td>
<td>Associate Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>B.S., Springfield College, 1969</td>
</tr>
<tr>
<td></td>
<td>M.S., 1970</td>
</tr>
<tr>
<td></td>
<td>Certificate of Physical Therapy, University of Pennsylvania, 1971</td>
</tr>
<tr>
<td>Britton Brewer (1991)</td>
<td>Associate Professor of Psychology</td>
</tr>
<tr>
<td></td>
<td>Men's Cross Country Coach</td>
</tr>
<tr>
<td></td>
<td>B.A., University of Washington, 1986</td>
</tr>
<tr>
<td></td>
<td>M.A., Arizona State University, 1988</td>
</tr>
<tr>
<td></td>
<td>Ph.D., 1991</td>
</tr>
<tr>
<td>Charles Brock (1998)</td>
<td>Associate Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>Men's Basketball Coach</td>
</tr>
<tr>
<td></td>
<td>B.S., Springfield College, 1976</td>
</tr>
<tr>
<td></td>
<td>M.S., 1980</td>
</tr>
<tr>
<td>Gretchen A. Brockmeyer (1979)</td>
<td>Acting Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>B.A., Luther College, 1965</td>
</tr>
<tr>
<td></td>
<td>M.S., Springfield College, 1966</td>
</tr>
<tr>
<td></td>
<td>Ed.D., University of Georgia, 1976</td>
</tr>
<tr>
<td>Martha Brousseau (1999)</td>
<td>Assistant Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>Women's Soccer Coach</td>
</tr>
<tr>
<td></td>
<td>B.S., Springfield College, 1990</td>
</tr>
<tr>
<td></td>
<td>M.S. Smith College, 1999</td>
</tr>
<tr>
<td>Roy Bryan (1994)</td>
<td>Assistant Professor of English</td>
</tr>
<tr>
<td></td>
<td>B.A., Michigan State University, 1969</td>
</tr>
<tr>
<td></td>
<td>M.A., University of Massachusetts, 1989</td>
</tr>
<tr>
<td>Mary Brydon-Miller (1997)</td>
<td>Associate Professor of Human Services</td>
</tr>
<tr>
<td></td>
<td>B.A., University of California, Santa Cruz, 1976</td>
</tr>
<tr>
<td></td>
<td>M.A., University of Massachusetts, 1980</td>
</tr>
<tr>
<td></td>
<td>Ph.D., 1984</td>
</tr>
<tr>
<td>Keith D. Bugbee (1985)</td>
<td>Associate Professor of Physical Education</td>
</tr>
<tr>
<td></td>
<td>Men's Lacrosse Coach</td>
</tr>
<tr>
<td></td>
<td>B.S., Keene State College, 1979</td>
</tr>
<tr>
<td></td>
<td>M.Ed., Springfield College, 1984</td>
</tr>
<tr>
<td>Clifton Bush, Jr. (1988)</td>
<td>Associate Professor of Human Services</td>
</tr>
<tr>
<td></td>
<td>B.S., University of New Haven, 1973</td>
</tr>
<tr>
<td></td>
<td>M.S., New Hampshire College, 1981</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Columbia Pacific University, 1984</td>
</tr>
</tbody>
</table>
David R. Carlson (1967)
Professor of English
B.S., Upsala College, 1957
M.A., University of Massachusetts, 1966
Ph.D., 1973

Clifford Carlson (1996)
Assistant Professor of English
B.A., Upsala College
M.Ed., University of Maine, 1973
M.A., School of International Training, 1992

Frances P. Casey (1976)
Professor of Rehabilitation and Disability Studies
B.S., American International College, 1955
M.Ed., 1973
C.A.G.S., 1975
Ed.D., University of Massachusetts, 1985

Delight E. Champagne (1984)
Professor of Psychology
B.A., Boston University, 1969
M.A., University of Connecticut, 1981
Ph.D., 1983

Stereck Chepko (1992)
Professor of Physical Education
B.S., West Virginia University, 1971
Ed.D., Temple University, 1987

Julia Chevan (1993)
Associate Professor of Physical Therapy
B.S., Boston University, 1985
M.P.H., University of Massachusetts, 1988
Board Certified Physical Therapy Specialist in Orthopedics, 1994
M.S., Quinnipiac College, 1995

Daniel S. Chrzan (1981)
Associate Professor of Business Management
B.B.A., University of Massachusetts, 1970
M.B.A., Western New England College, 1975
C.A.G.S., 1982

William J. Considine (1976)
Dean, School of Physical Education and Recreation
B.S., Western Illinois University, 1964
M.S., Illinois State University, 1966
P.E.D., Indiana University, 1979

Deborah Collins Cook (1998)
Assistant Professor of Rehabilitation and Disability Services
B.S., University of Massachusetts-Amherst, 1976
M.S., 1980

Mary Ann Coughlin (1993)
Assistant to the Provost/Vice President for Academic Affairs
Associate Professor of Research and Statistics
B.S., Plymouth State College, 1977
M.S., Springfield College, 1984
C.A.G.S., 1984
D.P.E., 1987

Associate Professor of Physical Education
B.S., Rock State College, 1980
M.A., The Ohio State University, 1985
Ph.D., 1987

Lynn E. Couturier (1988)
Chair, Physical Education Teaching and Administration Department
Associate Professor of Physical Education Women's Lacrosse Coach
B.S., Springfield College, 1981
M.S., University of Illinois, 1982
D.P.E., Springfield College, 1985

Sandra Coyne-Crowley (1999)
Assistant Professor of Management
B.S., Western New England College, 1991
M.B.A., 1995

Claudette Crawford-Brown (1999)
Visiting Associate Professor of Social Work
B.S., University of the West Indies, 1976
M.S.W., Howard University, 1978
Ph.D., Rutgers University, 1993

Eileen Cyr (1988)
Associate Professor of Education
B.S., Bridgewater State College, 1962
M.B.A., American International College, 1988
Ed.D., University of Massachusetts, 1999

