

Springfield  
COLLEGE

# THE SPRINGFIELD COLLEGE

## UNDERGRADUATE CATALOGUE 1992-93

Frank S. Falcone (1985), B.S., M.A., Ph.D.  
*President of the College*

Adelaide V. Titus (1990), B.A., M.A., Ed.D.  
*Vice President for Academic Affairs and Dean of the Faculty*

Robert B. Palmer (1966), B.S., M.Ed.  
*Vice President for Administration*

Joan P. Patota (1989), B.A.  
*Vice President for Institutional Advancement*

James B. Moriarty (1988), A.B.A., B.B.A., M.B.A.  
*Treasurer*

Corinne P. Kowpak (1990), B.A., M.Ed.  
*Dean of Students*

Janice C. Eldridge (1965), B.S., M.S., Ed.D.  
*Assistant Vice President for Academic Affairs*

John W. Wilcox (1970), B.S., M.Ed.  
*Assistant Vice President for Administration*

Frederick O. Bartlett (1973), B.S., M.Ed.  
*Director of Admissions*

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



Springfield College  
263 Alden Street, Springfield, MA 01109-3797

## A WORD OF INTRODUCTION

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

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

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

As important as tradition is to Springfield College, we also realize the importance of change. In 1992 we look forward to many changes . . . positive changes that will add new dimension to the college experience at SC.

Springfield continues to add new majors to its dynamic curriculum. Examples are Health/Fitness, Business Management, and Physical Therapy which are among the fastest growing concentrations at the College.

To accommodate our growth in health-related careers, we have created the Allied Health Sciences Center. While providing exceptional instructional and research facilities, the Center also provides opportunities for students to gain practical experience.

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

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

Thank you for your interest in Springfield College.

Sincerely,



Frederick O. Bartlett  
Director of Admissions

# THE SPRINGFIELD COLLEGE

## UNDERGRADUATE CATALOGUE

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# SPRINGFIELD COLLEGE

## THE PEOPLE PLACE

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

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

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

### THE NEED IS GREAT

Nearly all students accepted for entrance to Springfield College are highly motivated to follow careers of human service upon graduation. More than 26,000 alumni are at work throughout the United States and in more than 60 nations of the world. They hold professional positions as teachers, physical educators, community agency executives, health care professionals, counselors and rehabilitation specialists, YMCA executives, coaches, athletic trainers, and social workers.

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

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

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

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

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

### BEGINNING AND GROWTH

In 1885, the Rev. David Allen Reed, a young minister, founded *A School for Christian Workers* at Winchester Square in Springfield, Massachusetts—a school based upon his conviction that a great need existed to educate young persons for community service. From this beginning, Springfield College grew steadily throughout the years retaining and strengthening its original purpose of education for service. In 1890, the name was changed to *The International YMCA Training School* and in 1912 to *The International YMCA College*. This remained the

corporate name until 1953 when the institution became officially known as Springfield College.

Growth has been especially rapid since 1946. In the 1990-91 academic year, total enrollment was 3,611 full- and part-time students. Of these, 2,603 were undergraduates and 1,008 were graduate students in our Division of Graduate Studies or students in special studies.

The College now has programs for professional leadership in virtually every form of community and international service. Courses leading to the bachelor's degree in a variety of professional areas are offered through 39 academic programs.

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

## LOCATION AND ENVIRONMENT

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

The main campus, which is located on the western end of Lake Massasoit, has 32 major buildings including the Art Linkletter Natatorium, considered one of the finest indoor-swimming facilities in the nation; Cheney Hall, an air-conditioned food service facility; and Babson Library. Other physical resources are the Physical Education Complex with a "sky-walk," which combines four separate structures: the Art Linkletter Natatorium with its Olympic-size pool; the three-level Insurance Company of North America Center with seating for over 2,000 spectators; the Keith Locker and Training Facility; and the Winston Paul Academic Center which includes two teaching gymnasiums. The total combined space is 143,000 square feet.

In addition, the Towne Student Health Center, Blake Track and Field, Benedum Field, the multi-purpose Fuller Arts Center, and Bemis Hall (Springfield's science complex) are among the facilities available on the main campus.

The College also maintains additional acres of woods and fields known as the East Campus on another part of Lake Massasoit. This area provides an ideal setting for Springfield's environmental studies program as well as for other laboratory work in conservation, camping, recreation, and the natural sciences. It includes a waterfront area for boating.

The City of Springfield has a population of approximately 155,000 people. It is located 91 miles from Boston and 147 miles from New York City. The College is easily reached by automobile via the Massachusetts Turnpike (I-90) and Interstate 91. There are also bus and air facilities located in the area.

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

## EQUAL OPPORTUNITY

Springfield College prohibits discrimination on the basis of race, color, sex, sexual orientation, age, marital status, religion, national or ethnic origin, veteran status, or non-disqualifying disability. This applies to our educational, admissions and employment policies, treatment of students, and other College-administered programs and activities.

Affirmative action at Springfield College refers to objective measurable steps taken to ensure equal opportunity. Any positive aggressive measures taken to assure equal access to opportunity and aimed at eliminating discrimination or which is intended to remedy past effects of discrimination is affirmative action.

## TIME FOR APPLYING

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

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

The following timetable should be carefully noted for candidates seeking entrance:  
**December 1**—Last Day on which Early Decision applications for freshman class enrollment can be received.

**January 1**—Last Day on which all supporting admissions credentials for Early Decision can be received.

**January 15**—Application deadline for the Physical Therapy and Athletic Training Programs.

**February 1**—Last Day on which supporting credentials for Physical Therapy and Athletic Training candidates can be received.

**February 1**—Admissions decision for Early Decision applicants.

**March 1**—Last Day on which all financial aid papers, including the Financial Aid

Form (FAF) for Early Decision applicants, can be received.

**March 15**—Financial Aid decision for Early Decision.

**April 1**—Deadline by which all financial aid papers must be received for freshmen.

**April 1**—Last Day on which applications for freshman class enrollment can be received.

**April 1**—Deadline for receipt of \$200 for Early Decision (non-refundable).

**April 15**—Last Day on which supporting admissions credentials for freshmen can be received and still be considered with the original application.

**May 1**—Deadline for \$200 deposit for fall enrollment (non-refundable).

**May 1**—Deadline by which all financial aid papers must be received for transfer students.

**June 1**—Last Day on which transfer applications can be received for fall enrollment.

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

## FRESHMAN ADMISSIONS POLICY

Selection is based on the total preparation of the student. The final selection of an applicant is an individual decision. Many factors are considered. Among those which weigh heavily are: secondary school achievement record; recommendation of secondary school authorities; motivation toward a career in the youth, community, and international service fields; capacity for leadership as evidenced by responsibilities successfully undertaken in school, church, and/or community; performance on the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Testing Program (commonly referred to as the 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 Director of Admissions submitted within dates indicated above.

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

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

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



5. The results of the Scholastic Aptitude Test (these will be received directly from the College 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 Admissions Office.

7. For applicants for the Art curriculum, a portfolio of art work. This should be sent to the Director of the Art Program by April 1.

## TO APPLY FOR ADMISSION

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

2. File the completed application with the required \$30 application fee (non-refundable) at the Admissions Office. It should not be sent to any person other than the Director of Admissions. All credentials should be mailed to the Admissions Office, Springfield College, Springfield, MA 01109-3797.

3. All other necessary forms, including a secondary school report form for distribution and completion, are included in the 24-page application packet provided in the back of the College's Admissions Viewbook. Candidates should follow all instructions carefully, accurately, and completely. Mistakes, incomplete information, or illegible entries all serve to delay the final decision. Additional application packets can be obtained by contacting the Admissions Office, Springfield College, Springfield, MA 01109-3797.

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

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

5. Arrangements should be made to take the College Entrance Examination Board test (SAT) or the ACT. During the academic year 1991-92 the SAT will be given on the following dates (among others):

November 2, 1991

December 7, 1991

January 25, 1992

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

## ADMISSIONS STAFF ACTION

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

## DEFERRED ADMISSION

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

If the deferment is granted, *the acceptance is extended to the following September only.* The \$200 non-refundable deposit will be *due no later than December 1 of the year preceding enrollment.*

## EARLY DECISION

Highly qualified students who have Springfield College as their first choice institution may request consideration for Early Decision. For this, the application must be filed by December 1 and all other supporting credentials included under the requirements should be furnished by January 1. The Financial Aid deadline is March 1 with decisions being made by March 15. A non-refundable \$200 acceptance fee is due April 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 and, if qualified, receives a favorable financial aid award.

## DEFERRED CREDIT

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

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

## COLLEGE ASSIGNED CREDIT

Candidates for undergraduate degrees at Springfield College may qualify for degree credit and placement in advanced courses in any of the following ways: Transfer Credit, Credit by Examination, and other Credit Bearing Equivalencies for college-level knowledge.

## TRANSFER CREDIT

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

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

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

Candidates applying for Fall semester must submit their applications by June 1.

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

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

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

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

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

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

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

## CREDIT BEARING EQUIVALENCY OPTIONS

**Credit by Examination**—A student may receive up to 31 semester hours of credit by any one or combination of these examinations. Credit will not be granted in substitution for courses which have been failed at Springfield College or elsewhere and students will be allowed only one trial to obtain credit by examination. No grade is assigned to any specific performance on an examination. No grade is assigned to any specific credits earned; credit will be assigned only for passing the test(s).

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

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

The General Examinations measure undergraduate achievement in English Composition, Mathematics, Natural Sciences, Humanities, and Social Sciences. The fee schedule for these tests begins at \$25 for the first examination and increases with each additional exam.

Credit may be awarded at Springfield College for scores at or above 75th percentile in each area as follows:

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

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

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

Springfield College administers the General Examinations of the College Level Examination Program on the Campus for students who expect to enroll as freshmen in the fall. Information about registration for this is sent in the spring after acceptance. Students who cannot attend at either of these times are encouraged to make an appointment at one of more than 400 CLEP testing centers around the country. Information as to their location can be secured by contacting the nearest College Board Office or the Springfield College Admissions Office.

**DANTES**—The DANTES program is a testing service conducted by the Educational Testing Service. It makes use of the DANTES Subject Standardized Tests—a series of examinations in traditional academic, vocational-technical, and business subjects.

**Portfolio Assessment (CREDIT ASSESSMENT)**—CAEL'S principles of good practice guide Springfield College's rigorous portfolio process for the awarding of credit for college level learning acquired through work or life experience. Presently, this assessment option is only offered to adult students matriculating in the School of Human Services.

## COLLEGE DAY CAMP EMPLOYMENT OPPORTUNITY

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

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

the year begins. Applicants for admission who are interested should write to: Director of Summer Sessions, Springfield College, 263 Alden Street, Springfield, MA 01109-3797 or call (413)788-3111 for further information.

### **PHYSICAL PERFORMANCE TEST**

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

### **ALUMNI PREFERENCE**

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

### **PROVISIONS FOR VETERANS**

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

### **ACCREDITATION**

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

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

For information about teacher preparation and certification, refer to Teacher Preparation/Certification Programs, page 98.

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

### **NEW STUDENT ORIENTATION WEEK**

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

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

## READMISSION

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

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

An initial step with the Admissions Office—submission of the student's letter of substantiation or arrangements for the interview—must be taken no later than the beginning of the semester previous to the one in which re-enrollment is desired. All supporting papers must be received *no later than four weeks prior to the intended enrollment date*. A \$200 acceptance fee will be requested *within four weeks after the date of the acceptance letter*. The fee is applied to tuition and is *not refundable*.

## CHANGES IN ARRANGEMENTS

The College reserves the right to make at any time whatever changes in admissions requirements, fees, charges, tuition, instructors, regulations, and academic programs it deems necessary 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.

## UNDERGRADUATE STUDENT EXPENSES

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

*The schedule of fees and charges described herein is not intended to indicate that charges have been finally determined for the 1992-1993 academic year or that charges and fees will not increase during the student's years at Springfield College.*

The following tables give the probable cost to the average student who lives in the dormitory and takes all meals in the College dining facility for the 1991-1992 academic year.

Student Basic Charge Tuition & Fees	\$ 9,441
Dormitory Room Rent	2,000
Board (19 meals)	2,376
Estimated Annual Cost	<u>\$13,817</u>

Additionally, Freshmen and Transfer students must pay for three items which are non-recurring. These are: Orientation Week Fee, \$31; Freshman Camp Fee, \$80; and Physical Education Uniform Fee, \$75.

### APPLICATION FEE

A fee of \$30 must accompany each application for admission to the College and is not refundable.

### ADVANCED TUITION PAYMENT

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

### BOARD

The meal plan required of freshmen is a *full* seven days with two meals served on Saturday and Sunday. The charge is \$2,376 per year.

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

### ROOM RENTAL

Residence life is considered an integral portion of the student's educational experience at Springfield College. Residence in the College halls is required of all students in the freshman, sophomore, and junior classes except those students enrolled as commuters.

Seniors, commuters, and married students may take the option of living in College facilities or in off-campus housing. For the 1991-92 academic year, the cost of living accommodations runs from \$2,000 for most rooms to \$4,000 for some accommodations in The Living Center. Depending on a student's individual choice for room furnishings, a deposit may be required.

## COURSE FEES

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

## NEW STUDENT ORIENTATION FEE

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

## STUDENT BASIC CHARGE TUITION & FEES

- a) The flat rate tuition fee covers 12-18 credits per semester plus basic fees. For undergraduate students this is \$9,441 per year.
- b) Part-time students (those taking 11 credits or less) and undergraduate students taking over 18 credits pay \$273 per credit.
- c) Full-time graduate students pay a flat fee of \$9,155 for tuition and fees per year. Part-time graduate students (those taking 11 credits or less) pay \$293 per credit.

## REFUND PROCEDURE

1. The Dean of Students or a designated representative shall be responsible for implementing the tuition refund policy, as well as the room & board refund policy, for credit programs. The Director of Continuing Education or a designated representative shall be responsible for implementing the tuition refund procedure, as well as the room & board refund policy, for both non-credit programs and for-credit Continuing Education programs.

2. The percentage of refund schedules below apply only to tuition. All other fees are non-refundable, except for room & board charges, which will be refunded on a pro-rated basis as determined by the date of Withdrawal.

3. The percentage of refund schedule is as follows:

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

A. Fall and Spring Semesters:	REFUND
• Cancelled by the College or approved Withdrawal before 1st day of classes	100%
• Approved Withdrawal during 1st week of classes	80%
• Approved Withdrawal during 2nd week of classes	60%
• Approved Withdrawal during 3rd week of classes	40%
• Approved Withdrawal during 4th week of classes	20%
• Approved Withdrawal after 4th week of classes	0%
 B. Summer Semester ( i.e. six-week First Session and Second Session ) :*	
• Cancelled by the College or approved Withdrawal before 1st day of classes	100%
• Approved Withdrawal during 1st week of classes	67%
• Approved Withdrawal during 2nd week of classes	33%
• Approved Withdrawal after 2nd week of classes	0%



### C. Intersession and three-week Summer Mini Session:\*

• Cancelled by the College or approved Withdrawal before 1st day of classes	100%
• Approved Withdrawal before 3rd day of classes	67%
• Approved Withdrawal before 6th day of classes	33%
• Approved Withdrawal after 6th day of classes	0%

\* The percentage refund amount shown, less a \$25 processing fee, will be the amount of refund.

4. Special refund procedures and percentage schedules may be determined by the Dean of Students or a designated representative for special programs and courses that do not correspond to the normal fall, spring, summer, and Intersession schedules. These refund procedures will be available in the Dean of Students Office and the Continuing Education Office during the registration period for these special programs or courses.

5. The percentage of refund is based upon the date of receipt of the appropriate Withdrawal form or notification:

(A) In the Office of the Dean of Students (or the office of the Dean's designated representative) for the fall and spring terms, or

(B) In the Office of the Registrar (or the office of the Registrar's designated representative) for the Intersession and summer terms.

## PAYMENTS

Tuition, fees, and other charges are payable when due. Checks or money orders should be made payable to Springfield College. There is a penalty charge of \$15.00 per check for all checks returned by the payer's bank.

The College withholds all issuance of grades, the awarding of diplomas, the issuance of transcripts, and the granting of honorable dismissal to any student whose account is in arrears. In addition, the College reserves the right to prevent any individual who fails to pay all bills from registering, or selecting a dorm room. Any collection costs incurred by the College will be passed on to the individual responsible for the bill.

# STUDENT FINANCIAL AID

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

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

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

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

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

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

- **Student Employment**—A large number of students are employed on a part-time basis by the College. The student may also find work off campus in private nonprofit enterprises, and in public or private agencies. The College participates in the Federal College Work-Study Program. Our Co-operative Education program is available to students at the sophomore level and above.

## ADMINISTRATION OF FINANCIAL AID

All financial aid from the College is administered by the Office of Financial Aid. The Financial Aid Advisory Committee assists in the development of College financial aid policy and planning.

## TERMS OF FINANCIAL ASSISTANCE

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

- **Need**—In all cases where financial aid is sought, the College subscribes to the idea that the assistance should be given to the student, who, without such aid, would be unable to attend college and further that the family of a student is expected to make a maximum effort to assist with college expenses. Financial assistance from the College and other sources should be viewed only as supplementary to the efforts of the family. The total financial assistance a student receives cannot exceed need as determined by the Financial Aid Office.

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

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

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

## PROCEDURE

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

The application deadline for incoming freshmen is April 1.

The application deadline for transfer students is May 1.

The Financial Aid Form of the College Scholarship Service of Princeton, New Jersey should be filed by *February 15*. Forms are available at high school guidance offices or from the College's Financial Aid Office. *Students who are considering applying under the "Early Decision Program" offered by Springfield College, should refer to page 9 for additional information on financial aid deadlines.*

Final action is taken on applications for financial assistance only after the decision regarding acceptance is made. Notification to the candidate is always in the same sequence. Decisions are made no later than April 15 for incoming first-year students and May 15 for incoming transfer students.

**Important**—To be considered for financial aid, both freshman and transfer students must complete and return the necessary forms to the student Financial Aid Office by the published deadline. Recipients of awards should know that no grant or loan is automatically renewed. Application for assistance must be made each year. Forms will be made available after December 15.

## RESIDENCE LIFE

As a residential community, Springfield College strongly values the out of classroom experience in the total educational process of students. One vital part of that experience can be found in on-campus living. Because of the value gained from a residential experience at Springfield, all students are required to live on-campus for the first three years although they may choose to live on-campus during their entire educational experience. There are six residence halls for undergraduate students. Each is supervised by a staff of Resident Directors and Resident Assistants who are available to assist students in a variety of ways and to help create an environment within each hall that is conducive to studying as well as to living harmoniously with others. The staff and residents work together to provide educational and recreational programs on a regular basis.

Each hall has both a main lounge and individual lounges. These lounges are used for social activities, educational programs, and studying. Each hall has both study tables and recreational items such as televisions, VCR's, pool tables, ping pong tables, etc. Kitchen facilities are provided for snacks although all hall residents are required to be on the meal plan. Complete laundry facilities are also provided. Students are encouraged to balance their academic and social activities. To assist academic progress, the Writing Center provides tutoring in the larger halls on a regularly scheduled basis. Quiet hours and consideration hours are mutually determined and enforced by residents.

The College also provides one coeducational residence hall that is a mixture of upperclass students and graduate students. This building, Reed Hall, contains all single rooms and will attract the more independent student looking for both convenience and economy.

In addition to the traditional residences, the College provides on-campus apartments for more independent living. The Townhouse complex has twenty apartments which provide housing for upperclass and graduate students. Each unit is cable-ready and air-conditioned. The combination of single bedrooms and common kitchen and living rooms provides for both privacy and socialization.

The Living Center, a coeducational complex providing housing for both undergraduate and graduates, is also cable-ready and air-conditioned. The Center has a single main entrance and a large lounge to facilitate student interaction and socialization. Each of the apartments is fully furnished with both single and double student rooms, a living room, and kitchenette. The meal plan is optional for residents in both the Living Center and the Townhouses.

## THE CAREER CENTER

In keeping with its Humanics emphasis on the development of the total person, Springfield College's Career Center helps students relate their academic programs to the world of professional options and opportunities. From virtually their first day on campus, students can access a variety of exploration, counseling, and job search assistance services. The Center helps students of all majors connect academic pursuits to career realities throughout the undergraduate years and provides extended support to every SC graduate.

To help students integrate classroom study with purposeful career development, the Center offers career mentorship, career counseling and presentations, and skill-building workshops. The Cooperative Education Program places students (following their freshman year) in paid positions relating to their academic program and career interests. The extensive resource center provides internship and job listings, employer information, and computerized career guidance software. Through these avenues, students gain direction and inspiration for their academic pursuits and enhance their overall development thus enabling them to take

# ATHLETICS AT SPRINGFIELD

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

Springfield's intercollegiate program continues to rank among the most prestigious in the East with the College's varsity teams playing exceptionally strong schedules. Many of Springfield's varsity squads also participate in post-season competition. The College is a member of the National Collegiate Athletic Association (NCAA), Eastern College Athletic Conference (ECAC), and the Northeast-10 Conference with American International, Assumption, Bentley, Bryant, Merrimack, Quinnipiac, Saint Anselm, Saint Michael's, and Stonehill.

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

An outstanding staff of professional educated coaches, many of them nationally prominent, assures thorough instruction in all sports. Springfield's "Who's Who" coaching staff also serve as teaching faculty members.

Approximately 30% of the student body participates in the intercollegiate athletic program. The men compete in 13 varsity sports: baseball, basketball, cross country, football, golf, gymnastics, lacrosse, soccer, swimming/diving, tennis, track/field (indoor and outdoor), volleyball, and wrestling. In addition, there are sub-varsity teams in baseball, football, and soccer.

The College's highly-regarded women's varsity program consists of 12 sports: basketball, cross country, field hockey, golf, gymnastics, lacrosse, soccer, softball, swimming/diving, tennis, track/field (indoor and outdoor), and volleyball. Separate sub-varsity teams compete in field hockey, soccer, and softball. Students are permitted to play on one team per season and must maintain full-time undergraduate standing.

Springfield also offers an extensive intramural athletic program for men and women which features competition in basketball, 3-on-3 basketball, flag football, field hockey, floor hockey, ultimate frisbee, gymnastics, box lacrosse, racquetball, soccer (indoor/outdoor), softball, team tennis, triathlon, volleyball, innertube water polo, and wrestling. Students also have the opportunity to participate in extramural competitions and tournaments with local colleges. More than 90% of the student body participates in the intramural program at the College.

NCAA Division I and II institutions have adopted certain academic requirements that must be met for a student to qualify for participation (i.e. practice and competition) in intercollegiate athletics and for the receipt of athletically related financial aid as a freshman.

If you want to practice and play your freshman year, you must satisfy the requirements of NCAA Bylaw 14.3, commonly known as Proposition 48. Bylaw 14.3 requires you to:

1. Graduate from high school;

2. Attain a grade-point average of 2.0 (based on a maximum of 4.0) in a successfully completed core program of at least 11 academic courses (this core curriculum includes at least three years in English, two in mathematics, two in social science, and two in natural or physical science, including at least one laboratory class, if offered by the high school);

3. Achieve a 700 combined score on the SAT verbal and math sections or an 18 composite score on the ACT.

# PROGRAMS OF STUDY

## 1992-93 ALL-COLLEGE REQUIREMENTS

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

The 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 which fosters a spirit of inquiry into the nature of humanity and the universe. The general education of the Springfield student emphasizes and encourages a search for personal and spiritual values; the acquisition of knowledge, understanding, and competency essential for the improvement of humanity and society; and the development of an appreciation for, and an understanding of, human movement as it relates to health, expression, and physical well-being.

## HUMANICS AND THE ALL-COLLEGE REQUIREMENTS

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:

### I. 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.*

#### A. 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.

#### B. MATH

3 s.h.

The All-College Requirement in Math is fulfilled by curricular study that provides students with the minimum level of proficiency of college algebra.

#### C. 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 and elementary programming and computer ethics.

### II. HUMANICS, HEALTH, AND MOVEMENT

(7 s.h.)

*The educated person will know, understand, and nurture the role of health and physical activity in human life.*

**A. HEALTH**

3 s.h.

The All-College Requirement in Health is fulfilled by curricular study that provides students with a basic knowledge of current personal health theory and wellness lifestyle, and assists them in daily decision-making skills and self-responsibility.

**B. 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.

**III. HUMANICS AND EXPRESSIVE AND COMMUNICATIVE LIFE (15 s.h.)**

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

**A. ENGLISH (Written and Oral)**

6 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.

**B. 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.

**C. 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.

**D. 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.

**IV. HUMANICS, CULTURE, AND SOCIETY**

(9-10 s.h.)

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

**Social Science****A. 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.

**B. SOCIAL SCIENCE ELECTIVE**

3 s.h.

The All-College Requirement for the Social Science Elective is fulfilled by curricular study that provides students with an introduction to the study of community, cultures, social institutions, or government through the disciplines of social science.

**C. SOCIAL JUSTICE ISSUES**

3 s.h.

The All-College Requirement in Social Justice Issues is fulfilled by curricular study of issues defined within the context of United States culture such as sexism, racism, classism, age discrimination, religious bigotry, homophobia, or able-bodiedism.

## COMMUNITY SERVICE

NC

**V. HUMANICS AND THE SEARCH FOR MEANING**

(6 s.h.)

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

**A. PHILOSOPHY**

3 s.h.

The All-College Requirement in Philosophy is fulfilled by curricular study that involves the students in concept clarification through illuminating the possibilities in their search for meaning in life and the systematic examination of beliefs and values which influence both thought and action.

**B. 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 foundational texts, historical developments, theological concepts, or representative personalities.

**VISUAL AND PERFORMING ARTS DEPARTMENT****ART**

The Art Majors offer all students the opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations.

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

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

This commitment by the Art Department, its faculty and students to artistic and social responsibility is the essence of the Springfield College Humanics Philosophy. The prime objectives of the Art Major are:

- To develop the creative and imaginative skills of each student in the visual arts.
- To sensitize each student to the aesthetic needs of people.
- To help each student, as an emerging artist, focus upon the many professional career opportunities in the visual arts.
- To encourage all students to use their talent in the visual arts for constructive change of the highest order within society.

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

All students have the opportunity to select an internship/fieldwork placement early in their educations. This unique opportunity in the real world to experience the job situation is of great value in helping students make realistic choices about their intended 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 the Art Majors to express themselves to their fullest potential. Advanced studio courses in painting, printmaking, sculpture, ceramics, and computer graphics can lead to graduate degree programs in each of these disciplines.

**PORTFOLIO PRESENTATION:** Whenever possible, prospective students are to arrange to meet with the Chairperson of the Art Department with their art portfolios. Details



of portfolio preparation and other related information can be obtained by contacting: Prof. William Blizard, Chairman, Visual and Performing Arts Department, (413) 788-3300.

## **ART MAJOR**

### **PROGRAM REQUIREMENTS**

**I. ALL-COLLEGE REQUIREMENTS** (see page 21)

**II. DEPARTMENTAL REQUIREMENTS** (depending upon program)

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

### **AREAS OF CONCENTRATION**

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

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

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

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

**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.

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

## **ART THERAPY MAJOR**

Graduates in this major will have the professional preparation necessary to work with people of all ages with varying degrees of functional or organic impairment as well as normal populations in schools and growth centers. 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 will be 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, half-way houses, and prisons. Some may choose to work in private or public schools and institutions for emotionally disturbed, learning disabled, retarded, brain damaged, deaf, blind, physically handicapped, and multiply 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.

## **PROGRAM REQUIREMENTS**

### **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

### **II. ART STUDIO REQUIREMENT**

ARTS 1:	Introduction to Crafts
ARTS 3:	Studio in Painting
ARTS 5:	Sensitivity & the Creative Process
ARTS 15:	Studio in Drawing
ARTS 16:	Studio in Design
ARTS 20:	Studio in Sculpture
ARTS 28:	Three Dimensional Design
ARTS 150:	Advanced Studio in Art

### **ONLY ONE OF THE FOLLOWING COURSES IS NEEDED IN ART HISTORY**

ARTS 117:	European Art From Pre-Historic to the 18th Century
ARTS 118:	Modern European Art
ARTS 119:	American Art 1700-1900
ARTS 120:	American Art of the 20th Century

### **III. ART THERAPY REQUIREMENT**

ARTS 40:	Introduction to Art Therapy
ARTS 50:	Ethics and Assessment in Art Therapy
ARTS 100:	Methods and Materials in Art Therapy
ARTS 110:	Evaluation Standards in Art Education
ARTS 200:	Art Therapy with Special Needs Population
ARTS 140:	Art Therapy Pre-Fieldwork Experience
ARTS 141:	Supervised Field Experience

### **IV. REQUIRED NON-ART COURSES**

PSYC 1:	Intro to Psychology
RHAB 25:	Intro to Rehabilitation
SPCO 50:	Community Service

### **V. RECOMMENDED COURSES IN PSYCHOLOGY**

PSYC 9:	Human Development
PSYC 30:	Personality and Personal Adjustment
PSYC 121:	Abnormal Psychology
PSYC 222:	Interviewing & Counseling

### **VI. RECOMMENDED COURSES IN RHAB AND RLSR**

RHAB 31:	Psychology of Disability
RHAB 250:	Action Oriented Therapies
RLSR 72:	Intro to Therapeutic Recreation
RLSR 274:	Child Life Concepts/Theories in Working With The Hospitalized Child

### **VII. OPTIONS TO CONSIDER IN CONSULTATION WITH ADVISOR:**

Students wishing to acquire a minor in Art Education, Psychology or Rehabilitation Counseling must complete a total of 18 SH of specific courses in those academic areas.

*(Please see your advisor as soon as possible in order to work out details.)*

**YOU NEED A TOTAL OF 130 HOURS OF CREDIT FOR GRADUATION REQUIREMENTS.**

**VIII. PLEASE NOTE:** You will need a minimum of 12 semester hours of credit in Psychology for entrance to many of the graduate schools in Art Therapy. You will also need a portfolio of your own art work. Journals, Case Studies and Client Art done as part of your Practicum and Field Work experiences should also be presented as part of your graduate school admission package.

## **VISUAL AND PERFORMING ARTS MINORS**

### **ART MINOR**

(24-26 Semester Hours)

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

### **ART MINOR REQUIREMENTS**

TOTAL SEMESTER HOURS OF CREDIT 24-26 s.h.

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

ARTS 5:	Sensitivity and the Creative Process
ARTS 15:	Studio In Drawing
ARTS 16:	Studio In Design
ARTS 28:	Urban Ecology & Three Dimensional Design
ARTS 120:	American Art of the 20th Century

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

ARTS 3:	Studio In Painting
ARTS 14:	Studio In Printmaking
ARTS 20:	Studio In Sculpture
ARTS 106:	Figure Drawing

#### **III. ELECTIVES IN ART: MINIMUM OF 4-6 s.h.**

ARTS 1:	Intro To Crafts
ARTS 25:	Studio In Photography
ARTS 26:	Studio In Pottery
ARTS 118:	Modern European Art
ARTS 150:	Advanced Studio In Art

## **MUSIC MINOR**

(19 Semester Hours)

Springfield College offers a minor in music for students who wish to continue the study of music as a secondary interest. It also affords students the opportunity to develop music skills which may be utilized in the major areas of study.

Requirements include each student pursuing the study of voice or an instrument with an approved instructor each semester for two years. Instructors of applied music lessons are outstanding musicians from the Springfield area.

In addition to the applied music, each student is required to be a member of at least one of the College's performing groups: Springfield College Singers, Springfield College Band, Springfield College Pep Band, or Springfield College Small Ensembles. Participation in a particular group may vary from year to year. Students are encouraged to participate in more than one group.

#### **MUSIC MINOR REQUIREMENTS:**

MUSC 1: Basic Musicianship

MUSC 2: Music Theory I

MUSC 3: Music Theory II

MUSC 8: Music Appreciation

MUSC 30: Applied Music I

Ensemble:

MUSC 12 (Singers) or MUSC 13 (Band) or MUSC 14 (Pep Band) or MUSC 15 (Small Ensembles)

## **ATHLETIC TRAINING**

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

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

As required by the National Athletic Trainer's Association, guidelines must be adhered to in order to retain our program approval. Among these guidelines is one which requires a maximum 8:1 ratio of students to certified clinical instructor. To comply with this guideline, we must therefore, restrict our enrollment in the Athletic Training Major. The Admissions process for applicants to the Athletic Training Major may include an additional interview conducted by the Athletic Training Faculty. Admission to the major will be dependent upon a composite profile of each applicant relative to the applicant pool.

The major provides supplemental preparation via two tracks: Health/Fitness and Individual.

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

The Individual track is a student/faculty designed series of courses designed to meet the students' specific career goals. Examples of individual tracks have included courses in health, biology, and emergency medical services.

A minimum of 132 semester hours is required for graduation. All courses prescribed by number and by title are required and must be completed to satisfy graduation requirements.

These required courses are composed of All-College Requirements, the Athletic Training CORE, the Track CORE, and the Skills and Techniques CORE and Electives.

Students interested in the Health Fitness track may need to complete more than the minimum of 132 semester hours.

## **ATHLETIC TRAINING MAJOR TRACK OPTIONS**

### **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

### **II. ATHLETIC TRAINING CORE (71-72 s.h.)**

HLTH 1:	Introduction to Personal Health
BIOL 10:	Anatomy & Physiology
BIOL 11:	Anatomy & Physiology
PSYC 1:	Introduction to Psychology
EMSM 5:	EMT
CHEM 15:	Chemistry Survey
PHYS 15:	Physics for Movement Science
MOST 5:	Motor Learning & Development
MOST 119:	Kinesiology & Biomechanics
MOST 103:	Physiology of Exercise
MOST 210:	Performance in Movement & Sport
HLTH 160:	Drugs & Society
HLTH 151:	Introduction to Nutrition
HLTH 275:	Stress Management
HFIT 130:	Health Fitness Teaching Methodology OR
PSYC 4:	Educational Psychology
PSYC 222:	Interviewing & Counseling
ATRN 95:	Introduction to Athletic Training
ATRN 125:	Basic Prevention & Care of Athletic Injuries
ATRN 126:	Advanced Prevention & Care of Athletic Injuries
ATRN 205:	Athletic Injury Rehabilitation and Therapeutic Exercise
ATRN 207:	Athletic Injury Rehabilitation and Therapeutic Modalities
ATRN 196:	Practicum in Athletic Training
ATRN 197:	Practicum in Athletic Training
ATRN 297:	Practicum in Athletic Training
PEPC 110:	Conditioning & Fitness
PEAC 120:	Relaxation
PEPC 100:	Fit For Life

### **III. TRACK CORES**

A. Health/Fitness Track (See Health/Fitness, page 59)

B. Individualized Track

1. Individualized Track CORE (24-32 s.h.)

Developed with academic advisor.

2. Individualized Track Skills Minimum (2 s.h.)

(Based on the All-College Requirement of 4 s.h.-2 s.h. taken in Athletic Training CORE)

All Required: Gymnastics, Swimming, Track & Field,  
Team Sport (lacrosse, soccer, etc.)

## BIOLOGY

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

### BIOLOGY MAJOR

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. DEPARTMENTAL REQUIREMENTS:

##### A. BIOL 4-5: Bioscience

##### B. A minimum of one course from each of the following categories:

1. Biology of the Cell/Organism
  - BIOL 80: Genetics
  - BIOL 155-116: Microbiology
  - BIOL 208: Cell Biology
2. Biology of Plants
  - BIOL 65: Horticulture
  - BIOL 70: Plant Biology
  - BIOL 160: Plant Physiology
3. Biology of Animals
  - BIOL 60: Vertebrate Biology
  - BIOL 90-91: Human Structure & Function
  - BIOL 181: Animal Growth & Development
4. Ecology
  - BIOL 64: Flora of New England
  - BIOL 77: Field Ornithology
  - BIOL 150: General Ecology
  - BIOL 178: Aquatic Biology
  - BIOL 190: Field Ecology
5. Evolution
  - BIOL 188: Comparative Vertebrate Anatomy
  - BIOL 220: Comparative Cellular Physiology
  - BIOL 235: Evolution

A minimum of 36 semester hours of biology courses are required for the Biology Major.

##### C. Science and mathematics courses:

- CHEM 21-22: Organic Chemistry
- CHEM 23-24: Organic Chemistry Laboratory
- PHYS 21-22: General Physics
- MATH 21-22: College Algebra—Precalculus or
- MATH 27-28: Calculus I-II

**D. Free Electives.** With free electives, a total of 130 semester hours is needed for graduation.

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

Beginning at the end of the sophomore year, student academic progress is evaluated each year. Students whose scientific index falls below a 2.00 average and includes grades below a C- will be given probationary status. Certification for graduation in this major is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. Students must maintain a 2.00 science academic index and receive no grades below a C- in the courses stipulated for this major. Students failing to meet these requirements will be denied graduation as a departmental major.

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

For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION/CERTIFICATION PROGRAMS on page 98.

### **BIOLOGY MINOR—GENERAL**

The Biology Minor can be satisfied by completion of 18 semester hours in courses designated under Biology, Chemistry, and Physics.

#### **I. Required is one course from each of the following:**

##### **A. Introductory Biology**

BIOL 1: Basic Concepts in Biology OR

BIOL 4-5: Bioscience

##### **B. Biology of Plants**

BIOL 65: Introductory Horticulture

BIOL 70: Plant Biology

BIOL 160: Plant Physiology

##### **C. Anatomy and Physiology**

BIOL 10 & 11: Mammalian Anatomy & Physiology OR

BIOL 90 & 91: Human Structure & Function

##### **D. Ecology**

BIOL 64: Spring Flora

BIOL 77: Field Ornithology

BIOL 150: General Ecology

BIOL 178: Aquatic Biology

BIOL 190: Field Ecology

##### **E. Chemistry**

CHEM 1 & 2: General Chemistry OR

CHEM 15: Chemistry Survey

##### **F. Physics**

PHYS 15: Physics for Movement Sciences OR

PHYS 21 & 22: General Physics

#### **II. One Biology elective**

Students must maintain a 2.0 science academic index and receive no grade below a C- in the courses listed above through the senior year in order to graduate with this minor.