Richard D. Davila (1988)
Director, School of Human Services
Tampa Campus
Professor of Human Services
B.A., Beacon College, 1975
M.S.W., University of Connecticut, 1978
Ph.D., 1992

Laurel R. Davis (1992)
Assistant Professor of Sociology
B.S., Springfield College, 1984
M.A., University of Iowa, 1987
Ph.D., 1992

Joel Dearing (1989)
Associate Professor of Physical Education
Distinguished Springfield Professor of Humanities
Women's Volleyball Coach
B.S., Springfield College, 1979
M.S., Bridgewater State College, 1982

J. Patrick Decoteau (1990)
Associate Professor of Rehabilitation and Disability Studies
B.A., University of New Hampshire, 1973
M.Ed., Plymouth State College, 1978
Ph.D., University of Illinois, 1988

Linda Delano (1992)
Director of Teacher Preparation and Certification
Associate Professor of Physical Education
B.S., Northern Illinois University, 1975
M.S., 1980
Ph.D., University of Iowa, 1988

Michael C. Delong (1981)
Associate Professor of Physical Education
Head Football Coach
B.S., Springfield College, 1974
M.S., University of North Carolina, 1978

Joann S. Dewrance (1992)
Assistant Professor of Human Services
B.S., Long Island University, 1974
M.S., 1978
Ed.D., American International College, 1996

Thomas Digby (1997)
Professor of Philosophy
A.B., William Jewell College, 1967
M.A., Northwestern University, 1968
Ph.D., University of Colorado, 1982

Nina Dini (1989)
Associate Professor of Computer and Information Sciences
B.S., Nice Institute of Technology, Nice, France, 1974
M.S., Illinois Institute of Technology, 1981

Martin Dobrow (1999)
Assistant Professor of English
B.A., Wesleyan University, 1983
M.A., University of Massachusetts, 1989
Cheryl Doland (1999)
Assistant Professor of Research
B.S., Springfield College, 1993
M.A., University of Albany, State University of New York, 1997
Ph.D., 1999

Holly E. Dolan-Rourke (1997)
Assistant Professor of Education
B.S., Springfield College, 1986
M.Ed., 1990

John J. Doyle, Jr. (1976)
Professor of Economics
B.A., Boston College, 1966
M.A., Northeastern University, 1968
Ph.D., Clark University, 1976

Elizabeth E. Evans (1971)
Professor of Physical Education
Distinguished Springfield Professor of Humanities
B.S., Springfield College, 1962
M.Ed., 1970
Certificate of Physical Therapy, University of Pennsylvania, 1971
Ph.D., University of Connecticut, 1983

Robert A. Fiore (1980)
Associate Professor of Business Management
B.A., University of Massachusetts, 1976
M.B.A., 1980

Assistant Professor of Human Services and Administration
B.S., University of Connecticut, 1979
M.Ed., University of Massachusetts, 1983
M.A., Columbia University, 1986
Ed.D., 1989

David L. Foster (1996)
Associate Professor of Social Work
B.A., Oberlin College, 1968
M.S.W., Case Western Reserve University, 1971
Ph.D., Case Western Reserve University, 1981

Daniel Fraizer (1995)
Assistant Professor of English
B.S., University of Kansas, 1978
M.A., University of Massachusetts-Boston, 1986
Ph.D., Michigan State University, 1993

Thaddeus J. France (1994)
Assistant Professor of Physical Education
B.S., Springfield College, 1991
M.S., 1993

Joseph R. Gianesina (1996)
Assistant Professor of Social Work
B.A., Colorado State University, 1984
M.S.W., University of California, 1978
Ph.D., University of Denver, 1995

Dennis Gilda (1994)
Associate Professor of English
B.A., Villanova University, 1966
M.A., Penn State University
Ph.D., 1998

Patrice Gillian-Johnson (1998)
Assistant Professor of Human Services
B.A., Morgan State University
M.A., University of Maryland
Ph.D., University of Maryland

Fernando Gonzalez De Leon (1992)
Associate Professor of History
B.A., Rutgers College, 1981
M.A., University of Virginia, 1984
M.A., The Johns Hopkins University, 1985
Ph.D., 1991

Dennis Gouws (1999)
Assistant Professor of English
B.A., University of Whitewater and, 1987
M.A., Northeastern University, 1990

Bernard J. Graney (1990)
Associate Professor of Rehabilitation and Disability Studies
B.A., State University of New York at Brockport, 1969
M.S., Syracuse University, 1974
Ph.D., 1979

Naomi Graves (1991)
Assistant Professor of Physical Education, Women's Basketball Coach
B.A., University of Rhode Island, 1982
M.Ed., Springfield College, 1985

Jeannette Hafey (1996)
Instructor in Biology
B.A., St. Joseph College, 1968
M.S., University of Delaware, 1971

Peter M. Haley (1985)
Associate Professor of Physical Education, Men's Soccer Coach
B.S., Springfield College, 1977
M.Ed., 1978

John J. Hangasky, Jr. (1993)
Associate Professor of Allied Health Sciences
B.A., University of Bridgeport, 1974
M.S., 1979

Roberta Harro (1990)
Associate Professor of Human Services
B.A., Lebanon Valley College, 1970
M.S., Marywood College, 1977
Ed.D., University of Massachusetts, 1986

Judy Hartlind (1996)
Director, Academic Advising Services
Assistant Professor for Student Development
B.A., Central Connecticut State College, 1980
M.A., Saint Joseph College, 1986

Christopher Haynes (1993)
Assistant Professor of Music
B.A., Berklee College of Music, 1979
M.A., Ithaca College, 1988

Samuel Headley (1992)
Associate Professor of Physical Education
B.A., Birmingham University, London 1982
M.S., Kings College, London, 1985
Ph.D., Temple University, 1991

Mary D. Healey (1981)
Dean, School of Arts, Sciences, and Professional Studies
Professor of Biology
B.S., Springfield College, 1978
M.Ed., 1980
M.S., University of Connecticut, 1986
Ph.D., 1993

Tara Hengeveld (1994)
Assistant Professor of Occupational Therapy
B.S., Tufts University, 1973
M.B.A., University of Lowell, 1989

Mary Jo Hetzel (1989)
Director, School of Human Services
B.S., Springfield College, 1989
M.S., University of Pennsylvania, 1971
M.A., University of Washington, 1975
Ph.D., University of Massachusetts, 1985

Robert E. Hewes (1997)
Assistant Professor of Rehabilitation and Disability Studies
B.S., Ohio State University, 1991
M.S., Springfield College, 1995
C.A.S., 1995
Ellen Hewett (1988)
Director, School of Human Services
St. Johnsbury Campus
Associate Professor of Human Services
B.A., McGill University, 1979
M.S.H.S., New Hampshire College, 1981

Steven G. Hinds (1992)
Assistant Professor of Human Services
B.A., Dartmouth College, 1968
M.Ed., St. Michael's College, 1981

Helene Hinis (1999)
Assistant Professor of Human Services
B.A., University of Massachusetts, 1983
M.A., 1984

Lethuy Hoang (1992)
Assistant Professor of Modern Languages
B.A., Agnes Scott College, 1984
M. Phil., Yale University, 1989
Ph.D., 1997

John M. Holik (1993)
Assistant Professor of Physical Education
Assistant Football Coach
B.A., Trinity College, 1975
M.P.Ed., Springfield College, 1982

Robert J. Hopkins (1987)
Assistant Professor of Emergency Medicine
B.A., University of Massachusetts, 1976
M.S., Springfield College, 1994

Shu-An Hu (1996)
Associate Professor of Mathematics
B.S., University of Science and Technology of China, 1970
M.S., Nanjing University, 1981
Ph.D., University of Connecticut, 1991

Jason Irizarry (1999)
Director of Project SPIRIT
Assistant Professor of Education
B.A., Siena College, 1996
M.A., State University of New York-Albany, 1998

Barbara E. Jensen (1970)
Professor of Physical Education
Distinguished Springfield Professor of Humanities
B.S., Springfield College, 1957
M.S., University of Iowa, 1963
Ph.D., 1968

Susan Joel (1995)
Assistant Professor of Sociology
B.A., State University of New York-Fredonia, 1978
M.A., Michigan State University, 1984
Ph.D., 1992

Joni L. Jones (1999)
Assistant Professor English
B.A., American University, 1989
M.A., University of California, Los Angeles, 1994
C. Phil., 1996
Ph.D., 1998

Margaret T. Jones (1995)
Assistant Professor of Applied Exercise Science
B.A., University of Tennessee, 1980
M.Ed., University of Houston, 1985
Ph.D., University of Georgia, 1989

Gina Joseph-Collins (1993)
Assistant Professor of Human Services, Assistant Dean
B.A., Smith College, 1975
M.B.A., University of North Carolina, 1977
M.A., American International College, 1993

Jonathan Katane (1972)
Professor of Psychology
B.A., Clark University, 1966
M.A., George Washington University, 1968
Ph.D., Yeshiva University, 1972

Regina Kaufman (1998)
Assistant Professor of Physical Therapy
B.S., Russell Sage College, 1984
M.S., MGH Institute of Health Professions, 1995
Board Certified Physical Therapy Specialist in Neurology, 1999

Susan A. Keys (1994)
Assistant Professor of Biology
B.A., Wellesley College, 1969
M.S., University of Massachusetts, 1983
Ph.D., 1979

Paula Kilcoyne (1993)
Associate Professor of Political Science
B.A., Brandeis University, 1976
M.A., Tufts University, 1980
Ph.D., 1985
J.D., Western New England School of Law, 1999

Hal Kinal (1998)
Assistant Professor of Biology
B.S., State University of New York, 1987
M.A., 1990
Ph.D., 1993

Kenneth H. Klatka (1970)
Associate Professor of Physical Education
B.S., Springfield College, 1969
M.Ed., 1970

Bryson H. Koh (1968)
Associate Professor of English
A.B., Middlebury College, 1959
M.A., Boston University, 1965
Ph.D., University of Massachusetts, 1972

Susan E. Langlois (1999)
Assistant Professor of Physical Education
B.S., University of New Hampshire, 1978
M.S., Springfield College, 1980
D.P.E., 1990

Joan Granucci Lesser (1992)
Associate Professor of Social Work
B.A., City College of New York, 1974
M.S., Columbia University School of Social Work, 1976
Ph.D., New York University, 1992

Paul A. Levy (1990)
Associate Professor of Human Services
B.A., Amherst College, 1965
M.S., Case Western Reserve University, 1967
J.D., Georgetown University, 1971

John Liu (1999)
Assistant Professor of Physical Education
B.S., Wuhan Institute of Physical Education, 1982
M.A., Ball State University, 1990
Ph.D., University of Tennessee-Knoxville, 1993

Margaret G. Lloyd (1987)
Chair, Humanities Department
Professor of English
Distinguished Springfield Professor of Humanities
B.A., University of Rochester, 1967
Ph.D., University of Leeds, 1975

Zenobia Lojewska (1989)
Associate Professor of Physics and Mathematics
M.S., Marie Curie Skłodowska University, 1974
Ph.D., 1983

Diane Crawley Lorenzo (1994)
Assistant Professor of Physical Education
B.A., Elon College, 1972
M.A., Appalachian State University, 1980
Ed.D., University of Massachusetts, 1997

FACULTY 175
Patricia Lucas (1991)
Instructor in Biology
B.A., University of Massachusetts, 1963
M.A., 1988

Robert N. Lussier (1978)
Professor of Business Management
B.S., Salem State College, 1972
M.Ed., Suffolk University, 1974
M.B.A., 1975
C.A.G.S., Boston College, 1978
Sc.D., University of New Haven, 1993