## BUSINESS MANAGEMENT

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

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

### BUSINESS MANAGEMENT MAJOR

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. BUSINESS REQUIREMENTS (78 Semester Hours)

##### FRESHMAN YEAR

BUSM 5:	Intro to Business
CISC 10:	Intro to Computer
HSAD 36:	Group Dynamics
MATH 23:	Business Math
MATH 21:	College Algebra
PHIL 3:	Conflict of Ideals

##### SOPHOMORE YEAR

BUSM 10:	Accounting I
BUSM 11 :	Accounting II
BUSM 26:	Principles of Management
BUSM 70:	Business Law
CISC 40:	Microcomputers
ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
ENGL 102:	Business Writing

##### JUNIOR YEAR

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

##### SENIOR YEAR

BUSM 202S:	Bus. Policy & Control
------------	-----------------------



BUSM 201:	Quantitative Methods
BUSM 205:	Managerial Supervision.
ECON 135:	Bus., Gov't, & Society

### III. FREE ELECTIVES\* 18-20

*\*Chosen in consultation with academic advisor*

## CHEMISTRY/BIOLOGY

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

### CHEM/BIO MAJOR

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

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. DEPARTMENT REQUIREMENTS

BIOL 4-5:	Bioscience	
BIOL 80:	Genetics	
BIOL 115-116:	Microbiology	OR
BIOL 208:	Cell Biology	
CHEM 1-2:	General Chemistry	
CHEM 21-22:	Organic Chemistry	
CHEM 23-24:	Organic Chemistry Lab	
CHEM 32:	Biological Chemistry	
CHEM 33:	Biological Chemistry Lab	
CHEM 41:	Quantitative Analysis	
CHEM 42:	Quantitative Analysis Lab	
CHEM 110:	Physical Chemistry with Biol. Application	
CHEM 111:	Physical Chemistry Lab	
MATH 27-28:	Calculus I-II	
PHYS 21-22:	General Physics	

#### III. SCIENCE ELECTIVES — a minimum of three of the following:

BIOL 70:	Plant Biology
BIOL 90-91:	Human Structure & Function
BIOL 115-116:	Microbiology*
BIOL 150:	Ecology
BIOL 165:	Plant Physiology
BIOL 170:	Lab Instrumentation & Methodology
BIOL 181:	Animal Growth & Development
BIOL 188:	Comparative Vertebrate Anatomy

BIOL 208: Cell Biology\*

BIOL 220: Cellular & Comparative Physiology

Advanced courses in chemistry (taken with permission of the chemistry faculty).

*\*If not used as a required course.*

#### IV. DEMONSTRATED PROFICIENCY IN A COMPUTER LANGUAGE.

#### V. WITH FREE ELECTIVES, A TOTAL OF 130 SEMESTER HOURS IS NEEDED FOR GRADUATION.

For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION/CERTIFICATION PROGRAMS on page 98.

### BIO/CHEMICAL TECHNOLOGY PROGRAM

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

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. DEPARTMENT REQUIREMENTS

BIOL 4-5: Bioscience

BIOL 80: Genetics

BIOL 115-116: Microbiology

BIOL 170: Lab Instrumentation & Methodology

CHEM 1-2: General Chemistry

CHEM 30: Organic Chemistry Survey

CHEM 31: Organic Chemistry Survey Lab

CHEM 32: Biological Chemistry

CHEM 33: Biological Chemistry Lab

CHEM 41: Quantitative Analysis

CHEM 42: Quantitative Analysis Lab

MATH 21-22: Algebra; Precalculus Math OR

MATH 27-28: Calculus I-II

PHYS 21-22: General Physics

#### III. SCIENCE ELECTIVES—a minimum of three of the following:

BIOL 70: Plant Biology

BIOL 90-91: Human Structure & Function

BIOL 150: General Ecology

BIOL 165: Plant Physiology

BIOL 181: Animal Growth & Development

BIOL 188: Comparative Cellular Physiology

BIOL 208: Cell Biology

BIOL 220: Cellular & Comparative Physiology

CHEM 110: Physical Chemistry with Biological Applications

CHEM 111: Physical Chemistry Laboratory

Advanced courses in chemistry (taken with permission of the chemistry faculty).

#### IV. DEMONSTRATED PROFICIENCY IN A COMPUTER LANGUAGE

#### V. FREE ELECTIVES

#### VI. A TOTAL OF 130 SEMESTER HOURS IS NEEDED FOR GRADUATION.

Beginning at the end of the sophomore year, student academic progress is evaluated each year. Students whose scientific index falls below a 2.00 average and includes grades below a C- will be given probationary status. Certification for graduation in this major is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. Students must maintain a 2.00 science academic index and receive no grades below a C- in the courses stipulated for this major. Students failing to meet these requirements will be denied graduation as a departmental major.

## COMPUTER AND INFORMATION SCIENCES

The Computer and Information Sciences Major at Springfield College is a professional program of study which includes three tracks of study: Management Information Systems, Computer Science, and Medical Information Science. Students can postpone their decision of which track to follow until the end of the freshman 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 both computer software and hardware applications within a business enterprise. Through a carefully coordinated program of study, graduates of the program can advance into high-level management positions in large corporations having a corporate structure which includes a Division of Information Services or smaller enterprises requiring the management and processing of significant data banks.

The Computer Science track provides the student with a more traditional education in computer science. Both theoretical and applied aspects of computer science are stressed. The student who elects to pursue the Computer Science track acquires important marketable skills in computer programming, algorithm design and analysis, hardware design and analysis, and software engineering. Students can tailor their electives to emphasize any combination of theoretical and applied computer science and mathematics courses as well as pursue minors in programs such as Business Management. Graduates of the Computer Science program track have the flexibility to obtain employment in a variety of industries requiring computational skills as well as a sound knowledge of computer systems hardware, computer programming, and the use of standard microcomputer applications programs.

The Medical Information Science program track is designed to prepare professionals who may apply their skills as computer scientists in a medical or health-related industry. The program track is structured to provide for a broad education in both computer hardware and software as well as to provide a basic education in the life and physical sciences.

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 artificial intelligence, new programming languages, and advanced computer architectures.

Students are strongly encouraged to pursue the Co-operative Education option in order to gain practical on-the-job training.

## COMPUTER AND INFORMATION SCIENCES MAJORS

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

- |          |  |
|----------|--|
| CISC 20: | Intro. to Computer-Based Management Systems* |
| CISC 40: | The World of Microcomputers                  |

CISC 70:	Intro. Computer Science with Pascal
CISC 100:	Data Structures
CISC 110:	Data Base Development & Management
CISC 150:	Computer Logic Design
CISC 155:	Data Communications
CISC 205S:	Computer Systems Seminar

\* All-College Requirement

### III. PROGRAM TRACKS

#### A. Management Information Systems

BUSM 10:	Principles of ACCT I
BUM 11:	Principles of ACCT II
BUM 26:	Principles of Management
BUSM 101:	Principles of Marketing
BUSM 105:	Financial Management
BUSM 201:	Quantitative Methods
BUSM 202:	Business Policy & Control
CISC 55:	RPG & Data Processing
CISC 80:	COBOL & File Processing
CISC 85:	Advanced COBOL
CISC 120:	Systems Analysis & Software Design
CISC 140:	Office Automation
ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
ENGL 102:	Business Writing
HSAD 36:	Introduction to Group Dynamics
MATH 21:	College Algebra
MATH 23:	Business Mathematics
MATH 40:	Contemporary Mathematics
MATH 130:	Probability & Statistics

#### B. Computer Science

CISC 68:	Computer Programming in FORTRAN
CISC 95:	Computer Organization
CISC 170:	Computer Architecture
CISC 190:	Operating Systems Analysis
ENGL 104:	Technical Writing
MATH 27:	Calculus I
MATH 28:	Calculus II
MATH 40:	Contemporary Math
MATH 50:	Linear Algebra
MATH 130:	Probability & Statistics
MATH 200S:	Introductory Discrete Math
Laboratory Sciences 8 s.h.	

#### C. Medical Information Science

BIOL 4-5:	Bioscience
BUSM 26:	Principles of Management

BUSM 205:	Managerial Supervision
CHEM 1-2:	General Chemistry
CISC 95:	Computer Organization
CISC 99:	Computer Applications in Health Care
CISC 120:	Systems Analysis and Software Design
CISC 170:	Computer Architecture
CISC 190:	Operating Systems Analysis
HSAD 36:	Introduction to Group Dynamics
MATH 25:	Calculus for Business & Social Science
MATH 40:	Contemporary Mathematics
MATH 50:	Linear Algebra
MATH 130:	Probability and Statistics
PHYS 21-22:	General Physics
PSYC 1:	Introduction to Psychology
SOCI 155:	Medical Sociology

#### IV. Electives

### MANAGEMENT INFORMATION SYSTEMS AND COMPUTER SCIENCE MAJORS

Schedule of required courses by year

#### FRESHMAN YEAR: (Both Tracks)

MATH 21 or MATH 27

MATH 23 or MATH 28

CISC 20

CISC 40

CISC 70

#### SOPHOMORE YEAR:

MIS: CS:

BUSM 10 CISC 95

BUSM 11 CISC 100

BUSM 26 CISC 150

CISC 80 MATH 40

CISC 85

CISC 100

CISC 150

ECON 1

ECON 2

MATH 40

#### JUNIOR YEAR:

MIS: CS:

BUSM 101 CISC 68

BUSM 105 CISC 110

CISC 55 (CISC 155)

CISC 110 CISC 205S

CISC 120 ENGL 104

(CISC 155) LAB SCI

(CISC 205S) MATH 50

CISC 140 (MATH 200S)  
 ENGL 102  
 HSAD 36  
 MATH 130

#### **SENIOR YEAR:**

MIS:	CS:
BUSM 201	(CISC 110)
BUSM 202S	CISC 150
(CISC 110)	CISC 170
(CISC 120)	CISC 190
CISC 155	(CISC 205S)
CISC 205S	MATH 200S

### **MEDICAL INFORMATION SCIENCE MAJOR**

Schedule of required courses by year (does not show All-College Requirements).

#### **FRESHMAN YEAR**

BIOL 4  
 BIOL 5  
 CHEM 1  
 CHEM 2  
 CISC 20  
 CISC 40  
 CISC 70  
 MATH 25  
 PSYCH 1

#### **SOPHOMORE YEAR**

CISC 100  
 BUSM 26  
 HSAD 36  
 CISC 95  
 MATH 40  
 CISC 150  
 PHYS 21  
 PHYS 22

#### **JUNIOR YEAR**

CISC 99  
 CISC 120  
 CISC 110  
 CISC 190  
 (CISC 155)  
 (CISC 205S)  
 MATH 50  
 MATH 130  
 SOCI 155  
 BIOL 170

**SENIOR YEAR**

BUSM 205  
 CISC 205S  
 CISC 155  
 (CISC 190)  
 (CISC 110)  
 CISC 170

**COMPUTER SCIENCE MINOR****PREREQUISITE:**

Minimum of 3 s.h. to be chosen from MATH 21, MATH 22, MATH 27, MATH 40, MATH 50.

**REQUIREMENTS:**

CISC 70: Introduction to Computer Science with Pascal  
 CISC 150: Computer Logic Design

plus any four of the following courses:

CISC 68: Computer Programming in FORTRAN  
 CISC 95: Computer Organization  
 CISC 100: Data Structures  
 CISC 170: Computer Architecture  
 CISC 190: Operating Systems Analysis

**COMPUTER PROGRAMMING MINOR****PREREQUISITE:**

Minimum of 3 s.h. to be chosen from MATH 21, MATH 22, MATH 27, MATH 40, MATH 50.

**REQUIREMENTS:**

CISC 65: Computer Programming in BASIC

plus any five of the following courses:

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

**EDUCATION**

The goal of the Education Department is to prepare students for teacher certification at one of three levels: Early Childhood, Elementary, or Secondary. The programs have in common their emphasis on both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practical work in off-campus fieldwork placements. Early Childhood and Elementary Majors choose one of four interdisciplinary majors and secondary majors do the equivalent of a double major in

Education and a subject area in which they will seek certification. Thus, students are prepared with both content and teaching knowledge.

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

## EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION PROGRAMS

Early Childhood Majors prepare for certification to teach nursery school through grade three. Elementary Majors prepare for certification to teach grades one through six. All certification at the bachelor's degree level in Massachusetts is provisional as of 1994. Full certification may be attained only with a master's degree and completion of a post baccalaureate clinical experience. The bachelor's level certification programs consist of a strong liberal arts and sciences knowledge base, an interdisciplinary area of expertise relevant to pre-secondary school curricula, and a professional preparation component.

### I. ALL-COLLEGE REQUIREMENTS

Students will meet All-College Requirements in accordance with the options offered by the institution. The Education Department will continue to endorse interdisciplinary studies options and will continue to recommend that, whenever possible, students select interdisciplinary courses to meet All-College requirements. The Department believes this approach is consistent with the best professional teaching-learning methods.

### II. GENERAL CORE

These required courses must be passed with a grade of C or better in order to be eligible for Advanced Standing.

BIOL 1:	Basic Concepts	OR
PHSC 1:	Physical Science & the Environment	
ENGL 195:	Structure of American English	OR
ENGL 220:	Traditional Grammar & Usage	
HIST 5:	Colonial America to Civil War	OR
HIST 6:	Civil War to Modern America	
MATH 16:	Introduction to College Math	OR
MATH 16-17:	Introduction to College Math (Elem. Certification Candidates ONLY)	
PSYC 4:	Educational Psychology	

### III. PROFESSIONAL PREPARATION CORE

EDUC 66:	Introduction
EDUC 60:	Growth & Development
EDUC 99:	Children's Literature
EDUC 128:	Teaching Basic Reading
EDUC 137:	Multicultural Foundations
EDUC 168, 169, 170:	Pre-Practica
EDUC 251:	Practicum
EDUC 253S:	Practicum Seminar



**EARLY CHILDHOOD**

EDUC 126:	Curriculum Experiences
EDUC 135:	Teaching Math Concepts

**ELEMENTARY**

EDUC 178:	CMO Elementary
EDUC 177:	CMO Mathematics

**IV. INTERDISCIPLINARY STUDIES OPTIONS**

There are four interdisciplinary studies options: Fine Arts Education; Psycho-social Dynamics of Learning; Science, Technology, and Mathematics; and Social Studies. Each student will select one option and meet the requirements specified in that option which are designed to provide a broad-based, interdisciplinary specialization related to pre-secondary curricula. 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 option. While these options 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 option requires approximately 33 semester hours of credit, not including courses that meet All-College or General CORE Requirements.

**OPTION 1: FINE ARTS MAJOR**

Art, Music, Language, and Literature Interdisciplinary Major Required Courses:

ARTS 5:	Creative Process
ARTS 16:	Studio and Design
ARTS 109:	Art and Ideas
ARTS 147:	Art for Children
ENGL 195:	Structure of American English OR
ENGL 197:	History of the English Language
ENGL 220:	Traditional Grammar Usage
ENGL 41 or 42:	Survey of American Literature OR
ENGL 61 or 62:	Survey of English Literature
MUSC 1:	Basic Musicianship
MUSC 8:	Music Appreciation (OR INST Music)
MUSC 20:	Basic Piano
MUSC 140:	Eclectic Music for Children

For Concentrations (additional 6 S.H. required):

ART

ARTS 15: Studio and Drawing (3 S.H.)  
and elective course in Painting, Pottery, or Sculpture.

**ENGLISH**

Advanced Writing or Advanced Speech and choice of options above not previously selected.

**MUSIC**

1 s.h. per semester for three semesters in Applied Music and 1 s.h. per semester for three semesters in Performing Music. For the concentration in art, students would also take ARTS 15: Studio & Drawing for 3 s.h. and would continue to specialize with courses in Painting, Pottery, or Sculpture.

ENGL 195:	Structure of American English	OR
ENGL 197:	History of the English Language	
ENGL 220:	Traditional Grammar & Usage	
ENGL 41 or 42:	Survey of American Literature	OR
ENGL 61 or 62:	Survey of English Literature	

For concentration in English, students would also take Advanced Writing or Advanced Speech. Further coursework would include the options above that were not selected as required courses, e.g., a student who took English 41 as a requirement would elect English 42, 61, and/or 62.

## OPTION 2: PSYCHO-SOCIAL DYNAMICS OF LEARNING

Psychology, Sociology, Art, Anthropology Interdisciplinary Major Required Courses:

ANTH 1:	Introduction to Anthropology
ARTS 40:	Introduction to Art Therapy
PSYC 1:	Introduction to Psychology
PSYC 30:	Personality Adjustment
PSYC 121:	Abnormal Psychology
PSYC 213:	Psychological Testing
PSYC 222:	Interviewing & Counseling
SOCI 1:	Introduction to Sociology
SOCI 60:	The Family
SOCI 130:	Social Problems

Select any two of the following:

ANTH 50:	Cultural Anthropology
ARTS 100:	Methods and Materials of Art Therapy
PSYC 106:	Social Psychology
SOCI 142:	Theories & Methods of Casework

## OPTION 3: SCIENCE, TECHNOLOGY, MATHEMATICS

Computer Information Science, Mathematics, and Sciences Interdisciplinary Major Required Courses:

BIOL 1:	Basic Concepts*	OR
BIOL 4-5:	Bioscience	
BIOL 185:	History and Philosophy of Science	
CHEM 15:	Chemistry Survey*	OR
CHEM 1-2:	General Chemistry	
CISC 10:	Introduction to Computer Science	
CISC 40:	The World of Microcomputers	
MATH 16-17:	Introduction to College Math	
MATH 21:	College Algebra	
PHYS 21-22:	General Physics*	OR
PHSC 1:	Physical Science & Environment	

\*Only 4 S.H. are required unless the Chemistry or Biology concentration is selected.

Concentrations (each requires 12 s.h.)

Biology (requires BIOL 4 and 5: Bioscience 8 s.h.)

BIOL 186: Methods of Teaching Biology Laboratories

Choose One:

BIOL 64:	Flora of New England	OR
BIOL 77:	Field Ornithology	
BIOL 150:	General Ecology	
BIOL 178:	Aquatic Biology	
	Biology Electives	

Chemistry (requires CHEM 1 and 2: General Chemistry)

Advanced Electives (The following are suggested)

CHEM 30:	Organic Survey
CHEM 31:	Chemistry Survey Laboratory
CHEM 32:	Biological Chemistry
CHEM 33:	Biological Chemistry Laboratory

Computer Information Systems

CISC 100:	Data Structures
CISC 110:	Data Base Management
CISC 150:	Computer Logic Design
CISC 190:	Operating Systems

Mathematics

MATH 21:	College Algebra	OR
MATH 22:	Precalculus Mathematics	
MATH 22:	Precalculus Mathematics	OR
MATH 25:	Calculus for Business/Social Science	
MATH 45:	College Geometry	
MATH 40:	Contemporary Mathematics	OR
MATH 130:	Probability & Statistics	

#### OPTION 4: SOCIAL STUDIES

History, Political Science, Geography, Sociology, Anthropology, Economics, Interdisciplinary Major Required Courses

ANTH 50:	Cultural Anthropology
ECON 1:	Principles of Macroeconomics
POLI 5 and 6:	American Government
POLI 17:	International Relations
SOCI 1:	Introduction to Sociology
SOCI 130:	Social Problems
	Geography elective
	History
	One course in American History (above 100-level)
	One course on European History (above 20-level)
	One elective (above 20-level)

#### V. PROFESSIONAL PREPARATION

EDUC 66:	Introduction
EDUC 60:	Growth & Development
EDUC 99:	Children's Literature

EDUC 128:	Teaching Basic Reading
EDUC 137:	Multicultural Foundations
EDUC 168, 170:	Pre-Practica
EDUC 251:	Practicum
EDUC 253S:	Practicum Seminar

#### Early Childhood

EDUC 126:	Curriculum Experiences
EDUC 135:	Teaching Math Concepts

#### Elementary

EDUC 178:	CMO Elementary
EDUC 177:	CMO Mathematics

### SECONDARY EDUCATION CERTIFICATION PROGRAMS

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

### SECONDARY EDUCATION BLOCK PLAN

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. PROFESSIONAL PREPARATION

EDUC 30:	Introduction to H.S. Teaching
EDUC 60:	Growth & Development
EDUC 137:	Multicultural Foundations
EDUC 118:	Pre-Practicum
EDUC 185:	Curriculum, Methods & Organization
EDUC 251S:	Practicum
EDUC 255S:	Culminating Seminar

#### III. LIBERAL ARTS OR SCIENCE MAJOR (see descriptions below)

#### BIOLOGY CURRICULUM FOR SECONDARY EDUCATION

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

##### BIOLOGY

BIOL 4-5:	Bioscience
BIOL 70:	Plant Biology
BIOL 80:	Genetics
BIOL 10-11:	Mammalian Anatomy & Physiology
BIOL 150:	General Ecology (May be replaced by BIOL 64, BIOL 178, or BIOL 190)
BIOL 185:	History & Philosophy of Science Elective in Biology*

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

**SUPPORTIVE COURSES:**

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

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

**CHEMISTRY MAJOR FOR SECONDARY EDUCATION**

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

OR

**ENGLISH MAJOR FOR THE SECONDARY  
EDUCATION PROGRAM**

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

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

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

## MATHEMATICS AND COMPUTER SCIENCE MAJOR FOR SECONDARY EDUCATION

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

\*MATH 21 and 22 could be a part of the All-College Requirements or waived if the student can demonstrate competency through the CLEP exam or other indicators of advanced standing.

\*\*The course contains Elementary Set Theory.

\*\*\*Includes Methods of Inquiry.

## SOCIAL STUDIES/HISTORY MAJOR FOR SECONDARY EDUCATION

### I. REQUIREMENTS:

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

### II. REQUIRED ELECTIVES

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

### III. NON-WESTERN CULTURE—(Select 1)

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

**IV. CONTEMPORARY ISSUES—(Select 1)**

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

**V. RESEARCH & METHODOLOGY—(Select 1)**

HIST 190:           Seminar  
 POSC 190:         Seminar  
 SOCI 290S:       Seminar

**IV. GENERAL ELECTIVES—(Select any 1)**

Choose from Anthropology, Economics, History, Philosophy, Political Science, Religion, Sociology.

**PROCEDURE FOR ADVANCED STANDING**

In order to ensure quality, all Education Majors must achieve Advanced Standing in the Department before they are permitted to enroll in advanced-level fieldwork. Applications are submitted to the Department at the end of a student's sophomore year. Applications are reviewed by departmental faculty and students are notified in writing of the departmental decision to grant Advanced Standing, to grant Advanced Standing with reservation, or to deny Advanced Standing.

**MINIMUM STANDARDS FOR  
ADVANCED STANDING ELIGIBILITY**

A student must achieve and maintain Advanced Standing. This requires:

1. An overall cumulative index of 2.20;
2. A departmental cumulative index of 2.50; for Secondary students a cumulative index of 2.50 in coursework in the subject area in which certification is sought, as well as in Education coursework;
3. Completion of departmentally-required courses both within and outside the department;
4. Minimum competency in mathematics and English usage as demonstrated on a Minimum Competency Exam;
5. The signature of an Arts and Sciences faculty member in the academic program area in which the student is preparing;
6. The signature of the student's departmental advisor;
7. Outstanding D's and F's in departmentally-required courses must have been made up with a C or better (Early Childhood and Elementary Majors) and outstanding F's in any departmentally-required coursework must have been made up with a C or better (secondary majors).

As part of the Advanced Standing review, the Department will consider professionally relevant characteristics such as ability to meet deadlines, punctuality, interpersonal skills, demonstration of responsibility, and oral and written communication skills.

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

1. If students do not qualify for Advanced Standing at the end of sophomore year, their continuation in Education will be in jeopardy. Students will not be permitted to enroll in junior-year fieldwork courses until Advanced Standing has been achieved.

2. The student's advisor, with the approval of the Department Chairperson, will make a prescription that must be met completely by the student by the end of the Spring semester junior year. The prescription may include some requirements that must be met prior to the end of junior year.

3. Students will sign a copy of the prescription which will be placed in their advisement folders.

4. No student will be permitted to Student Teach unless Advanced Standing has been attained and maintained.

5. Students may file a new application for Advanced Standing at any time the minimum standards have been met. Students may appeal unfavorable decisions.

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

Students must have attained and maintained Advanced Standing status as described above.

For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION CERTIFICATION PROGRAMS on page 98.

## **EMERGENCY MEDICAL SERVICES MANAGEMENT**

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

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

### **REQUIREMENTS:**

#### **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

#### **II. DEPARTMENT REQUIREMENTS**

##### **FRESHMAN**

BUSM 5:	Introduction to Business
BIOL 10:	Anatomy & Physiology I
BIOL 11:	Anatomy & Physiology II
CHEM 15:	Chemistry Survey
EMSM 20:	Emergency Medical Technician—MAST
EMSM 30:	Career Planning EMS



ENGL 3:	Written & Oral English
ENGL 4:	Written & Oral English
HLTH 1:	Personal Health
PEAC 118:	Personal Fitness
PSYC 1:	Introduction to Psychology
PEAC 120:	Relaxation

## SOPHOMORE

ATRN 125:	Basic Prevention & Care of Athletic Injuries
CISC 10:	Introduction to Computer Concepts
EMSM 40:	Continuing Education & Basic Refresher
EMSM 50:	EMT—Intermediate
EMSM 60:	EMT—Intermediate Clinical Affiliation
EMSM 70:	EMT—Intermediate Field Internship
HIST 1:	Survey of the History of Western Civilization
MATH 20:	Fundamentals of Math
PEAC 104:	Swimming
PEAC 205:	Lifesaving
PHYS 15:	Physics for Movement Science
SPAN 11:	Elementary Spanish
SPAN 12:	Elementary Spanish Elective

## JUNIOR

BIOL 114:	Bacteriology
BUSM 10:	Principle of Accounting I
HLTH 160:	Society & Drugs
EMSM 100:	EMT—Paramedic I
EMSM 110:	EMT—Paramedic II
MOST 119:	Kinesiology/Biomechanics
PEAC 122:	Weight Training
PEAC 175:	Karate
SOCI 145:	Sociology of Death & Dying

## SENIOR

ATRN 126:	Advanced Prevention & Care of Athletic Injuries
BUSM 26:	Principles of Management
EMSM 120:	EMT—Paramedic III
EMSM 130:	EMT—Paramedic Clinical Affiliation
EMSM 140:	EMT—Paramedic Field Internship
ENGL 102:	Business Writing
PEAC 195:	Rock Climbing
PEAC 279:	Self-Defense
PHED 275:	Stress Management
PHIL 3:	Conflict of Ideals
RHAB 25:	Introduction to Rehabilitation
RHAB 31:	Psychology of Disability
SOCI 155:	Medical Sociology

## ENGLISH

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

### ENGLISH MAJOR

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. DEPARTMENT REQUIREMENTS:

- ENGL 41-42: Survey of American Literature
- ENGL 61-62: Survey of English Literature
- ENGL 195: The Structure of American English OR
- ENGL 197: The History of the English Language AND
- ENGL 200: Seminar
- ENGL 267: Shakespeare: Tragedies OR  
Shakespeare: Comedies

In consultation with the English Department faculty advisor, students will select a minimum of 36 semester hours of course work in English beyond ENGL 3 and 4.

#### III. CONCENTRATIONS

Students who select a major with a concentration must take twelve hours selected from one of the concentrations and a minimum of three hours of free electives in the English Department.

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

##### Concentration in English Literature:

- ENGL 121: Chaucer & the Middle Ages
- ENGL 132: The Victorian Period
- ENGL 133: The Romantic Period
- ENGL 156: Readings in the English Novel
- ENGL 160: Literature of the Renaissance
- ENGL 162: Celtic Literature
- ENGL 228: Modern Drama
- ENGL 243: Milton & His Contemporaries

##### Concentration in American Literature:

- ENGL 51 & 52: Afro-American Literature
- ENGL 125: Survey of American Drama from 1916
- ENGL 146: The American Short Story
- ENGL 149: Modern American Poetry
- ENGL 150: Modern American Novel

ENGL 152:	American Realism & Naturalism
ENGL 153:	American Romanticism
ENGL 228:	Modern Drama
ENGL 259:	The Contemporary Novel

#### **Concentration in Drama:**

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

#### **Concentration in Sports Journalism/Professional and Media Communications:**

ENGL 24:	Introduction to Journalism
ENGL 26:	Creative Writing
ENGL 34:	Introduction to Communication
ENGL 99:	Writing for the Student Newspaper
ENGL 101:	Advanced Composition
ENGL 102:	Business Writing
ENGL 103:	Public Speaking for Professionals
ENGL 104:	Technical Writing
ENGL 105:	Introduction to Writing as a Profession
ENGL 106:	Advanced Creative Writing
ENGL 111:	Sports Information
ENGL 112:	Sportswriting
ENGL 116:	The Athlete in Literature
ENGL 119:	Electronic Journalism in Sports
ENGL 120:	Oral Interpretation of Literature
ENGL 143:	Film as Narrative Art
ENGL 144:	Special Topics in Film
ENGL 147:	Filmmaking
ENGL 195:	The Structure of American English
ENGL 197:	The History of the English Language
ENGL 220:	Traditional Grammar & Usage
ENGL 270:	Practicum in Sports Journalism
PHED 270:	Sociology of Sport
PHED 298:	History of Physical Education & Sport
RLSR 150:	Public Relations in Community Agencies

### **MATRICULATION IN THE SPORTS JOURNALISM/ PROFESSIONAL AND MEDIA COMMUNICATIONS (SJPMC) CONCENTRATION**

Matriculation status must be received prior to the completion of 75 semester hours and before registering for *ENGL 270: Practicum in Sports Journalism* or *ENGL 280: Journalism Internship*. During the sophomore year, students who desire matriculation status must file a formal written application with the Department. These forms are available in all English Department faculty offices.

### **Minimum standards for matriculation in the Sports Journalism/Professional and Media Communications Concentration:**

1. A 2.80 cumulative index in all sports journalism/communications courses;
2. A 2.50 cumulative academic index;
3. Three favorable recommendations from faculty members (two of whom must be from the English Department);
4. A completed formal application form.

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

### **SPORTS JOURNALISM INTERNSHIP:**

All students in the Sports Journalism/Professional and Media Communications concentration must complete an internship (ENGL 280: Journalism Internship) for a minimum of three (3) credit hours and a maximum of ten (10) credit hours. Prior to the internship, the students must successfully complete the following courses:

ENGL 24: Introduction to Journalism

ENGL 105: Introduction to Writing as a Profession

ENGL 220: Traditional Grammar & Usage

**and two of the following courses:**

ENGL 101: Advanced Composition

ENGL 102: Business Writing

ENGL 104: Technical Writing

ENGL 111: Sports Information

ENGL 112: Sports Writing

ENGL 119: Electronic Journalism in Sports

ENGL 270: Practicum in Sports Journalism

All internships are coordinated by the ENGL 280 supervisor. Students seeking an internship should consult with the supervisor the semester before registering for ENGL 280.

For further information regarding teacher preparation and certification, please refer to **TEACHER PREPARATION CERTIFICATION PROGRAMS** on page 98.

### **ENGLISH MINOR**

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

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

## ENVIRONMENTAL HEALTH AND TECHNOLOGY

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

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

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

Beginning at the end of the sophomore year, student progress is evaluated each year. Students whose scientific index falls below a 2.00 average and includes grades below a C- will be given probationary status. Certification for graduation in this major is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. Students must maintain a 2.00 science academic index and receive no grades below a C- in the courses stipulated for this major. Students failing to meet these requirements will be denied graduation as a departmental major.

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

BIOL 4-5:	Bioscience
BIOL 150:	General Ecology
CHEM 1-2:	General Chemistry
ENGL 102:	Business Writing
EH&T 10:	Soil Science
PHYS 21-22:	General Physics
	Math Elective
	Computer Science Elective

### III. PROGRAM SELECTIVES (35 s.h. required)

BIOL 64:	N.E. Flora
BIOL 160:	Plant Physiology
BIOL 178:	Aquatic Biology
BIOL 114:	Bacteriology
BIOL 70:	Plant Biology
BIOL 170:	Laboratory Instrumentation
CHEM 30-31:	Organic Survey & Laboratory
EH&T 110-111:	Advanced Environmental Studies
EH&T 221S:	Seminar

## GENERAL STUDIES MAJOR

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. HUMANIC STUDIES CORE

The Springfield College education is based on a philosophy called Humanics. While that Philosophy encompasses far more than 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 and Sciences
- Environmental Health and Technology
- Mathematics
- Physical Science
- Physics

#### B. Humanics, Health, and Movement

- Athletic Training
- Emergency Medical Services Management
- Health Fitness
- Health
- Movement & Sports Studies
- Occupational Therapy
- Physical Education (not PEAC or PEPC)
- Physical Therapy
- Rehabilitation
- Recreation and Leisure Services
- Sports Management

#### C. Humanics and Expressive and Communicative Life

- Arts
- English
- French
- Language
- Music
- Spanish

#### D. Humanics, Culture, and Society

- Anthropology
- Business Management
- Economics
- Education

Geography  
 History  
 Human Services and Administration  
 Political Science  
 Sociology

E. Humanities and the Search for Meaning

Philosophy  
 Psychology  
 Religion

### III. CONCENTRATIONS

Students are required to take 18 s.h. of study, over and above the All-College Requirements and Humanities Studies CORE, in one undergraduate department or program.

### IV. ELECTIVES

Students are required to take 30 s.h. of upper-level coursework or its equivalent. Also, students must maintain a GPA of 2.0 in order to graduate. Their transcripts will read "Major: General Studies." Students may have a minor listed on the transcript in accordance with established departmental program minors.

## GERONTOLOGY MAJOR

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

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

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS:

SOCI 1:	Introduction to Sociology
PSYC 1:	Introduction to Psychology
PSYC 9:	Human Development
SOCI 10:	Introduction to Social Welfare
SOCI 60:	Sociology of the Family
SOCI 140:	Social Gerontology

SOCI 155:	Medical Sociology
SOCI 291:	Theories & Methods of Social Casework
RHAB 270:	Introduction to Rehabilitation
SOCI 191:	Supervised Experience in Gerontology (Fieldwork)

## HEALTH PROMOTION DEPARTMENT HEALTH EDUCATION MAJORS

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

The programs of study comprising the Health Education Majors are designed to develop knowledge and skills which will enable the individual to:

1. Communicate health and health education needs, concerns, and resources;
2. Determine the appropriate focus for health education;
3. Plan health education programs in response to identified needs;
4. Implement planned health education needs;
5. Evaluate health education programs;
6. Coordinate selected health education activities;
7. Serve as a resource for health and health education.

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

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

The College offers an excellent curriculum for students interested in health education careers. Two majors are included in the department: Community Health and Health Studies. A School Health Teacher Preparation program is also offered. Students interested in becoming certified as public school teachers select the School Health Teacher Preparation Program while those expecting employment in a setting outside the school environment select the Community Health track. Students may supplement their majors with supportive concentrations in Psychology, Business, Health/Fitness, or other areas of interest.



## COMMUNITY HEALTH CURRICULUM

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

#### FRESHMAN YEAR:

BIOL 1:	Basic Concepts
CHEM 15:	Chemistry Survey
ENGL 3:	Written & Oral English
ENGL 4:	Written & Oral English
HLTH 1:	Personal Health
HLTH 2:	Personal & Community Health
PEAC 100:	Fit for Life
PSYC 1:	Introduction to Psychology
SOCI 1:	Introduction to Sociology (All-College Requirement)
	Skill Elective

#### SOPHOMORE YEAR:

BIOL 10:	Anatomy & Physiology
BIOL 11:	Anatomy & Physiology
HLTH 6:	Standard First Aid/CPR
HLTH 102:	Methods & Materials
HLTH 110:	Consumer Health
HLTH 143:	Community Health
HLTH 160:	Drugs & Society
	General Electives
	Skill Electives (three courses)

#### JUNIOR YEAR:

ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
HLTH 150:	Pre-practicum
HLTH 151:	Introduction to Nutrition
HLTH 152:	Applied Nutrition
HLTH 155:	Human Sexuality
PSYC 111:	Introduction to Statistics
	General Electives (three courses)
	Skill Elective

#### SENIOR YEAR:

HLTH 225:	Human Disease
HLTH 265:	Health Related Aspects of Age
HLTH 251:	Fieldwork in Community Health Education
PSYC 222:	Interviewing & Counseling
	General Electives (two courses)
	Skill Elective

#### ELECTIVE COURSES: (chosen in consultation with faculty advisor)

CISC 10:	Introduction to Computer Concepts
ECON 160:	Health Economics

HFIT 110:	Prevention & Intervention in Health Fitness
HLTH 270:	Women's Health Care
HSAD 283:	Communication & Community Development
PSYC 210:	Motivation & Learning
PSYC 218:	Behavior Modification
PSYC 231:	Communication & Motivation in Organizations
RLSR 150:	Public Relations
RLSR 245:	Personnel Management
SOCI 145:	Sociology of Death & Dying
SOCI 155:	Medical Sociology
	Skill Courses (suggestions):
	Relaxation
	Jogging
	Conditioning and Fitness Programs

131 TOTAL CREDITS REQUIRED FOR COMMUNITY HEALTH EDUCATION MAJORS (127 s.h. academic, 4 s.h. in skills)

## HEALTH STUDIES MAJOR

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

BIOL 1:	Basic Concepts
BIOL 10:	Anatomy & Physiology I
BIOL 11:	Anatomy & Physiology II
CHEM 15:	Chemistry Survey
EDUC 60:	Growth & Development
HLTH 1:	Personal Health
HLTH 2:	Personal & Community Health
HLTH 6:	Standard First Aid/CPR
HLTH 101:	Education for Family Living
HLTH 151:	Introduction to Nutrition
HLTH 152:	Applied Nutrition
HLTH 155:	Human Sexuality
HLTH 160:	Drugs & Society
HLTH 225:	Human Disease
PSYC 1:	Introduction to Psychology
PSYC 222:	Interviewing & Counseling

### III. SCHOOL HEALTH TEACHER PREPARATION PROGRAM

A major in Health Studies is required for teaching certification in Health Education.

EDUC 137:	Multicultural Foundations
EDUC 281:	Tests & Measurements for the Classroom Teacher
HLTH 102:	Methods & Materials in Health Education
HLTH 107:	School Health Programs
HLTH 140:	Prepracticum in School Health
HLTH 242:	Special Health Topics for the Classroom Professional
HLTH 252:	(N-9) Practicum in Health Education
HLTH 253:	(5-12) Practicum in Health Education
	Two Electives

**Elective Courses:** (Chosen in consultation with your faculty advisor)

(Massachusetts teacher preparation common Standards II-VI)

CISC 10:	Introduction to Computer Concepts
EDUC 136:	The Design & Production of Instructional Media
EDUC 162:	Introduction to Special Education
EDUC 260:	Behavior of Children in Groups
EDUC 270:	Group Processes in the Classroom
HSAD 36:	Introduction to Group Dynamics
PSYC 4:	Educational Psychology
PSYC 8:	Parent, Teacher, & Child Relations
PSYC 106:	Social Psychology
PSYC 111:	Introduction to Statistics
PSYC 201:	Motivation & Learning
PSYC 218:	Behavior Modification

**Suggested Courses for Skill Credit:**

PEAC 1:	Outdoor Pursuits
PEAC 10:	Conditioning & Fitness Programs
PEAC 120:	Relaxation
PEAC 179:	Self-Defense
PEAC 193:	Outdoor Adventure
PEAC 246:	Educational Games

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

**MATRICULATION IN HEALTH EDUCATION PROGRAMS**

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

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

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

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

## **SUPERVISED STUDENT TEACHING: SCHOOL HEALTH TEACHER**

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

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

All students enrolled in the School Health Teacher Practicum must have attained senior status, have matriculated, and have completed HLTH 102: Methods & Materials in Health Education; HLTH 107: School Health Programs; HLTH 140: Pre-practicum in Health Education; and EDUC 137: Multicultural Foundations of Education.