Laura Maggio (1987)
Associate Professor of Psychology
B.S., St. Bonaventure University, 1974
M.A., Miami University, 1977
Ph.D., 1984

Ronald J. Maggio (1987)
Chair, Visual and Performing Arts Department
Associate Professor of Art
B.A., State University of New York-Fredonia, 1974
M.F.A., Miami University, 1976

Amelia Malina (1998)
Assistant Professor of Human Services
B.A., Universidad Centroamericana, 1984
M.A., University of Missouri, 1987
Ph.D., Boston College, 1998

Barbara D. Mandell (1986)
Professor of Psychology
Co-Chair, Psychology Department
B.S., North Adams State College, 1966
M.Ed., American International College, 1972
Ed.D., University of Massachusetts, 1987

Kathleen Mangano (1991)
Associate Professor of Physical Education
Softball Coach
B.S., Springfield College, 1986
M.Ed., 1988

Ignatius A. Maniscalco (1971)
Professor of Chemistry and Computer and Information Sciences
B.S., Manhattan College, 1965
Ph.D., Fordham University, 1971

Betty L. Mann (1994)
Acting Dean of the School of Graduate Studies
Professor of Physical Education
B.S.E., North Adams State College, 1967
M.Ed., Springfield College, 1974
D.P.E., 1984

Tina M. Manos (1993)
Associate Professor of Applied Exercise Science
B.S., University of California, 1980
M.A., Columbia University, 1986
Ed.D., 1993

Marjorie Marcotte (1998)
Assistant Professor of Psychology
B.A., Mount Holyoke College, 1973
M.A., Mount Holyoke College, 1980
Ed.D., American International College, 1993

Kathleen Martin (1999)
Assistant Professor of Research
B.S., Keene State College, 1994
M.S., Springfield College, 1997
D.P.E., 1999

Verne McArthur (1988)
Professor of Human Services
B.A., Oberlin College, 1964
Ph.D., Yale University, 1972

Susan McCarthy-Miller (1992)
Associate Professor of Education
B.A., University of Massachusetts, 1973
M.Ed., 1977
Ed.D., 1981

Christopher McKenney (1991)
Assistant Professor of Physical Education
Assistant Football Coach
B.S., Springfield College, 1984
M.Ed., 1986

David J. Miller (1993)
Professor of Physical Therapy
B.A., Stockton State College, 1974
Certificate in Physical Therapy, Emory University, 1977
M.S., University of North Carolina, 1983
Ph.D., University of Massachusetts, 1993

Carol E. Mitchell (1975)
Professor of English
B.A., University of Massachusetts, 1968
M.A., 1971
Ph.D., 1978

Missy-Marie Montgomery (1999)
Assistant Professor of English
B.F.A., Bowling Green State University, 1981
M.F.A., University of Massachusetts-Amherst, 1990

Chair, Emergency Medical Services
Management Department
Assistant Professor of Emergency Medical Services
B.A., American International College, 1970
M.S., Springfield College, 1994

Anna L. Moriarty (1996)
Assistant Professor of Psychology
Co-Chair, Psychology Department
B.S., Springfield College, 1972
M.Ed., 1973
C.A.G.S., 1974
Ph.D., United States International University, 1979

Mildred C. Murray (1967)
Professor of Physical Education
B.S., Springfield College, 1961
M.S., 1967
Ph.D., University of Connecticut, 1976

Cynthia N. Noble (1990)
Associate Professor of Dance
B.A., San Francisco State University, 1977
M.A., Ohio State University, 1979
Ed.D., Temple University, 1996

Daniel Nussbaum (1992)
Dean, School of Human Services
Professor of Human Services
B.A., Swarthmore College, 1969
M.A., University of Pennsylvania, 1974
M.S., Hartford Graduate Center, 1990
Ph.D., Brandeis University, 1978

Jeanne M. O'Brien (1993)
Assistant Professor of Physical Education
B.S., Springfield College, 1986
M.S., 1992

Nancy J. Ogle (1980)
Chair, Social Sciences Department
Professor of Sociology and Anthropology
B.S., Phillips University, 1959
M.A., Kansas State University, 1967
Ph.D., Oklahoma State University, 1972

Margarita R. O'Neill-Arana (1994)
Assistant Professor of Human Services
B.A., University of Puerto Rico, 1978
M.Ed., Boston State College, 1979
Ed.D., University of Massachusetts, 1990

176  FACULTY
William Oswald (1988)
Director, School of Human Services
San Diego Campus
Associate Professor of Human Services
B.A., Marist College, 1975
M.A., 1980
Ph.D., University of Rhode Island, 1988

Derek W. Paar (1986)
Associate Professor of Psychology
B.S., Springfield College, 1972
M.Ed., Idaho State University, 1973
Ph.D., United States International University, 1980

Matthew J. Pantera (1994)
Chair, Recreation Department
Associate Professor of Recreation and Leisure Services
B.S., Boston University, 1972
M.Ed., 1976
Ed.D., 1984

Vincent Paalone (1989)
Associate Professor of Physical Education
B.S., West Chester State College, 1968
M.Ed., Temple University, 1982
Ed.D., 1988

Joel J. Parrish (1987)
Chair, Department of Management and Economics
Associate Professor of Business Management
B.S.B.A., New York University, 1970
M.B.A., Western New England College, 1980

Deborah Pelletier (1994)
Assistant Professor of Physical Therapy
B.S., University of Connecticut, 1981
M.S., Rensselaer Polytechnic Institute, 1994

James W. Pennington (1984)
Assistant Professor of Physical Education
Women's Track-and-Field and Cross-Country Coach
B.S., Towson State College, 1974
M.Ed., University of Georgia, 1979

Andrew B. Perry (1999)
Assistant Professor of Mathematics and Computer Information Sciences
B.A., Williams College, 1992
Ph.D., Oklahoma State University, 1999