For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION CERTIFICATION PROGRAMS on page 98.

## **SUPERVISED FIELDWORK IN COMMUNITY HEALTH**

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

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

For all fieldwork experiences, the following procedures apply:

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

## **HEALTH/FITNESS**

The Health/Fitness Major is designed as a professional preparation program of study leading toward the assumption of vocational roles as directors and leaders in the health/fitness field in the clinical, agency, corporate, or commercial environments. As practitioners in a field which is expanding and taking on new dimensions, health/fitness professionals are called upon to be knowledgeable in health, fitness, business, and teaching practices. Skills in exercise prescription leadership are utilized to advance the objectives of programs designed for a selected clientele.

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

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

The Health/Fitness Major is required to complete the All-College Requirements as specified by the department. Each Health/Fitness Major must also complete a 16 semester hour science block and 58-81 semester hours of major CORE including courses which lead toward selected certifications in physical fitness and aquatics. 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. Since the physical fitness/exercise leader will most likely assume administrative responsibility for health/fitness operations, it is recommended that a business management minor be considered as a complement to the major. Supplemental preparation in business management will enable the health/fitness specialist to administer a program in an efficient manner as well as relate on a personal/professional basis with members of the business community.

## **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

## **II. DEPARTMENT REQUIREMENTS**

Health/Fitness CORE included in courses below

### **FRESHMAN YEAR**

BIOL 10:	Anatomy & Physiology
BIOL 11:	Anatomy & Physiology
CHEM 15:	Chemistry Survey
CISM 10:	Intro to Computers
ENGL 3:	Written & Oral English
ENGL 4:	Written & Oral English
HLTH 1:	Intro to Personal Health
HLTH 6:	Standard First Aid
MOSK 1:	Outdoor Pursuits
MOST 5:	Motor Development
PSYC 1:	Intro to Psychology
PEPC —:	Aerobics Requirement

### **SOPHOMORE YEAR**

BUSM 5:	Intro to Business
ENGL 102:	Business Writing
HFIT —:	On-Campus Practicum
HFIT 130:	Health/Fitness Teaching Methods
HIST 1:	Survey of the History of Western Civilization OR
HIST 2:	Making of the Modern World
MATH 20:	Fundamentals of Math
MOST 103:	Physiology of Exercise
PEAC 116:	Jogging
PEPC 158:	Volleyball

OR

PEPC 244:	Basketball
PHSC 15:	Physics for Movement Science
PEPC —:	Skill Requirements
PEAC —:	Skill Elective
	Philosophy Elective ACR
	Religion Elective ACR

## JUNIOR YEAR

BUSM 101:	Principles of Marketing
HLTH 151:	Intro to Nutrition
HFIT 110:	Prevention & Intervention Programs in Health/Fitness Centers
HFIT 140:	Principles of Health/Fitness Evaluation & Assessment
HFIT 150:	Pre-Practicum in Health/Fitness
HLTH 152:	Applied Nutrition
MOST 119:	Kinesiology/Biomechanics
PEAC 115:	Fitness Swimming
PEAC 176:	Racquetball
	Activity Electives
	Social Science Elective ACR
	English Literature Elective ACR
	Social Justice Elective ACR
	Visual and Performing Arts Elective ACR

## SENIOR YEAR

HFIT 200:	Management of Health/Fitness Programs
HFIT 210:	Methods of Exercise Selection & Leadership of Health/Fitness Programs
HFIT 254S:	Health/Fitness Fieldwork
HFIT 275:	Stress Management
PSYC 222:	Interviewing & Counseling
PEAC 120:	Relaxation
PEAC —:	Skill Elective
	Language/Culture Elective ACR

## MATRICULATION

Matriculation is an assessment by the faculty of each student's readiness for fieldwork and professional duties. The faculty believes each student should be responsible and 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 and proficient at skills. Professionally, the student must exhibit appropriate behavior, appearance, and attitude.

- 1) Individual Responsibility—as demonstrated through the completion of an application by the published date.
- 2) Academic Competence—as demonstrated by meeting the following GPA standards: academic 2.25; professional 2.50; and skill 2.75.
- 3) Fitness Competence—as demonstrated by passing the Fit For Life course (PEPC 100) with a grade of B- or better.

4) Professional competence—student appearance, attendance, preparation, academic honesty, and attitude are judged by every professor with whom courses are taken. Any student with questionable behavior will be asked to appear before the Appraisal and Retention Committee for a discussion and evaluation of the concerns the professor has before matriculation status is awarded. If negative reports are not received prior to the matriculation application, the student will be considered professionally competent. Professors are also encouraged to report excellence in students and outstanding evaluations will be shared with the student and the Appraisal and Retention Committee as well.

## CRITERIA

Apply anytime following the completion of 55 semester hours, but before 75. Transfer students may apply after the completion of 25 semester hours on campus if their total hours are 55. At the time of application, a student must:

- 1) have no more than one negative evaluation on file or have met the prescription requirements from the Appraisal and Retention Committee.
- 2) have a grade of B- or better in the Fit For Life course.
- 3) meet or exceed a 2.25 academic cumulative index.
- 4) meet or exceed a 2.50 professional cumulative index consisting of the following courses:

A) Health/Fitness majors—ATRN, BUSM 5, HLTH, HFIT, MOST PHED, PSYC 1, RLSR, PEAC, MOSK, and PEPC.

B) Physical Education majors—ATRN, HLTH, HFIT, MOST PHED, PSYC 4, RLSR, PEAC, MOSK, and PEPC.

- 5) meet or exceed a 2.75 skill cumulative index.

## HEALTH/FITNESS FIELDWORK

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

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

For all fieldwork experiences, the following apply:

- 1) An application form must be completed;
- 2) All arrangements for fieldwork placement must be made with the knowledge and approval of the fieldwork coordinator
- 3) An interview must be completed at the fieldwork site (wherever possible);
- 4) HFIT 150: Pre-Practicum must be completed prior to registration for HFIT 254S: Fieldwork (concurrent registration in HFIT 150 and HFIT 254S is not allowed);
- 5) The pre-practicum and the fieldwork placements may not be done at the same site;
- 6) Current certification in first aid is required for enrollment in HFIT 254S.
- 7) Registration in HFIT 254S may be for 10-14 semester hours of credit provided a minimum of 122 s.h. have been earned prior to that registration. All students enrolled in HFIT 254S, regardless of course credit, are required to complete a 15-week equivalent experience.

## HEALTH SERVICES ADMINISTRATION

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

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

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

### HEALTH SERVICES ADMINISTRATION MAJOR

#### I. ALL-COLLEGE REQUIREMENTS (see page 21)

#### II. PROGRAM REQUIREMENTS

Business/Economics	48 s.h.
Sociology	9 s.h.
Health Education	18 s.h.
Computer and Information Sciences	6 s.h.
All-College Requirements	47-48 s.h.
Field Experience	4 s.h.

#### III. PROGRAM

##### FRESHMAN YEAR:

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

##### SOPHOMORE YEAR:

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

##### JUNIOR YEAR:

BUSM 100:	Managerial Accounting
BUSM 105:	Financial Management
BUSM 120:	Statistics for Business & Management
ECON 107:	Managerial Economics I



ECON 108:	Managerial Economics II
ECON 160:	Health Economics
HLTH 110:	Consumer Health
HLTH 143:	Community Health
HLTH 151:	Introduction to Nutrition
SOCI 155:	Medical Sociology

#### **SENIOR YEAR:**

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

#### **ELECTIVES TO BE CHOSEN IN CONSULTATION WITH ACADEMIC ADVISOR**

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

## **HISTORY**

The study of history at Springfield College is designed to offer the student an opportunity to obtain a liberal education which enables inquiry into the past to better understand oneself, the world and the student's heritage. Students are prepared in the discipline, knowledge, and research skills required of the general historian. Careers in government service, law, business and teaching most readily follow the training of those students who major in this area.

## HISTORY MAJOR

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS (30 s.h.)

- HIST 5: Colonial America to the Civil War
- HIST 6: The Civil War to Modern America
- HIST 190: History Seminar
- Electives in European History (6 s.h.)

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

### NON-HISTORY REQUIREMENTS:

- POSC 5-6: American Government

A **minimum** of 15 semester hours in the following disciplines: political science, economics, sociology/anthropology, geography (at least one course must be taken in each area). Electives are chosen in consultation with the academic advisor.

For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION CERTIFICATION PROGRAMS on page 98.

## HUMAN SERVICES AND ADMINISTRATION

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

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

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

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

## HUMAN SERVICES AND ADMINISTRATION MAJOR

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

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

*\*Selectives 51 s.h.*

*\*Electives*

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

### III. SELECTIVES

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

#### Human Services

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

#### Business

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

#### Political Science

POSC 5-6:	American Government
POSC 17:	International Relations
POSC 140:	Public Administration & Budgeting
POSC 150:	Politics of Development
POSC 177:	International Interdependence
POSC 250:	Seminar in Government & Politics

#### Sociology

SOCI 10:	Introduction to Social Welfare
SOCI 50:	Social Organization

SOCI 60:	The Family
SOCI 120:	Social Change
SOCI 130:	Social Problems
SOCI 131:	Minority-Majority Relations

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

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

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

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

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

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

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

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

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

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

## MATHEMATICS MAJOR

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

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

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

*\*Students having a mathematics deficiency may be required to take*

*MATH 21: College Algebra and/or MATH 22: Precalculus Mathematics prior to taking MATH 27 and MATH 28.*

### III. LABORATORY REQUIREMENT (approved by academic advisor) 4 s.h.

## MATHEMATICS MINOR

### Requirements

MATH 27:	Calculus I
MATH 28:	Calculus II
MATH 31:	Calculus III

MATH 32:	Calculus IV	OR
MATH 33:	Elementary Differential Equations	

Plus three courses to be chosen from the following:

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

For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION CERTIFICATION PROGRAMS on page 98.

## MEDICAL TECHNOLOGY/LABORATORY SCIENCE

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

Medical Technologists are in the top echelon of laboratory personnel supervisors, specialists, and teachers and are responsible for knowledge and application 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 12 months of residence in a hospital school of medical technology accredited by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association through The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). At the end of the four years, the student is awarded a baccalaureate degree from Springfield College and is qualified to apply for certification by the Board of Registry, the American Society of Clinical Pathologists, and by the National Certification Agency for Medical Laboratory Personnel (NCAMLP).

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

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS (for both programs)

#### A. Biology

BIOL 4-5:	Bioscience	
BIOL 109-110:	General Histology (lecture and laboratory)	OR
BIOL 208:	Cell Biology	
BIOL 115-116:	Microbiology	

BIOL 170: Laboratory Instrumentation & Methodology  
Biology electives\*

### B. Chemistry

CHEM 1-2: General Chemistry

CHEM 30-32: Organic Survey (lecture and laboratory)

CHEM 31-33: Biological Chemistry (lecture and laboratory)

### C. Physics

PHYS 21-22: General Physics

### D. Math

Any course numbered MATH 21 or higher

## III. PROGRAM TRACKS

### MEDICAL TECHNOLOGY TRACK (senior year)

Coursework is completed in an accredited hospital school of medical technology.

### LABORATORY SCIENCE TRACK (senior year)

Statistics or Computer Science

Education

Economics

Psychology

Additional Electives

*\*Chosen in consultation with the academic advisor.*

Beginning at the end of the sophomore year, student academic progress is evaluated each year. Students whose scientific index falls below a 2.0 average and includes grades below a C- will be given probationary status. Students failing to maintain a 2.5 academic index in these courses through the junior year may be denied entrance to an approved hospital school of medical technology for completion of senior year requirements. Certification for graduation in this major is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. Students must maintain a 2.0 science academic index and receive no grade below a C- in the courses listed through the senior year in order to graduate with this major.

## PHYSICAL EDUCATION DEPARTMENT

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 a dedicated faculty and the selection of highly qualified students who earnestly seek to assist in the overall development of youth through the medium of these activities.

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

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

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

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

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

## DEPARTMENT MAJORS AND PROGRAMS

- Athletic Training Major (see page 27)
- Health /Fitness Major (see page 59)
- Sports Management Major (see page 97)

## MOVEMENT AND SPORTS STUDIES MAJOR

Movement and Sports Studies is a major designed to provide students with an in-depth 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 Sport 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 allied health fields, and in rehabilitative areas of study.

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. REQUIRED COURSES

BIOL 10-11: Anatomy & Physiology

CHEM 15: Chemistry Survey



PHYS 15:	Physics Survey
PSYC 1:	Introduction to Psychology
MOST 5:	Motor Development
MOST 28:	Sport Sociology
MOST 103:	Exercise Physiology
MOST 119:	Kinesiology
MOST 128:	Sport Psychology
MOST 204:	Motor Learning
MOST 210:	Assessment in Movement & Sport
MOST 299:	Heritage & Values of Movement & Sport
Skills and Techniques CORE (In addition to All-College Requirement skills)	
MOSK 183:	Gymnastics I
MOSK 238:	Fundamentals of Rhythm
MOSK 1:	Outdoor Pursuits
MOSK 204:	Swimming
MOSK 263:	Track & Field I
MOSK 2:	Sports Concepts & Application

### III. ELECTIVES

#### PHYSICAL EDUCATION TEACHER PREPARATION PROGRAM

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

**I. \***Completion of a major in Movement and Sports Studies is required for certification in Physical Education (N-9) and/or (5-12)

**II. \***Current Standard First Aid/CPR Certification is a Prerequisite for Practicum: PHED 256S, 252S, 253S, 254S

### III. REQUIRED COURSES

PHED 2:	Instructional Strategies	
PHED 26:	Elementary Design & Implementation	
PHED 36:	Secondary Design & Implementation	
PHED 112:	Principles & Problems of Coaching	
PHED 125:	Prevention & Care of Athletic Injury	
PHED	Pre-Practicum (one of the following)	
138:	Primary Level	OR
140:	Intermediate Level	OR
148:	Junior High Level	OR
150:	Senior High Level	
PHED 108:	Adapted Physical Education Program	
PHED —:	Any Coaching Course	

### IV. PRACTICUM IN PHYSICAL EDUCATION TEACHER PREPARATION

PHED 252S:	Practicum Elementary Level (N-9) AND
PHED 253S:	Practicum Secondary Level (5-12) OR

PHED 254S: Practicum at One Level (by petition)

PHED 256S: Coaching Practicum

## V. REQUIRED SKILLS

PEPC 100: Fit for Life  
 PEPC 110: Conditioning & Fitness  
 PEPC 284: Wrestling  
 PEPC 132: Folk Dance  
 PEPC 184: Gymnastics II  
 PEPC 282: Tennis  
 PEPC 264: Track & Field II  
 PEPC 258: Volleyball  
 PEPC 244: Basketball  
 PEPC 256: Softball  
 PEPC 255: Soccer  
 PEPC 251: Flag Football  
 PEPC 293: Outdoor Adventure

Select 3 of 4 Elementary Level Skills

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

Select 3 of 4 Secondary Level Skills

PEPC 150: Field Hockey  
 PEPC 211: Aerobic Dance  
 PEPC 254: New & Field Games  
 PEPC 265: Badminton/Archery/One-Wall Racquetball

## VI. ELECTIVE SKILLS

Four PEPC/PEAC Electives

## PROGRAM BY YEAR:

### FRESHMAN

BIOL 10-11: Anatomy & Physiology  
 ENGL 3-4: Written & Oral English  
 HIST 2: Making of the Modern World\*  
 HLTH 1: Personal Health  
 MOST 5: Motor Development  
 PHED 2: Instructional Strategies  
 PSYC 1: Introduction to Psychology  
 SOCI 1: Introduction to Sociology\*  
 MOSK 1: Outdoor Pursuits  
 MOSK 183: Gymnastics  
 MOSK 204: Swimming  
 MOSK 238: Fundamentals of Rhythm  
 MOSK 263: Track & Field I  
 PEPC 255: Soccer

- PEPC 251: Flag Football  
 PEPC 100: Fit For Life\*

**SOPHOMORE:**

- CHEM 15: Chemistry Survey  
 MATH—: Elective\*  
 MOST 28: Sport Sociology  
           \* Social Justice Elective  
 PHED 26: Elementary Design & Implementation  
 PHED 36: Secondary Design & Implementation  
 PHED 112: Principles & Problems in Coaching  
 PHED 125: Care & Prevention of Athletic Injuries  
 PHIL —: Elective\*  
 PHYS 15: Physics Survey  
 MOSK 2: Sports Concepts & Applications  
 PEPC 110: Conditioning & Fitness  
 PEPC 132: Folk Dance  
 PEPC 184: Gymnastics II  
 PEPC 244: Basketball  
 PEPC 258: Volleyball  
 PEPC 264: Track & Field II  
 PEPC 282: Tennis  
 PEPC 293: Outdoor Adventure

**JUNIOR:**

- CISC —: Computer Science Elective\*  
 MOST 103: Physiology of Exercise  
 MOST 119: Kinesiology  
 MOST 128: Sport Psychology  
 PHED —: Any Coaching Course  
 PHED —: Pre-Practicum  
 PHED 108: Adapted Physical Education  
 PEPC 256: Softball  
 PEPC 284: Wrestling  
           Arts Elective\*  
           Language Elective\*  
           Literature Elective\*

**Select three:**

- PEPC 231: Educational Dance  
 PEPC 246: Educational Games  
 PEPC 247: Fitness For Children  
 PEPC 248: Educational Gymnastics

**Select three:**

- PEPC 150: Field Hockey  
 PEPC 211: Aerobic Dance  
 PEPC 254: New & Field Games  
 PEPC 265: Badminton/ Archery/1-Wall Racquetball

**SENIOR:**

- MOST 204: Motor Learning
- MOST 210: Assessment in Movement & Sport
- MOST 299: Heritage & Values
- PHED 252S: Practicum in Physical Education N-9
- PHED 253S: Practicum in Physical Education 5-12
- PHED 256S: Coaching Practicum  
Community Service\*  
Four skill electives

\* All-College Requirement

For further information regarding teacher preparation and certification, please refer to **TEACHER PREPARATION CERTIFICATION PROGRAMS** on page 98.

**MATRICULATION IN PHYSICAL EDUCATION  
TEACHER PREPARATION**  
(see page 54-55 under Health/Fitness)

**PRACTICUM IN PHYSICAL EDUCATION  
TEACHER PREPARATION**

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

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

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

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

**PHYSICAL THERAPY**

**Master of Science Degree in Physical Therapy**

The program in Physical Therapy is an entry level master's degree program accredited by the American Physical Therapy Association. It is designed to prepare students to practice as physical therapy professionals who provide safe and effective delivery of health services. Coursework in physical therapy will enable students to develop advanced problem-solving skills in evaluation, program planning, and treatment of those who need physical therapy services. Graduates will 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

approach to total patient care including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic environment.

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

The pre-professional 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 affiliations in approved clinical education facilities. The pre-professional and professional components are subject to modification to insure a comprehensive, integrated sequence of experiences leading to a physical therapy education of the highest possible quality.

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

## **ADMISSION TO THE PROGRAM**

Candidates applying for admission to the physical therapy program are required to have no less than three years of high school mathematics, English, and science courses including chemistry and biology. Calculus and physics are recommended, but not required. Direct physical therapy experience in a health care setting such as a hospital, private clinic, nursing home, or pediatric facility is required. A minimum of 50-75 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 Scholastic Aptitude Test (SAT) of the College Entrance Examination Board must be sent to the Admissions Office prior to the application deadline of January 15. Applications are considered for admission to the fall semester only.

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

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

## **PROGRAM REQUIREMENTS**

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

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

### **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

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

#### **FRESHMAN:**

##### *Fall:*

ENGL 3:	Written & Oral English
BIOL 4:	Bioscience
CHEM 1:	General Chemistry
MATH 27:	Calculus I
PEAC 100:	Fit for Life
ACR:	All-College Requirement, Health

##### *Spring:*

ENGL 4:	Written & Oral English
BIOL 5:	Bioscience
CHEM 2:	General Chemistry
PSYC 30:	Personality Adjustment
ACR:	All-College Requirement
ELECTIVE:	MOSK: Outdoor Pursuits

#### **SOPHOMORE:**

##### *Fall:*

BIOL 90:	Human Structure & Function
CISC 65 or 70:	Computer Information Sciences
PHYS 21:	General Physics
PTMS 10:	Intro. to Physical Therapy (Spring or Fall)
ACR:	All-College Requirements (two)
PEAC:	Physical Education Activities

##### *Spring:*

BIOL 91:	Human Structure & Function
PHYS 22:	General Physics
PSYC 111:	Introduction to Statistics
PTMS 10:	Intro. to Physical Therapy (Spring or Fall)
ACR:	All-College Requirements (two)
PEAC:	Physical Education Activities

### **III. PROFESSIONAL COMPONENT PHYSICAL THERAPY CURRICULUM**

#### **JUNIOR:**

##### *Fall:*

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

ARC: All-College Requirement  
 SELECTIVE: (one course Fall or Spring)

*Spring:*

PHED 19: Kinesiology/Biomechanics  
 PTMS 122: Basic Concepts in Physical Therapy II  
 PTMS 211: Human Anatomy  
 PSYC 121: Abnormal Psychology  
 PEAC—: Physical Education Activity  
 ACR: All-College Requirements (two)

**POSSIBLE SELECTIVES:**

Nutrition  
 Medical Sociology  
 Prevention & Care of Athletic Injuries  
 Psychology of Disability  
 Parents & Family of the Disabled  
 Manual Communication With the Deaf  
 Social Gerontology  
 Rehabilitation Needs of the Aging  
 Pediatric Rehabilitation

*Summer:*

PTMS 202: Clinical Education I

**SENIOR:**

*Fall:*

PTMS 221: Clinical Science & Practice I  
 PTMS 222: Clinical Science & Practice II  
 PTMS 250: Neuroscience  
 PHED 304: Neuromuscular Functional Exercise  
 PHED 324: Lab Techniques in Exercise Physiology  
 RSCH 325: Foundation & Methods of Research

*Spring:*

PTMS 223: Clinical Science & Practice III  
 PTMS 224: Clinical Science & Practice IV  
 PTMS 251: Neuroscience  
 PTMS 300: Clinical Education II  
 PHED 318: Cardiopulmonary Patient Management  
 RSCH 301: Educational & Psychological Statistics

**GRADUATE:**

*Summer:*

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

**Fall:**

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

**Spring:**

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

## POLITICAL SCIENCE

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

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

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

### III. NON-POLITICAL SCIENCE REQUIREMENTS:

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

A minimum of 15 semester hours in the following disciplines: history, computer science, sociology/anthropology, and geography (at least one course must be taken in each area). Electives are chosen in consultation with the academic advisor.

## PSYCHOLOGY

The study of human behavior is of particular importance to people in the service professions. The program in psychology goes beyond that aim, however, in attempting to prepare students for not only a practical understanding of people, but also for a theoretical and



scholarly appreciation of the problems encountered in the discipline of psychology. Our intent is to prepare students to enter graduate school to work for an advanced degree in either the science of psychology or one of the applied fields such as guidance, rehabilitation, counseling, and clinical psychology. The curriculum is therefore designed to acquaint students with the primary areas of importance in psychology. Students should arrange their program in consultation with their academic advisors to be sure that their intellectual and personal needs are met.

## **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

## **II. DEPARTMENT REQUIREMENTS**

Total number of Psychology credits needed for a major: 32-34 s.h.

PSYC 1: Introduction to Psychology

PSYC 3: Experimental Design

PSYC 111: Introduction to Statistics

## **III. SELECTIVES**

### **A. Natural Psychology Science Cluster (select one course)**

PSYC 201: Motivation & Learning

PSYC 205: Physiological Psychology

### **B. Social Psychology Science Cluster (select two courses)**

PSYC 9: Psychology of Human Development

PSYC 30: Personality & Personal Adjustment

PSYC 106: Social Psychology

PSYC 121: Abnormal Psychology

PSYC 299: Psychology of the College Age Adult

### **C. Applied Psychology Science Cluster (select two courses)**

PSYC 4: Educational Psychology

PSYC 130: Applied Psychology

PSYC 213: Psychological Testing

PSYC 222: Interviewing & Counseling

### **D. The Larger World (select 5-6 semester hours).**

SPCO 50: Community Service Experience

PSYC 141: Supervised Field Experience

PSYC 202: Coordinating Seminar

## **IV. ELECTIVES (from among those not chosen above and from among):**

PSYC 232: Organizational Development & Change

PSYC 240: Psychology of Sexual Behavior

PSYC 245: Imagery, Hypnosis, & Self-Hypnosis

## **CONCENTRATIONS**

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

### **Concentration 1—Psychology (Individually Designed)**

This concentration is designed for 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 Psychology Major (Individually Designed) are:

- a. Departmental requirements (30 s.h.)
- b. Electives with at least two courses at the 200 level (6 s.h.)

#### **Concentration 2—Psychology (Experimental)**

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

- a. Departmental Requirements including Physiological Psychology
- b. Psychology elective (3 s.h.)
- c. Other suggested electives consist of BIOL 10, CHEM 15, CISC 10, MATH 21, and PHYS 21.

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

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

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

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

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

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

- a. Departmental requirements including Personality and Personal Adjustment, Psychological Testing, Interviewing and Counseling, Psychology of the College Age Adult. (30 s.h.)
- b. Psychology elective (6 s.h.)
- c. Suggested non-departmental electives consist of RHAB 125, RHAB 190, RHAB 284, SOCI 1, SOCI 60, SOCI 225, and HSAD 36.

### **PSYCHOLOGY MINOR**

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

#### **I. REQUIRED COURSE**

PSYC 1: Introduction to Psychology

#### **II. SELECTIVES (Select one course from each cluster.)**

#### A. Scientific Basis of Behavior Cluster

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

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

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

#### C. Applied Psychology Cluster

- PSYC 130: Applied Psychology
- PSYC 213: Psychological Testing
- PSYC 222: Interviewing & Counseling

#### IV. ELECTIVES (from among those not chosen above and from among):

- PSYC 4: Educational Psychology
- PSYC 230: Training & Development in Organizations
- PSYC 231: Communication & Motivation in Organizations
- PSYC 232: Organizational Development & Change
- PSYC 240: Psychology of Sexual Behavior
- PSYC 245: Imagery, Hypnosis, & Self-Hypnosis

## RECREATION AND LEISURE SERVICES

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

Springfield College's Department of Recreation and Leisure Services was one of the first accredited by the National Recreation and Parks Association and has continued that accreditation to the present day. The College has been preparing recreation and leisure professionals for over 45 years. Graduates of this program are employed professionally in recreation management across the United States and in foreign countries.

The three majors of the Department include Recreation Management, Therapeutic Recreation Services, and Outdoor Environmental Recreation. Through a carefully planned program of study, students learn theory, skills, and competencies in the classroom and in practical experiences in selected professional settings in the community and on campus.

All students complete a 10-15 week full-time field experience in one of the settings listed previously after the junior year. Students are supervised by a recreation professional and a faculty member from the College. Often field experience leads to a position after graduation at the field experience site or a similar facility. The majority of students complete their field experiences in the summer following their junior year.

## DEPARTMENT OF RECREATION AND LEISURE SERVICES MAJORS

### DEPARTMENT CORE REQUIREMENTS

BUSM 10:	Principles of Accounting I
CISC 20:	Introduction to Computer-Based Management Systems
ECON 1:	Principles of Macroeconomics
MATH 20:	Fundamentals of Math
MOSK 1:	Outdoor Pursuits
PSYC 1:	Introduction to Psychology
PSYC 111:	Introduction to Statistics
RLSR 3:	Introduction to Recreation & Leisure Services
RLSR 6:	Dynamics of Leadership
RLSR 15:	Recreational Activities
RLSR 16:	Program Planning
RLSR 72:	Introduction to Therapeutic Recreation
RLSR 82:	Leisure Services For Special Populations
RLSR 88:	Outdoor Recreation
RLSR 141:	Undergraduate Field Experience
RLSR 148:	Management of Leisure Services
RLSR 150:	Public Relations
RLSR 160:	Facility Design & Planning
RLSR 205:	History & Philosophy of Leisure & Recreation
RLSR 280:	Legal Aspects of Leisure Services

### RECREATION MANAGEMENT MAJOR

**I. ALL-COLLEGE REQUIREMENTS** (see page 21)

**II. DEPARTMENT CORE REQUIREMENTS** (see page 83)

### III. CONCENTRATIONS

Courses in the concentrations are selected in consultation with an academic advisor.

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

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

**Community Parks and Recreation**—Administrative staff in local community or municipal recreation and park departments serve the leisure needs of residents and contribute to the quality of community life by providing recreation programs and facilities. The emphasis in these agencies has shifted from serving youth to serving all ages in the community.

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

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

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

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

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

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

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

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

**Travel and Tourism**—More than 4.55 million people are employed in the tourism industry today. Recreation management graduates who select this concentration can expect to find opportunities in the tour and travel field, the hospitality industry, convention and visitor's bureaus, or in resorts management.

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

**YMCA**—This concentration trains personnel for program and administrative positions in the YMCA. Students interested in careers in YMCA camps and conference centers should also see courses listed under the Outdoor/Environmental Recreation Major. The health fitness cluster and aquatic certifications are recommended. The CORE courses for all RLSR Majors satisfy several of the CORE modules for professional preparation for the YMCA.

## **IV. HEALTH/FITNESS CLUSTER**

Several of the Recreation Management concentrations suggest the Health Fitness Cluster. A "cluster" of health fitness courses may be very beneficial to students. The following courses are recommended. Many have prerequisites. Please check your SC catalogue.

BIOL 10-11:	Mammalian Anatomy & Physiology
HFIT 110:	Prevention & Intervention in H.F. programs
HFIT 160:	Physical Fitness

HFIT 210:	Methods of Exercise Selection & Leadership
HFIT 275:	Stress Management
HFIT 103:	Physiology of Exercise
PHED 125:	Prevention & Care of Athletic Injuries
PEAC 10:	Conditioning & Fitness
PEAC 30:	Tai Chi
PEAC 111:	Aerobic Dance
PEAC 115:	Fitness Swimming
PEAC 118:	Personal Fitness
PEAC 120:	Relaxation
PEAC 122:	Weight Training
PEPC 213:	Nautilus Professional

## V. SKILLS

## VI. FIELD EXPERIENCE

### THERAPEUTIC RECREATION SERVICES MAJOR

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

Comprehensive therapeutic recreation services involve a continuum of care including:

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

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

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

*(Excerpted from the National Therapeutic Recreation Society professional statement on Therapeutic Recreation)*

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT CORE REQUIREMENTS (see page 83)

### III. THERAPEUTIC RECREATION SERVICES CURRICULUM

#### A. Required

RHAB 31:	Psychology of Disability
RHAB 160:	Medical Information in Rehabilitation
RLSR 172:	Processes & Techniques in Therapeutic Recreation
RLSR 175:	Swim Instructor Specialist for the Disabled
RLSR 230:	Leisure Counseling
RLSR 270:	Therapeutic Recreation with Phys. Disabled & Aged
RLSR 273:	Recreation Programs for Special Populations

BIOL 10-11: Anatomy & Physiology

PSYCH 121: Abnormal Psychology

## **B. Program Concentrations**

### **1. Child Life Specialist**

The following courses are required in addition to the above.

RLSR 274: Child Life Concepts & Theories

RLSR 276: Child Life Clinical Issues & Practical Techniques

### **2. Outdoor Recreation for the Disabled**

Disabled persons have the basic right and entitlement to and the need for outdoor recreation services. Through this program concentration, students combine the Therapeutic Recreation Major with the Outdoor/Environmental Recreation Major. This combination will provide the needed competence in outdoor recreation with special populations. Students may take the needed course work to apply for certification under the National Council for Therapeutic Recreation (NCTRC) as a Professional Therapeutic Recreation Specialist (CTRS).

In addition to completing the required courses for all Therapeutic Recreation Service Majors, students in this concentration will complete:

BIOL 1: Basic Concepts of Modern Biology

BIOL 150: General Ecology

EMSM 5: Emergency Medical Training (instead of HLTH 3)

RLSR 189: Outdoor Leadership

## **IV. SKILLS**

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

## **V. FIELD EXPERIENCE**

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

## **OUTDOOR RECREATION MAJOR**

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

### **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

### **II. DEPARTMENT CORE REQUIREMENTS (see page 83)**

### **III. PROGRAM CONCENTRATIONS**

#### **A. Camp Administrator**

The curriculum for camp administration follows closely the American Camping Association Camp Director Education curriculum which includes 13 units in a core curriculum. This

enables the student to gain a foundation in the areas designated by this organization which could lead to Camp Director Certification after 3 years of experience as a camp director.

1. Requirements:

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

2. Selectives (Students will select with their advisor from the following list of recommended courses:)

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

A cooperative program with the National Outdoor Leadership School (NOLS) may be included substituting 12 hours from electives.

## B. Outdoor Resource Management

According to the President's Commission on Americans Outdoors, 75% of American adults use local, regional, and state parks. The demand on our natural resources will continue to increase, and so will the need for trained administrators, managers, educators, leaders, and interpreters. This concentration prepares students to lead park and recreation programs and to organize and supervise use of open space areas.

1. Required

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

2. Selectives (students will select with their advisor from the following list of recommended courses:)

RLSR 155:	Interpreting the Environment
RLSR 189:	Outdoor Leadership
RLSR 200:	Sports and Recreation Facility Management
RLSR 280:	Legal Aspects of Leisure Services
BIOL 65:	Horticulture
BIOL 77:	Field Ornithology
BIOL 178:	Aquatic Biology
BIOL 190:	Field Ecology



HIST 165:	Environmental History of America
HSAD 36:	Group Dynamics
POSC 140:	Public Administration
POSC 5-6:	American Government
HLTH 5:	Emergency Medical Training

A cooperative program with the National Outdoor Leadership School (NOLS) may be included substituting 12 hours from electives.

## **MUSIC CONCENTRATION/MINOR FOR RECREATION**

### **I. Music concentration for Recreation Management, Therapeutic Recreation, and Outdoor/Environmental Recreation Majors**

MUSC 1:	Basic Musicianship
MUSC 20:	Basic Piano
MUSC 141:	Eclectic Music with Special Populations
<b>Elective:</b>	(choose one)
MUSC 8:	Music Appreciation (3 s.h.) OR
MUSC 140:	Eclectic Music with Children (3 s.h.)

### **II. Music minor for Recreation Management, Therapeutic Recreation, and Outdoor/Environmental Recreation Majors**

(10 s.h. from the above concentration plus 8 s.h. from the following.)

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

MUSC 30:	Applied Music I (1 s.h. for 4 semesters)
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**Performance** (one or more groups: 1 s.h. for 4 semesters)

MUSC 12:	SC Singers
MUSC 13:	SC Stage Band
MUSC 14:	SC Pep Band
MUSC 15:	SC Small Ensembles

## **REHABILITATION SERVICES**

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

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

## **CAREER OPPORTUNITIES**

Rehabilitation is one of the most rapidly expanding fields of work today. Qualified people are needed in all phases of rehabilitation and related helping services. Persons with an

undergraduate degree in Rehabilitation Services work in various rehabilitation settings, centers, hospitals, workshops, schools, and in related programs such as social service, employment security, probation, and special education. They may work with various disabled persons including the blind, the mentally retarded, aged, culturally disadvantaged, physically handicapped, emotionally disturbed, etc.

## **INTERNSHIPS**

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

## **PROGRAM CONCENTRATIONS**

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

### **Program in Rehabilitation Counseling**

Students choosing this area of concentration prepare for positions as counselors who, as part of a team of physicians, psychiatrists, psychologists, and social workers, evaluate the problems of disabled individuals and assist them to achieve maximum self-realization and independence and vocational, educational, and personal adjustment. Emphasis is placed on the development of interviewing, casework, group work, and counseling skills as well as the dynamics of disabling conditions as they affect rehabilitation services.

### **Program in Medical or Therapeutic Rehabilitation**

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. Such areas are self-care hygiene, ambulation, mobility, communication, homemaking, and other educational, pre-vocational, social, or recreational skills related to activities of daily living. Within this program, qualified students may be selected to prepare for advanced study at the certificate or master's degree level in such areas as Physical Therapy, Occupational Therapy, Speech and Language Therapy, and related medicine careers.

### **Program in Developmental Pediatric Rehabilitation**

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

### **Program in Management and Supervision**

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

### **Program in General Services and Specialty Areas**

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

## **BASIC PROGRAM REHABILITATION SERVICES MAJOR**

### **I. ALL-COLLEGE REQUIREMENTS (see page 21)**

### **II. DEPARTMENT REQUIREMENTS**

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

### **III. PROGRAM CONCENTRATIONS (minimum of 18 s.h. of credit required.)**

#### **A. Rehabilitation Counseling**

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

*\*Required for this concentration*

#### **B. Medical or Therapeutic Rehabilitation**

- RHAB 250: Action Therapies
- RHAB 261: Speech & Language Disorders\*
- RHAB 262: Rehabilitation of the Hearing Impaired
- RHAB 271: Treatment of Aging
- RHAB 275: Holistic Medicine
- RHAB 282: Sex, Marriage, & the Disabled
- RHAB 284: Treatment Methods of the Alcoholic
- RHAB 285: Blind & Visually Disabled

- RHAB 287: Cardiac Rehabilitation\*  
 RHAB 291: Neurological Rehabilitation\*  
 RHAB 299: Pain Management  
*\*Required for this concentration*

#### **C. Developmental-Pediatric Rehabilitation**

- RHAB 164: Mentally Retarded\*  
 RHAB 242: Behavioral Techniques with the Developmentally Disabled\*  
 RHAB 261: Speech & Language Disorders  
 RHAB 262: Rehabilitation of the Hearing Impaired  
 RHAB 263: Programs for Disabled Learners  
 RHAB 282: Sex, Marriage, & the Disabled  
 RHAB 285: Blind & Visually Disabled  
 RHAB 288: Learning Disabilities\*  
 RHAB 291: Neurological Rehabilitation\*  
*\*Required for this concentration*

#### **D. Management and Supervision**

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

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

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

### **IV. RESTRICTED AND FREE ELECTIVES (minimum 21-24 s.h.)**

Students in specific pre-professional 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.