Albert J. Petitpas (1978)
Professor of Psychology
B.A., Bridgewater State College, 1968
M.Ed., Northeastern University, 1971
Ed.D., Boston University, 1981

Michael L. Phelan III (1999)
Assistant Professor of Recreation
B.S., Western New England College, 1994
M.Ed., Springfield College, 1996

Leona Phillips (1988)
Professor of Human Services
B.A., Brown University, 1964
M.A., Antioch University, 1979
Ed.S., Stanford University
Ph.D., 1983

Craig E. Poisson (1996)
Assistant Athletics Director
Assistant Professor of Physical Education
B.S., Southern Connecticut State University, 1988
M.Ed., Springfield College, 1990
D.P.E., 1999

Peter J. Polito (1970)
Chair, Math/Physics/Computer Science Department
Professor of Computer and Information Sciences and Physics
Distinguished Springfield Professor of Humanities
B.A., Northeastern University, 1965
M.S., 1967
Ph.D., 1971

Stephen E. Posner (1982)
Associate Professor of Physical Education
Men's Gymnastic Coach
B.S., University of California at Berkeley, 1976
M.A., Syracuse University, 1980
Ph.D., University of Connecticut, 1999

Katherine M. Post (1992)
Chair, Occupational Therapy Department
Assistant Professor of Occupational Therapy
B.A., Upsala College, 1974
M.S., College of Physicians and Surgeons at Columbia University, 1976
F.A.O.T.A., 1994

Robert E. Price (1979)
Professor of Religion and Philosophy
A.B., Columbia College, 1965
B.D., Union Theological Seminary, 1969
Ph.D., Duke University, 1977

James L. Ragone (1971)
Professor of English
B.A., St. John's University, 1966
M.A., Niagara University, 1967
Ph.D., Rensselaer Polytechnic Institute, 1981

Ellen Rainville (1990)
Assistant Professor of Occupational Therapy
B.S., Tufts University, 1976
M.S., Lesley College, 1987
F.A.O.T.A., 1990

Malvina T. Rau (1974)
Professor of Human Services
B.S., East Stroudsburg State College, 1964
Ph.D., Temple University, 1973

Cheryl A. Raymond (1980)
Assistant Professor of Physical Education
Women's Gymnastic Coach
B.A., Bethany College, 1974
M.Ed., Springfield College, 1982

Charles B. Redington (1969)
Professor of Biology
B.S., Baldwin-Wallace College, 1964
M.S., Rutgers University, 1966
Ph.D., 1969

Charles J. Redmond (1969)
Chair, Exercise Science and Sport Studies Department
Associate Professor of Physical Education
B.S., Springfield College, 1968
M.Ed., 1971
M.S., Boston University, 1981

Dana Rieger (1999)
Assistant Athletics Director
Assistant Professor of Physical Education
B.A., Albion College, 1994
M.A., Western Michigan University, 1995

Gordon M. Robinson (1997)
Assistant Professor of Sociology
B.A., Oakland University, 1977
M.A., University of Detroit, 1978
Ph.D., Michigan State University, 1996

Wayne Rodrigues (1987)
Assistant Professor of Physical Education
B.S., Bridgewater State College, 1983
M.Ed., Springfield College, 1985
Anne M. Rothschild (1993)
Associate Professor of Recreation and Leisure Services
B.S., The Ohio State University, 1970
M.A., University of Oregon, 1983
Ph.D., Indiana University, 1993

Ann Ray (1993)
Assistant Professor of Social Work
B.A., Ohio Wesleyan University, 1973
M.S.W., School of Social Welfare, Louisiana State University, 1980
Ph.D., Mandell School of Applied Social Sciences, Case Western Reserve University, 1985

Thomas J. Ruscio (1968)
Chair, Rehabilitation and Disability Studies Department
Professor of Rehabilitation and Disability Studies
B.A., American International College, 1964
M.Ed., Springfield College, 1965
C.A.S., 1966

Daniel M. Russell (1984)
Professor of Social Sciences
B.S., University of New Orleans, 1971
M.A., 1977
Ph.D., University of Massachusetts, 1986

Catherine A. Schane-Lydon (1996)
Instructor in Music
B.A., Simons Rock College
M.Ed., Springfield College, 1999

H. Joseph Scheuchenpfeffer (1974)
Professor of Physical Education
B.S., West Chester State College, 1968
M.S., Pennsylvania State University, 1970
Ph.D., Indiana University, 1974

Dietrich H. Schneideman (1969)
Professor of History
B.S., State University Maritime College of New York, 1961
M.A., Michigan State University, 1965
Ph.D., 1970

Cathie Ann Schweitzer (1996)
Associate Professor of Physical Education
Acting Athletic Director
B.S., University of Akron, 1973
M.A., Bowling Green State University, 1975
Ph.D., University of Iowa, 1993

Christopher Scott (1998)
Assistant Professor of Emergency Medical Services Management
B.S., Springfield College, 1996
M.Ed., 1998

Thomas J. Shea (1970)
Professor of Economics
A.B., Boston College, 1963
M.A., Northeastern University, 1968

Deborah A. Sheehy (1997)
Assistant Professor of Physical Education
B.S., Union University, 1984
M.Ed., University of Memphis, 1986
University of Massachusetts, 1993

Martin Shell (1993)
Associate Professor of Theater Arts
B.S., Northwestern University, 1977
M.F.A., Carnegie Mellon University, 1993

Joanne Silver-Jones (1988)
Director, School of Human Services
Springfield Campus
Professor of Human Services
B.A., University of California-Santa Barbara, 1968
B.S., California State University
M.S.W., University of California, 1973
Ph.D., University of Massachusetts, 1985

Mark A. Sine (1996)
Assistant Professor of Physical Education
Baseball Coach
B.S., Springfield College, 1987
M.S., 1996

Joan Simmons (1989)
Assistant Professor of Occupational Therapy
B.A., Keene State College, 1977
M.S., Virginia Commonwealth University, 1984