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

- Rehabilitation Counseling and Casework
- Alcohol and Substance Abuse Counseling
- Psychiatric Rehabilitation and Mental Health Counseling
- Developmental Disabilities
- Management and Administration
- Special Services

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

1. Students must attain senior status or the completion of a minimum of 90 semester hours of acceptable undergraduate work with either a Rehabilitation Major or minor or at least 18 semester hours of coursework in the following areas: principles of rehabilitation, career information, medical information, psycho-social aspects of disability, interviewing, and counseling.

2. Total undergraduate cumulative grade point average based on a minimum of 106 semester hours of acceptable undergraduate credit should be approximately 3.0 or better. Cumulative grade point average in the major should also be approximately 3.0 or better.

3. Students should demonstrate both personal and professional potential for future success and performance measured by factors such as scholarly work, personal and professional references, co-curricular and leadership activities, paid employment, volunteer, and fieldwork experiences.

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

### **ADVANCED SENIOR/GRADUATE PROGRAM LEADING TO A MASTER OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY**

Undergraduate students who have an interest in becoming qualified professional occupational therapists may be eligible for the advanced program leading to a Master of Science degree in Occupational Therapy. Eligibility requirements include the following:

1. Students must attain senior status or the completion of a minimum of 104 semester hours of acceptable undergraduate work including all prerequisite coursework designated by the Occupational Therapy program. The general requirements for the Rehabilitation Major must also be completed in order to be eligible for the bachelor's degree at the completion of the senior year. Due to this program's requirements, and based on the applicant's qualifications, some adjustments to the following may be considered: specific Rehabilitation requirements, Rehabilitation Needs of the Aging, some practicum or internship requirements, and free electives. A minimum of 6 semester hours of internship or other course requirements may need to be completed in the Summer Session between the junior and senior years.

2. The total undergraduate cumulative grade point average based on a minimum of 104 semester hours of acceptable undergraduate credit must be 3.0 or better. Cumulative grade point average in the major must also be 3.0 or better.

3. Students must demonstrate both personal and professional potential for future success and performance as an occupational therapist measured by factors such as scholarly work, personal and professional references, co-curricular and leadership activities, volunteer and fieldwork experiences, and paid employment.

Undergraduate students may apply during their junior year (February 1 deadline) of study for senior year acceptance. The program requires a minimum total of 78 semester hours of graduate credit. Completion of the program includes eligibility to sit for the national certification examination to become a fully registered occupational therapist.

## REHABILITATION MINOR

(29 semester hours minimum)

The following courses constitute the minimum requirements for the Rehabilitation Minor. Courses not included in these 24 semester hours may not be accepted as substitutes without the approval of the Rehabilitation Department Chair. Specialty courses in areas of interest (e.g., blind, deaf, alcohol, action-expressive therapies, interviewing) may be considered in addition to the minimum requirements.

RHAB 25:	Introduction to Rehabilitation
RHAB 31:	Psychology of Disability
RHAB 40:	Independent Living
RHAB 125:	Assessment & Appraisal
RHAB 130:	Pediatric Rehabilitation
RHAB 160:	Medical Information
RHAB 202:	Parents & Family of the Disabled
RHAB 270:	Rehabilitation Needs of the Aging

## SOCIOLOGY

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

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

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

### I. ALL-COLLEGE REQUIREMENTS (see page 21)

### II. DEPARTMENT REQUIREMENTS

ANTH 1:	Introduction to Anthropology
SOCI 1:	Introduction to Sociology
SOCI 10:	Introduction to Social Welfare
SOCI 50:	Social Organization
SOCI 60:	The Family
SOCI 120:	Social Change
SOCI 130:	Social Problems
SOCI 180:	Sociological Theory

- SOCI 290S: Seminar in Sociology/Anthropology  
 PSYC 111: Introduction to Statistics

### III. ELECTIVES

### IV. SUGGESTED PROGRAM FOR SOCIOLOGY GENERALIST

#### FRESHMAN

- ANTH 1: Introduction to Anthropology  
 ENGL 3-4: Written & Oral English  
 HLTH 1: Personal Health  
 SOCI 1: Introduction to Sociology  
 SOCI 10: Introduction to Social Welfare  
 PEAC —: Physical Education Activity  
 Three All-College Requirements

#### SOPHOMORE

- ANTH 60: Women & Men: The Development of Sex Roles  
 ENGL 15: Readings in Literature  
 HIST 1: Survey of the History of Western Civilization OR  
 HIST 2: The Making of the Modern World  
 HSAD 36: Introduction to Group Dynamics  
 PSYC 1: Introduction to Psychology  
 POSC 5-6: American Government  
 PHIL 5: Introduction to Philosophy  
 SOCI 50: Social Organization  
 SOCI 60: The Family  
 SOCI 70: The Community in America  
 PEAC—: Physical Education Activities  
 All-College Requirement

#### JUNIOR

- ECON 1: Principles of Macroeconomics  
 ECON 2: Principles of Microeconomics  
 HIST 27: The Renaissance & Reformation  
 PSYC 111: Introduction to Statistics  
 PSYC 106: Social Psychology  
 SOCI 120: Social Change  
 SOCI 130: Social Problems  
 SOCI 135: Women & Society  
 SOCI 140: Gerontology  
 SOCI 180: Sociological Theory  
 SOCI 191: Supervised Experience in Sociology  
 SOCI 131: Minority-Majority Relations  
 PEAC—: Physical Education Activity  
 All-College Requirement

#### SENIOR

- ANTH 230: Culture & Personality  
 SOCI 135: Juvenile Delinquency

SOCI 215:	Criminology
SOCI 250:	American Social Structure
SOCI 290S:	Seminar in Sociology
SOCI 291:	Theories & Methods of Casework
SOCI 132:	Violence & Victimization
SOCI 155:	Medical Sociology
SPCO 50:	Community Service Experience
PEAC —:	Physical Education Activity
	All-College Requirement

## SPORTS BIOLOGY

This preprofessional program has been designed to train students in sports biology and will prepare candidates for acceptance to health professional schools, graduate schools, and to take leadership roles in new careers in sports science and medicine. The program represents an expansion of an existing one which has had a history of successfully placing students in health professional schools and graduate schools. In view of the reputation of the College in sports and the success the preprofessional science program has enjoyed, the program, which combines sports and sciences, is uniquely suited to Springfield College. It is tailored particularly to those students who have an interest in science and sports, but are 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 which includes working professionals who are leaders in their field presenting their experiences in preparation, careers, occupational opportunities, etc., to help students determine a career goal. Midway through the curriculum, students, with the help of a preprofessional committee of professors, will choose a career-goal track along with appropriate courses. In addition to the academic work, students will participate in research or internships to provide some "hands-on-experience" in one or more of the fields of sports science.

### I. ALL-COLLEGE REQUIREMENTS (see page 21 )

### II. PROGRAM REQUIREMENTS

#### A. FRESHMAN/SOPHOMORE YEARS

##### 1. Math/Sciences

BIOL 4-5:	Bioscience
BIOL 80:	Genetics
BIOL 90-91:	Human Structure & Function
CHEM 1-2:	General Chemistry
CHEM 21-22:	Organic Chemistry
CHEM 23.-24:	Organic Chemistry Laboratory
MATH 21:	College Algebra
MATH 22:	Precalculus Mathematics
MATH 27-28:	Calculus I-II

##### 2. Sports Science

MOST 5:	Lifespan Motor Development
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3. Career Colloquium in Sports Biology
4. Application for Advanced Standing

## B. JUNIOR/SENIOR YEARS

### 1. Math/Science

- BIOL 70: Plant Biology
- BIOL 170: Laboratory Instrumentation & Methodology
- BIOL 188: Comparative Vertebrate Anatomy
- BIOL 220: Cellular & Comparative Physiology
- PHYS 21-22: General Physics

### 2. Sports Sciences

- MOST 119: Kinesiology/Biomechanics
- MOST 103: Physiology of Exercise

### 3. Internships/Research work in Sports-Science

## III. ELECTIVES

### ADVANCED STANDING AND GRADUATION REQUIREMENTS

Beginning at the end of the sophomore year, student academic progress will be evaluated each year. Students whose scientific index falls below a 2.00 average and includes grades below C- will be given probationary status. Candidates who meet or exceed the requirements will be offered the opportunity to work/study during the junior and senior year in professions to which they aspire. The minimum requirements for advanced standing are a 3.00 scientific and cumulative academic indices and attendance at the Career Colloquium.

Certification for graduation in this major is dependent upon evidence of an individual's demonstrated potential to practice science in a professional manner. This potential is demonstrated by a student maintaining an academic index of no less than 2.00 in all science courses stipulated for this major with no individual grades below C-. Students should recognize that a minimum scientific index of 3.00 is usually required for acceptance to most graduate schools. The standards for acceptance to health professional schools are often higher than a 3.00 scientific index. Students failing to meet these requirements will be denied graduation as a departmental major.

### PROFESSIONAL OPPORTUNITIES

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

#### Research (Ph.D./MS)

- Anatomy
- Nutrition
- Physiology
- Psychology

#### Practice

- Médical Doctor—Medicine
- Osteopathic Doctor—Osteopathic Medicine
- Podiatrist—Podiatry
- Optometrist—Optometry

Biomechanics  
Exercise  
Physiology

Nutritionist—Nutrition  
Chiropractic Doctor—Chiropractic  
Physical Therapist—Physical Therapy

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

## SPORTS MANAGEMENT

The Sports Management major is designed to provide the student with the opportunity to develop expertise in Business Management with an orientation toward the world of sport. As 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 three basic components: general education (the All-College Requirements), the Business Management CORE, and the Sport Concepts CORE. These program components provide a foundation for the development of knowledge and skills requisite to sport management. Practical experience is provided in the Sports Concepts CORE which enables students to apply what has been learned in a business setting. During the senior year, students are required to complete a 15-week field experience under the supervision of a qualified professional in sport management. This experience 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 (see page 21)

### II. BUSINESS MANAGEMENT CORE

BUSM 5:	Introduction to Business
BUSM 10:	Principles of Accounting I
BUSM 11:	Principles of Accounting II
BUSM 26:	Principles of Management
BUSM 100:	Managerial Accounting
BUSM 102:	Marketing Management
BUSM 105:	Financial Management
BUSM 120:	Statistics for Business & Economics
BUSM 205:	Managerial Supervision
CISC 40:	The World of Microcomputers
ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
ECON 107:	Managerial Economics I
ECON 108:	Managerial Economics II

### III. SPORT CONCEPTS CORE

ENGL 111:	Sports Information
MOST 28:	Sport Psychology
MOST 128:	Sociology of Sport
MOST 299:	Heritage & Values of Movement & Sport

PHED 112:	Principles & Problems of Coaching
PHED 124:	Athletic Administration
PHED 149:	Coaching Pre-Practicum
RLSR 150:	Public Relations
RLSR 200:	Facility Management
SMGT 140:	Pre-practicum in Sports Management
SMGT 241:	Fieldwork in Sports Management
SMGT 260S:	Sports Law
PHED —:	Any Coaching Course
	Elective

#### **IV. SPORTS MANAGEMENT PRE-PRACTICUM AND FIELDWORK**

All Sports Management majors must submit an application for both the SMGT 140 Pre-Practicum and SMGT 241 Fieldwork courses at least one semester prior to enrollment in those courses. This application may be secured from and must be submitted to the Sports Management Program Coordinator by a specified and published deadline to assure appropriate site identification and arrangement. All arrangements for both the pre-practicum and fieldwork must be approved by the Program Coordinator prior to any finalization. Although SMGT 241 is granted 11 credits, all majors enrolled in this course are required to complete the equivalent of one full semester in this experience.

#### **POLICIES FOR RETENTION IN THE SPORTS MANAGEMENT MAJOR**

Academic indices required of the Sports Management major at the conclusion of the sophomore year and each semester thereafter shall include a cumulative grade point average of 2.25 and a professional grade point average of 2.50.

Computation of the Professional Index after the sophomore year will include all courses with the prefix of BUSM, ECON, PHED, MOST, and SMGT. It shall include BUSM 5, BUSM 10, BUSM 11, BUSM 26, BUSM 70, CISC 10, ECON 1, ECON 2, MOST 28, MOST 128, PHED 112, PHED 124, and a coaching theory course.

Failure to maintain the above indices will result in action by the SMGT Major Review Committee and may include probation or dismissal from the major. No major will be allowed to enroll in or undertake the pre-practicum or fieldwork experiences while on academic probation.

#### **TEACHER PREPARATION/CERTIFICATION PROGRAMS**

Springfield College educates teachers for service in public and private schools in Massachusetts and throughout the United States and throughout the world. The College's teacher preparation programs in early childhood education, elementary education, health education, and physical education are approved by the Massachusetts Department of Education and graduates are eligible for initial certification reciprocity in recognition of coursework by all state departments of education that are members of the National Association of State Directors of Teacher Education and Certification. Teacher preparation programs in secondary education (biology, chemistry, English, mathematics, social studies) are registered with the Massachusetts Department of Education. Students who successfully complete these programs, as registered, are eligible for certification in Massachusetts and should experience little or no difficulty in meeting initial certification coursework requirements in other states.

Beginning in 1994, Massachusetts will require completion of a bachelor's degree with a liberal arts and sciences or interdisciplinary major for provisional teacher certification. In

addition, completion of coursework and field experiences which, at minimum, approximate a college minor in education and a teaching practicum will be required. For full certification, completion of a master's degree program that includes clinical experience will be necessary. This certification model is either already utilized or is being incorporated by many other states.

The Massachusetts Department of Education specifies additional requirements for teacher certification. These are: a completed application with fee, proof of U.S. citizenship or of having filed a Declaration of Intention to become a citizen, and proof of good health and sound moral character. In addition, substitution or waiver of courses for approved teacher preparation programs requires College employment of a state-approved process including filing of the appropriate form, documentation of competency equivalency, and approval of the waiver/substitution by the institution represented at Springfield College by the Teacher Preparation Council.

The arts and sciences/interdisciplinary majors for each of the College's teacher preparation programs are listed below. The program minors/second majors for each certificate are also listed by certification category. Please refer to the appropriate section of this catalogue for further detail regarding requirements for a particular teaching certificate.

<b>CERTIFICATE (Grades)</b>	<b>MAJOR(S)</b>	<b>PROGRAM</b>
Biology (9-12) <sup>1</sup>	Biology	Secondary Education
Chemistry (9-12) <sup>1</sup>	Chemistry/Biology	Secondary Education
Early Childhood (N-3) <sup>1</sup>	Fine Arts Education; Psycho-social Dynamics of Learning; Science, Technology, and Mathematics; or Social Studies	Early Childhood Education
Elementary (1-6) <sup>1</sup>	One of four interdisciplinary options above	Elementary Education
English (9-12) <sup>1</sup>	English	Secondary Education
Health Education (N-9, 5-12) <sup>2</sup>	Health Studies	School Health
Mathematics (9-12) <sup>1</sup>	Mathematics	Secondary Education
Physical Education (N-9, 5-12) <sup>3</sup>	Movement and Sport Studies	Physical Education
Social Studies (9-12) <sup>1</sup>	History	Secondary Education

*1 Refer to catalogue section on EDUCATION for complete program information.*

*2 Refer to catalogue section on HEALTH EDUCATION for complete program information.*

*3 Refer to catalogue section on PHYSICAL EDUCATION for complete program information.*

## YMCA PROGRAMS

Since its founding in 1885 as "The School for Christian Workers," Springfield College has continued its distinctive task of training young men and women for professional careers in the YMCA. Springfield is the only YMCA Association College in the United States officially recognized by the "Y" movement for the preparation of professionals.

The traditional association between Springfield College, once also known as the International YMCA Training School, and the YMCA continues. Springfield College offers a variety of educational programs in several disciplines at both the undergraduate and graduate

levels. These curricula are designed to enable students to fulfill their educational and vocational objectives in anticipation of a professional career in the YMCA.

The vitality of the affiliation can be seen in the support of local and national YMCA's, the campus visits of "Y" professionals and national "Y" executives and the students who intern at YMCA's throughout the USA and recently in Japan, England, and Denmark.

The many Springfield College alumni in the YMCA are an important link. Other links are the Springfield College faculty who are YMCA consultants and training supervisors, the College's ties with Asian YMCA's, and the YMCA/Springfield College Minority Recruitment Program.

The College's YMCA Studies Director provides students with information, advice and assistance in finding a "Y" internship or position by arranging on-campus interviews, writing and calling YMCA's in the USA and overseas.

Most YMCA students focus their specialized interest in one of the three major academic areas: Recreation & Leisure Services, Human Service & Administration, or Health & Physical Education. In each of these areas, course guidelines are available and recommended for those with a YMCA concentration.

For **Human Services & Administration** with focus on program planning, outreach, community development, and group work, please see page 65.

For **Recreation & Leisure Services** with the emphasis on recreation, youth programs, and camping, please see page 82.

Students are encouraged to cross departmental and divisional lines in selecting courses that will add to their own professional expertise in their areas of interest, and it is not unusual to find offerings in other program areas which are attractive and valuable.

All three areas provide for a minimum of a ten-week practicum—a guided-study experience that takes place in an agency. Students are encouraged to do their fieldwork in an approved YMCA that will offer an individualized, practical growth experience.

Fieldwork experience in the YMCA and other agencies is offered in Human Service & Administration, Recreation & Leisure Services, and Physical Education. Students may qualify for this learning opportunity after they complete a minimum of 90 credits and have demonstrated an ability to do self-directed learning with supervision and guidance. Some fieldwork may take the form of a paid internship under conditions worked out by the student, the College, and the agency.

## RECOMMENDED COURSES

Many Springfield College majors offer the knowledge and competencies with the supervised practical experience needed for a YMCA career. The courses listed below offer additional skills. These courses may or may not be included in a student's major.

BUSM 10:	Principles of Accounting	
HSAD 36:	Intro to Group Dynamics	
HSAD 39:	Group Work Sequence	
HSAD 111:	YMCA: Past, Present, & Future	
HSAD 116:	YMCA Management & Continuity Planning	
HSAD 240:	Proposal Writing & Fund Raising	OR
ENG 102:	Business Writing	
HSAD 250:	Management & Volunteer Programs	
PEAC 205:	Lifesaving	
PEAC 206:	Teaching of Swimming & Lifesaving	
PHED 151:	YMCA Field Work	
PSYC 222:	Interviewing & Counseling	OR

RLSR 230:	Leisure Counseling	
RLSR 3:	Introduction to Recreation & Leisure Services	
RLSR 6:	Dynamics of Leadership	
RLSR 16:	Program Planning	
RLSR 148:	Management of Leisure Services	
RLSR 175:	Swimming Instructor for the Disabled	
RLSR 245:	Personnel Management/Human Resource Management	
RLSR 160:	Facility Design & Planning	OR
HFIT 105:	P.E. & HFIT Programs in Social Agencies	
SOC 131:	Minority/Majority Relations	

## ACADEMIC MINORS

Springfield College offers study in a variety of areas as minors which may be incorporated with a student's course of study with careful planning. Minors are prescriptive rather than simply a compilation of a certain number of credits in a specialized field. Therefore, students interested in adding a minor should consult their academic advisors.

The following areas of study are available as minors with 18 semester hours of study from a prescriptive listing:

Biology  
Computer Science  
Computer Programming  
Human Services and Administration  
English  
Music  
Psychology  
Rehabilitation Counseling  
Religion  
Sociology

The following areas of study are also available as 'minors' from a prescribed listing, but with specific semester hours of study as indicated.

Art (24-26)  
Athletic Coaching (34-35)  
Business (24)  
Chemistry (22)  
History (19)  
Mathematics (21)  
Political Science (22)

Slight changes may occur in both the course requirements and the semester hour requirements for these minors since curriculum revision is ongoing.

## SPECIAL OFFERINGS

There are special programs at Springfield College which have been established to supplement and enrich the professional areas of interest at the College.

### THE INTERNATIONAL CENTER

From its founding until 1953, Springfield College carried "International" in its corporate title. Prior to World War II, the College was far ahead of most American colleges and universities in international affairs. Hundreds of alumni working effectively in their own countries testify to the success of the College's more than 100-year history of providing selected leaders and students of other nations with an education which enables them to work with and through their own people to bring about greater well-being for youth and community.

Following World War II, emphasis upon the importance of the international student in the United States took on new dimensions. Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries and to American understanding of other ways of life.

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

In order to strengthen the orderly development of international concerns and to coordinate, simplify, and focus administrative responsibility, the College established the Doggett Memorial International Center in 1965.

The range of functions of the Center include:

- Orientation of students from abroad and American students going abroad.
- Coordination, encouragement, and counseling of Springfield students to study and serve abroad.
- Development and coordination of contacts, information, and resources for faculty and students on fellowships, scholarships, and programs in international affairs.
- Responsibility for the international student program.
- Coordination and development of plans for overseas affiliations and centers.
- Maintenance and cultivation of additional State Department, AID, and USIA affiliations and contacts appropriate to the College, its capabilities, interests, and future.
- Expansion and diversification of the international visitors' program, particularly persons sent to the College by agencies of the United States Government, YMCA, The Experiment in International Living, and other private agencies for varying periods of study and consultation.

### OCCUPATIONAL THERAPY

Occupational Therapy is the art and science of facilitating a person's active participation in meaningful and therapeutic tasks related to self care, independent living, work and leisure pursuits. "Occupational" in the title refers to the purposeful occupation of time, energy, and abilities in tasks and roles essential for productive living.

Springfield College offers a two-year Master of Science in the Occupational Therapy Program for students who wish to become occupational therapists. Although this is a master's

program, a limited number of undergraduate students who meet all requirements may be selected to begin the professional Occupational Therapy course work in their senior year while completing their undergraduate degree. These students can, in a minimum of five years, complete both their baccalaureate degree and Master of Science in Occupational Therapy degree, one year less than the traditional method for obtaining this combination.

Several undergraduate program offerings at Springfield College taken along with Occupational Therapy prerequisites provide an excellent background for the Occupational Therapy Master's Program. These include gerontology, psychology, therapeutic recreation, art therapy, child life, sociology, movement and sports studies, sports biology, and others. The Medical and Therapeutic Rehabilitation Service major is especially tailored for this optional track and for preparation toward any advanced study in the field of medical therapies.

For more information, call Joan Simmons, Director, at (413) 731-1692.

## THE ACADEMIC COMPUTER CENTER

State-of-the-art computer hardware was installed at Springfield College in 1982 for general use in our academic program including undergraduate and graduate course work and student and faculty research.

The Academic Computer Center, located in the Marsh Memorial Building, contains a Prime Computer 2755 system. This configuration currently includes a central processing unit with 4 megabytes (4,000,000) of main memory, disk storage with a capacity of 770 megabytes (7,700,000,000) for program and data storage, 2 high speed line printers for producing hard copy output, a 1600/1800 bpi magnetic tape drive, and 25 block mode CRT terminals. The current configuration may be increased in the future as the demand for this facility approaches its limitations.

In addition to our central computer, there are three micro-computer laboratories (one Apple lab and two IBM labs) for use in areas such as: education, English, chemistry, computer sciences, physics, mathematics, biology, physiology of exercise, tests and measurements, biomechanics, and for general use.

The total Springfield College computer system serves the comprehensive needs of our students including program development, on-line data acquisition, data storage, and statistical analysis.

## EQUESTRIAN ARTS PROGRAM

The Recreation and Leisure Services Department offers a concentration in Equestrian Arts in cooperation with Porlock Vale Equestrian Center in Somerset, England.

One semester of the junior year is spent in England at Porlock Vale. While there, qualified students may prepare for, and if capable, take the B.H.S.A.I. (British Horse Society Assistant Instructor) Exam. This certification is widely recognized in the equestrian world.

Courses taken at Springfield lead to completion of a program which includes administration and business management. The intent of this unique program is to prepare the student who would like to manage an equestrian program in a private or school setting.

## RESERVE OFFICERS' TRAINING CORPS

Any student attending Springfield College who desires to earn a commission in the United States Army can do so through the Army Reserve Officers' Training Corps (ROTC) program which is offered through a cooperative agreement at Western New England College in Springfield. Interested students may participate in a two- or four-year program.

Four-year program students must accumulate 90 contact hours of military science academic courses and leadership/skill training during their freshman and sophomore years.



During the junior and senior years, they must take a three-credit military science academic course and leadership laboratory each semester.

Two-year program students (sophomores or students who have two academic years remaining) attend a six-week basic summer camp in lieu of the first two years of the program.

Veterans or members of the National Guard and Reserve may receive up to three years of constructive credit. Two years of credit may be awarded for previous ROTC training in either high school or college.

In addition to classroom instruction, students participate in leadership practicums, orientation visits to military bases, field trips, and briefings. Students also attend a six-week summer advanced camp at the end of the junior year which permits application of theory presented in the classroom.

Financially, cadets are paid \$100 a month stipend during the final two years of the program and receive approximately \$500 for Advanced Camp attendance and \$500 for Basic Camp. Also, cadets may compete for one-, two-, and three-year scholarships.

Upon completion of degree and ROTC requirements, cadets are commissioned as second lieutenants in the United States Army and serve on active duty or serve with a Reserve or National Guard unit. Interested students can register for Army ROTC academic courses at Western New England as special students through the Cooperating Colleges of Greater Springfield.

## AIR FORCE ROTC

The Air Force Reserve Officers Training Corps (AFROTC) at Springfield College does not have its own Air Force ROTC program. However, students can take the program while attending Springfield College through the Cooperating Colleges of Greater Springfield (CCGS) agreement. The agreement allows students to take one class free at any one of the other participating colleges. In this case, the AFROTC classes are taken at Western New England College (WNEC) in Springfield while the program (AFROTC Detachment) is based at the University of Massachusetts in Amherst. The freshman and sophomore courses can be taken without any commitment to the Air Force and a 2-year program is available for any interested sophomores who decide to pursue the program during the spring of that year. Upon successful completion of the program, (and receipt of a bachelor's degree) graduating students will receive commissions as second lieutenants in the U.S. Air Force. Scholarships of 3 1/2, 3, 2 1/2, and 2 years paying full tuition, lab, and incidental fees, \$100/month during school and most books are available to students in all academic majors. For additional information, contact the Professor of Aerospace Studies, (413) 545-2437/2451 at the University of Massachusetts.

## PRE-PROFESSIONAL ADVISEMENT

Under the guidance of a committee consisting of three to six faculty members, students will be advised to select courses which will assist them in securing admission to professional schools. The various advisement programs are described below.

**Dentistry**—Students are advised to select courses which will best prepare them for application to dental school. These courses also give the candidates a broad foundation in the areas highlighted by the Dental Aptitude Test. The committee evaluates the students during their sophomore and junior years. The purpose of sophomore evaluation is to attempt to predict whether the candidate's academic achievement will be competitive when they reach the time to apply for admission to dental school. Junior evaluation is to aid in the preparation of letters supportive of the student's application for admission to a dental school.

**Law**—This concentration is designed to provide the student with an opportunity to prepare for admission into law school. Emphasis is placed on those areas of undergraduate

instruction which are fundamental to the later attainment of legal competence. Although no single course of instruction is prescribed, pre-law students, in consultation with their advisors, are required to complete courses which develop abilities in the critical understanding of human institutions and values, assist in the comprehension and the expression of words, and facilitate their ability to think clearly, concisely, and independently.

**Medicine**—Students are advised to select courses which will best prepare them for application to medical school; these courses will also give the candidates a broad foundation in the areas highlighted by the Medical College Admissions Test. The committee evaluates the students during their sophomore and junior years. The purpose of sophomore evaluation is to attempt to predict whether the candidates' academic achievement will be competitive when they reach the time to apply for admission to medical school. Junior evaluation aids in the preparation of letters supportive of the student's application for admission to a medical school.

**Theology**—This concentration affords interested students the opportunity to prepare for advanced education in the theological school leading to careers in the ministry. While there are no specific courses which are required, it is generally expected that a student in consultation with the faculty committee will plan a program which is sufficiently broad in scope and also provides a solid foundation in the disciplines of religion and philosophy.

# THE ACADEMIC PROGRAM

All students are expected to carry from 12-16 semester hours (s.h.) of academic work per semester, but may qualify as full time students with only 12 semester hours. In addition they should carry the activity and techniques courses prescribed by the department of their choice.

## GRADING

Examinations, other written work, and performance in class or in the field—any one or all—constitute the basis of grading.

- A—Exceptional
- B—Good
- C—Fair
- D—Passing
- F—Failure
- P—Pass
- U—Unsatisfactory
- I—Incomplete
- X—Audit

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

In extraordinary circumstances such as extended illness and at the discretion of the instructor, a student may request and be granted a specified extension of time to complete course requirements. The appropriate forms must be completed by instructor and student and a copy filed with the Registrar before the "I" or alternate grade becomes part of the student's permanent record. In such cases the mark will be converted to "I-E" (Incomplete-Extended). The student is responsible for completing course requirements by the date negotiated with the Instructor, at which time the change of grade is submitted to the Registrar. If course requirements are not completed, the "I-E" converts to a permanent "I" or alternate grade where designated by the instructor.

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

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 will appear on the record card, but only the credit hours and grade resulting from the repeat course will be used in computing hours and honor credits for graduation. This will be true whether the grade for the repeat is higher or lower than the original grade.

## PASS/FAIL GRADING

Students during the sophomore, junior, and senior years may elect to take one course per term on a pass/fail basis. A maximum of 18 semester hours are permitted excluding courses which are automatically graded on a pass/fail basis. Courses taken on the pass/fail basis cannot be All-College Requirements or specific courses required in the student's major and must be approved by the instructor.

Students wishing to take courses on the pass/fail grading must petition the Office of the Registrar at the time of course registration. Grades for approved pass/fail courses cannot be changed to conventional letter grades.

### HONOR CREDIT

- A—4.0 honor credits per semester hour
- A—3.7 honor credits per semester hour
- B+—3.3 honor credits per semester hour
- B—3.0 honor credits per semester hour
- B—2.7 honor credits per semester hour
- C+—2.3 honor credits per semester hour
- C—2.0 honor credits per semester hour
- C—1.7 honor credits per semester hour
- D+—1.3 honor credits per semester hour
- D—1.0 honor credits per semester hour
- D— .7 honor credits per semester hour
- F— .0 honor credits per semester hour
- I—not included in computation
- P—not included in computation

The Honor Credits are used in awarding academic honors and determining general academic qualifications for scholarships, honor societies, and other recognitions available for students of high scholastic standing.

Grades received at other institutions are included in computing the academic index.

### ACADEMIC INDEX

The Academic Index is computed by dividing the total Honor Credits earned by the total semester hours attempted. Academic and skills and techniques courses are included in this computation. For example:

2 Semester Hours of A	give 8 honor credits
2 Semester Hours of B	give 6 honor credits
2 Semester Hours of C	give 4 honor credits
2 Semester Hours of D	give 2 honor credits
8 Total Semester Hours	
20 Total Honor Credits	

Therefore, 20 divided by 8 equals a 2.50 Academic Index.

*Note: Transfer Credits are included in these calculations.*

### CHANGE OF SCHEDULE REQUESTS

During the first five days of each semester, students may request changes in their schedule of courses. Forms for such requests are provided by the Registrar. They are required if a student desires to add a course, to drop a course, or to change a section. They must be signed by the student's advisor before they are brought to the Registrar for processing. No change of this type may be made after the first five days of each semester.

Students may, with permission of the Registrar, drop a course which they have been attending up to 14 calendar days after the first day of each semester, and with the exception of skills and techniques, may withdraw from a course any time up to that point at which 80 percent of the course is completed if withdrawal is confirmed by the student's advisor and the Registrar.

## CLASS ATTENDANCE

There are no College requirements concerning class attendance, however it is important for students to know the requirements of the faculty for each class they attend.

It should be understood that the student is responsible for any work missed from class whether for an excused absence or not. Absence for other than official college activities must be explained to the Dean of Students personally within 24 hours after returning to classes.

Recognized excuses for absences are:

- sickness
- curricular or co-curricular activities approved by the Office of the Dean of Students
- personal obligation claimed by the student and recognized as valid by the Dean of Students or Associate Dean of Students.

## ACADEMIC STANDING AND WARNING

**Freshman**—Freshmen whose fall semester index falls below 1.70 will be warned. They will be subject to dismissal at the end of the freshman year if their cumulative index falls below 1.70. If they receive failing grades in three or more courses they will be subject to dismissal at the end of any semester.

**Sophomore**—Sophomores whose cumulative index falls below 1.85 at the end of the fall semester will be warned. They will be subject to dismissal at the end of their sophomore year if their cumulative index falls below 1.85.

**Junior**—Juniors whose cumulative index falls below 1.95 at the end of their junior year will be subject to dismissal.

## DISCIPLINARY ACTION AND DISMISSAL

It is the policy of the College to notify students when it appears that they are unwilling or unable to maintain reasonable standards of academic work or when their conduct is not consistent with the ideals and ethical standards of the College and of the professions for which preparation is being given.

Student may have disciplinary action taken against them for misconduct or failure to observe College regulations. A student is subject to dismissal for repeated behavior requiring further disciplinary action and for all conduct considered prejudicial to the welfare of the students and the College.

## READMISSION

When a student is separated from the College for any length of time, readmission is not automatic. The student must reapply for admission through the Dean of Admissions. See also page 13.

## INTERCOLLEGIATE ACADEMIC COOPERATION

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

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

Undergraduate students may take selected courses for credit at a cooperating institution when such courses are not available at their own institution. For example, a third year foreign language class offered at one college may be able to help accommodate a qualified degree candidate from another.

Curricular offerings among the three institutions encompass arts and sciences, business administration, engineering, health, physical education and recreation, community services and teacher education.

Interested students apply through their academic advisors for academic approval; registration will be arranged by their registrars.

The regular course charges and fees will follow the regulations of the college at which the students are guests.

Credit for courses at cooperating colleges will be applied to the students' records at their home college.

## REGISTRATION

The registration of all students is conducted under the direction of the Vice President for Academic Affairs and the Registrar according to the schedule of classes or the college year. The official registration records are compiled and administered in the office of the Registrar. All full-time students are registered at the times and places indicated in the official calendar. The Registrar will publish in advance of each registration specific instructions regarding procedures. Students who fail to register at the designated time must pay a \$25 late fee.

## DEGREES

Under the College's charter, degree programs leading to a Bachelor of Arts (B.A.), 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 Education (M.Ed.), Master of Science (M.S.), Master of Physical Education (M.P.E.), Certificate of Advanced Study, and Doctor of Physical Education (D.P.E.)

Honorary Degrees are granted by the Board of Trustees in limited number of recognition of pre-eminent achievement in the fields for which the College is noted.

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

Application for degree must be filed at the time specified by the Registrar. Degree candidates wishing to participate in commencement exercises must so indicate to the Registrar at this time even if they have completed requirements in some previous semester. A candidate for the baccalaureate degree must have completed a *minimum of 130 semester hours of credit* with a maximum of 16 hours in skills courses and must have satisfied the *All-College Requirements and those of the student's major*. Candidates for the bachelor's degree at Springfield College are required to complete successfully a *minimum of 45 semester hours* of upper level courses or *complete the courses required for a baccalaureate degree* within a planned program. A *minimum of 64 semester hours* must have been obtained at institutions which grant the bachelor's degree. Juniors may not transfer credits subsequently obtained from a two-year college toward junior or senior year requirements.

For transfer students, the minimum Springfield College credits for the undergraduate degree is 30, provided that they are the final 30 credits and include none which are All-College Requirements or are in the form of internship, field experience, pre-practica, practica and community service, and which along with transfer credits total 130 semester hours.

Also, it is expected that all specified courses and requirements of the program in which

the student is enrolled be completed with an average grade of "C". Specific majors or programs may require a higher average grade.

A student who has completed 130 semester hours of undergraduate courses (120 s.h. minimum in academic courses) including at least 45 s.h. of upper-level coursework or its equivalent, who has completed the All-College Requirements, who has maintain a 2.0 GPA, and who has not completed a major will be awarded a Bachelor of Science or Bachelor of Arts degree from Springfield College. On the transcript, the major will be listed as "none".

*Students must also settle all financial obligations incurred during their college career.*

## **ACADEMIC HONORS**

A candidate for the bachelor's degree may be granted academic honors providing the student fulfills all requirements for graduation; the qualifying index has been earned through a minimum of 45 semester hours of Springfield College credit not counting those earned through the P/F system of grading, through the Fall semester of the senior year; and that the student fall within one of three classifications in the top 20% of the graduating class as follows: summa cum laude, 3%; magna cum laude, 7%; and cum laude, 10%.

## **FACULTY ADVISORS**

During the early part of the fall semester each new student will be assigned a faculty advisor in the department of the student's choice. Only after consultation with this person may students request any changes in their academic schedules.

The same is true if, at a later date, a student desires to transfer into another department of the College. The form requesting transfer may be secured in the Office of the Registrar and must be signed by both major departments before the change is considered official. A new advisor will then be assigned.

## **TRANSFER AND PART-TIME STUDENTS/ADVANCED STANDING**

All programs having requirements for Advanced Standing or Matriculation will treat part-time and transfer students individually.

# UNDERGRADUATE COURSE DESCRIPTIONS

Undergraduate courses at Springfield College are numbered as follows:

1-99—Freshman and sophomore courses

100-199—Junior and senior courses

200-299—Open to seniors and graduate students only

Sequence courses are indicated by a hyphen between course numbers. Academic credit is awarded on the following basis:

1 semester hour for 15 hours of study

2 semester hours for 30 hours of study

3 semester hours for 45 hours of study

4 semester hours for 60 hours of study

In skills and techniques courses in physical education, 45 hours of attendance are necessary for 1 semester hour of academic credit.

The hours required for laboratory and field work courses are included in course descriptions.

The listing of courses described herein is not intended to imply that offerings have been finally determined for the 1992-93 academic year. All courses are subject to faculty availability.

## ANTHROPOLOGY

### **ANTH 1: Introduction to Anthropology**

3 S.H.

This is an introductory survey course of the field of anthropology with emphasis upon the prehistoric development of culture. Behavior of man illustrated by the simpler societies.

### **ANTH 50: Cultural Anthropology**

3 S.H.

An examination in-depth of the concept and the methods and theoretical positions of cultural anthropology. Students concentrate on reading primary materials—i.e. case studies of ethnographies, key articles, or selections in theory and method. *Prerequisite: ANTH 1 or permission of instructor.*

### **ANTH 60: Women & Men: The Development of Sex Roles**

3 S.H.

A cross-cultural survey of the development of sex roles in societies at different levels of sociocultural complexity. Environment, technology, social organization, and ideology are examined as constraining mechanisms for sex role development.

## THE VISUAL AND PERFORMING ARTS

(Art, Dance, Drama, Music)

### **ARTS 1: Introduction to Crafts**

2 S.H.

This course gives the student experiences in a variety of materials—metal, ceramics, woods, and cloth. Each medium is developed as a unique form of creative expression.