Julianne Smist (1982)
Associate Professor of Chemistry
B.A., College of Our Lady of the Elms, 1972
M.S., Boston College, 1974
Ph.D., University of Connecticut, 1997

John Smith (1989)
Associate Professor of Health Studies
Chair, Health Studies Department
B.S., Bowling Green State University, 1973
M.S., Old Dominion University, 1978
Ph.D., University of Miami, 1983

Donald R. Snyder (1982)
Professor of Recreation and Leisure Services
B.S., Southern Connecticut State University, 1973
M.S., 1978
Ed.D., New York University, 1989

Judith Stang (1999)
Assistant Professor of Human Services
B.A., Slippery Rock State College
Ph.D., Nova Southeastern University, 1992

Joseph E. Stano (1998)
Professor of Rehabilitation and Disability Studies
B.A., Assumption College, 1972;
M.A./C.A.G.S., 1974
Ph.D., University of Connecticut, 1982

Charles Sullivan (1998)
Assistant Professor of Physical Education
Men's Volleyball Coach
B.S., Springfield College, 1991
M.Ed., 1997

Michael Suttle (1999)
Assistant Professor of Psychology
B.A., Roger Williams University, 1986
M.A., Radford University, 1988
Ph.D., University of Rhode Island, 1991

Joyce L. Szewczynski (1988)
Associate Professor of Modern Languages
B.A., Westfield State College, 1970
M.A., University of Massachusetts, 1985
Ed.D., 1998

John Taffe (1991)
Assistant Professor of Physical Education
Men's and Women's Swimming Coach
B.S., University of Rhode Island, 1985
M.A., East Carolina University, 1988

Frank J. Torre (1973)
Chair, Chemistry/Biology Department
Professor of Chemistry
B.S., Monmouth College, New Jersey, 1967
Ph.D., Rutgers University, 1971

Corrie Traverser (1991)
Assistant Professor of Occupational Therapy
B.S., Boston University, 1971
M.S., 1981

178 FACULTY
Linda J. Tsoumas (1986)
Chair, Physical Therapy Department
Associate Professor of Physical Therapy
B.S., University of Vermont, 1975
M.S., University of Massachusetts, 1979

Forrest C. Tyson (1971)
Associate Professor of Physical Education
B.A., Springfield College, 1964
M.A., 1965
Ph.D., Ohio State University, 1976

Fides P. Ushe (1996)
Assistant Professor of Mathematics
B.S., University of Malawi, 1973
M.A., Indiana University, 1983
M.A., University of Rochester, 1986
Ph.D., State University of New York-Buffalo, 1997

Marjanne Vacco (1988)
Professor of Human Services
A.B., Colby College, 1962
M.S.W., Boston University, 1964
C.G.A.S., Rivier College, 1987
Ph.D., Walden University, 1991

Judy Van Raante (1990)
Associate Professor of Psychology
B.S., Tufts University, 1986
M.A., Arizona State University, 1988
Ph.D., 1990

Loretta M. Vecchiardelli (1995)
Assistant Professor of Allied Health Sciences
B.S., Alderson Broaddus College, 1979
M.S., Springfield College, 1986
C.A.G.S., 1986

Francine J. Vecchiola (1990)
Dean, School of Social Work
Professor of Social Work
B.S., Springfield College, 1972
M.S.W., University of Connecticut, 1974
Ph.D., Brandeis University, 1987

Kenneth Wall (1983)
Director of the International Center
Associate Professor of International Studies
B.A., St. Olaf College, 1968
M.S., Springfield College, 1973
D.E.E., 1975

Katherine Walsh-Burke (1993)
Assistant Professor of Social Work
B.S., Smith College, 1975
M.S.W., Columbia University School of Social Work, 1977
D.S.W., Boston College Graduate School of Social Work, 1990

Carol A. Wargula (1997)
Associate Professor of Health Studies
B.A., D'Youville College, 1962
M.L.S., State University College of New York-Geneseo, 1967
Ed.D., State University of New York-Buffalo, 1989

Elizabeth J. Wark (1990)
Assistant Professor of Business Management
B.A., Mount Holyoke College, 1984
M.B.A., University of Massachusetts, 1990
M.A., Clark University, 1997

Sharon J. Washington (1996)
Associate Professor of Education
B.S., Ohio State University, 1983
M.A., Central Michigan University, 1985
Ph.D., Ohio State University, 1988

Jean Crothers Wells (1986)
Associate Professor of Physical Therapy
B.S., Northeastern University, 1973
M.S., University of Pittsburgh, 1982

Robert Welles (1994)
Assistant Professor of Physical Therapy
B.S., Central Connecticut State College, 1971
M.A., Columbia University, 1974

Ruth West (1999)
Assistant Professor Art-Computer Graphics
B.A., Bard College, 1979
M.F.A., University of Massachusetts, 1989

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

Cecilia Douthy Willis (1997)
Director, School of Human Services
Wilmingtom Campus
Associate Professor of Human Services
B.S., Kansas State University, 1971
M.S., Kansas State University, 1972
Ph.D., Iowa State University, 1997

Christa R. Winter (1996)
Associate Professor of Research and Statistics
M.A., Ball State University, 1980
Ph.D., University of Chicago, 1988

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

Chun-Kwun Wun (1990)
Professor of Biology
B.S., Chinese University of Hong Kong, 1964
M.S., Springfield College, 1969
M.S., University of Massachusetts, 1971
Ph.D., 1974

Nancy Zare (1994)
Associate Professor of Human Services
B.A., Boston University, 1969
M.S.W., Boston College Graduate School of Social Work, 1976
D.S.W., 1991

Dorothy J. Zenaty (1970)
Associate Professor of Physical Education
Field Hockey Coach
B.S., Springfield College, 1965
M.A., Colorado State College, 1969