### **ARTS 2: 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. Examinations include performance before a live audience.

### **ARTS 3: Studio in Painting**

3 S.H.

This is a course in which the many aspects of making a painting are explored. Various painting problems are assigned in order to focus on the capacity of paint for control and scope of expression. Students are encouraged to develop and realize their personal ideas as exciting visual images.



**ARTS 5: Sensitivity & 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 are an integral part of the course. Through this examination of art, the 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 6: Stage Production****3 S.H.**

Study and practice in stage and lighting design.

**ARTS 10: Directing Workshop****3 S.H.**

Historical research, theory, and practice in directing for the stage, with special emphasis on scene building, are studied. Examination includes an actual performed theatrical piece.

**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 is a course in using drawing as a means to increase the student's ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials.

**ARTS 16: Studio in Design****3 S.H.**

This is an exploration of design as a visual language as it exists on a flat surface. Students are guided toward the understanding of the basic design elements as a means to maximize the freedom of expression in the area of communication and originality.

**ARTS 20: Studio in Sculpture****3 S.H.**

This course develops the individual imaginative efforts of the student working in the third dimension. Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist's statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay.

**ARTS 21, 22: Dramatic Workshop****2 S.H.**

Scenery construction and production projects are worked on as required by the Attic Players, Cultural Affairs, and Best of Broadway productions.

**ARTS: 24: Care & 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 which 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 use 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: Urban Ecology & 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: Dance Appreciation**

3 S.H.

This course explores dance from primitive to contemporary time through film showing and lecture. The objectives include broadening one's understanding and appreciation of the dance arts and to develop the ability to view dance critically.

**ARTS 40: Introduction to Art Therapy**

3 S.H.

This course introduces the student to the profession of art therapy. The history and development of art therapy are covered. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals are studied.

**ARTS 45: Ethics & Aesthetics in Art Education & Art Therapy**

1 S.H.

This course provides students with the knowledge and understanding that ethics and aesthetics play 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:* ARTS 40, ARTS 110, or permission of the instructor.

**ARTS 50: Laban Movement Analysis**

3 S.H.

This course combines movement experiences, lecture, readings, and discussion focussed around concepts developed by Rudolf Laban which include Effort, Space Harmony, Labanotation, and Bartenieff Fundamentals. The material has broad application in areas such as dance, movement, sport, fitness, education, therapy, research, and anthropology and is tailored to the needs of the individuals in the course.

**ARTS 55: Ballet I**

3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experience includes technique class three times per week, dance viewing and criticism, related readings, and discussions. *Prerequisites:* PEAC 127 or consent of the instructor.

**ARTS 60: Modern & Post-Modern Dance**

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 viewing. *Prerequisite:* PEAC 133 or consent of the instructor.

**ARTS 100: Materials & Methods of the Art Therapist**

3 S.H.

This course covers the wide range of materials, methods, and techniques employed by the art therapist in the visual arts in working with disabled people. Areas covered include the use of both two and three-dimensional art materials. How the art therapist utilizes them to assist people in expressing themselves in a nonverbal manner are explored in depth. *Prerequisite:* ARTS 40.

**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 conté crayon as well as in techniques of contour, line, and work drawings.

**ARTS 109: Arts & Ideas**

3 S.H.

This course is designed to combine the elements of art with art history. Through the study of the plastic elements of art and composition, the student views the role of the artist from ancient times to the present day to form a better understanding of aesthetics of our own human nature.

**ARTS 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 multi-cultural differences. Field experiences and role-playing assist the students in formulating appropriate techniques in art evaluation. *Prerequisite:* Enrollment in a certification program in education or permission of the instructor.

**ARTS 117: European Art from Prehistoric Period to the 18th Century**

3 S.H.

This survey course examines the development of the visual arts from cave painting to the beginning of the modern era. It concentrates on the relationship between artistic expression and social and cultural forces.

**ARTS 118: Modern European Art**

3 S.H.

Beginning with the early Romantic era, this survey examines visual expression of revolutionary changes in the entire fabric of society.

**ARTS 119: American Art 1700-1900**

3 S.H.

The course is a survey of painting, architecture, and sculpture from early Colonial Period to the turn of the 20th century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation.

**ARTS 120: American Art of the 20th Century**

3 S.H.

The course investigates the development of a true native style and expression in the wake of modern technological advancement, global, political, and economic upheavals and the search for national cultural identity.

**ARTS 121: 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:* ART 2 or equivalent.

**ARTS 122: VPA Production I**

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 140: Art Therapy Pre-Fieldwork Experience**

3 S.H.

This course is a required course designed for students in the art therapy concentration who need firsthand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. *Prerequisite:* ARTS 40.

**ARTS 141: Supervised Field Experience**

2-10 S.H.

This course provides the opportunity for the student to become involved in the urban community as an artist in residence. The student 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 this experience.

**ARTS 150: Advanced Studio in Art**

2-6 S.H.

The advanced studio provides the opportunity for those students who wish to gain an in-depth study of a specific media or art form. 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 151: 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.

**ARTS 155: 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 effective dance curriculum. Learning experiences include learning and teaching dance; movement exploration and problem-solving; analysis of motor development, creativity, and teaching methods; acquaintance with materials for teaching dance; and curriculum design. *Prerequisite:* ARTS 50, ARTS 55, ARTS 60, PHED 231, or consent of the instructor.

**ARTS 200S: 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.

**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, conducting and beginning compositional skills through the study of elementary solfege, rhythmic exercises, ear training, basic theory, and conducting technique. Programmed tapes and computer assisted instruction are utilized.

**MUSC 2: Music Theory I**

3 S.H.

Students 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 1. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and 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.

The study and performance of transcriptions and original compositions is emphasized. In addition to individual performances, the band accompanies local and tour performances of the Springfield College singers. Major performances include the holiday and spring tour shows. The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

**MUSC 14: Springfield College Pep Band**

1 S.H.

The Springfield College Pep Band performs at varsity sporting events which includes all home football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

**MUSC 15: Springfield College Small Ensembles**

1 S.H.

The Springfield College Small Ensembles study, rehearse, and perform small ensemble music. Instrumentation and size of groups vary according to the instrumentalists available. Performances are given at College concerts, social events, and recitals. At least one public performance is given each semester. Membership is open to all College instrumentalists who meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

**MUSC 20: Basic Piano**

1 S.H.

This course is designed for students with no prior keyboard experience. Emphasis is on developing functional skills at the keyboard and the ability to interpret musical notation for the piano. *Prerequisite:* MUSC 1 (may be taken concurrently) 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 the ability to interpret musical notation for the guitar. Instrument rentals will be made available. *Prerequisite:* MUSC 1 (may be taken 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 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.*

## 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 the athletic trainer and their roles as a health care professional at all levels. It also provides an introduction to the Athletic Training Program at Springfield College.

**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: BIOL 10 and 11 (or equivalent), HLTH 3 or HLTH 6 or EMSM 20, and enrollment in the Athletic Training Major.*

**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 125 and enrollment in the Athletic Training Major. (Non-majors need permission of the instructor.)*

**ATRN 196-197: Practicum in Athletic Training Fieldwork****2-2 S.H.**

This practicum is designed to teach the basic skills, support procedures, and techniques used by the trainer in handling and caring for athletic injuries. *Prerequisite for ATRN 196: ATRN 95; for ATRN 197: ATRN 196.*

**ATRN 205: 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 297: Athletic Training Senior Fieldwork****1 S.H.**

This practicum teaches the basic and advanced skills, support procedures, and techniques used by the trainer in handling and caring for athletic injuries. *Prerequisites: acceptance into the Athletic Training major, permission of instructor, and ATRN 197.*

**ATRN 298S: Seminar in Athletic Training****1 S.H.**

This is a seminar for seniors in the Athletic Training Program. Topics included are: low back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. *Prerequisites: ATRN 197 and/or permission of instructor.*

## BIOLOGY

**BIOL 1: Basic Concepts of Modern Biology****4 S.H.**

This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution and the origin of life, basic physiological processes, behavior, genetics, and development. Human biology and the social implications of modern biology are considered throughout.

**BIOL 4-5: Bioscience****4-4 S.H.**

This course is a study of the major characteristics of living organisms. Diversity of form and function, energy and material flux, movement, growth and development, and regulation from the molecular and cellular level to the organismic and population levels are covered. Discussion, lectures, and laboratory experiences present and integrate a wide variety of approaches to the problems common to all living systems. Each student is given the opportunity to develop and complete a research project under the supervision of the professor.

**BIOL 10: Mammalian Anatomy & Physiology I: Functional Anatomy****3 S.H.**

The course analyzes the structure and function of the muscular, skeletal, and nervous systems as they relate to human movement. Laboratory consists of regional dissection of the cat.

**BIOL 11: Mammalian Anatomy & Physiology II: Structure & Function of the Organ Systems****3 S.H.**

This course covers the physiology and biochemistry of muscle and the structure and function of the circulatory, respiratory, digestive, excretory, endocrine, and nervous systems.

**BIOL 60: Animal Biology****3 S.H.**

Lectures combined with 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 making collections and field observations. *Prerequisite: BIOL 1 or BIOL 4 or permission of instructor.*

**BIOL 64: Flora of New England****3 S.H.**

Field recognition, ecology, and use of major non-flowering and flowering plants are covered. 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.

**BIOL 65: Introductory Horticulture****3 S.H.**

This introduction to plant function, growth, and maintenance includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applications are covered.

**BIOL 70: Plant Biology****3 S.H.**

This course consists of an introductory treatment of plant structure, function, classification, growth and development, economic importance, habitats, and responses to the environment. The course allows for and encourages independent investigation in the laboratory and/or field. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 77: Field Ornithology****3 S.H.**

Birds are studied as an aid in teaching biology and conservation, and "bird watching" is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 80: Genetics****4 S.H.**

This course encompasses a study of the principles of inheritance in plants and animals. Emphasis is placed on the physical basis of inheritance, Mendelian inheritance, physiological genetics, population genetics, and human heredity. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 90-91: Human Structure & Function****3-3 S.H.**

This course gives students an opportunity to study the structure and function of the human organism. Topics covered include: cells, tissues, and the skeletal, muscular, circulatory, respiratory, digestive, excretory, endocrine, and nervous systems. *Prerequisites: BIOL 4-5 or equivalents.*

**BIOL 109: General Histology (Lecture)****2 S.H.**

This course covers the ultrastructure of cells and histology of tissues and organs. Emphasis is placed on functional relations to morphology. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 110: General Histology (Lab)****2 S.H.**

Students learn general microtechnique including preparation of slides, autoradiography, photomicroscopy, use of ultramicrotomes, and are introduced to the electron microscope. In addition, study of the histology and ultrastructure of specific tissues and organ systems are covered. *Prerequisite: BIOL 1 or BIOL 4-5.*

**BIOL 114: Bacteriology****3 S.H.**

Students study the fundamental principles of bacteriology with emphasis on the relationship of bacteria (and related microorganisms) to humanity. The role of bacteria, and their control, in water, food, soil, industrial processes, and disease production is stressed. The laboratory deals with basic techniques for studying microorganisms and their activities. *Prerequisite: BIOL 1 or BIOL 4-5. One year of chemistry is recommended preparation.*

### **BIOL 115-116: Microbiology**

3-3 S.H.

This is a study of the structure and activities of bacteria, yeasts, molds, viruses, rickettsia, and other microorganisms. The course is designed to acquaint students with principles governing microbial actions and their control. Fundamentals of resistance and immunity including the study of reaction between antigens and antibodies with application to detection of infectious and non-infectious diseases are covered. Attention is given to those laboratory techniques essential to the isolation, classification, identification, control, and enumeration of microorganisms. *Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22 or CHEM 31-32.*

### **BIOL 125: Seminar in Biology**

2 S.H.

Discussion and reports on current topics in biology are presented at weekly meetings with departmental faculty. *Prerequisite: departmental approval.*

### **BIOL 135: Economic Botany (Plants & Human Affairs)**

3 S.H.

Students study plants of benefit or harm to humanity and other animals, and their products (including food, nutrients, drugs, fibers, etc.) which make them economically useful for the necessities and amenities of life. Origins, history, and general importance of plants to human social and economic development are emphasized. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

### **BIOL 150: General Ecology**

3 S.H.

The objectives of this course are to study the structural and functional aspects of plant and animal communities in relation to the physical and biological environment. Topics include: energy flow, material cycling, limiting factors, populations and communities, organism interaction, succession, adaptations, humanity's position, and world habitats. Both lab and field work are integrated with the lecture material. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

### **BIOL 160: Plant Physiology (Agricultural & Environmental Applications)**

3 S.H.

This course develops a basic understanding of plant processes and structures in relation to photosynthesis, photorespiration, crop yield, mineral fertilizer use, growth regulation by hormones, water needs, and plant disorders, and brings such concepts into perspective with environmental and agricultural applications. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

### **BIOL 170: Laboratory Instrumentation & Methodology**

3 S.H.

The theory and practice of modern laboratory techniques utilizing optical, electrical, chromatographic, and radioisotopic methods of measurement and analysis are covered. Principles underlying instrument design and safety in the laboratory are emphasized. *Prerequisites: CHEM 1-2, BIOL 1 or BIOL 4-5; Math; or permission of instructor. Analytical Chemistry and Physics are recommended.*

### **BIOL 178: Aquatic Biology**

4 S.H.

Emphasis is placed upon the collection, identification, and distribution of local freshwater flora and fauna. The biological, physical, and chemical composition of representative bodies of water are compared. Information from fish biology will be used to study nutrition, growth, and reproduction in freshwater. Attention is given to the community and recreational resources of urban lakes. *Prerequisite: BIOL 1 or BIOL 4-5.*

### **BIOL 181: Vertebrate Embryology**

4 S.H.

This course focuses on the differentiation of the vertebrate embryo with special emphasis on cellular interaction towards the development of the organ systems. Laboratory includes experimental investigation as well as microscopic study of developing embryos. *Prerequisite: BIOL 10-11 or BIOL 90-91.*

### **BIOL 185: History & Philosophy of Science**

3 S.H.

This is a study of sciences and scientific thought with an emphasis on the historical and contemporary interaction of science with other disciplines particularly that of philosophy. The nature and scope of science as well as the scientific method as an approach to understanding the natural world are explored.

### **BIOL 186: Methods in Teaching Biology Laboratories**

1 S.H.

This is a study of the approaches to teaching and presenting biology laboratories. Emphasis is placed on laboratory techniques and procedures as well as guides to literature applicable to the secondary school setting.

### **BIOL 188: Comparative Vertebrate Anatomy**

4 S.H.

Subject material is a study of the structure and phylogeny of vertebrates including distribution,

classification, and ecology. Laboratory work illustrates evolutionary trends and specializations through dissection of representative animals of a number of different phyla. *Prerequisite: BIOL 1 or BIOL 4-5 and BIOL 181.*

**BIOL 190: Field Ecology** 2 S.H.  
This is an on-site study of the biological, physical, and chemical processes operating in the marine, littoral, and terrestrial environment with special attention to the role of humanity in utilizing and affecting resources. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

**BIOL 208: Cell Biology** 4 S.H.  
Material covered includes an analysis of the cell, molecular constituents, and structure and function of organelles. Laboratory includes microtechniques and uses of various instruments and methods in cell biology. *Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22, PHYS 21-22.*

**BIOL 220: Cellular & Comparative Physiology (Models of Human Performance)** 4 S.H.  
Comparative studies of animal physiology and biochemistry are used as models to understand human performance. Knowledge about how lower animals move and adapt to various world environments have become powerful tools to study human performance. Laboratory experiences are applied to solving case histories of human performance as well as providing a practical understanding of cellular function—its metabolism, irritability, gas exchange, water balance, temperature regulation, and reproduction. *Prerequisites: BIOL 188 or BIOL 90-91.*

**BIOL 235: Evolution** 3 S.H.  
A descriptive and analytical study of evolution from the Pre-Cambrian era to the present is the objective of this course. Topics include speciation, isolation, micro-evolutionary trends, and modern concepts of human evolution. *Prerequisites: BIOL 1 or BIOL 4-5.*

## BLACK STUDIES

**BSPR 135: History of Afro-Americans I** 2 S.H.  
This course is a tracing of the particular conditions and contributions of Africans and Afro-Americans in our colonial and national history through the Civil War stressing their role in establishing the country's economic base, and in testing the professed democracy and Christianity of the United States.

**BSPR 136: History of Afro-Americans II** 2 S.H.  
This course is a history of Afro-Americans' attempts to live full and free lives in the United States from the Civil War to today focusing upon Black reconstruction, Jim Crow limitations, migrations, ghetto crowding, and upon the Civil Rights Movements since 1950.

**BSPR 137: History of Afro-Americans III** 2 S.H.  
This is a study of the regularly inglorious and late treatment of Afro-Americans in sports. Histories, biographies, autobiographies, and recent investigations of professional and collegiate athletics reveal some of the difficulties posed by owners, coaches, the public, and the theoreticians of Afro-American physical prowess.

## BUSINESS MANAGEMENT

**BUSM 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.

**BUSM 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.

**BUSM 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: BUSM 10.*



**BUSM 26: Principles of Management**

3 S.H.

This course provides a realistic knowledge of management in theories, techniques, and practices. The function of planning, organizing, directing, and control are developed in-depth. Cases and readings are utilized to provide a basis for the application of decision-making in relating back to the function of management.

**BUSM 70: Business Law**

3 S.H.

The emphasis of this course is on basic principles of business law and society. The major topics to be covered are: contracts, sales, commercial paper, agency, partnerships, and corporations.

**BUSM 100: Managerial Accounting**

3 S.H.

The course covers policy and decision-making based on profit planning and objectives. The major topics covered are: budget, cost methods, pricing methods, and cost-volume profit analysis. *Prerequisite:* BUSM 10-11.

**BUSM 101: Principles of Marketing**

3 S.H.

This course surveys the foundations, principles, and functions of marketing with a thorough treatment of the core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy as well as tangible goods. This course is for non-Business majors only.

**BUSM 102: Marketing Management**

3 S.H.

This course 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 – produce, price, place, and promotion. Through case analyses, students gather data, analyze marketing options, and prepare workable solutions. *Prerequisites:* ECON 2, BUSM 10, and BUSM 26.

**BUSM 105: Financial Management**

3 S.H.

The course emphasizes basic decision-making tools and analytic processes employed by financial managers. The major topics covered are: financial analysis, cash flow, pro forma, short and long term financing, and asset management. *Prerequisites:* BUSM 10-11 and BUSM 100.

**BUSM 110: Fund Accounting for Non-Profit Agencies**

3 S.H.

This course provides students who plan to manage a nonprofit business with the accounting tools required. Major emphasis is upon fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and impact of legislative actions are also covered.

**BUSM 115: History of American Business**

3 S.H.

This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. *Prerequisite:* ECON 1-2, or permission of instructor.

**BUSM 120: Statistics for Business & Economics**

3 S.H.

This is an introductory-level course in basic statistics relating to the business and economic environment. The course covers basic concepts, vocabulary, and methods of probability and statistics as applied to decision-making in management. Students also gather, manipulate, and analyze data for problems in the areas of cost accounting, auditing, advertising, and marketing research.

**BUSM 141: Business Management Field Experience**

3-6 S.H.

The field experience program is a form of independent study which combines academic study with business world activity. It offers 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.

**BUSM 151: Organizational Design & Development**

3 S.H.

Using a contingency approach to understanding organizational behavior, students diagnose the problems of several business settings. Based on actual business cases, classwork focuses on analysis, action, and management of change through organizational structure, operating practices, and organizational development (OD) processes.

**BUSM 201: Quantitative Methods**

3 S.H.

This course helps students apply certain mathematical principles for use in business and economics. Much attention 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 manage-

ment decision-making are also accomplished through case solutions. Prerequisite: Reasonable facility with college math is desired.

### **BUSM 202S: Business Policy & Control**

3 S.H.

The 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: BUSM 201.*

### **BUSM 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. *Prerequisite: HSAD 36, BUSM 26.*

### **BUSM 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.

## **CHEMISTRY**

### **CHEM 1-2: General Chemistry**

4-4 S.H.

This course studies the structure and states of matter. It also studies the structure of atoms, the formation of molecules, the nature of intermolecular forces and chemical equilibrium in terms of kinetic and thermodynamic effects, and the chemistry of aqueous solutions.

### **CHEM 6: The World of Chemistry**

3 S.H.

This is an introductory lecture/laboratory course in chemistry designed for the liberal arts student. A common sense approach is used to develop an appreciation of the chain of events leading from the chemical fact to the chemical theory and the ingenious manipulation of materials based on these theories. A third of the course is presented on video tapes; the remainder is devoted to discussion and laboratory demonstrations using real world laboratory experiences.

### **CHEM 15: Chemistry Survey**

4 S.H.

This is a study of the essential principles of general, organic, and biological chemistry including the structure and behavior of atoms and molecules, an introduction to organic compounds, and the biochemical basis of physiology, bioenergetics, and nutrition.

### **CHEM 21-22: Organic Chemistry**

3-3 S.H.

This is an introduction to the chemistry of carbon compounds emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. *Prerequisites: CHEM 1-2, CHEM 23-24 or concurrently.*

### **CHEM 23-24: Organic Chemistry Laboratory**

1-1 S.H.

The laboratory assignments integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation such as IR, UV, NMR, VPC. *Prerequisite: CHEM 21-22 or concurrently.*

### **CHEM 30: Organic Survey**

2 S.H.

This is a brief course outlining the structure, function, and reactions of the biologically important families of organic compounds. *Prerequisite: CHEM 1-2 or CHEM 15 or equivalent.*

### **CHEM 31: Organic Survey Laboratory**

1 S.H.

The laboratory is designed to provide experience with the basic techniques of organic chemistry and exposure to the use of modern instrumentation such as UV, IR, and GC. *Prerequisite: CHEM 30 or concurrently.*

### **CHEM 32: Biological Chemistry**

3 S.H.

Biological chemistry is a study of the chemistry of life. It is a multidisciplinary science that employs physical, biological, and chemical principles to understand the biochemical unity displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates are 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 30-31 or CHEM 21-22.*

**CHEM 33: Biological Chemistry Laboratory** 1 S.H.  
Laboratory exercises include the study of biological reactions as well as modern methods of separation, purification, and characterization of biologically important molecules. *Prerequisites:* CHEM 32 or concurrently.

**CHEM 41: Quantitative Analysis** 2 S.H.  
This is a study of the theory and techniques of analytical chemistry including gravimetric, volumetric, and instrumental procedures. *Prerequisite:* CHEM 1-2

**CHEM 42: Quantitative Analysis Laboratory** 2 S.H.  
The laboratory is designed to provide experience in the various techniques of quantitative analysis covered in Quantitative Analysis lecture. *Prerequisite:* CHEM 41 or concurrently.

**CHEM 60: Chemistry Seminar—Applied Chemistry** 1 S.H.  
This is a series of lectures by invited chemists practicing in non-academic laboratories. It is sponsored jointly with the Chemistry Departments of the Cooperating Colleges of Greater Springfield. *Prerequisite:* CHEM 1-2 or CHEM 15.

**CHEM 110: Physical Chemistry with Biological Applications** 3 S.H.  
This is a physical interpretation of the phenomena of chemical change and stability as related to biological problems. Topics include: thermodynamics, gases, liquids, solids, bioenergetics, equilibria, chemical dynamics, enzyme kinetics, electrochemistry, molecular spectroscopy, and transport phenomena. *Prerequisites:* CHEM 1-2, PHYS 21-22

**CHEM 111: Physical Chemistry Laboratory** 1 S.H.  
Laboratory exercises illustrate the principles of physical chemistry. *Prerequisite:* CHEM 110 or concurrently.

**CHEM 115-116: Physical Chemistry** 3-3 S.H.  
This is a physical interpretation of the phenomena of chemical change and stability. Topics include thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, bioenergetics, chemical dynamics, enzyme kinetics, electrochemistry, quantum chemistry, molecular spectroscopy, photochemistry, and transport phenomena. *Prerequisites:* CHEM 1-2, MATH 27-28, PHYS 21-22.

**CHEM 117-118: Physical Chemistry Laboratory** 1-1 S.H.  
This is the laboratory for CHEM 115-116. Laboratory exercises are designed to illustrate the principles of physical chemistry. Emphasis is placed on teaching experimental techniques used in the determination of chemical and physical properties of substances and the interpretation of physical chemical phenomena. *Prerequisites:* CHEM 115-116 or concurrently.

**CHEM 200S: Special Topics in Environmental Chemistry** 2 S.H.  
This is a study of the chemical and structural characteristics of elements and compounds having an impact on the environment. Topics include: sources, reactions, transport mechanisms, effect, and fates of chemical species. *Prerequisites:* CHEM 1-2, CHEM 21-22, or CHEM 31.

**CHEM 210S: Advanced Organic Chemistry I: Special Topics** 2 S.H.  
This course is an exploration of advanced topics in organic chemistry such as: molecular orbital theory, aromaticity, electrocyclic reactions, photochemistry, and stereo chemistry. *Prerequisite:* CHEM 21-22.

**CHEM 220S: Advanced Organic Chemistry II: Special Topics** 2 S.H.  
This course is an exploration of modern methods of the synthesis and the characterization of organic compounds. *Prerequisite:* CHEM 21-22.

## COMPUTER AND INFORMATION SCIENCES

**CISC 10: Introduction to Computer Concepts** 3 S.H.  
This course is designed to provide an introduction to the world of the computer as well as to serve as a foundation course for more specialized areas of computer studies. It begins with an historical development of the computer and proceeds to study its structure and function primarily by using BASIC. Syntactic and comparative analysis of languages, experience in programming, and applications are emphasized.

**CISC 20: Introduction to Computer-Based Management Systems** 3 S.H.  
This course introduces computer hardware, software, systems, procedures, and human resources utilized in the management and implementation of computer information systems. It explores their integration

and application in business and in other segments of management. This course prepares students to be intelligent users of computers and to understand the basics of successful management of information systems.

#### **CISC 40: The World of Microcomputers**

**4 S.H.**

The course deals with a detailed study of the concepts and applications of a microcomputer system. Emphasis is placed upon microcomputer organization, architecture, and operating systems as well as upon the extensive application of powerful commercial, word processing, spreadsheet, database, and graphics software to a variety of real-world problems. *Prerequisite:* CISC 10, or CISC 20, or equivalent.

#### **CISC 55: RPG & Data Processing**

**3 S.H.**

This is an introduction to data processing and its applications through the use of RPG. This course combines the general study of the representation of data to generate information with a study of a specific language. No prior knowledge beyond business math or college algebra is required.

#### **CISC 65: 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 68: Programming in FORTRAN**

**3 S.H.**

This course is designed with the emphasis on standard algorithm development for numeric oriented problemsolving. All programming elements common to FORTRAN will be discussed. *Prerequisite:* CISC 10, or CISC 20, or permission of the instructor.

#### **CISC 70: Introduction to Computer Science with Pascal**

**3 S.H.**

This course is designed to provide a basis for the technical aspects of computer science. The course begins with a study of the functional units and components of a computer system and uses basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem solving process including problem specification and organization, algorithms, coding, debugging, testing, documentation, and maintenance with the use of the higher level language Pascal. *Prerequisite:* CISC 10, or CISC 20, or permission of the instructor.

#### **CISC 80: COBOL & 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 85: Advanced COBOL**

**3 S.H.**

The emphasis in this course is on structured methodology or program design, development, testing, implementation, and documentation of common business oriented applications using COBOL. It includes coverage of sequential and random access files, utilization of I/O forms, processing techniques, and development of programs and systems of programs for batch and interactive environments. Students develop the ability to design and implement programs and systems of programs that utilize advanced features of COBOL. *Prerequisite:* CISC 80.

#### **CISC 95: Computer Organization**

**3 S.H.**

This course deals with the detailed study of the internal instructions set, organization, and operations of the modern digital computer through the use of assembly language and machine language programming. *Prerequisite:* CISC 70 or equivalent.

#### **CISC 99: Computer Applications in Health Care**

**3 S.H.**

Health care professionals and students in the health sciences are introduced to and gain "hands on" experience in computer attitudes and values, hardware systems, and software with specific emphasis on applications to health care including clinical and physiological monitoring, health information systems, acuity indices, quality assurance systems, diagnostic systems, and patient records.

#### **CISC 100: Data Structures**

**3 S.H.**

This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. *Prerequisite:* CISC 70 or equivalent.

#### **CISC 110: Database Development & 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 & 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 process and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation's current state; determining processing, staffing, software, hardware, and financing needs.

*Prerequisites:* CISC 40, CISC 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 the operation of modern computers at the level of logic circuitry design. Topics include arithmetic of various number systems, mathematical logic, Boolean algebra, gate networks, flip-flops, and logic designs in various components of the digital computer together with their functions. *Prerequisite:* CISC 70 or equivalent.

### **CISC 155: Data Communications & 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 160: EDP Audit & Controls**

3 S.H.

This course introduces students to the fundamental principles of Electronic Data Processing (EDP) auditing. Emphasis is on EDP controls, types of EDP audits, and concepts and techniques used in EDP audits. Also discussed are methods of risk assessment and professional standards in the field of EDP auditing. *Prerequisite:* CISC 80.

### **CISC 170: Computer Architecture**

3 S.H.

This course deals with a detailed study of those concepts which are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, and input/output structures, channels, and interfaces. *Prerequisites:* CISC 95, CISC 150.

### **CISC 190: Operating Systems Analysis**

3 S.H.

Organization of computer software systems, principles of operating systems, batch, multiprogramming, multiprocessing and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services are studied. *Prerequisites:* CISC 100, CISC 170.

### **CISC 205S: Computer Systems Seminar**

3 S.H.

This course is designed to address various current technical and managerial problems encountered in computer information systems including those dealing with hardware architecture, systems software, and applications software. *Prerequisites:* CISC 40, CISC 100, CISC 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:* approval of Department

## ECONOMICS

### **ECON 1: Principles of Macroeconomics**

3 S.H.

This course deals with the concepts of national income, monetary and fiscal policy, inflation, unemployment, and economic growth.

### **ECON 2: Principles of Microeconomics**

3 S.H.

This course deals with the market system, the pricing mechanism, industry market structure, and the distribution of income via the factors of production and the fundamentals of international trade.

### **ECON 101: History of Economic Thought**

2 S.H.

This course traces the origins and development of economic principles from ancient times to the modern era. Emphasis is placed on mercantilism, the evolution of capitalistic economic thought from classical doctrine through the twentieth century marginalism, and the socialist reactions to capitalistic theory. Not offered every year.

### **ECON 107: Managerial Economics I**

3 S.H.

This course analyzes economic principles at the intermediate level. Economic principles are applied to the process of managerial decision-making. Topics covered include demand theory, consumer analysis, theory of cost and production, profit maximization, and decision-making within the various market structures of American capitalism. *Prerequisites:* ECON 1, ECON 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 & Banking**

3 S.H.

This course discusses the nature and functions of money, credit and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. *Prerequisite:* ECON 1-2

### **ECON 130: Personal Finance**

3 S.H.

This course introduces 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, Government, & Society**

3 S.H.

This course deals with the structure and performance of industries in the United States, standards of economic efficiency, and government policies to improve economic efficiency. Particular attention is given to antitrust activity, public utility regulation, consumer economics, patents, and technological change. *Prerequisite:* ECON 1, ECON 2

### **ECON 160: Health Economics**

3 S.H.

The economics of the health care industry are reviewed with reference to the production, distribution, supply, demand, and consumption of health care services. This course focuses on the relevance of economic analytic techniques and their application to processes of allocation of health resources. *Prerequisites:* ECON 1, ECON 2.

## EDUCATION

### **EDUC 30: Introduction to High School Teaching**

2 S.H.

This course deals with the responsibilities, roles, and limitations of the work of 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 problems of discipline.

### **EDUC 40: Philosophical Foundations of Education**

2 S.H.

This course acquaints students with traditional educational philosophies from the practical perspective of how these are expressed in confronting current educational concerns. Students are encouraged to reflect on their values and develop their personal philosophy of education.

**EDUC 50: Societal Problems: The Child****1 S.H.**

This course provides teachers with insights into the effects of various social issues on young children. Topics include the impact of hospitalization, family breakdown, death, child abuse, drugs, and media.

**EDUC 60: Growth & Development-Prenatal through Adolescence****2-3 S.H.**

This course develops a fundamental understanding of the cognitive, effective, and physical growth of children and the implications of these trends for curriculum planning. Students may take only the first segment, infancy through pre-adolescence, or also the second segment, which covers the adolescent years.

**EDUC 66: Introduction to Elementary & ECED****2 S.H.**

This course helps students gain an understanding of the American educational system especially as it affects the elementary and early childhood years. Emphasis is on the school as a social agency and how it functions in a democratic society.

**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 SPCO 50—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****2 S.H.**

This course familiarizes students with a diversity of classical and contemporary prose and poetry which enrich children's lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students learn to present literature in a variety of ways and to relate it to other arts.

**EDUC 116: Curriculum Development & Methods in Secondary Schools****3 S.H.**

This course is a study of methods, techniques, and materials used in secondary schools and of principles of curriculum development. Emphasis is on the student's area of concentration.

**EDUC 117: Secondary Pre-Practicum****1-3 S.H.**

The purpose of this course is to help students to become sensitive to the dynamic interrelationships between school and community. Its focus is on the teacher as a community leader. It assists the secondary school teacher in awareness of problems of the classroom and community. Each student works out practicum experience in contract form and in consultation with the coordinator of the course based on individual needs, interests, and vocational aspirations.

**EDUC 118: Tutorial Pre-Practicum****3 S.H.**

This course gives secondary students their first field work experience. They visit schools, contact teachers, and arrange for tutorial work in their content area with pupils who require special help. Students develop and utilize teaching objectives, procedures, and tests to evaluate the achievement of the objectives. Students meet regularly with College faculty to discuss their progress towards accomplishing their objectives.

**EDUC 119: Media Methods for Physical Education****1 S.H.**

Instructional media which is pertinent to physical education teachers are introduced and demonstrated in class. Laboratory assignments provide a hands-on opportunity for all participants.

**EDUC 126: Curriculum Experiences for Young Children****3 S.H.**

This course provides teachers of young children with an understanding of the teaching/learning process in children under eight years old. The course is correlated with a pre-practicum placement and emphasizes a developmental and unit teaching approach to curriculum planning and implementation.

**EDUC 128: Teaching Basic Reading Skills****2 S.H.**

This course deals with the nature of the reading process. Emphasis is placed upon principles, methods, and materials for the development of effective attitudes and skills as applied both to developmental and remedial programs.

**EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children****2 S.H.**

This course furthers the teacher's understanding of mathematical concepts with emphasis on the development of these concepts as they apply to young children.

**EDUC 136: The Design & Production of Instructional Media****2 S.H.**

This course focuses on the design of instructional media and follows it step-by-step through its use. Students will have the opportunity to design and produce instructional media. The media is field tested in an instructional setting.

**EDUC 137: Multicultural Foundations of Education**

2 S.H.

This course helps students become aware of their own cultures as well as become aware of similarities and differences in other cultural patterns, especially linguistic patterns. Special emphasis is placed on the problems of bilingual and bicultural students.

**EDUC 139: Social & Cultural Foundations of Education**

2 S.H.

The focus of this course is to investigate how society actually deals with the institution of education. The course includes the study of strengths and weaknesses of the institute of education as seen against the background of society.

**EDUC 140: Social Foundations of Education**

1 S.H.

This course acquaints students with contemporary social issues in relation to education. Included are such topics as: dynamics of prejudice; the impact of stereotyping by race, sex, ethnicity, and religion; censorship; violence in schools; bureaucratization in education; and the role of education in a culturally-diverse society. Emphasis is placed on the awareness of students' and teachers' legal rights and responsibilities and on sensitivity in terms of student diversity.

**EDUC 146: Teaching Music in the Elementary Grades**

2 S.H.

Practical approaches to teaching music in the elementary grades are presented. Use of textbook records and classroom instruments as aids for the teacher of limited musical background are emphasized. Creative approaches and the development of a sound philosophy for teaching music as one of the allied arts are discussed.

**EDUC 147: Art Experiences for Pre-School Children**

2 S.H.

This course focuses on the development of an experience-centered art program for children in pre-school programs. Emphasis will be placed on the appropriateness of teaching techniques as well as the use of varied art media and their relationship, and the stages of development of children from the ages of three to five.

**EDUC 162: Introduction to Special Education**

1 S.H.

This course introduces students to legislation and structures used to provide for the education of special needs students.

**EDUC 167: Planning & Organization**

1 S.H.

This course prepares pre-practicum students for participation in their junior year field placement. Students develop skills in techniques of observation, lesson planning, classroom questioning, and recognizing different elementary school organizational structures. Required of all Teacher Education majors.

**EDUC 168-169-170-171: Pre-Practica**

11 S.H.

Students are placed in four 7-week settings designed to give them experience with a variety of grade levels, types of school structures, curricula, teaching styles, and educational philosophies. Each of the first three placements has a specific subject matter focus such as reading/language arts, math/science, and social studies/arts while the fourth placement allows students to experience educational components in non-school settings such as hospitals, museums, and nature preserves. Students register for 5 semester hours in the fall and for 6 semester hours in the spring.

**EDUC 174: Pre-Practicum—Teaching & 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 176: Workshop in the Teaching of Reading**

2 S.H.

This course focuses on current trends in instruction; common uses of reading ability; causes; recognition, prevention, and remedy of reading difficulties; evaluation of remedial programs; and diagnostic techniques.

**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.

Students become acquainted with a typical scope and sequence of a social studies, science, and language arts curriculum for the elementary school. A variety of approaches and teaching strategies are experienced and analyzed. Teaching materials are created and utilized.



**EDUC 180: Language in High School (Reading, Writing in Content Area) 2 S.H.**

This course has a dual focus. It emphasizes methods of enhancing reading and writing skills while teaching in the content domains. It also emphasizes the teacher's role as a language model who uses language with clarity, precision, and sensitivity in interacting with people of diverse socio-cultural, racial, and linguistic backgrounds.

**EDUC 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 audio-visual media, and the organization of time and teaching material are included. Individualization of teaching is stressed.

**EDUC 210: Creative Writing in the Elementary School 2 S.H.**

This course is designed for elementary school teachers and focuses on the teaching of self-expression with emphasis upon techniques for motivating writing in accordance with the child's level of skill and interest.

**EDUC 215: Current Trends in Media Selection 3 S.H.**

Current trends in media selection for the unified media specialist and teachers are studied. The use of evaluation and systems for media selection is considered. Selection of media in instructional design and curriculum development is also presented.

**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 225: Dynamics of Teaching Minority Groups 2 S.H.**

This course explores educational problems of minority groups, development of non-traditional approaches to teaching, and the examination of myths and facts related to the educability of culturally disadvantaged children.

**EDUC 231: International Education: Culture & Change 3 S.H.**

This course takes a cross-disciplinary approach in studying the origins and growth of selected educational patterns in other countries. Emphasis is on the various factors which influence the distinctive character and development of national systems of education.

**EDUC 235: Problem Solving in Elementary Arithmetic: A Workshop 2 S.H.**

This workshop provides the pre-service and in-service teacher with the opportunity to learn techniques of problem solving using concrete approaches and processes. The works of Polya, Krutetskii, Piaget, and Bereiter are studied in developing problem-solving strategies.

**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, on their use as a teaching tool, and on their application for curriculum development.

**EDUC 237: The Microcomputer in the Secondary Classroom 3 S.H.**

Students study and practice using the software and computer hardware typically utilized in the secondary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development.

**EDUC 238: Curriculum Development with Logo 3 S.H.**

Students develop skills working with the computer language Logo. In addition, they develop curricula involving Logo for use in public school and pre-school classroom.

**EDUC 242: Educational Assessment of Children 2 S.H.**

This course acquaints students with formal and non-formal techniques for assessing the development of young children and recording the findings of observations and tests. Current testing instruments, test interpretation, record-keeping, and the implications of the Family Education and Privacy Rights Act are examined.

**EDUC 247: Literature for Young People 2 S.H.**

Selected young people's classics are studied for their universal appeal in content, poetic expression, sociological, and psychological insights. *Prerequisite: A course in the language arts, children's literature, or equivalent.*

**EDUC 248: Art in the Elementary School 2 S.H.**

The aims of this course are to acquaint teachers with suitable art materials; to give an understanding of

relationship between creative activities, and physical and mental growth; and to furnish classroom methods of presentation.

**EDUC 250: Principles & Practices of Classroom Management** 2 S.H.

In this course, students examine effective approaches to classroom management, student behavior, and school discipline. In the context of classroom groups, special attention is given to the skills needed to develop an optimal learning environment.

**EDUC 251S: Supervised Student Teaching** 10 S.H.

Arrangements must be made individually with the department.

**EDUC 253S: Practicum Seminar** 1 S.H.

This course is taken by Teacher Education Majors concurrently with the Practicum field experience. The course covers topics of relevance to student teachers such as impressions of teaching, correlation of teaching and learning styles, credibility, feedback instruments, interpersonal communications, schools as bureaucracies.

**EDUC 255S: Culminating Seminar, Special Issues in Secondary Education** 3 S.H.

This course, taken concurrently with the practicum, utilizes classroom techniques for educating high school students with diverse backgrounds, needs, and interests. Students 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 257: Half Practicum** 3 S.H.

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

**EDUC 260: Adult & Professional Development in Education** 3 S.H.

This course examines key issues of adult development and socialization as they relate to an individual's professional life and growth in the educational field. A range of developmental perspectives is considered as well as 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 267: Organization & Administration of Preschool Programs** 2 S.H.

This course examines administration of day care and early childhood education programs including program design, licensing requirements, funding and budgeting, personnel roles and management, and the day-to-day administration of a center.

**EDUC 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 277: Individualized Reading** 2 S.H.

This course focuses on conditions in the classroom for individualizing teaching of reading, development of reading power through children's interests, growth of self-motivation through independent reading, the role of evaluation and keeping of records related to reading by children and by the teacher, and methods of determining children's individual needs in reading.

**EDUC 280: Whole Language in the Content Areas** 3 S.H.

This course provides students with firsthand experiences in the Whole Language process. The curriculum of each content area is enhanced by the strategies taught and practiced in this course. Listening, speaking, reading, writing, and thinking are integrated in the Whole Language curriculum. The social contexts of reading and writing in the content areas are stressed throughout the semester.

**EDUC 281: Tests and Measurements for the Classroom Teacher** 2 S.H.

This course covers the construction, administration, use, and interpretation of evaluation instruments for classroom purposes, as well as problems of marking. *Prerequisite: four semester hours of education, including PSYC 4, or its equivalent.*

**EDUC 290: Photography in Education****3 S.H.**

This course provides the necessary skills for effective use of photography in teaching. It includes the use of a simple camera, a 35mm camera, and a movie camera. Students receive instruction in darkroom processes in both black & white and color. *Prerequisite: each student must have a 35mm single lens reflex camera.*

**EMERGENCY MEDICAL SERVICES****EMSM 20: Emergency Medical Technician—MAST****4 S.H.**

Basic training consists of 120 hours of lecture, laboratory, and field trips which prepare 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 antishock 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 40: EMS Continuing Education & 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: EMSM 20.*

**EMSM 60: Intermediate Clinical Affiliation****1.5 S.H.**

This is a clinical practicum consisting of 80 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 antishock garment applications, and ten esophageal gastric tube airways. Documentation of three clinical case studies are also required. *Prerequisites: 3.0 average in EMSM 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 prehospital 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: EMSM 60.*

**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: EMSM 20 and permission of the instructor.*

**EMSM 110: EMT—Paramedic II****4 S.H.**

This course includes instruction in anatomy and physiology, 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: EMSM 100.*

**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 an all-course review. *Prerequisite: EMSM 110.*

**EMSM 130: EMT—Paramedic Clinical Affiliation****2 S.H.**

In this course, students must document successful performance of invasive skills under the supervision and

direction of licensed hospital personnel. In addition, an on-campus skills lab is required in defibrillation, pneumatic antishock 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 under certified Paramedics performing pre-hospital treatment under their supervision. Procedures include field endotracheal intubation, intravenous administration, intravenous drug and drip administrations, application of the pneumatic antishock garment, defibrillation, ECG/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.*

## **ENGLISH**

#### **ENGL 1: Written & 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 & 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 3: Written & Oral English**

**3 S.H.**

This course emphasizes written and oral communicative skills.

#### **ENGL 4: Written & Oral English**

**3 S.H.**

This course emphasizes written and oral communicative skills.

#### **ENGL 5: Written & 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 & 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 9: Great Books**

**3 S.H.**

This course is a study and analysis of some of the greatest pieces of literature of our Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it includes the literary genres of Italy, England, Germany, France, and America. At least 8-10 pieces of literature (including genres in addition to those above) are required reading.

#### **ENGL 15: Readings in Literature**

**3 S.H.**

These readings evaluate a variety of classical and contemporary readings organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the literature of the Eastern or Western worlds.

#### **ENGL 24: Introduction to Journalism**

**2 S.H.**

Basic fundamentals in writing the news story, covering events, interviews, layout, and headline writing are covered.

#### **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 34: Introduction to Communication****2 S.H.**

This course examines key concepts in verbal and nonverbal communication in cultural, social, and interpersonal contexts.

**ENGL 41-42: Survey of American Literature****3-3 S.H.**

This is a survey of major literary movements and the work of artists such as Freneau, Brown, Irving, Cooper, Poe, Emerson, Hawthorne, James, Clemens, Robinson, Frost, O'Neill, Wolfe, Faulkner, and Hemingway.

**ENGL 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.

**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, relates them to the literary efforts produced by other Americans, and to the folklore, history, and socio-political backgrounds from which they came.

**ENGL 55: Efficient Reading****1 S.H.**

This course is aimed at increasing students' reading efficiency by eliminating excessive eye fixations, regression, and subvocalizing.

**ENGL 61-62: Survey of English Literature****3-3 S.H.**

The first term deals with selected readings in English Literature from Beowulf through the Elizabethans, and seventeenth and eighteenth century English literature including Donne, Milton, and Pope. The second term includes selected works in English Literature from the Romantics and Victorians to the Moderns.

**ENGL 80: Women & 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. This thematic structure provides a framework for discussing the depiction of female and male lives in literature.

**ENGL 90: Tutoring in English****1 S.H.**

This course gives student peer tutors who have ability in writing some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course 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 will 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 (3) contact hours per week throughout the semester. This course may be taken concurrently with ENGL 91. *Prerequisites: ENGL 90 or its equivalent and permission of the instructor.*

**ENGL 99: Student Newspaper Practicum****1-2 S.H.**

This course is designed to provide 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. One semester hour per semester for a maximum of two semester hours.

**ENGL 101: Advanced Composition****3 S.H.**

This course teaches selection, organization, presentation of material, and principles of writing.

**ENGL 102: Business 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: Public Speaking for Professionals****3 S.H.**

Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required make several effective and interesting oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations is stressed.

**ENGL 104: Technical Writing****3 S.H.**

Students are introduced to a variety of technical writing documents including technical instructions, mechanical and process descriptions, procedures, and various reports and studies. Technical writing styles and forms are studied as they relate to the students own area of discipline. Assignments include practice in all forms of technical writing.

**ENGL 105: Introduction to Writing as a Profession**

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). Student 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, 10-12 poems) at the end of the semester. *Prerequisite: ENGL 26*

**ENGL 111: Sports Information****2 S.H.**

Basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level are examined. Preparation of news releases; local features; hometown features; publication of programs and brochures; statistical breakdowns; dealing with local, regional, and national press; and the promotion of specific events, teams, and individuals are included.

**ENGL 112: Sports Writing****2 S.H.**

Fundamentals and techniques of sports writing are studied. These include reporting, format, style, interviewing, feature writing, and column writing.

**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 of the sport experience as well as major issues are explored. Such writers as Virgil, Twain, Hemingway, Lardner, Schulberg, and others are studied for their themes and literary merit.

**ENGL 119: Electronic Journalism in Sports****2 S.H.**

This course examines the methods and techniques of radio and television broadcasting of sports activities.

**ENGL 120: Oral Interpretation of Literature****3 S.H.**

This is study and practice in the oral presentation of literary scripts including editing and actual oral performance as well as individual and group presentations. *Prerequisite: ENGL 3.*

**ENGL 121: Chaucer & the Middle Ages****3 S.H.**

Student study selections from the Canterbury Tales, and Troilus and Criseide as well as other representative selections from Middle English Literature.

**ENGL 125: Survey of American Drama****3 S.H.**

This is a study of selected playwrights representing the development of American drama.

**ENGL 132: The Victorian Period****3 S.H.**

This course is a study of selected authors of the period.

**ENGL 133: English Romantic Literature****3 S.H.**

The emphasis in this course is to make the student of literature familiar with some of the finest poetry and prose written in the early nineteenth century England.

**ENGL 143: Film as a Narrative Art****3 S.H.**

Narrative films such as "On the Waterfront", "All the King's Men", and "Requiem for a Heavyweight" are studied and discussed in terms of character, theme, structure, and style. Similarities between cinematic technique and literary technique and the adaptation of material from literature to film are explored.

**ENGL 144: Special Topics in Narrative Film****3 S.H.**

This course focuses on a specific film genre such as the war film, film comedy, or the Western each semester

it is offered. Films are analyzed in terms of character, theme symbol, structure, and unique cinematic techniques. It is suggested, but not required, that students take ENGL 143, Film as a Narrative Art, prior to 144. This course may be taken for credit more than one time if different genre topics are selected.

### **ENGL 146: American Short Story**

**3 S.H.**

This course examines the historical significance and the artistic achievement of such writers as Hawthorne, F. O'Connor, Hemingway, Updike, Salinger, Carver, and the most recent Best Short Stories. Its objective is to help students become better readers of short fiction by emphasizing class discussion and short papers.

### **ENGL 147: Filmmaking**

**3 S.H.**

This course includes study and practice in the art of filmmaking. Class film projects are done in collaboration.

### **ENGL 149: Modern American Poetry**

**3 S.H.**

This course focuses on the literary genre, criticism, and cultural context of America from 1865 to 1914. The course includes a study of the works of the following writers: Howells, Whitman, Twain, James, Harte, Garland, London, Norris, and Crane.

### **ENGL 150: Modern American Novel**

**3 S.H.**

This course examines novels by selected twentieth century American writers such as Dreiser, Fitzgerald, Anderson, Hemingway, Wolfe, dos Passos, West, Faulkner, Wright, Ellison, Baldwin, Oates, Updike, Bellow, Pynchon, and others.

### **ENGL 152: American Realism and Naturalism**

**3 S.H.**

This course focuses on the literary genre, criticism, and cultural context of America from 1865 to 1914. The course includes a study of the works of the following writers: Howells, Whitman, Twain, James, Harte, Garland, London, Norris, and Crane.

### **ENGL 153: American Romanticism**

**3 S.H.**

This course focuses on the literary works of key nineteenth century authors in the American Romantic Movement: Irving, Cooper, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. Romantic themes of individualism, imagination, and intuition are stressed.

### **ENGL 160: Literature of the Renaissance**

**3 S.H.**

This course studies the various historical, religious, political, and philosophical conflicts and developments which led to one of the most important and influential literary periods in English history. Included in the course is the study of the rise of the sonnet, drama, and non-fiction. Authors include Wyatt, Surrey, Sidney, Marlow, Shakespeare, Jonson, Spenser, and Bacon.

### **ENGL 161: Literature of the Augustan Age**

**3 S.H.**

This course covers English literature of the Restoration and eighteenth century against the political, economic, religious, philosophical, and scientific backdrop of this revolutionary age. Included in the course are the dramas of the Restoration, the great satiric masterpieces, the rise of journalism, the roots of Romanticism, and the philosophical essay.

### **ENGL 162: Celtic Literature**

**3 S.H.**

This course explores modern and contemporary Irish, Welsh, and Scottish Literary traditions with attention to the mythological and political backgrounds of the literature. Particular emphasis is given to the Irish Literary Renaissance and such writers as Yeats, J.M. Synge, James Joyce, Flann O'Brien, and Frank O'Connor.

### **ENGL 195: Structure of American English**

**3 S.H.**

This course is an introduction to the methods of descriptive analysis of contemporary American English (sounds, forms, and syntax) with special emphasis on language learning and social dialects.

### **ENGL 197: The History of the English Language**

**3 S.H.**

This course analyzes the growth, structure, and development of the English language.

### **ENGL 200S: Seminar**

**3 S.H.**

Selected topics in British and American Literature are assigned. The subject of the seminar may vary from year to year.

### **ENGL 220: Traditional Grammar and Usage**

**3 S.H.**

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

**ENGL 228: Modern Drama**

3 S.H.

This course explores modern trends in the development of dramatic literature with emphasis of Realism and Theatricalism.

**ENGL 243: Milton**

3 S.H.

This course provides a critical study of Milton's prose and poetry, with emphasis on such major works as "Paradise Lost", "Paradise Regained", and "Samson Agonistes", and on such minor works as "The Areopagitics", the sonnets, the Latin poems in translation, the elegies, and occasional verse.

**ENGL 257: Readings in the English Novel II**

3 S.H.

This course traces the development of the English novel from the mid-Victorian period through the middle of the twentieth century focusing particularly on the modernist and post-modernist movements and their influence on narrative voice, point of view, structure, theme, and ideology. Authors included are Eliot, Glissing, Hardy, Joyce, Lawrence, Woolf, Burgess, Sillitoe, and Golding.

**ENGL 259: The Contemporary Novel**

3 S.H.

The course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels 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 his better tragedies, comedies, and histories. The plays selected are concerned with serious problems which have always beset mankind. The emphasis shifts yearly from the tragedies to the comedies with histories incorporated each year.

**ENGL 270: Practicum in Sports Journalism**

2 S.H.

This practicum provides students a professional experience in sports broadcasting, sportswriting, and sports information. *Prerequisite: 8 hours of Sports Journalism.*

**ENGL 280: Journalism Internship**

6-10 S.H.

This course provides an opportunity for students to work on an individual basis with a professional 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. *Prerequisite: permission of the department chairperson. Graduate credit for six semester hours only.*

## ENVIRONMENTAL STUDIES

**EH&T 110-111: Advanced Environmental Studies**

3-3 S.H.

Students undertake an in-depth study of the specific areas of Water and Wastewater Treatment (EH&T 110) and Hydrology and Land Use Planning (EH&T 111) as they relate to environmental impact. Special emphasis is placed upon EPA/SCS/USGS methodologies currently employed in the fields of water, wastewater, hydrologic and land planning, and resource evaluation. Courses may be taken individually. *Prerequisite: permission of instructor.*

**EH&T 141: Field Experience/Practicum in Environmental Studies**

2-6 S.H.

This course offers an off-campus exposure dealing with environmental issues including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies, etc.

**EH&T 221: Seminar in Environmental Studies**

2 S.H.

An informal session in which students, faculty, and professionals in the various fields of environmental studies are brought together for mutual discussion of selected topics of environmental interest. Emphasis 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 for 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, 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 is a continuation of French 21. Students completing this course should be fluent in French and are eligible for the B.A. degree. *Prerequisite: FREN 22 or 4-5 years of high school French.*

### **FREN 33: Castles & Canals, The Culture of France & 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 & 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 SERVICES ADMINISTRATION**

### **HADM 99: Computer Applications in Health Care**

**3 S.H.**

Health care professionals and students in the health sciences are introduced to and gain "hands on" experience in computer attitudes and values, hardware systems and software, with specific emphasis on application to health care including clinical and physiological monitoring, health information systems, acuity indices, quality assurance systems, diagnosis systems, and patient records.

## **HEALTH EDUCATION**

### **HLTH 1: Introduction to Personal Health**

**3 S.H.**

This course provides students with a basic knowledge of current personal health theory, concepts, practices, and lifestyles. This course gives students an overview of various components found in the health science profession.

**HLTH 2: Personal & Community Health****3 S.H.**

This course provides the student with current information and basic concepts in the areas of environment, infectious and non-communicable disease, death and dying, population, and consumer health to assist the student in making daily decisions affecting personal health.

**HLTH 3: Advanced First Aid/CPR****3 S.H.**

This course is designed to provide the student with the skills needed in the emergency care of the sick and injured. Successful completion provides the student with American Red Cross Certification in Advanced First Aid Emergency Care and Cardiopulmonary Resuscitation.

**HLTH 6: Standard First Aid and CPR****3 S.H.**

This course is designed to provide the student with the skills needed in the emergency care of the sick and injured. Successful completion provides the student with American Red Cross Certification in Standard First Aid Emergency Care and Cardiopulmonary Resuscitation.

**HLTH 101: Education for Family Living****3 S.H.**

This course offers scientific bases for understanding and dealing with problems involved in preparing for marriage, marriage itself, and family living. It includes a study of the social, biological, and psychological factors involved.

**HLTH 102: Methods & Materials in Health Education****3 S.H.**

This course presents fundamental methods of health teaching as applied to school and public health education. There is also consideration of materials applicable to health education, evaluation techniques, preparation of health teaching units and bibliographies, and a survey of current literature in the field of health education.

**HLTH 107: School Health Programs****3 S.H.**

This course focuses on the responsibilities of a health teacher in the school health program. It includes the three major components in the development of a school health program and addresses common health problems of the school-aged student. The role of the school health program within the school community and family is explored. *Prerequisite: HLTH 1-2.*

**HLTH 110: Consumer Health****3 S.H.**

This course aids prospective health education majors plus interested student consumers to attain a better understanding of individual human rights in consumer health from conception until death and to realize a maximum return for their money and effort spent in the pursuit of optimal wellness.

**HLTH 140: Pre-Practicum in School Health Education (Grades N-12)****2 S.H.**

This pre-practicum provides Health Education majors with experience in observing, assisting, and teaching health education in grades N-12. *Prerequisites: HLTH 102 or HLTH 107.*

**HLTH 143: Community Health Education****3 S.H.**

This course helps students become effective community health educators by increasing knowledge in community health areas and enhancing individual health skills and competencies essential to this career field. This course also 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.**

The course facilitates the understanding of the processes involved in nourishing the body by integrating the biological sciences with a study of nutrients and their physiological functions, their inter-relationships within the body, and the nutritional quality of diet. Behavioral sciences are also strongly integrated.

**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 153: Epidemiology****2 S.H.**

This course is an introduction to the uses of epidemiology in public health practice using selected diseases to illustrate the development of knowledge on disease causation and the application of such knowledge to disease control. *Prerequisite: HLTH 1 or permission of instructor.*

**HLTH 155: Human Sexuality****3 S.H.**

This course provides the student with an overview of the various components of human sexuality—biological, spiritual, psychological, and cultural dimensions. This course goes beyond the transmission of “facts” and allows students an opportunity to explore their own feelings regarding sexuality as well as learning how others regard their sexuality.

**HLTH 160: Drugs & Society****3 S.H.**

This course provides the student 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 the student with an opportunity to examine the various components and issues of drug use, misuse, and abuse in society today. *Prerequisite:* HLTH 1

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

This course examines administrative relationships and procedures in conduct of school health programs including general policies, state responsibility, annual health examinations, examinations for athletes, follow-up services, clinics, classes for handicapped, sanitation of school plant, duties of personnel, record and report forms, services of outside agencies, and community relationships. There is an opportunity to consider specific problems encountered during school or public health education experience. *Prerequisite:* HLTH 102.

**HLTH 225: Human Disease****3 S.H.**

This course examines a wide range of contemporary health problems. 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, BIOL 10-11, HLTH 1, PSYC 1, or permission of instructor.

**HLTH 230: Public Health Administration****2 S.H.**

This course acquaints the student with organization, administration, and management of public health programs. Discussion focuses on the political, social, cultural, and economic factors that determine current policies and practices.

**HLTH 242: Special Health Topics for the Classroom (Grades N-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, prospective teachers 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 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****15 S.H.**

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

**HLTH 252: Practicum in Health Education N-9****7 S.H.**

This is a supervised practicum in grades N-9 of a public school which includes observation of, and participation in, the work of the school. 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, HLTH 107, HLTH 140, and EDUC 137.

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

This is a supervised practicum in grades 5-12 of a public school which includes observation of, and participation in, the work of the school. 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, HLTH 107, HLTH 140, 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 270: Women's Health Care****3 S.H.**

This course considers those personal health topics of special interest and applicability to women. The focus is on the role of self-understanding and self-help in promotion of health and well-being.

## HEALTH/FITNESS

### **HFIT 105: Physical Education and Health/Fitness Programs in Social Agencies** 2 S.H.

This is a study of the program of Physical Education and Health/Fitness in the YMCA including selection of activities, teaching techniques, program planning, scheduling, facilities, and sources of materials and evaluation.

### **HFIT 110: Prevention & Intervention Programs in Health/Fitness Centers** 3 S.H.

This course examines the source, content, methods, and materials of conducting health/fitness center programs associated with non-infectious chronic health hazards. Specifically reviewed are the resources and design of programs to impact the problems of excess weight, hypertension, lower back problems, alcoholism, neuromuscular hypertension, and smoking. The use of biofeedback as it is utilized in the health/fitness environment is also covered.

### **HFIT 130: Health Fitness Teaching Methodology** 3 S.H.

This course highlights the teaching/instruction process within various health fitness settings. Exercise class and program development, teaching methods, class management and control, instructional media and materials, and self-evaluation are presented.

### **HFIT 140: Principles of Health/Fitness Evaluation and Assessment** 2 S.H.

This course is an introduction to the methods and techniques of evaluation and assessment of human needs, interests, and performance in the health/fitness field. Topics included are survey research methodology, instrument administration, data analysis techniques, and analysis interpretation and presentation. *Prerequisite: a math course or permission of instructor.*

### **HFIT 150: Pre-Practicum in Health/Fitness** 2-4 S.H.

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: PHED 103, HFIT 160, matriculation, and PEAC 100.*

### **HFIT 160: Physical Fitness Through Selected Activities** 3 S.H.

The purpose of this course is to present current fitness testing protocols used in the various health fitness work settings. Emphasis is placed on preparation, administration, and evaluation of the UMCA test battery—sub-maximal and maximal graded tests for normal and high risk adults. Test procedure for adults as well as for children aged 5-18 years are included. *Prerequisite: PHED 103.*

### **HFIT 200: Management of Health/Fitness Programs** 3 S.H.

This course gives students the basic skills necessary to develop and implement an employee health/fitness program. An emphasis is placed on management, facility development, programming, and leadership procedures. *Prerequisite: senior status in health/fitness (99 s.h.) and/or permission of instructor.*

### **HFIT 210: Methods of Exercise Selection and Leadership in Health/Fitness Programs** 3 S.H.

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

### **HFIT 254S: Health Fitness Fieldwork** 10-14 S.H.

This is a supervised field-based experience which familiarizes the student with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Placement for field experience is made and must be approved by the coordinator for health/fitness fieldwork. Information contained in the fieldwork application filed during the junior year is utilized in making specific assignments. *Prerequisites: senior status (99 s.h.), matriculation, HFIT 150, and HFIT 160.*

### **HFIT 275: Stress Management** 3 S.H.

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

## HEALTH, PHYSICAL EDUCATION, RECREATION, AND PHYSICAL THERAPY

### **HPER 1: Outdoor Pursuits**

1 S.H.

This is a one-week (seven day) experience in outdoor living which allows pursuit of outdoor activities and enhances students' understanding and appreciation of individual differences and of the societal 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.

### **HPER 2: Outdoor Adventure Leadership Practicum**

2 S.H.

This course is a practicum which will teach students how to plan, implement, and evaluate outdoor adventure experiences for groups. Students 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, canoeing) are covered. Topics such as group dynamics, leadership styles, equipment, and safety are also stressed. *Prerequisite:* PEAC 193: *Outdoor Adventure*.

## HISTORY

### **HIST 1: Survey of the History of Western Civilization**

3 S.H.

This is a survey of the history of western culture from the ancient world to the 19th Century. Emphasis is placed on the changing political, economic, social, and intellectual development of Western Europe. Some examination of non-Western cultures is included as they influence the West.

### **HIST 2: The Making of the Modern World**

3 S.H.

This course surveys the development of ideas, institutions, and social processes in the Western world from the 17th Century to the present. It provides an understanding of our common heritage as western civilization forged ahead in creating a distinctive way of life. Within an historical framework, we ask where do we come from, where are we now, and where are we going.

### **HIST 5: Colonial America to the Civil War**

3 S.H.

This is a survey of America's history from the period of earliest explorations to the Civil War. Colonial settlement, 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 & European Society**

3 S.H.

This course deals with the complex pattern of social, economic, political, and psychological changes which accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the 18th century, and examines how leading thinkers and the masses have responded to modernity.

### **HIST 121: History of Russia I**

3 S.H.

This course looks at the political, social, economic, and intellectual development of Tsarist Russia to the beginning of the 19th century.

### **HIST 122: History of Russia II**

3 S.H.

This course reviews the political, social, economic, and intellectual history of Russia from the beginning of the 19th century to the present concentrating on revolutionary movements, the decay of Tsarist Russia, the triumph of Bolshevism, and the problems of Communist rule.

### **HIST 123: History of Russia III**

3 S.H.

The course begins with a brief survey of Russian history from the earliest time through the 19th century.

It concentrates on the reforms and revolutionary movements, the decline of imperial Russia, and concludes with an overview of the Soviet period.

### **HIST 125: The Ancient & Classical World**

3 S.H.

This is a survey of the political, social, and economic history of the Near Eastern, Mediterranean, and Western European World between 4000 B.C. and 500 A.D. The contributions of the major religious traditions and the Grecian and Roman Cultures to modern civilization are emphasized.

### **HIST 126: Medieval History**

3 S.H.

This course examines developments and achievements of European civilization from 350-1500 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 15th and 16th Centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment, and concludes with a study of the background to the French Revolution.

### **HIST 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 155: History of American Indians**

3 S.H.

This course examines the history of Indians in the United States with emphasis on the changes in selected Indian cultures. Governmental Indian policies and practices are evaluated with special concern for their lasting effects on Indian life and conditions.

### **HIST 160: Early American Thought & Culture**

3 S.H.

This 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 & 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 170: New England History**

3 S.H.

This is an introduction to the approach and methodology of local history with the examination of institutions, historical personalities and events, and literary works related to selected periods of New England history. Contemporary trends in New England are related to established social patterns.

### **HIST 175: The History of the Future**

3 S.H.

This course views history in terms of man's images of the future and how this image of the future has changed over time. How the future is affected by the past — its unique characteristics and trends — and how intervening variables over time influence the outcome are studied. The methods by which the future has been viewed in history are also examined ranging from imaginative to scientific forecasting.

### **HIST 180: Studies in History**

3-4 S.H.

This course deals with one or more of the great issues which have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems with particular attention to how man dealt with them. Issues may be selected from any period of the Eastern or Western worlds.

**HIST 190: History Seminar****3-4 S.H.**

This is a seminar for history majors. Studies of historians, historiography, and professional demands are made. A major research paper is required. *Prerequisite: permission of instructor.*

**HIST 205: The History of the Soviet Union****3 S.H.**

This is an analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention will include education and social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and Russia's relations with other nations of the world. Not offered every year.

**HIST 241: Workshop in History****3-4 S.H.**

This workshop provides an opportunity for the examination of one or more special problems, issues, themes, personalities, or events that have shaped the history of civilization. Emphasis is placed on various interpretations of the topics to enable students to evaluate their significance in history. Note: a student may register for this course more than once provided that the topic(s) examined is different each time.

**HIST 250: Europe Since 1900****3 S.H.**

This is an examination of the political, social, and economic development of major European nations from the prelude to the First World War to the present with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. *Prerequisite: permission of instructor.*

**HIST 281: Recent American History****3 S.H.**

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

## HUMAN SERVICES & ADMINISTRATION

**HSAD 1: Introduction to Human Services****3 S.H.**

This course provides an introduction to the role of human services in meeting a variety of human needs in society. An emphasis is placed on the work of private agencies. A close examination is undertaken of the roles of human services workers; the nature of the helping relationships; attitudes, skills and knowledge of human service workers; value conflicts and dilemmas in the field; and organization and delivery of services.

**HSAD 36: Introduction to Group Dynamics****3 S.H.**

This course is an introduction to the inter-disciplinary study of human behavior in groups. The contributions from a range of applied and theoretical sources are examined and the implications of these contributions for utilization in groups are explored. Theory is learned by reflecting upon experiences in on-going small groups including structured experiences in human relations training.

**HSAD 39: Group Work Sequence****3 S.H.**

This course is an introduction to group work methods. The course 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 36 and HSAD 1.*

**HSAD 40: Group Work Sequence****3 S.H.**

This course concerns the application of group work techniques in supervisory positions in community development agencies.

**HSAD 111: The YMCA: Past, Present, & 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 & 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 of 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 130: Modern Management Concepts & Human Resources**

3 S.H.

This course examines modern management concepts for increasing total organizational and individual effectiveness based upon the rapid change and development in today's institutions and communities. It deals with applicable knowledge in human relations for providing the student with a framework for complex problem solving in the administrative area.

#### **HSAD 141: Supervised Field Experience in Community Leadership**

3-15 S.H.

This course provides actual practice of working with people supervised by cooperating organizations and the College. Educationally relevant experiences are found in a wide variety of settings. Assignment of field experience is made by the student's 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, HSAD 39-40. 45 clock hours equal 2 S.H.

#### **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 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 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**

30 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 CS 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 210-211-212: Workshop in YMCA Career Development**

2-2-2 S.H.

This course focuses on specific topics and problems which are of concern to the YMCA professional. Discussions of the philosophy and practices of the YMCA are conducted in the context of particular goals established by local associations and the National Council.

#### **HSAD 220: Urbanology**

3 S.H.

This course examines the problems of planning, education, transportation, politics, economics, and group conflicts in urban and metropolitan areas. Special attention is given to the complexities of inter-dependent and inter-related forces and to ongoing attempts to improve the situation and quality of urban life.

#### **HSAD 223: Introduction to Human Services Administration**

3 S.H.

This course introduces the concepts and process of administration, develops an understanding of the task of executive leadership, and examines the implications of group work methods in the administration of social agencies.



**HSAD 224: Strategic Planning**

1-2 S.H.

This course assists 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 & Fund Raising**

3 S.H.

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

**HSAD 272: Development Ethics**

3 S.H.

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

**HSAD 281: Intermediate Technology for Community Development**

3 S.H.

This course explores the practical applications of alternative and indigenous resources that can be used for the betterment of a community's living standards. Specific appropriate technology projects related to housing, agriculture, sanitation, nutrition, and energy are studied for improving rural village conditions in developing nations.

**HSAD 283: Communications & Community Development**

3 S.H.

This course deals with how agencies interact with the public and private sectors' communication and public relations operations. Such items as newsletters, tours, press, public exposure and involvement, programs, annual reports, etc. are studied. Case studies of various agencies are analyzed to determine how they affect two-way communication between clients and agencies. *Prerequisite: HSAD seniors or graduate students, or permission of instructor.*

## INTERDISCIPLINARY STUDIES

**INST 1-2: Introduction to Social Sciences**

3-3 S.H.

Through the methods and perspectives of the social sciences, students view the evolution of values, institutions, and human creativity responsible for the creation of our modern, interdependent world. Emphasis is on the character and extent of change emanating from the human and institutional conflict born of new ideas, conditions, and needs of society.

**INST 3-4: Introduction to the Humanities**

5-5 S.H.

Through selected readings and presentations, students learn about the methodologies of and relationship among art, literature, music, philosophy, and religion. Emphasis is on utilizing the content to explore our cultural heritage and to study how human beings express an understanding of their world.

**INST 5: Freshman Humanities Seminar**

2 S.H.

This course emphasizes the Humanities Philosophy, its relation to the meaning of higher education, and to the students' purposes for attending college. It assists students to expand their skills in areas necessary for success in higher education. It focuses on the exploration of academic offerings of Springfield College in relation to potential career interests of the students.

## MATHEMATICS

**MATH 16-17: Introduction to College Mathematics**

3-3 S.H.

This course is aimed primarily at elementary concepts of mathematics such as sets, inequalities, different number bases, a survey of properties and operations of the number systems from natural numbers to reals, elementary topics of geometry, number theory, and problem solving. This course is designed primarily for teacher education majors.

**MATH 20: Fundamentals of Mathematics**

4 S.H.

Essentials of the arithmetic of real numbers, algebra, geometry, trigonometry, and analytic geometry constitute the course content. Topics include scientific notation, error analysis, literal equations, simultaneous linear equations and inequalities, orientation of planes, laws of sines and cosines, vectors, and graphing. Applications are drawn from physics, kinesiology, physiology of exercise, and tests and measurements. Successful completion will meet the All-College Requirement for Mathematics.

**MATH 21: College Algebra****3 S.H.**

This is a review and extension of fundamental operations, quadratic equations, series, complex numbers, partial fractions, progressions, and the elements of theory of equations. This course is not considered for math major credit.

**MATH 22: Precalculus Mathematics****3 S.H.**

This course consists of the essentials of trigonometry and analytic geometry. It gives a foundation for further study in calculus topics including circular and logarithmic functions, their graphs and applications, polar coordinates, and conic sections. 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, the course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and math skills are emphasized. This course is primarily designed for business management majors.

**MATH 25: Calculus for Business & Social Science****3 S.H.**

This course offers certain topics of calculus and their application to business and social science. Changes in economic and social environment are continuous and 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.

**MATH 31-32: Calculus III, IV****3-3 S.H.**

This course offers more on the techniques of differential and integral calculus, partial differentiation, multiple integration, 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 keystone to understanding introductory elements and concepts of contemporary mathematics and its applications to the various fields of the modern world. Topics include set theory, elementary symbolic logic, permutations, combinations, probability, linear systems, and introductory matrix algebra with applications.

**MATH 45: Geometry****3 S.H.**

After a rapid review of plane geometry, the course covers axiomatic geometry including both Euclidean and non-Euclidean geometries and introduces projective geometry. The relationship between various transformations and geometries 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 52: Linear Programming****3 S.H.**

This course covers the history of the subject, model building, standard and canonical linear programming, duality theorems, and the simplex method. *Prerequisite: permission of instructor.*

**MATH 110: Mathematical Analysis****3 S.H.**

This is an analysis of mathematical concepts both learned in previous mathematics courses as well as those taught in the present course: topologic set theory, the real and complex number systems, sequences and series, numerical integration, curve fitting, number presentation, and errors. Computer programs are used. *Prerequisite: MATH 31*

**MATH 130: Probability & Statistics****3 S.H.**

Topics include sample spaces, conditional probability, Bayes' theorem, expectation, limit theorems, random variables, density function, distribution functions, and Markov chains. The mathematical statistics include estimation, confidence intervals, testing hypotheses, regression, and correlation. *Prerequisite: MATH 28 or equivalent.*

**MATH 141: Field Experience in Mathematics & 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 requires the consultation and approval of a faculty supervisor from the department and the department chair.

**MATH 200S: Introductory Discrete Mathematics****3 S.H.**

This course covers basic mathematical structures which are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. *Prerequisite: permission of the instructor.*

**MATH 210S: Abstract Algebra****3 S.H.**

Topics include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functors are included. The interrelatedness of various mathematical disciplines is emphasized. *Prerequisite: MATH 50 or equivalent.*

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

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

## **MEDICAL TECHNOLOGY/LABORATORY SCIENCE**

*(Courses offered at affiliated hospital schools of medical technology)*

**MTLS 200S: Clinical Microbiology****8 S.H.**

This course is a laboratory and lecture presentation in the isolation and identification of clinically significant microorganisms found in all types of clinical specimens utilizing biochemical, immunological, and serological techniques. Determination of antimicrobial susceptibilities is included. Areas covered include bacteriology, parasitology, virology, mycology, and routine serology. Correlation of laboratory findings with disease states is emphasized.

**MTLS 201S: Clinical Chemistry****8 S.H.**

This course 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 202S: Immunology/Immunohematology****4 S.H.**

This is a laboratory and lecture presentation covering basic theory and application of the immune response. Special emphasis is placed on the laboratory identification of human blood groups and types as applied to transfusion/transplantation therapy and preparation of blood fractions. Problem solving is emphasized.

**MTLS 203S: Hematology****6 S.H.**

This is a laboratory and lecture presentation of cellular components of normal and abnormal blood. Principles, procedures, and special techniques are included. Specific cell types pathognomic for a variety of blood dyscrasias is emphasized. Hemostasis and mechanisms and methods for detection of coagulation deficiencies is included.

**MTLS 204S: Clinical Microscopy****1 S.H.**

This is a laboratory and lecture presentation of the physical, chemical, and cellular examination of body fluids. Correlation of the presence of specific components with particular disease entities is emphasized.

**MTLS 208S: Special Topics in Medical Technology****3 S.H.**

This is a composite offering of laboratory management including theories and practice; clinical pathology emphasizing correlation of the diagnostic role of laboratory testing with pathological processes in organ systems; and education including theories and application in medical technology. These offerings consist of lecture presentations and investigations of a special medical technology subject or related topic.

## MOVEMENT AND SPORTS 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 28: Sport Sociology**

3 S.H.

This course is designed to acquaint students with the reciprocal relationship between sport and the society in which it is embedded. Specific attention is given to societal values, governance, discrimination, technology, education, and sport structures in societies. Both the positive and negative consequences are considered. *Prerequisite: SOCI 1*

### **MOST 128: Sport Psychology**

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 and help explain the phenomena of sport performance.