Herbert Zettl (1969)
Associate Professor of History/Distinguished Springfield Professor of Humanities
B.A., Alderson-Broaddus College, 1963
M.A., University of Vermont, 1965

Daniel Zuckergood (1996)
Assistant Professor of Education
B.S., State University College of New York-Oneonta, 1976
Ph.D., Syracuse University, 1994

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

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

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

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

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

B. Raymond Atm
Psychology
M.S., Springfield College, 1986

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

Gretchen I. Antonelli (1997)
Recreation and Leisure Services
B.A., Saint Anselm College, 1994
M.Ed., Springfield College, 1995

Robert C. Antonelli (1997)
Recreation and Leisure Services
B.S., State University of New York, 1992
M.Ed., Springfield College, 1995

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

Glen Benson-Lewis
Psy.D., Antioch New England
Graduate School, 1997

Wayne Carpenter
Ph.D., Syracuse University, 1988

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

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

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

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

William Donovan
Management and Economics

Jim Duffy
Psychology
Ph.D., University of Michigan

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

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

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

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

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

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

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

Nancy Anne Hutchings
Social Work
M.S.W., Fordam University, 1956
Ph.D., New York University, 1989

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

Paul Kalill
J.D., Suffolk University Law School, 1968

Elaine P. Kirschling
Counseling and Psychological Services
B.A., Hunter College, 1959
C.A.G.S., 1986

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

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

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

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

Sharon Lestinsky Louchen (1998)
B.S., Southern Connecticut State University, 1988
M.S., Southern Connecticut, 1990

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

Allyn R. Michalek
Recreation and Leisure Services
B.A., Springfield College, 1979
M.Ed., 1991
John E. Morriarty
Visual and Performing Arts/Computer Graphics
B.A., Vermont College of Norwich University

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

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

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

Terry Nelson
Psychology
M.S., Springfield College, 1998

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

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

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

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

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

Melissa Mason Shea (1993)
Recreation and Leisure Services
B.A., University of Texas, 1990
J.D., Catholic University, 1993

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

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

Torbjorn Stocksfj"dt
Professor of Humanities and Pedagogics
B.A., Uppsala University, Sweden
M.A.
Ph.D.

John P. Sullivan
Psychology
M.S., Springfield College, 1995

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

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

Lucy Mueller White
Art Therapy—Printmaking
B.A., Cornell University, 1966
M.A., Lesley College, 1992

Kathryn Wierzbiicki-Stevens
Psychology
B.A., Smith College, 1986
M.S., Springfield College, 1990

CLINICAL FACULTY

Occupational Therapy
Grace Calanes
B.S., University of Puerto Rico, 1982

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

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

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

Athletic Training

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

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

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

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

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

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

Steven B. Holsten
Clinical Professor of Orthopedics/Sports Medicine
B.A., Rutgers University, 1963
M.D., Jefferson Medical College, 1967
Ellen Perrella
Clinical Instructor in Athletic Training
B.S., University of Utah, 1981
M.S., University of Colorado, 1983

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

Emergency Medical Services Management

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

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

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

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

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

Laboratory Science/Medical Technology

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

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

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

Physician Assistant

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

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

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

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

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

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

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

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

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

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

Physical Therapy

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

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

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

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

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

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

Kimberly Novoskowski
B.S., Springfield College, 1990;
M.S., 1991
John O’Sullivan  
Clinical Assistant Professor of Physical Therapy  
B.S., State University of New York, Buffalo, 1986  
Athletic Training Certification, 1987  
Certificate of Orthopedic Specialist, 1995

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

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

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

Sports Biology

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

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

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

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

ASSOCIATE PRACTITIONERS

James Atchtern  
Orthotics and Prosthetics  
B.S., Fairleigh Dickinson, 1978  
Certificate in ONP, NYU, 1981

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

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

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

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

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

Robert Conklin  
Physical Education  
B.S., Springfield College, 1976

Michael R. Deary  
Physical Education  
B.S., Springfield College, 1973  
M.S., 1979

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mark Parent  
Physical Therapy  
B.S., Northeastern University, 1989

C. Brie Quartin  
Elementary Physical Education  
B.S., Springfield College, 1985  
M.A., Central Connecticut State University, 1991
Richard Record  
Health Education  
B.S., State University of New York-  
Brockport, 1966  
M.S., University of Massachusetts, 1971

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

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

C. Tom Sawyer  
Health Fitness  
B.S., Springfield College, 1968  
M.S., 1973

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

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

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

Edward R. Bilik  
Director of Athletics  
Professor of Physical Education

Carroll Britsch  
Professor of Drama and English

Mary Lord Brown  
Associate Professor of Human Services  
and Administration

Josephine I. Cecco  
Distinguished Springfield Professor  
of Humanities  
Professor of Education

Joel R. Cohen  
Distinguished Springfield Professor  
of Humanities  
Professor of Biology and Health Sciences

Paul U. Congdon  
Distinguished Springfield Professor  
of Humanities  
Professor of Education

Philip W. Conklin  
Associate Professor of Business Management

John J. Costello  
Associate Professor of Physical Education

John C. Cox  
Distinguished Springfield Professor  
of Humanities  
Professor of Psychology

Leon Doleva  
Professor of Education

Martin L. Dosick  
Distinguished Springfield Professor  
of Humanities  
Professor of Sociology

Wayne S. Doss  
Professor of Physical Education

Edward T. Dunn  
Distinguished Springfield Professor  
of Humanities  
Professor of Health Education

Mattie S. Edwards  
Professor of Education

Mark A. Ehman  
Professor of Religion

Janice C. Eldridge  
Distinguished Springfield Professor  
of Humanities  
Professor of Chemistry

Lora M. Ewing  
Assistant Professor of English

James E. Genasci  
Distinguished Springfield Professor  
of Humanities  
Professor of Humanities

Gerard A. Harrison  
Professor of Recreation and Leisure Services

Thomas W. Hay  
Assistant Professor of Physical Education

Robert R. Heston  
Associate Professor of Education

Miriam F. Hirsch  
Professor of Sociology

Laura Jo Judd  
Assistant Professor of Recreation

Allen R. Kaynor  
Professor of Psychology

Clifford E. Keeley  
Professor of Biology

Gertrude Lamb  
Instructor in Physical Therapy

Roger Lind  
Professor of Human Services

Robert E. Markarian  
Professor of Education

Merle K. Miller  
Professor of Psychology

Valerie Montgomery  
Professor of Modern Languages

Nicholas P. Moutis  
Professor of Physical Education

John L. Neumann  
Associate Professor of Physical Education

Thomas O'Conner  
Professor of Political Science
Mason Olds
Professor of Philosophy

Bruce Oldershaw
Associate Professor of Education

John O'Neill
Professor of Human Services

Henry J. Paar
Distinguished Springfield Professor of Humanities
Professor of Psychology

Douglas E. Parker
Professor of Physical Education

Diane L. Potter
Distinguished Springfield Professor of Humanities
Professor of Physical Education

Robert B. Remnick
Professor of English

Young H. Rhee
Professor of Mathematics and Computer and Information Sciences

James Robertson
Distinguished Springfield Professor of Humanities
Associate Professor of Physical Education

Jean E. Roser
Distinguished Springfield Professor of Humanities
Professor of Biology

Charles N. Roys
Associate Professor of Physical Education

Irvin R. Schmid
Professor of Physical Education

Emery W. Seymour
Buxton Professor of Physical Education

Sherrod Shaw
Professor of Physical Education

Edward J. Sims
Distinguished Springfield Professor of Humanities
Professor of English

Charles J. Smith
Associate Professor of Physical Education
Director of the International English Language Institute

William J. Sullivan
Dean, School of Graduate Studies
Professor of Physical Education

Edward H. Thiebe
Associate Professor of Music

Margaret Thorsen
Professor of Physical Education

Gilbert T. Vickers
Director of Music
Professor of Music Education

Charles F. Weckwerth
Distinguished Springfield Professor of Humanities
Professor of Recreation

Frank A. Wolcot
Assistant Director of Athletics
Professor of Physical Education

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

All numbers are in the 413 area code

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Services</td>
<td>748-3379</td>
<td>Student Affairs</td>
<td>748-3100</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>748-3959</td>
<td>Student Support Services</td>
<td>748-3794</td>
</tr>
<tr>
<td>Athletic Programs</td>
<td>748-3332</td>
<td>Student Volunteer Programs</td>
<td>748-3394</td>
</tr>
<tr>
<td>Babson Library</td>
<td>748-3502</td>
<td>Undergraduate Admissions</td>
<td>748-3136</td>
</tr>
<tr>
<td>Bookstore</td>
<td>748-3392</td>
<td>Wellness Center</td>
<td>748-3396</td>
</tr>
<tr>
<td>Business Office</td>
<td>748-3116</td>
<td>YMCA Relations</td>
<td>748-3914</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>748-3210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Police</td>
<td>748-5555</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Post Office</td>
<td>748-3876</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Center</td>
<td>748-3222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development Center</td>
<td>788-2451</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>748-3111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>748-3110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Center</td>
<td>748-3345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Union</td>
<td>748-3203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Students</td>
<td>748-3100</td>
<td>Health Studies</td>
<td>748-3346</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>748-3108</td>
<td>Humanities</td>
<td>748-3117</td>
</tr>
<tr>
<td>Grace Food Services</td>
<td>748-3205</td>
<td>Communications/Sports Journalism</td>
<td></td>
</tr>
<tr>
<td>Graduate Admissions</td>
<td>748-3479</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td>748-3175</td>
<td>Management and Economics</td>
<td>748-3200</td>
</tr>
<tr>
<td>International Center</td>
<td>748-3215</td>
<td>Mathematics, Physics, and Computer Science</td>
<td>748-3117</td>
</tr>
<tr>
<td>Multicultural Affairs</td>
<td>748-3249</td>
<td>Occupational Therapy</td>
<td>748-3762</td>
</tr>
<tr>
<td>Registrar</td>
<td>748-3530</td>
<td>Physical Education Teaching and Administration</td>
<td>748-3148</td>
</tr>
<tr>
<td>Residence Life</td>
<td>748-3102</td>
<td>Disabled Sports and Movement Studies</td>
<td></td>
</tr>
<tr>
<td>School of Arts, Sciences, and Professional Studies</td>
<td>748-3344</td>
<td>Movement and Sports Studies</td>
<td></td>
</tr>
<tr>
<td>School of Graduate Studies</td>
<td>748-3125</td>
<td>Physical Education Teacher Preparation</td>
<td>748-3590</td>
</tr>
<tr>
<td>School of Human Services</td>
<td>748-3204</td>
<td>Physician Assistant</td>
<td>788-2420</td>
</tr>
<tr>
<td>School of Physical Education and Recreation</td>
<td>748-3385</td>
<td>Psychology</td>
<td>748-3328</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>788-2401</td>
<td>Recreation and Leisure Services</td>
<td>748-3693</td>
</tr>
<tr>
<td>Special Programs</td>
<td>748-5287</td>
<td>Rehabilitation and Disability Studies</td>
<td>748-3318</td>
</tr>
<tr>
<td>Student Activities Office</td>
<td>748-3141</td>
<td>Social Sciences</td>
<td>748-3646</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undeclared Program</td>
<td>748-3379</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art</td>
<td>748-3580</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art Therapy</td>
<td>748-3752</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Graphics</td>
<td>748-3679</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance</td>
<td>748-3158</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama</td>
<td>748-3449</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
<td>748-3277</td>
</tr>
</tbody>
</table>
Office of Admissions
263 Alden Street
Springfield, MA 01109-3797
(413) 748-3136 • (800) 343-1257
TTY: (413) 748-3383
Web site: http://www.spfldcol.edu