### **MOST 103: Physiology of Exercise**

3 S.H.

Changes within the human body due to the effects of acute and chronic exercise are examined within the context of this course. *Prerequisites: BIOL 10-11, CHEM 15.*

### **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, PHYS 15.*

### **MOST 204: Motor Learning & Control**

3 S.H.

This course is designed to present information concerning the basic concepts in motor learning and control. Theories are discussed including recent research evidence on topics involving skill acquisition, neurological bases, motor integration, feedback, motor memory, conditions of practice, attention, and perception. Laboratory sessions are designed to enhance the understanding of the topics covered. *Prerequisite: MOST 210 or concurrent registration.*

### **MOST 210: Assessment in Movement & 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 analyses are presented. A practical experience in administering a test including the writing of an article suitable for a research journal is involved.

### **MOST 299: Heritage & Values of Movement & Sport**

3 S.H.

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

## OCCUPATIONAL THERAPY

### **OCTH 201: Occupational Therapy Fundamentals**

3 S.H.

This course is a study of the historical and current philosophies of occupational therapy with emphasis on the present scope of practices, issues, and concepts. The values of occupational performance and activity in prevention, treatment, and health maintenance are also addressed. *Prerequisite: major in Occupational Therapy or permission of the instructor.*

### **OCTH 205: Clinical Experience in Occupational Therapy I**

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 215: Occupational Therapy Clinical Ed II**

3 S.H.

This course is a combination of supervised field experience in one or more health care settings where occupational therapy is practiced, and a series of seminars. It provides experience in the beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. *Prerequisites: OCTH 201 and OCTH 205.*

**OCTH 220: Performance, Dysfunction, & 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, & Occupational Therapy Adaptation in Childhood** 3 S.H.  
Through the study of human performance from preschool through school age, emphasis is given to normal and dysfunctional processes affecting growth and development, self care, play and leisure, and family functioning. Techniques for occupational therapy assessment and social skill development are emphasized with particular attention to skills needed in the school system. *Prerequisite: permission of the instructor.*

**OCTH 225: Occupational Therapy Adaptation Lab I** 2 S.H.  
This course provides an opportunity for experiential learning in the practical application of pediatric through adolescent assessment and intervention strategies. Students practice with the administration and interpretation of a variety of occupational therapy assessments, utilization of adaptive and therapeutic equipment and materials, and organizing and running therapeutic groups. *Prerequisites: concurrent enrollment in OCTH 221 and OCTH 230.*

**OCTH 230: Development, Dysfunction, & Occupational Therapy Adaptation in Adolescents** 3 S.H.  
This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self care, leisure, peer relations, and family functioning. Psychosocial theories as well as occupational therapy frames of reference are utilized in understanding the life tasks and remediation techniques with adolescents. Intervention strategies including group dynamics are covered. *Prerequisites: OCTH 215, OCTH 220, OCTH 221, and concurrent enrollment in OCTH 225.*

## PHILOSOPHY

**PHIL 3: Conflict of Ideals: Values in a Changing Society** 3 S.H.  
This course explores the major philosophical thinkers and value systems which have influenced 20th 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 is an introduction to the major areas of philosophy, the problems encountered, and studies representative thinkers in those areas.

**PHIL 6: Ethics** 3 S.H.  
This course is a study of theories of value along with recent discussion of significant moral problems.

**PHIL 8: Practical Logic** 3 S.H.  
This course introduces students to the basics of critical thinking in the context of every day 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 sensitizes students to ethical issues in business and to develops a capacity for moral judgment in management.

**PHIL 180: Existentialism** 3 S.H.  
The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, unauthentic and authentic existence, death, and freedom.

## PHYSICAL EDUCATION

**PHED 2: Instructional Strategies in Physical Education** 3 S.H.  
This course introduces students to teaching strategies and techniques which are generic 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 5: Motor Learning & Development**  
see MOST 5 under "Movement and Sports Studies"

3 S.H.

**PHED 26: Elementary School Physical Education Program**

3 S.H.

The course helps students develop their knowledge and understanding of the planning, organization, and teaching included in physical education at the elementary school level. Laboratory practice in instructional activities, including appropriate teaching methods and techniques, is provided. The practical application of theories is provided for by an actual teaching experience in the elementary schools of Springfield.

**PHED 35: Workshop in Movement**

2 S.H.

This course helps individuals explore the many dimensions of human movement potential related to sports skills and daily life activities and is based upon the theoretical foundations of movement education. This course is designed primarily for Evening College students.

**PHED 36: Secondary Physical Education: Design & Implementation**

3 S.H.

This course is designed to introduce students to the principles of curriculum development for secondary school physical education. Students develop age-appropriate physical education curricular units for implementation in field-based laboratory settings.

**PHED 60: Personal & Family Physical Fitness**

2 S.H.

This course examines current practices and trends in physical fitness programs for adults with a view toward interpreting and developing programs for all ages. The relationship between exercise, diet, and degenerative diseases of the cardiovascular system are studied as well as the relationships of physical activity to physical, social, and psychological well-being. In addition, students participate in a practicum of selected activities designed to promote physical fitness. The course is designed primarily for Evening College students.

**PHED 77: Studies in Physical Education**

2-3 S.H.

This course provides an analysis dealing with selected problems, issues, or special topics in the field of physical education, sports, and athletics.

**PHED 100: Officiating Athletic Events**

1 S.H.

This course provides students 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 103: Physiology of Exercise**

3 S.H.

see MOST 103 under "Movement and Sports Studies"

**PHED 108: Adapted Physical Education Programming**

3 S.H.

This course provides basic information on disabling conditions and how to provide adapted physical education programs based upon an individual's assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection, and prescription of appropriate exercise programs; and implementation of developmental activities, rhythmic, aquatic, and games.

**PHED 112: Principles & Problems of Coaching**

2 S.H.

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improving of motor skills; daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests.

**PHED 113: Coaching Soccer**

2 S.H.

Emphasis is on the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his opportunity as an educator. *Prerequisite:* PEAC 155.

**PHED 114: Coaching Basketball**

2 S.H.

Emphasis is on the methods of teaching and coaching basketball with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. *Prerequisite:* PEAC 144.

**PHED 116: Coaching Football**

2 S.H.

Course material covers the techniques and methods of coaching football with emphasis on team play. Also included are offensive and defensive methods for the running, passing, and kicking games. Complete organization of a football program is presented. *Prerequisite:* PEAC 157.

**PHED 117: Track & Field Coaching** 2 S.H.  
The biomechanical analysis and training strategies for each track and field events are covered in this course. 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. *Prerequisites: PEPC 264 Track and Field Officiating.*

**PHED 118: Coaching of Racket 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.

**PHED 119: Kinesiology/Biomechanics** 3 S.H.  
see MOST 119 under "Movement and Sports Studies"

**PHED 122: Dance Performance Practicum** 2 S.H.  
This course bridges the gap between class activity and artistic performance. There is strong emphasis on energy level and line, form, and design with instruction in basic elements for staging choreography. A variety of dance forms are included. Students are either involved with one of the on-campus performing dance groups or an approved off-campus experience.

**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 level. Consideration is given to the problems and standards associated with such programs.

**PHED 125: Prevention & Care of Athletic Injuries** 2 S.H.  
The evaluation and recognition of common injuries and their prevention are included in this course. Emphasis is placed upon the immediate care given for traumatic injuries. Laboratory sessions introduce various wrapping and strapping techniques in addition to basic rehabilitation procedures. *Prerequisite: BIOL 10-11.*

**PHED 127: Coaching Wrestling** 2 S.H.  
Course material covers the essential techniques of wrestling, the development of a team, conditioning, conduct of practice sessions, weight reduction, and preparation of a team for meets and tournaments. *Prerequisite: PEAI 184.*

**PHED 128: Psycho/Social Foundations of Sport** 2 S.H.  
This course is designed to acquaint the student with the developing knowledge regarding the psychological and sociological aspects of sport and its impact on the conduct of physical education.

**PHED 131: Coaching Softball** 2 S.H.  
Techniques and materials for coaching softball at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. *Prerequisite: PEAC 156.*

**PHED 132: Coaching Field Hockey** 2 S.H.  
Techniques and materials for coaching field hockey at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. *Prerequisite: PEAI 150.*

**PHED 133: Teaching Rhythmic Activities** 2 S.H.  
Instructional materials and methods suitable for all areas of dance are presented including folk dance, square dance, modern dance, tap dance, and children's rhythms.

**PHED 138: Pre-Practicum for Pre-School & Primary Level Children** 2 S.H.  
The course is for students planning a career at the elementary school level. Emphasis is placed upon the physical education instructional program for lower elementary grades. Also, the laboratory experiences in the Springfield schools provide an opportunity to put the concepts of movement education and perceptual-motor development into practice. *Prerequisite: PHED 26 or permission of instructor.*

**PHED 140: Pre-Practicum for Intermediate Level Children** 2 S.H.  
This course is for students planning a career at the elementary school level. Emphasis is placed upon the development of a comprehensive physical education experience for youngsters in the upper elementary grades. The laboratory experience in the Springfield schools is designed to deal with the application of movement theory to specific sports skills and activities. *Prerequisite: PHED 26 or permission of instructor.*

**PHED 143: Coaching Swimming & Diving**

2 S.H.

This is a systematic treatment of the philosophy, principles, and techniques of teaching and coaching swimming and diving.

**PHED 145: Assistant in Movement Science Research**

1 S.H.

This course is designed to provide the students with hands-on research experience as they assist with ongoing 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.*

**PHED 148: Pre-Practicum in Physical Education—Grades 7-9**

2 S.H.

This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the junior high school or middle school setting. *Prerequisite: PHED 36 or permission of instructor.*

**PHED 149: Coaching Pre-Practicum**

2 S.H.

This 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 in Physical Education—Grades 10-12**

2 S.H.

This pre-practicum provides prospective physical educators with experience in observing, assisting, and teaching physical education in grades 10-12. *Prerequisite: PHED 36.*

**PHED 151: YMCA Fieldwork**

4-10 S.H.

This is a practicum experience for physical education majors preparing for YMCA work only.

**PHED 162: Coaching Men's Gymnastics**

2 S.H.

This course presents analysis of skills fundamental to competitive gymnastics. *Prerequisite: PEAC 271.*

**PHED 163: Coaching Women's Gymnastics**

2 S.H.

This course presents methods and materials of gymnastic coaching as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. *Prerequisite: PEAC 271.*

**PHED 180: Coaching of Volleyball**

2 S.H.

The course emphasizes the coaching and teaching of advanced offensive and defensive strategies for individual and team play. Rules interpretation and officiating techniques are included. *Prerequisite: PEAC 158 or permission of instructor.*

**PHED 182: College Level Supervised On-Campus Teaching**

1 S.H.

This course represents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. It may be repeated once. *Prerequisite: permission of the department.*

**PHED 209: Physical Education for Atypical Children**

3 S.H.

This course discusses basic materials, methods, and principles for a graded program. Also included are programs of general class activities and special adaptive education and therapeutics of recreation for the disabled and handicapped. The laboratory provides practical experience in individual and group methods for conducting developmental conditioning and corrective exercises in the appraisal of postural deviations and in prescriptive guidance for correction.

**PHED 220: Sport & Art**

3 S.H.

The historical and contemporary relationships of sport and art are explored by examining sport as the subject matter of the artist's work, selected pieces of testimony and essays which reveal the occurrence of aesthetic experiences in sport, sport as the medium to produce a work of art, and questions posed by scholars about the nature of sport and art and their possible relationship.

**PHED 222: Organization & Administration of Aquatics**

2 S.H.

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers; financing; publicity; motivating attendance; and legal relations.

**PHED 221: Organization & Administration of Education & Physical Education**

3 S.H.

The basic principles and patterns of organization and administration as manifested in educational institutions are analyzed in this course. Topics such as class scheduling, fiscal management, policy information, education funding, teacher unions, and legal liability are explored. *Prerequisite: concurrent registration in PHED 151 or permission of instructor.*



**PHED 223: Organization & Administration of Intramurals****2 S.H.**

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

**PHED 225: Curriculum Development in Physical Education****2 S.H.**

Students in this course are exposed to principles of curriculum development and frameworks for decision-making in physical education. Particular attention is directed to principles of selecting and organizing content appropriate for students of varying age levels. The processes of change and school politics form the basis for study of the implementation phase of curriculum development.

**PHED 230: Movement Education: Theory & Practice****2 S.H.**

This course provides an examination of the history, theory, and current practices in the area of movement education. Emphasis is placed upon the development of curricular materials that can be readily applied to physical education programs especially at the elementary school level. *Prerequisite: PHED 26 or equivalent.*

**PHED 250: Workshop in Physical Education****1-2 S.H.**

This course provides an opportunity for group thinking and discussion of problems of organization, administration, and conduct of programs of physical education. Provisions are made for students to work individually or in small groups toward the solution of problems of their own choosing. **NOTE:** 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 251: Qualitative Biomechanics of Movement****3 S.H.**

Qualitative biomechanical concepts of human and related animal movements are examined. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. 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.*

**PHED 252S: Practicum in Physical Education N-9****7 S.H.**

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of 7 weeks at the N-9 level. Assignments are made in consultation with and with the 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, PHED 26, PHED 36, PHED 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 7 weeks at the 5-12 level. Site assignments are made in consultation with and with the 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, PHED 26, PHED 36, PHED 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 14 weeks at either the K-9 or 5-12 level. Site assignments are made in consultation with and with the 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, PHED 26, PHED 36, PHED 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 7 weeks. Site assignments are made in consultation with and with the permission of the coordinator of teacher preparation. *Prerequisites: MOST major, matriculation, concurrent registration in PHED 252S/253S/245S, and PHED 112, PHED 125, and one coaching course.*

**PHED 262: Physical Education for the Mentally Retarded & Those with Associated Disorders****2 S.H.**

Characteristics and needs of the mentally retarded are studied. Disorders associated with mental retardation are presented. Focus is on current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. This is a theory course. *Prerequisite: senior/graduate status.*

**PHED 270: Sociology of Sport****2 S.H.**

This course examines the study of sport within a sociological context. Theories of sport and society will

be examined in an attempt to analyze and explain various relationships existing between sport and social groups, processes, forces, and institutions.

#### **PHED 281: Modern Dance Theory & Composition**

2 S.H.

This course is an intensive study of modern dance with special emphasis on its place and use in high schools and colleges. Also included are teaching techniques, theory and principles of composition, and the use of modern dance for conditioning and correctives.

#### **PHED 290: Sports Marketing**

3 S.H.

This course provides the student with basic knowledge and understanding of sports marketing and promotions on the educational, recreational, and professional levels. Attention is given to a history of sports marketing, definition of terms, principles of marketing, strategic market planning, and evaluation of sports marketing programs. The components of the course include developing products, sponsorships, special event fund raising, public relations, utilizing television, and radio networking.

#### **PHED 295S: Senior Seminar in Physical Education**

1 S.H.

Contemporary issues in education and physical education as well as personal and professional conflicts germane to the entry level professional are explored in this course. Topics such as current or proposed legislation, teacher burnout, and future career planning are included. Prerequisite: concurrent registration in PHED 151 or permission of instructor.

#### **PHED 298: History of Physical Education and Sport**

2 S.H.

This course explores the history of physical education and sport within the context of man's cultural development.. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

#### **PHED 299: Philosophical Inquiry into Physical Education**

2 S.H.

This course helps students develop an expanded view of the nature, meaning and significance of physical education by examining questions and writings which focus on reality, beauty, knowledge, ethics, embodiment, and values.

## **SKILLS COURSES**

#### **MOSK: Movement and Sports Studies Activity Courses**

MOSK skills courses are designed for the Movement and Sports Studies Majors to satisfy the 4 semester-hour MOST CORE requirement for skills. This requirement is in addition to the 4 semester-hour All-College Requirement in physical education skills. 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 skill courses serve as laboratory experiences in movement and sport activities representative of the cultural forms of sport, movement, exercise, and dance.

#### **PEAC: Physical Education Activity Course**

PEAC skills courses are All-College activity courses designed for the general College population to satisfy the 4 semester hour All-College Requirement in physical education skills. These courses may be taken by the physical education teacher preparation student for satisfaction of the "Selective Skills CORE." PEAC courses are intended to support the development of student commitment to, and skills needed for, lifelong participation in movement activity.

#### **PEPC: Physical Education Professional Course**

PEPC skills courses are professional courses designed for the physical education teacher preparation student. Content includes skill development, teaching methods, and application of the activity to differing age levels.

#### **PEAI: Intercollegiate Sports**

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 4 semester hours All-College Requirement in physical education. Graded on a Pass/Fail basis.

#### **MOSK: SKILLS CORE (4 S.H.)**

MOSK 1 Outdoor Pursuits	1.0 s.h.
MOSK 2 Sports Concepts & Application	1.0 s.h.
MOSK 183 Gymnastics I	.5 s.h.
MOSK 238 Fundamentals of Rhythm	.5 s.h.
MOSK 204 Swimming	.5 s.h.
MOSK 263 Track & Field I	.5 s.h.

**PEAC: Physical Education Activity Courses**  
(.5 s.h. credit)

**Aquatic Activities**

- PEAC 101 Boating & Canoeing
- PEAC 209 Lifeguarding (YMCA)
- PEAC 205 Lifesaving (ARC)
- PEAC 30 SCUBA Certification (1 s.h.)
- PEAC 102 Skin & Scuba Diving
- PEAC 108 Springboard Diving
- PEAC 104 Swimming
- PEAC 106 Synchronized Swimming
- PEAC 206 Teaching Swimming  
& Lifesaving (WSI) (1 s.h.)
- PEAC 107 Water Polo

**Fitness Activities**

- PEAC 111 Aerobic Dance
- PEAC 100 Fit for Life (1 s.h.)
- PEAC 115 Fitness Swimming
- PEAC 116 Jogging
- PEAC 113 Nautilus Personal
- PEAC 118 Personal Fitness
- PEAC 120 Relaxation
- PEAC 122 Weight Training
- PEAC 123 Tai Ji Jian

**Dance/Rhythms Activities**

- PEAC 127 Ballet 1
- PEAC 227 Ballet 2
- PEAC 130 Dance—Ballroom
- PEAC 133 Dance—Modern 1
- PEAC 233 Dance—Modern 2
- PEAC 135 Dance—Square 1
- PEAC 235 Dance—Square 2
- PEAC 137 Dance—Tap
- PEAC 138 Fundamentals of Rhythm

**Adventure/Leisure Pursuits**

- PEAC 144 Basketball
- PEAC 197 Cross Country Skiing
- PEAC 187 Cycling
- PEAC 188 Hiking & Backpacking
- PEAC 174 Horsemanship 1
- PEAC 274 Horsemanship 2
- PEAC 275 Horsemanship 3
- PEAC 276 Horsemanship 4
- PEAC 277 Horsemanship 5
- PEAC 55 Indoor Soccer
- PEAC 190 Kayaking 1
- PEAC 290 Kayaking 2
- PEAC 153 Lacrosse
- PEAC 191 Orienteering
- PEAC 193 Outdoor Adventure
- PEAC 195 Rock Climbing
- PEAC 196 Skiing 1
- PEAC 296 Skiing 2
- PEAC 297 Skiing 3
- PEAC 280 Ski Instructor Clinic
- PEAC 155 Soccer
- PEAC 156 Softball—Slow Pitch
- PEAC 158 Volleyball
- PEAC 199 White Water Canoeing

**Individual/Dual**

- PEAC 161 Archery
- PEAC 165 Badminton

- PEAC 167 Bowling
- PEAC 168 Fencing
- PEAC 170 Golf
- PEAC 173 Handball
- PEAC 175 Karate 1
- PEAC 275 Karate 2
- PEAC 176 Racquetball
- PEAC 177 Recreational Games
- PEAC 178 Rhythmic Gymnastics
- PEAC 179 Self Defense 1
- PEAC 279 Self Defense 2
- PEAC 181 Squash
- PEAC 182 Tennis

**Special Category Skills (.5-1.0 s.h.)**

- PEAC 50 Special Topics
- PEAC 99 Independent Study

**PEPC: Physical Education Professional Courses (.5 s.h. credit)**

- PEPC 211 Aerobic Dance
- PEPC 244 Basketball
- PEPC 110 Conditioning & Fitness Programs
- PEPC 231 Educational Dance
- PEPC 246 Educational Games
- PEPC 248 Educational Gymnastics
- PEPC 150 Field Hockey
- PEPC 247 Fitness for Children
- PEPC 100 Fitness for Life
- PEPC 251 Flag Football
- PEPC 232 Folk Dance
- PEPC 184 Gymnastics 2
- PEPC 253 Lacrosse (Coed)
- PEPC 213 Nautilus Professional
- PEPC 254 New & Field Games
- PEPC 293 Outdoor Adventure
- PEPC 25 Self Defense/Wrestling (1 s.h.)
- PEPC 255 Soccer
- PEPC 256 Softball
- PEPC 282 Tennis
- PEPC 264 Track 2
- PEPC 258 Volleyball

**PEAI: Intercollegiate Skills Courses (.5 s.h. credit)**

- PEAI 141 Baseball
- PEAI 144 Basketball M&W
- PEAI 116 Cross Country M&W
- PEAI 150 Field Hockey
- PEAI 157 Football
- PEAI 170 Golf
- PEAI 171 Gymnastics M&W
- PEAI 153 Lacrosse M&W
- PEAI 155 Soccer M&W
- PEAI 156 Softball
- PEAI 104 Swimming M&W
- PEAI 182 Tennis M&W
- PEAI 159 Track M&W
- PEAI 158 Volleyball M&W
- PEAI 184 Wrestling

## PHYSICAL SCIENCE

### PHSC 1: Physical Science & the Environment

4 S.H.

This course studies the key concepts and theories of physical science for students with little or no prior experience in them. Physical science is approached both as a body of knowledge and an on-going process of investigation in order to develop in the student an awareness of the scientist's point of view and his approach to nature.

## PHYSICAL THERAPY

### PTMS 10: Introduction to Physical Therapy

1 S.H.

This course introduces students to the role and responsibilities of a physical therapist in today's society. Included is the organization, structure, and function of the American Physical Therapy Association, areas of specialization, and ethical standards of practice and patient-therapist interactions. *Prerequisite: Physical Therapy Major or permission of instructor.*

### PTMS 121: Basic Concepts in Physical Therapy I

2 S.H.

This course provides an introduction to physical therapy practice. Topics addressed include medical terminology, vital signs, identification of body landmarks, transfer training, range of motion exercises, introduction to evaluation, clinical decision making, and documentation. An integration of evaluation, goal setting, treatment planning, and documentation is emphasized. *Prerequisite: PTMS 10.*

### PTMS 122: Basic Concepts in Physical Therapy II

2 S.H.

This is the final introductory course in physical therapy prior to the Clinical Science and Practice sequence. Topics addressed prepare students for an initial clinical experience. These include the principles of isolation procedure, postural assessment and scoliosis screening, gait analysis, assistive devices, wheelchair selection and use, and relaxation techniques. Students are required to read and abstract professional literature in the APTA format. *Prerequisites: PTMS 10, 121.*

### PTMS 202: Clinical Education I

2 S.H.

This is the initial clinical experience that is structured to provide students with insights into the practice of physical therapy through patient contact and closely supervised administration of basic physical therapy techniques. *Prerequisites: PTMS 121, 122, 210, 211, 240, PHED 19, 103.*

### PTMS 210-211: Human Anatomy

3-3 S.H.

This course provides a comprehensive study of the structure and functions of human movement with emphasis on the skeletal, articular, and muscular systems. The focus is on the understanding of the development, maturation, and aging processes of these systems. Both microscopic and gross functions are discussed. *Prerequisite: BIOL 4-5, 90-91, and permission of instructor.*

### PTMS 221: Clinical Science & Practice I

4 S.H.

This is the initial course in the clinical science and practice sequence. The clinical evaluation techniques of goniometry and manual muscle testing are presented. Treatment approaches are introduced. These include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. *Prerequisites: PTMS 10, 121, 122.*

### PTMS 222: Clinical Science & Practice II

4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. *Prerequisites: PTMS 10, 121, 122.*

### PTMS 223: Clinical Science & Practice III

4 S.H.

Evaluation and physical therapy management of patients with peripheral nerve lesions, cardiac, pulmonary, and vascular disorders are presented in this course. The topics included are electrodiagnosis, electrotherapy, and cardiac and pulmonary rehabilitation. *Prerequisites: PTMS 10, 121, 122, 221, 222.*

### PTMS 224: Clinical Science & Practice IV

4 S.H.

This course includes an analysis of muscle and joint action present in normal gait and evaluation and treatment of abnormal gait. Topics include physical therapy intervention and management of patients with spinal cord injury, amputations, cancer, and hand problems. In addition, there is instruction on orthotics and prosthetics. *Prerequisites: PTMS 10, 121, 122, 221, 222.*

**PTMS 240: Clinical Medicine/Pathology****4 S.H.**

This course is a survey of general medical and surgical disorders, including the pathophysiology of disease, clinical manifestations, and medical treatment with emphasis on conditions encountered in physical therapy. Topics include internal disorders/disease, orthopedics, pediatrics, and neurology. *Prerequisite: Physical Therapy Major or permission of instructor.*

**PTMS 250-251: Neuroscience****2-2 S.H.**

This course deals with both structure and function of the nervous systems and is aimed at building a better understanding of both normal and abnormal movement. Emphasis is on the central nervous system, its specific functions, and on the integration of these functions in motor activity. Certain disabilities and lesions are discussed as well as the neurological basis behind treatment procedures. *Prerequisites: PTMS 10, 121, 122.*

## PHYSICS

**PHYS 15: Physics for Movement Science****4 S.H.**

This course is an introductory physics course which emphasizes those applications which are of importance to those students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics, stress and strain of biomaterials, work, energy, machines, fluid mechanics of the human system, mechanics of breathing, heat and heat flow in the human system, practical electricity, electrical safety, basic electrical and electronic instrumentation, waves, hearing and sound, light and vision, x-rays, and radiation. *Prerequisite: MATH 20 or permission of instructor.*

**PHYS 21-22: General Physics****4-4 S.H.**

This course gives students an understanding of the subject matter, method, purposes, and philosophy of classical physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized.

**PHYS 81: Introduction to Energy Conversion Systems****3 S.H.**

This course deals with the physical, technological, legal-administrative, and environmental aspects governing the utilization of various forms of energy such as those derived from fossil fuel; water; and geothermal, nuclear, solar, and wind resources in those conversion schemes designed for generation of electrical power. Emphasis is placed on large-scale energy conversion schemes.

**PHYS 82: Introduction to Solar Thermal Energy Systems****3 S.H.**

This course deals with the energy conservation concepts and practices important in the design of energy efficient solar buildings as well as with both passive and active solar thermal energy systems designed for domestic hot water, space heating, and cooling. Emphasis is placed on both basic concepts and sizing procedures for passive and active solar thermal energy systems.

## POLITICAL SCIENCE

**POSC 1: People & Politics****3 S.H.**

This course is an examination of the expanding role of government and politics in people's lives. Focus is on the political attitudes, processes, and institutions that shape issues as well as the political results for the individual and society.

**POSC 5-6: American Government****3-3 S.H.**

This course is an examination of American politics and governmental institutions at the national, state, and local levels. Particular attention is given to the interrelationships of institutions and the individual's relationship to the system as a whole.

**POSC 17: International Relations****3 S.H.**

This course is a survey of basic factors in international relations such as political nationalism, geography, population and food, natural resources, imperialism, international law and organization, collective security, and an outline of the important concrete problems of the world at the present time.

**POSC 116: Political Thought—From Plato to Machiavelli****3 S.H.**

This is a survey of political thinkers and their major works from the Greeks to the Renaissance.

**POSC 117: Political Thought—From Machiavelli to the Present** 3 S.H.

This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies.

**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 137: Constitutional Law** 3 S.H.

This is a study of the making of present-day constitutional law by the United States Supreme Court. Considerable time is devoted to the reading of outstanding cases of recent years. Attention is given to such matters as the social and economic forces influencing Court decisions, the powers and policies of the Supreme Court as a political instrumentality, and the influence of the Court upon current American political and constitutional development.

**POSC 138: Civil Liberties** 3 S.H.

This is a study of the development of the concept and law of civil liberties in American society and of the problems involved in preserving and broadening these freedoms and maintaining security. Emphasis will be on such topics as racial discrimination, freedom of speech and assembly, freedom of belief, the right of association, and equal protection of the laws.

**POSC 140: Public Administration** 3 S.H.

The executive branch of modern government is studied as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, are stressed with particular attention to problems of goal setting, innovation, and accountability.

**POSC 141: Supervised Experience in Political Science** 3-10 S.H.

This course gives 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: Comparative Government: Modernized Political Systems** 3 S.H.

This is an analysis of the nature and development of modern political systems in Britain, France, the Soviet Union, and West Germany. Emphasis 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.

**POSC 190: Political Science Seminar** 4 S.H.

This is a seminar for political science majors. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem are included.

**POSC 210: Soviet Foreign Policy** 3 S.H.

This is the study of the geographic, economic, and ideological forces that have enduring impact on Soviet foreign policy. Special attention is given to current problems and trends arising from the Cold War experience.

**POSC 220: United States & Contemporary World Affairs** 3 S.H.

This is the study of contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are considered.

**POSC 250: Seminar in Government & Politics** 3 S.H.

Substantive study, analysis, and evaluation of various contemporary problems and issues confronting the United States on the domestic scene with particular emphasis on the resultant impact on American political institutions and social order are undertaken.

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

This 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. *Prerequisite: PSYC 1.*

**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 & Personal Adjustment****3 S.H.**

Who am I? This course is a search to understand our many puzzling thoughts and feelings. Who am I becoming? It tries to identify some of the joys and fears in the journey of becoming. Who could I be? We take a look at who we could be if we were free to grow and know.

**PSYC 106: Social Psychology****3 S.H.**

Attraction, aggression, prejudice, love, conformity, persuasion, and many other aspects of social psychology are studied. This course also explores the effects of group membership on individual behavior. *Prerequisite: PSYC 1.*

**PSYC 111: Introduction to Statistics****3 S.H.**

This course examines elementary statistics in behavioral research. Specific topics addressed are describing and comparing raw data, the concept of normal curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients, and an introduction to regression analysis. Special attention is given to interpreting psychological research. *Prerequisite: PSYC 1, a college-level course in mathematics.*

**PSYC 112: Experimental Design****3 S.H.**

Methods for conducting experiments in the social science are discussed 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 well as the designing of personal experiments. *Prerequisite: PSYC 1, PSYC 111.*

**PSYC 121: Abnormal Psychology****3 S.H.**

This is a systematic study of various patterns of abnormal behavior. Special emphasis is placed upon the investigation of the interplay of biological, psychological, and social forces which shape the abnormal personality and current methods of treatment.

**PSYC 130: Applied Psychology****3 S.H.**

Problems and techniques involved in the application of psychological principles in industry, business, advertising, medicine, law, and education are examined.

**PSYC 141: Supervised Experience in Psychology****2-10 S.H.**

This is an opportunity for students to work on an individual basis with a faculty member in the Department of Psychology. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. *Prerequisite: junior-senior standing. No more than 6 s.h. of PSYC 141 will count toward the basic 30 S.H. of psychology required for the major.*

**PSYC 201: Motivation & Learning****3 S.H.**

An examination of the major theories and issues is covered from both an historical and contemporary

perspective. Emphasis is placed on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analyses of classical and instrumental conditioning, reinforcement theory, and punishment along with the contributions of Skinner, Hull, and Tolman are a few of the areas investigated. *Prerequisite:* PSYC 1.

**PSYC 202: Coordinating Seminar**

3 S.H.

Students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. *Prerequisite:* PSYC 1; 24 s.h. of psychology.

**PSYC 205: Physiological Psychology**

3 S.H.

The physiological bases of a variety of behaviors are studied. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. *Prerequisite:* PSYC 1.

**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 222: Interviewing & Counseling**

3 S.H.

This course helps students in education, recreation, health fitness, and psychology develop helping and listening skills. The class combines lecture and practical experience in order for the students to gain a conceptual framework for the use of treatment methods in counseling. *Prerequisite:* PSYC 1.

**PSYC 230: Training & Development in Organizations**

3 S.H.

This course presents an overview of the training and development process in organizations. Specific topics presented are learning theory, training needs assessments, training evaluation, program designs, and presentation skills.

**PSYC 231: Communication & Motivation in Organizations**

3 S.H.

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

**PSYC 232: Organizational Development & Change**

3 S.H.

This course examines the process of planned organizational change. Students are introduced to several organizational development techniques including team building, job enrichment, survey feedback, Quality of Work Life Programs, and the quality-control circle. Class demonstrations and participatory activities help students experience organizational change strategies.

**PSYC 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, & Self-Hypnosis**

3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human helping professions. Topics covered include the mind/body relationship, healing and pain management, neurolinguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.

**PSYC 260: Rituals in Families**

3 S.H.

This course provides an overview of the 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 1: Camp Counseling** 2 S.H.  
The course is devoted to the development of an understanding and appreciation of organized camping and the potential it has for contributing to the growth and development of children. Emphasis is placed on the role of the counselor as the key to a meaningful camping experience for children.
- RLSR 3: Introduction to Recreation & Leisure Services** 3 S.H.  
The course introduces the student to the field of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.
- RLSR 5: Outdoor Living** 2 S.H.  
Students participate in such areas of outdoor living skills as axemanship, fire building, outdoor cooking, lashing, shelters, mapping, compass, and camp sanitation. Students also participate in a one-week camping experience at the end of the school year. RLSR students only.
- RLSR 6: Dynamics of Leadership** 3 S.H.  
Methods for effective leadership are explored. Leadership theories, developmental characteristics of various age groups, variations in the role of the leader as a function of program area, and motivation as a function of leadership are topics included. *Prerequisites: RLSR 3.*
- RLSR 10: Survey of Leisure Services** 2 S.H.  
This overview of the recreation movement explores its significance and function as it relates to contemporary society. Issues and factors germane to the delivery of community leisure services are also discussed.
- RLSR 15: Recreational Activities** 3 S.H.  
This course provides students with a wide range of social recreation activities. Various types of games, music activities, drama activities, banquets, and special events are included. Committees are utilized to plan and produce actual party situations. *Prerequisite: RLSR 3.*
- RLSR 16: Program Planning** 3 S.H.  
Identification and classification of recreation program areas and settings with emphasis on the fundamentals of planning and implementing leisure services. Philosophical foundations of programming are explored. *Prerequisite: RLSR 3.*
- RLSR 25: Introduction to Employee Services & Recreation** 3 S.H.  
This course is an introduction to employee services in corporations (formerly called industrial recreation.) Employee services include recreation, health fitness, and education programs and facilities provided for their employees (and often their families) by corporations. The benefits, the relationship of employee services to the corporation, programs, facilities, finance, staffing, legal structure, professional preparation, and opportunities are the major topics included.
- RLSR 55-56: Equestrian Arts—Massachusetts License Beginner Level** 2-2 S.H.  
This two-part course (RLSR 55-56) trains qualified individuals to teach horsemanship at the 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 equitation teachers.
- RLSR 61: Practicum in Camp Planning, Programming, & Administration** 3 S.H.  
The course is limited to students who wish to serve on the staff of the Springfield College Day Camp, Camp Massasoit. The course involves students in all phases of pre-camp administration including budget, staffing, staff manuals, promotion, programming, purchasing, registration, and transportation.
- RLSR 72: Introduction to Therapeutic Recreation** 3 S.H.  
This course serves as an introduction to the utilization of recreation programs in hospitals, nursing homes, detention centers, and other therapeutic environments. Terminology, trends and issues, and use of adaptive equipment are explored.
- RLSR 78: Maintenance of Facilities & Equipment** 2 S.H.  
The course is a very fundamental approach to maintenance introducing students to the various tools, supplies, materials, and methods of both buildings and grounds maintenance. Lectures, coupled with practice, are designed to enable students to evaluate the effectiveness of maintenance efforts and to effect changes for improvement.
- RLSR 82: Leisure Services for Special Populations** 3 S.H.  
An overview of developments pertaining to therapeutic recreation is presented. Philosophical and

historical developments, current issues, and trends facing future professionals pertaining to special populations are discussed. The importance, value, and significance of therapeutic recreation are the primary emphasis of this course. Program planning with "special needs" populations, sensitivity awareness, identification of disabling conditions, and diseases are included. This course is designed for the non-therapeutic recreation major.

#### **RLSR 88: Outdoor Recreation**

**3 S.H.**

The focus of the course is on the natural resources of America and the public and private entities that administer them for recreational purposes. Consideration is given to the visitors (demand); the resources (supply); and the philosophies, policies, and administrative techniques of today plus the changes that increasing demand will necessitate in the future.

#### **RLSR 141: Undergraduate Field Experience**

**10-15 S.H.**

The field experience provides practice under professional supervision in leadership skills in a variety of recreation agencies. Assignment of field experience is based upon the student's choice of professional career. One semester hour of credit is given for 45 clock hours of supervised field experience. A minimum of ten semester hours is required for graduation.

#### **RLSR 148: Management of Leisure Services**

**3 S.H.**

Basic principles of organization and administration for the delivery of leisure services are presented. The course emphasizes management of financial and human resources. Marketing of leisure services is also included.

#### **RLSR 150: Public Relations**

**2 S.H.**

This course is designed to give the student a working knowledge of public relations and promotion techniques with a focus on leisure activities in public, private, commercial, and therapeutic recreation.

#### **RLSR 152: Camp Programming**

**3 S.H.**

The course focuses on the program planning processes utilized in the organized camp. Philosophy, principles of development, and organizational patterns are considered. Also included are specific program areas, programming for special populations, modifications needed for various age groups, and planning for year-round camps.

#### **RLSR 155: Outdoor Education**

**3 S.H.**

This course includes a detailed examination of the meaning, scope, and value of outdoor education. Emphasis is given to the historical and philosophical foundations of outdoor education, the direct application of instructional procedures for providing outdoor/environmental education, and the planning and administration of such programs. Significant trends and existing outdoor education programs are also examined.

#### **RLSR 160: Facility Design & Planning**

**3 S.H.**

This course acquaints the student with the required process that is necessary for planning facilities. The material deals specifically with the role of the recreator in the planning process. Course requirements permit the student to select a facility in detail. The material is oriented to indoor facilities and outdoor facilities that are supportive. Regularly scheduled visits to facilities are an integral part of this course.

#### **RLSR 172: Processes & Techniques in Therapeutic Recreation**

**3 S.H.**

Processes and techniques utilized in treatment-oriented programs are explored. Processes include assessing, establishing behavioral objectives, activity analysis and selection, and evaluation. Techniques covered include behavior modification, recreation counseling, and discussion groups. *Prerequisite: RLSR 72.*

#### **RLSR 175: Swimming Instructor Specialist for the Disabled**

**3 S.H.**

This course provides an opportunity for YMCA instructor certification in Basic Aquatic Leadership, Swimming Instructor Specialist, Aquatics for Special Populations, and Arthritis Aquatics. Only persons with Red Cross Advanced Lifesaving or YMCA Lifeguarding are certified at the instructor level. All others receive aquatic leader certification. Red Cross Adapted Aquatics Instructor is also available as certification for those who have current WSI.

#### **RLSR 185: Tourism**

**3 S.H.**

The course explores the economic, social, and environmental impact of this dynamic industry. Discussion of the major components of tourism such as attractions, services, and transportation are included. Major emphasis is placed on the importance of tourism planning as a means of establishing quality services. *Prerequisites: RLSR 16 or permission of instructor.*

#### **RLSR 189: Outdoor Leadership**

**3 S.H.**

This course analyzes outdoor leadership techniques with a concern for a variety of age groups and special

populations. Emphasis is placed on the planning, organizing, conducting, and evaluation of programs and activities in the outdoors. Special concern is given to practical activities and experiences through labs, outings, and field trips.

**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 199: One-Year Undergraduate Internship Program**

30 S.H.

The program provides senior students with a supervised work experience for one academic year. Students receive 30 hours of academic credit upon the successful completion of the program. Sponsoring agencies and industries that have developed programs of high caliber participate with professional staff supervision.

**RLSR 200: Sports & 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 vs. salaried employment are included. Also, the 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.

**RLSR 205: History & Philosophy of Leisure and Recreation**

3 S.H.

The course content includes development of the recreation movement and its cultural, social, and economic background in the new leisure milieu. Philosophies of significant people in the field of recreation are explored and a personal philosophy of recreation is developed by the student.

**RLSR 207: Organization & Administration of Public Recreation**

3 S.H.

The course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, cooperation with other governmental agencies, office management, and facility planning are included.

**RLSR 212: The Hospitality Industry**

3 S.H.

The course is designed to provide students interested in pursuing careers in travel/tourism with specific information on the scope of the hospitality industry and on the management of services and facilities which cater to travelers.

**RLSR 219: Camp Programming & Administration**

3 S.H.

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

**RLSR 223: Park Administration**

2 S.H.

This course is an investigation in depth of the administration of park and outdoor recreation areas including acquisition, organization, finances, legal responsibilities, and operational policies. Consideration is given to both public and private areas.

**RLSR 224: Design of Recreation Areas**

3 S.H.

The course introduces students to the basic principles and concepts of park design with emphasis on the ways and means of making design practical and operational. The concept of master planning is given consideration. An introduction to the fundamentals of architecture and civil engineering is included. Techniques of graphic presentation are applied to assignments and projects of a practical nature.

**RLSR 225: Park & Resource Management**

3 S.H.

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

**RLSR 230: Leisure Counseling**

3 S.H.

The course includes the historical and philosophical aspects of leisure education and leisure counseling, a review of existing programs, descriptions of methods, techniques and instruments utilized, and methods for developing the leisure profile of an individual.

**RLSR 245: Personnel Management/Human Resource Management**

4 S.H.

This course examines the responsibilities of personnel managers and 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.

**RLSR 253: Camp Leadership Seminar** 2 S.H.  
The main focus of this course is the leadership role in camp. Areas such as standards for personnel, recruitment of staff, job descriptions, staff training, staff supervision, and an overview of leadership as it pertains to the cabin counselor are discussed.

**RLSR 261: Practicum in Camp Administration** 3 S.H.  
The course is limited to students who serve in key administrative positions on the staff of the Springfield College Day Camp, Camp Massasoit. The course involves students in all phases of camp administration including budgeting, staff manuals, promotion, programming, purchasing, registration, transportation, food service, inventory, and health safety. Students take several field trips to visit other camps in operation.

**RLSR 270: Therapeutic Recreation with the Chronically Ill and Aged** 3 S.H.  
The 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 the chronically ill and the aged.

**RLSR 273: Recreation Programs for Special Populations** 3 S.H.  
The course explores therapeutic recreation programs designed for persons with social, emotional, and physical handicaps. Programs for geriatric populations are included. Areas covered are athletics and sports, arts and crafts, music and drama, and other activities.

**RLSR 274: Child Life: Concepts & Theories in Working with the Hospitalized Child** 3 S.H.  
This course is designed to introduce the field of child life by focusing on its implication in a health care setting. Concepts include child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and involvement with children and families under stress. *Prerequisites:* RLSR 72 or permission of instructor.

**RLSR 276: Child Life: Clinical Issues & Practical Techniques** 3 S.H.  
This course provides an overview of clinical issues and practical techniques related to the delivery of child life services in health care settings dealing with children and adolescents. *Prerequisites:* RLSR 72 and RLSR 274 or permission of instructor.

**RLSR 280: Legal Aspects of Leisure Services** 3 S.H.  
The course offers an examination of general legal concepts, federal and state legislation, and legal liabilities as they impact on the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

**RLSR 281: Law Enforcement & Security** 2 S.H.  
The course is an introduction to police operations, police duty, traffic enforcement and direction, communications, and alarm systems. Included in the course are the principles of obtaining oral and written statements, interrogation, and processing investigative accident and incident reports.

**RLSR 285: Resort & Commercial Recreation** 3 S.H.  
This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. An historical development is presented. The planning, development, management, and marketing of the commercial recreation business will be the prime focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.

**RLSR 299: Tour Planning & Management** 3 S.H.  
This course is for the student who desires to learn about the principles of organizing and conducting tours for themselves or within an agency setting. Special emphasis is placed on understanding why people travel, what they want in an organized tour, and providing the service in the most cost effective manner.

## REHABILITATION

**RHAB 25: Introduction to Rehabilitation** 3 S.H.  
This is an introduction to the rehabilitation process of disabled persons including history and background, related legislation, basic principles, and philosophy. Also considered are the steps in the rehabilitation process, historical attitudes toward the disabled, the medical model, independent living programs, the nature of the helping process, and the range of professions in the field of rehabilitation.

**RHAB 31: Psychology of Disability****3 S.H.**

This course increases students' knowledge of the psycho-social aspects of disability and to assist in the gaining of an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability.

**RHAB 40: Independent Living Rehabilitation****3 S.H.**

This course stresses the task analysis approach to rehabilitation instruction of disability impaired and multiply handicapped individuals. It incorporates a designed to motivate, facilitate, support, and monitor growth toward the ultimate criterion of independent living. *Prerequisite: RHAB 25.*

**RHAB 90: Personal & Career Exploration for Rehabilitation Personnel****3 S.H.**

This course provides an introduction to the issues in the area of personal and career development. Personal values and their relationship to career decision-making are considered. Also investigated are the range of job seeking skills, career readiness training, and career development theories. This is essentially an experiential course which presumes active participation by the students.

**RHAB 125: Rehabilitation Assessment & Appraisal Techniques****3 S.H.**

This course familiarizes students with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of disabled clients. Various measurements of behavior, intelligence, aptitude, achievement, and personality are considered.

**RHAB 130: Pediatric Rehabilitation****3 S.H.**

This course provides students with an understanding of the interdisciplinary primary care and community based services required for the practical management of the physically disabled, multiply handicapped, and chronically ill child 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 which are helpful to families. *Prerequisite: RHAB 25.*

**RHAB 146: Practicum in Rehabilitation Services****3-6 S.H.**

This course is an individually contracted practical experience under professional supervision in a rehabilitation setting. It is intended to assist the student in exploring and confirming career goals. Student contract for 45-50 clock hours of supervised practicum per semester hour of credit. *Prerequisites: rehabilitation major and RHAB 90.*

**RHAB 160: Medical Information in Rehabilitation****3 S.H.**

This is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.

**RHAB 190: Interviewing & Case Study Methods****3 S.H.**

This course provides familiarization and skill development with a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to different disability groups. Designed primarily as a prerequisite for rehabilitation field work assignments with handicapped and disabled clients.

**RHAB 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: RHAB 146 and departmental chairperson approval.*

**RHAB 202: Parents & Family of the Disabled****3 S.H.**

This course assists human services practitioners in understanding the implications of being a parent, child, sibling, or spouse of a disabled person. A family systems approach is used to examine problems in readjustment to disability and the effectiveness of coping strategies. The goals of the interventions examined include support of the family unit and its individual members.

**RHAB 242: Behavioral Techniques for the Developmentally Disabled****3 S.H.**

This course is an introduction to the principles of applied behavior analysis with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

**RHAB 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, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are sorted out and resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. *Prerequisites: RHAB 25 and PSYC 1 or equivalent.*

**RHAB 261: Rehabilitation in Speech & Language Disorders** 3 S.H.  
This course provides an introduction to common speech and language disorders encountered in the rehabilitation population including aphasia, laryngectomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. *Prerequisite: RHAB 160 or equivalent.*

**RHAB 262: Rehabilitation of the Hearing Impaired** 3 S.H.  
This course 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.

**RHAB 263: Rehabilitation Programs & Systems** 3 S.H.  
An analysis of the major rehabilitation systems is followed by an evaluation of specific programs serving a variety of disabled populations. Attention is given to change agency techniques that can be used by practitioners to effect and participate in program development.

**RHAB 264: Rehabilitation of Mentally Retarded Individuals** 3 S.H.  
This course is an overview of mental retardation and related developmental disabilities. It is followed by rehabilitation strategies which are appropriate throughout the life stages of people who are labeled mentally retarded. Emphasis is placed on their potential to develop specific skills and adaptive behavior for the goal of community living.

**RHAB 270: Rehabilitation Needs of the Aging** 3 S.H.  
Aging in our society is associated with a variety of special medical, social, and psychological needs. Students explore these needs as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community.

**RHAB 271: Therapeutic Approaches with the Aging** 3 S.H.  
This course familiarizes 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: RHAB 270 or permission of instructor.*

**RHAB 275: Holistic Medicine** 3 S.H.  
This course examines current strategies in holistic medicine as they apply to the rehabilitation of a variety of persons with disabilities. Methods emphasizing prevention, amelioration, and self-efficacy are stressed. Students are better able to understand various methods of treating the total person including meditation, guided imagery, reflexology, Reiki, acupuncture, chiropractic, and others.

**RHAB 276: Employee Assistance Programming** 3 S.H.  
This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee assistance programs. Approaches to dealing with various worker problems; emotional and mental health; and marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed. *Prerequisites: RHAB 25, PSYC 1 or permission of instructor.*

**RHAB 278: Manual Communication With The Deaf** 2 S.H.  
This course is an introduction to sign language and finger spelling as used by persons who are hearing impaired or non-verbal. Content includes a brief history of the use of the language of signs, background information on deafness, and how hearing impairments affect those who have been born deaf or lost their hearing later in life. Students learn to converse in sign language with the instructor.

**RHAB 279: Advanced Manual Communication** 2 S.H.  
This course is designed to familiarize students with AMESLAN, the form of sign language customarily used by deaf persons in the United States. AMESLAN makes use of many of the signs in signed English, sentences are greatly shortened, and syntax and tense are largely ignored. *Prerequisite: Permission of the instructor.*

**RHAB 280: Workshop in Special Issues and Techniques in Rehabilitation** 2 S.H.  
This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. May be taken up to a maximum of 6 semester hours of credit. *Prerequisites: RHAB 25, RHAB 131, or equivalent.*

**RHAB 282: Sex, Marriage, & Disabled Persons**

3 S.H.

This course studies the sexual problems of disabled people. Emphasis is placed on the relationship of human sexual need and the sexual consequences of being born with or acquiring specific physical or mental handicaps. Also discussed are the issues of reproduction, marriage, family planning, deviancy, love, caring, and sharing.

**RHAB 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.

**RHAB 284: Treatment Methods in the Rehabilitation of the Alcoholic**

3 S.H.

This course analyzes the major issues in the fields of alcohol rehabilitation including the etiology of the disease and its biological and psychological consequences. Primary consideration is given to treatment issues, polyaddiction, specific detoxification methods, self-help programs, individual and group counseling, therapeutic community residences, and family and other support systems.

**RHAB 285: Rehabilitation of the Blind & Visually Disabled**

3 S.H.

This course focuses upon on specific rehabilitation services provided to assist young, adult, and elderly persons who are blind or visually disabled. Topics include psychological adjustment, education, optical and non-optical aids, mobility training, vocational placement opportunities, and low vision clinics.

**RHAB 286: Alcoholism & Family Treatment**

3 S.H.

This course is an introduction to the issues and techniques of treating the family with an alcoholic member. Among the topics discussed are viewing the family as a client, diagnostic assessment techniques, prescriptions for treatment of the alcoholic as well as spouse and children. A family case analysis approach is also utilized. *Prerequisite: RHAB 284 or equivalent.*

**RHAB 287: Cardiac Rehabilitation**

2 S.H.

This course familiarizes 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.

**RHAB 289: Treatment Techniques for Substance Abuse**

3 S.H.

This course is a study of the rehabilitation techniques and treatment alternatives utilized with substance abusers. A wide variety of illicit substances are considered. CNS depressants, stimulants, opiates and other analgesics, cannabinoids, hallucinogens, glues, solvents, and over-the-counter drugs. Emphasis is on methods which may be incorporated in a total treatment approach of intervention, education, and rehabilitation. *Prerequisites: RHAB 25, RHAB 31, or equivalents.*

**RHAB 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: RHAB 25 or equivalent.*

**RHAB 292: Group Counseling Techniques in Rehabilitation**

3 S.H.

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

**RHAB 294: Psychiatric Rehabilitation**

3 S.H.

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis 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.

**RHAB 296: Casework Management Techniques**

3 S.H.

This course is an introduction to the issues, practices, skills, and techniques involved in casework management. The relationship of evaluation, counseling, rehabilitation planning, and effective case management is investigated. Case recording skills are effectively practiced. Caseload management skills are introduced and practiced. Particular emphasis is given to cases involving severe and multiple disabilities. *Prerequisites: RHAB 25 or equivalent.*

**RHAB 299: Pain Management: Issues & Techniques**

3 S.H.

This course is an introduction to the issues and techniques of pain management. The nature and types

of pain are explored. A spectrum of pain management techniques is considered including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management which fosters self-help and independent functioning are emphasized. *Prerequisites: RHAB 25, PSYC 1, and RHAB 160 or permission of instructor.*

## RELIGION

### **RELI 4: Religion in America** 3 S.H.

This is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country from the seventeenth century to the present.

### **RELI 5: Introduction to the Old Testament** 3 S.H.

This course introduces students to the content of the Old Testament and through a study of literary, historical, and theological issues, focuses upon 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 Humankind** 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 humankind. Traditions studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam.

### **RELI 10: Religions of Ancient & Classical India** 2 S.H.

This is a religio-cultural study of the Indian sub-continent with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it.

### **RELI 20: Indian Buddhism & 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 170: Contemporary Theologians** 3 S.H.

This is an examination of the thought of contemporary Protestant, Roman Catholic, and Jewish theologians and the impact of their thought on religion and society in the twentieth century.

### **RELI 180: Sociology of Religion** 2 S.H.

This is an analysis of the impact of religion on the social order. Discussion of the major types of established religions and their relationships to the community. *Prerequisite: permission of the instructor.*

### **RELI 222: Christianity & Modern Society** 3 S.H.

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

### **RELI 224: The Life & Teachings of Jesus** 3 S.H.

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



## RESEARCH

### **RSCH 141: Guided Individual Study**

2-6 S.H.

Undergraduate students may work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for 2 semester hours per semester. Prerequisite: approval by the director of the division concerned and by the instructor who has agreed to act as supervisor.

## SERVICE TO COMMUNITY

### **SPCO 2: Study Skills**

1 S.H.

Study skills are primarily information processing procedures which facilitate the learning, retention, application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note taking, surveying, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.

### **SPCO 50: Community Service Experience**

1-2 S.H.

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 2 S.H.

## SOCIOLOGY

### **SOCI 1: Introduction to Sociology**

3 S.H.

The nature of social science as opposed to social thought is discussed. Social institutions, status and role, types of social behavior, and social structure are investigated. This course is a prerequisite for all further undergraduate work in sociology.

### **SOCI 10: Introduction to Social Welfare**

3 S.H.

This is a survey of social welfare services in the United States with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities.

### **SOCI 50: Social Organization**

3 S.H.

This is an introduction to the nature and forms of organized relationships. Attention is given to problems of order and deviance in the context of social institutions. Offered during alternate years.

### **SOCI 60: The Family**

3 S.H.

This is a study of the modern American family considered primarily from a structural point of view, but with references to the historical, functional, and comparative standpoints.

### **SOCI 70: The Community in America**

3 S.H.

Types of community organization, historical development, and underlying principles are investigated.

### **SOCI 110: Population & Human Ecology**

3 S.H.

This is an introduction to the spatial distribution of population and institutions. Analysis of theories of population growth and examination of ecological processes in selected typical and contrasting population areas. Attention is given to the relations of population to other social, economic, and political variables. Not offered every year.

### **SOCI 120: Social Change**

3 S.H.

Hypotheses of social change, both planned and unplanned, are discussed. The nature of social movements and of change in small groups is investigated.

### **SOCI 130: Social Problems**

3 S.H.

Specific social problems are studied in the context of social structure and social control.

### **SOCI 131: Minority-Majority Relations**

3 S.H.

This course examines minority groups in the American society and their relationships. Factors to be

considered are a brief history of immigration and cultural contact, basic concepts such as race and minority status, dynamics of ethnic group adjustment and inter-group conflict, and theories and methods for creative ethnic group relations. *Not offered every year.*

**SOCI 132: Violence & 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 current theories and research methodologies used in social gerontology are reviewed. Attention is given to cross-cultural comparisons of aging. Examination is made of the political and social issues surrounding aging in contemporary society. *Prerequisite: SOCI 1.*

**SOCI 142: Theories & Methods of Casework**

3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

**SOCI 145: Sociology of Death & Dying**

3 S.H.

Death as an institution is studied 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 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 165: Women & Society**

3 S.H.

This is an historical and sociocultural study of women in the United States with an emphasis on the sociostructural determinants of their status.

**SOCI 180: Sociological Theory**

3 S.H.

An examination of the structural characteristics of traditional and contemporary sociological theory are undertaken. The seminal works of Marx, Weber, and Durkheim are highlighted as the modern foundation of Western sociological thought. A discussion of the relevance of theory to knowledge within the context of a pragmatic culture will guide the direction of this exploratory course.

**SOCI 191: Supervised Experience in Sociology/Anthropology/Social Welfare**

3-9 S.H.

This is an opportunity for the student to apply sociocultural theory and methods outside of the classroom. Under close supervision of a faculty member in the Department of Sociology/Anthropology, students are permitted to work in a milieu of their vocational orientations, e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This provides students with a career choice, 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. *Prerequisites: 12 semester hours of sociology, psychology, or other social sciences; permission of instructor. Offered alternate years.*

**SOCI 242: Theories & Methods of Casework**

3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

**SOCI 250: American Social Structure**

3 S.H.

This course examines American society as a network of social institutions including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structures.

**SOCI 290S: Sociology Seminar**

3 S.H.

Methods of social research are discussed. An introduction is made to research procedures such as research

design, methods of data collection, etc., and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students. Limited enrollment. *Prerequisite:* Permission of instructor as well as PSYC 111.

## SPANISH

### **SPAN 11: Elementary Spanish**

**3 S.H.**

The development of basic listening, speaking, reading, and writing skills in Spanish are emphasized in that order. Learning to communicate effectively in Spanish is a major goal of the course. An introduction to 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 (Spanish 11 or 12) 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 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 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 & Language**

**3 S.H.**

This course provides a fundamental understanding of Peninsular culture, history, and language. It fulfills the language requirement, but not the requirement for a B.A. degree.

### **SPAN 34: Latin American Culture & 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. It fulfills the language requirement, but not the requirement for a B.A. degree.

## SPORTS MANAGEMENT

### **SMGT 140: Pre-Practicum in Sports 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 75 clock hours of satisfactory work under the direct supervision of a qualified professional and attend scheduled pre-practicum seminars. *Prerequisites:* junior standing; BUSM 10-11; ECON 1-2; PHED 124; PHED 149, and consent of instructor.

### **SMGT 241: Fieldwork in Sports Management**

**8-11 S.H.**

This is a supervised field experience under the direct guidance of a qualified professional manager for a minimum of 15 weeks. Assignments are made in consultation with, and the permission of, the coordinator of field experience for sports management. *Prerequisites:* senior status; BUSM 102; PHED 149; SMGT 140: Pre-practicum in Sports Management, and consent of instructor.

### **SMGT 260S: Introduction to Sport Law**

**3 S.H.**

This course is an exploration of the current relationship of the law to organized secondary schools and collegiate sports. It provides professionals in athletics with basic knowledge of a wide range of legal principle 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.

## FACULTY AND ADMINISTRATION

Date in parentheses following the name indicates beginning of service at Springfield College.

## TEACHING FACULTY

### ROBERT ACCORSI (1990)

*Assistant Professor of Recreation & Leisure Services*

B.S., Westfield State College, 1977; M.Ed., Springfield College, 1980.

### MARY C. ALLEN (1988)

*Assistant Professor of Teacher Education*

B.A., Regis College, 1972; M.Ed., Westfield State College, 1976.

### SIMONE ALTER-MURI (1991)

*Assistant Professor of Art*

B.A., University of Massachusetts, 1976; M.Ed., Lesley College, 1979; Ed.D., University of Massachusetts, 1990

### DOROTHY D. ANDERSON (1967)

*Associate Professor of Physical Education*

B.S., Purdue University, 1959; M.S., Smith College, 1963.

### ALLAN D. AUSTIN (1968)

*Associate Professor of English and Black Studies*

B.A., Farleigh Dickinson University, 1962; M.A., University of Massachusetts, 1967; Ph.D., 1975.

### DARYL ARROYO (1990)

*Assistant Professor of Physical Education*

B.S., Springfield College, 1984; M.S., California State University, 1988.

### ROBERT C. BARKMAN (1969)

*Professor of Biology*

B.A., Wittenberg University, 1964; M.S., University of Cincinnati, 1966; Ph.D., 1969.

### ELLEN BERGER (1990)

*Assistant Professor of Occupational Therapy*

B.S., Tufts University, 1976; M.S., Lesley College, 1987; F.A.O.T.A., 1990

### MARY G. BARNUM (1990)

*Instructor in Physical Education*

B.S., East Carolina University, 1987; M.Ed., Springfield College, 1990

### STEPHEN D. BERGER (1988)

*Professor of Human Services*

B.S., C.C.N.Y., 1961; M.A., Harvard University, 1963; Ph.D., 1980.

### ROBERT J. BERGQUIST (1971)

*Associate Professor of Physical Education*

B.S., Springfield College, 1969; M.Ed., 1970; Certificate of Physical Therapy, University of Pennsylvania, 1971.

### THOMAS L. BERNARD (1974)

*Professor of Education and Psychology*

B.A., New Jersey State College, 1962; M.Ed., University of Massachusetts, 1963; C.A.G.S., 1967; Ed.D., 1969.

### RAYMOND F. BERGE (1972)

*Professor of Rehabilitation*

B.S., Springfield College, 1954, M.Ed., 1957.

### BRETT BISHOP (1991)

*Instructor in Physical Education*

B.S., Springfield College, 1987; M.Ed. 1988

### EDWARD R. BILIK (1959)

*Director of Athletics/Professor of Physical Education*

B.S., Springfield College, 1957; M.S., 1962; Ed.D., University of Oregon, 1966.

### L. WILLIAM BLIZARD (1962)

*Professor of Arts and Education*

B.S., State Teachers College at Buffalo, New York, 1958; M.A., New York University, 1960.

### JOHN BLOCH (1988)

*Associate Professor of Human Services*

B.A., Goddard College, 1962; M.S.C.E.D., New Hampshire College, 1978.

### CARROLL P. BRITCH (1965)

*Professor of Drama and English*

A.B., Union College, (Kent), 1960; A.M., Indiana University, 1964.

### GRETCHEN A. BROCKMEYER (1979)

*Professor of Physical Education*

B.A., Luther College, 1965; M.S., Springfield College, 1966; Ed.D., University of Georgia, 1979.

### MARY LORD BROWN (1968)

*Associate Professor of Human Services & Administration*

B.S., Cornell University, 1954; M.Ed., Springfield College, 1968; C.A.G.S., University of Connecticut, 1984.

### STANLEY P. BROWN (1965)

*Professor of Mathematics*

B.S., Springfield College, 1954; M.S.T., Colby College, 1960; M.S., Louisiana State University, 1961; Ed.D., University of Massachusetts, 1976.

### BRITTON BREWER (1991)

*Assistant Professor of Psychology*

B.A., University of Washington, 1986; M.A., Arizona State University, 1988

**KEITH D. BUGBEE (1985)**

*Assistant Professor in Physical Education*  
B.S., Keene State College, 1979; M.Ed.,  
Springfield College, 1984.

**CLIFTON BUSH, JR. (1988)**

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

**DAVID R. CARLSON (1967)**

*Professor of English*  
B.S., Upsala College, 1957; M.A., University  
of Massachusetts, 1966; Ph.D., 1973.

**FRANCES P. CASEY (1976)**

*Associate Professor of Rehabilitation*  
B.S., American International College, 1955;  
M.Ed., 1973; C.A.G.S., 1975; Ed.D.,  
University of Massachusetts, 1985.

**DELIGHT E. CHAMPAGNE (1984)**

*Associate Professor of Psychology*  
B.A., Boston University, 1969; M.A.,  
University of Connecticut, 1981; Ph.D.,  
1983.

**ELIZABETH J. CHARRON (1990)**

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

**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., WNEC, 1982.

**JOEL R. COHEN (1968)**

*Coordinator of Nursing and Allied Health  
Programs/Professor of Biology and Health  
Sciences*  
B.S., University of Massachusetts, 1949;  
M.S., 1950; Ph.D., 1975.

**PHILIP W. CONKLIN (1984)**

*Associate Professor of Business Management*  
B.B.A., University of Dubuque, 1954; M.B.A.,  
Syracuse University, 1966; M.Ed., Boston  
University, 1975; Ph.D., University of  
Connecticut, 1984.

**WILLIAM J. CONSIDINE (1976)**

*Professor of Physical Education*  
B.S., Western Illinois University, 1964;  
M.S., Illinois State University, 1966; P.E.D.,  
Indiana University, 1970.

**JOHN J. COSTELLO (1958)**

*Associate Professor of Physical Education*  
B.S., Springfield College, 1957; M.S., 1958;  
Ph.D., University of Connecticut, 1965.

**LYNN E. COUTURIER (1988)**

*Assistant Professor of Physical Education*  
B.S., Springfield College, 1981; M.S.,

University of Illinois, 1982; D.P.E.,  
Springfield College, 1986.

**JOHN C. COX (1965)**

*Associate Professor of Psychology*  
B.S., Springfield College, 1961; M.Ed., 1963;  
C.A.G.S., 1963.

**JEAN A. CROTHERS (1986)**

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

**EILEEN CYR (1990)**

*Assistant Professor of Education*  
B.S., Bridgewater State College, 1982;  
M.B.A., American International College,  
1988

**CAMPBELL DALGLISH (1988)**

*Assistant Professor of Human Services*  
B.A., University of Colorado, 1971; M.F.A.,  
Yale School of Drama, 1986.

**RICHARD D. DAVILA (1988)**

*Associate Professor of Human Services*  
B.A., Beacon College, 1975; M.S.W.,  
University of Connecticut, 1978.

**GERALD F. DAVIS (1986)**

*Head Librarian*  
B.S., Syracuse University, 1967; M.S., 1968;  
M.Ed., Springfield College, 1978.

**J. PATRICK DECOTEAU (1990)**

*Assistant Professor of Rehabilitation*  
B.A. University of New Hampshire, 1973;  
M.Ed. Plymouth State College, 1978; Ph.D.  
University of Illinois, 1979.

**JOEL DEARING (1989)**

*Instructor in Physical Education*  
B.S., Springfield College, 1979; M.S.,  
Bridgewater State College, 1982.

**MICHAEL C. DELONG (1981)**

*Instructor in Physical Education*  
B.S., Springfield College, 1974; M.S.,  
University of North Carolina, 1978.

**NINA DINI (1989)**

*Assistant Professor of Computer & Information  
Sciences*  
B.S., Nice Institute of Technology, Nice,  
France, 1974; M.S., Illinois Institute of  
Technology, 1981.

**MARTIN L. DOSICK (1965)**

*Professor of Sociology*  
A.B., Boston University, 1952; M.A., 1955;  
Ph.D., University of California at Los  
Angeles, 1965.

**WAYNE S. DOSS (1991)**

*Acting Coordinator of Teacher Preparation and  
Certification/Retired Professor of Physical  
Education*

A.B., Franklin College, 1949; M.Ed.,  
Springfield College, 1949; D.P.E., 1963.

**JOHN J. DOYLE, JR. (1976)**

*Professor of Economics*  
B.A., Boston College, 1966; M.A.,  
Northeastern University, 1968; Ph.D., Clark  
University, 1976.

**BARRY L. DUNKIN (1987)**

*Assistant Professor of Recreation & Leisure  
Services*  
B.S., Springfield College, 1975; M.S.,  
Morgan State University, 1985.

**JANICE C. ELDRIDGE (1965)**

*Assistant Vice President for Academic Affairs/  
Professor of Chemistry*  
B.S., Jackson College, 1947; M.S., Tufts  
College, 1949; Ed.D., University of  
Massachusetts, 1981.

**ELIZABETH E. EVANS (1971)**

*Professor of Physical Education*  
B.S., Springfield College, 1962; M.Ed., 1970;  
Certificate of Physical Therapy, University  
of Pennsylvania, 1971; Ph.D., University of  
Connecticut, 1983.

**JACK FALLA (1991)**

*Assistant Professor of English*  
B.S.; Boston University, 1967; M.S., 1990

**ROBERT A. FIORE (1980)**

*Assistant Professor of Business Management*  
B.A., University of Massachusetts, 1976;  
M.B.A., 1980.

**JAMES E. GENASCI (1963)**

*Professor of Education*  
B.S., Springfield College, 1950;  
M.S., 1955; Ed.D., Colorado State College,  
1960.

**ANNIE H. GORANSON (1990)**

*Assistant Professor of Physical Education*  
B.S., Colorado State University, 1974;  
M.P.E., Idaho State University, 1978;

**BERNARD J. GRANNEY (1990)**

*Assistant Professor of Rehabilitation*  
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*  
B.A., University of Rhode Island, 1982;  
M.Ed., Springfield College, 1985

**PETER K. GURAU (1966)**

*Professor of Education*  
B.A., Queens College, New York, 1959;  
B.A., City College, New York, 1964; Ed.D.,  
University of Massachusetts, 1972.

**PETER M. HALEY (1985)**

*Assistant Professor in Physical Education*  
B.S., Springfield College, 1977; M.Ed., 1978.

**BOBBI HARRO (1990)**

*Assistant Professor of Human Services*  
B.A., Lebanon Valley College, 1970; M.S.,  
Marywood College, 1977; Ed.D., University  
of Massachusetts, 1986

**MARY D. HEALEY (1981)**

*Assistant Professor of Biology*  
B.S., Springfield College, 1978; M.Ed., 1980;  
M.S., University of Connecticut, 1986.

**ROBERTA B. HESTON (1977)**

*Associate Professor of Education*  
A.B., Smith College, 1967; M.Ed., 1975;  
Ed.D., University of Massachusetts, 1985.

**MARY JO HETZEL (1989)**

*Assistant Professor of Human Services*  
B.A., New School for Social Research, 1969;  
M.S., University of Pennsylvania, 1971;  
M.A., University of Washington, 1975;  
Ph.D., University of Massachusetts, 1985.

**ELLEN HEWETT (1988)**

*Associate Professor of Human Services*  
B.A., McGill University, 1979; M.S.H.S.,  
New Hampshire College, 1981.

**KATHLEEN S. HILLMAN (1983)**

*Associate Professor of Health Science*  
B.S., Ohio University, 1975; M.Ed., Xavier  
University, 1979; Ph.D., University of  
Toledo, 1983.

**JOHN M. HOLIK (1983)**

*Instructor in Physical Education*  
B.A., Trinity College, 1975; M.P.Ed.,  
Springfield College, 1982.

**ROLAND HOLSTEAD**

*Director of Continuing Education/Professor of  
Sociology*  
B.A., State University of New York at  
Oneonta, 1967; M.A., University of  
Connecticut, 1971; Ph.D., University of  
Connecticut, 1982.

**PATRICIA L. HUTCHINSON (1988)**

*Assistant Professor of Physical Education*  
B.S., Western Carolina University, 1974;  
M.S., Western Carolina University, 1975;  
Ed.D., University of Georgia, 1983.

**BARBARA E. JENSEN (1970)**

*Professor of Physical Education*  
B.S., Springfield College, 1957; M.S.,  
University of Iowa, 1963; Ph.D., 1965.

**RONALD L. JOHNSON (1985)**

*Associate Professor of Biology*  
B.S., California State University, 1978;  
M.A., University of Colorado, 1981; D.A.,  
1985.

**JOANNE SILVER JONES (1988)**

*Associate Professor of Human Services*  
B.A., University of California - Santa Barbara, 1968; M.S.W., University of Calgary, 1973; Ed.D., University of Massachusetts, 1985.

**LAURA JO JUDD (1978)**

*Assistant Professor of Recreation*  
B.S., Springfield College 1954; M.S., University of Illinois, 1958.

**JONATHAN KAHANE (1972)**

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

**KENNETH H. KLATKA (1970)**

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

**ROBERT KLEIN (1990)**

*Assistant Professor of Education*  
B.A., Colgate University, 1972; M.A., Yale University, 1974; M. Div., Columbia Theological Seminary, 1985; Ed. M., Harvard Graduate School of Education, 1986; Ed. D., 1988.

**ZANE KNOY (1989)**

*Assistant Professor of Human Services*  
A.B., Phillips University, 1953; B.D., Phillips University, 1956; Masters of Theology, Harvard Divinity School, 1958.

**BYRON H. KOH (1968)**

*Director of YMCA Studies/Associate Professor of English*  
A.B., Middlebury College, 1959; M.A., Boston University, 1965; Ph.D., University of Massachusetts, 1972.

**THOMAS A. LACHUISA (1990)**

*Assistant Professor of Sociology*  
B.S., Springfield College, 1977; M.S.W., University of Connecticut, 1984; Ph.D., University of Southern California, 1989

**GERTRUDE M. LAMB (1986)**

*Instructor in Physical Therapy*  
R.P.T., Northeastern University, 1944; B.S., Tufts University, 1945.

**PAUL LEBLANC (1987)**

*Associate Professor of English*  
B.S., Framingham State College, 1980; M.A., Boston College, 1982; Ph.D., University of Massachusetts, 1990.

**PAUL A. LEVY (1990)**

*Associate Professor of Human Services*  
B.A., Amherst College, 1965; M.S.S.A., Case-Western University, 1967; J.D., Georgetown University, 1971; D.S.W., Columbia University School of Social Work, 1990

**MARGARET G. LLOYD (1987)**

*Associate Professor of English*  
B.A., University of Rochester, 1967; Ph.D., University of Leeds, 1975.

**ZENOBIJA LOJEWSKA-SMITH (1989)**

*Assistant Professor of Physics and Mathematics*  
M.S., Maria Curie Sklodowska University, 1974; Ph.D., 1983.

**ROBERT N. LUSSIER (1978)**

*Associate Professor of Business Management*  
B.S., Salem State College, 1972; M.Ed., Suffolk University, 1974; M.B.A., Suffolk University, 1975; C.A.G.S., Boston College, 1978.

**CHRISINDA LYNCH (1989)**

*Assistant Professor of Human Services*  
B.G.S., University of Massachusetts, 1979; M.S.W., University of Connecticut School of Social Work, 1984.

**LAURA MAGGIO (1987)**

*Assistant Professor of Psychology*  
B.S., St. Bonaventure University, 1974; M.A., Miami University, 1977; Ph.D., Miami University, 1984.

**RONALD J. MAGGIO (1987)**

*Assistant Professor of Art*  
A.A.S., State University of New York at Farmingdale; B.A., State University of New York at Fredonia, 1974; M.F.A., Miami University, 1976.

**BARBARA D. MANDELL (1986)**

*Associate Professor of Psychology*  
B.S., North Adams State College, 1966; M.Ed., American International College, 1972; Ed.D., University of Massachusetts, 1987.

**IGNATIUS A. MANISCALCO (1971)**

*Professor of Chemistry and Computer & Information Sciences*  
B.S., Manhattan College, 1965; Ph.D., Fordham University, 1971.

**MATTHEW MAHAR (1990)**

*Associate Professor of Physical Education*  
B.S.E., State University of New York at Cortland, 1981; M.Ed., University of Houston, 1987, Ed.D., 1989.

**KATHLEEN MANGANO (1991)**

*Instructor in Physical Education*  
B.S., Springfield College, 1986; M. Ed., 1988.

**BETTY L. MANN (1984)**

*Assistant Director of the Office of Graduate Studies/Associate Professor of Physical Education*  
B.S.E., North Adams State College, 1967; M.Ed., Springfield College, 1974; D.P.E., 1984.

**VERNE MCARTHUR (1988)**

*Professor of Human Services*  
B.A., Oberlin College, 1964; Ph.D., Yale University, 1972.

**CHRISTOPHER MCKENNEY (1991)**

*Instructor in Physical Education*  
B.S., Springfield College, 1984; M.Ed. Springfield College, 1986

**CAROL E. SHINE-MITCHELL (1975)**

*Professor of English*  
B.A., University of Massachusetts, 1968; M.A., 1971; Ph.D., 1978.

**VALERIE MONTGOMERY (1962)**

*Professor of Modern Languages*  
B.A., Mount Holyoke College, 1947; M.A., 1967.

**NICHOLAS P. MOUTIS (1978)**

*Professor of Physical Education*  
B.S., Springfield College, 1952; M.S., University of Illinois, 1953; Ph.D., University of Oregon, 1967.

**MILDRED C. MURRAY (1967)**

*Professor of Physical Education*  
B.S., Springfield College, 1961; M.S., 1967; Ph.D., University of Connecticut, 1976.

**CYNTHIA N. NOBLE (1990)**

*Assistant Professor of Dance*  
B.A., San Francisco State University, 1977; M.A. Ohio State University, 1979

**JOHN L. NEUMANN (1965)**

*Associate Professor of Physical Education*  
B.S., Springfield College, 1951; M. Ed., 1956.

**EMEKA NWADIORA (1989)**

*Assistant Professor of Human Services*  
B.S., Lyndon State College, 1982; M.S.W., University of Connecticut School of Social Work, 1987.

**THOMAS W. O'CONNOR (1966)**

*Professor of Political Science*  
B.A., University of New Hampshire, 1963; M.A., University of Connecticut, 1965.

**NANCY J. OGLE (1980)**

*Professor of Sociology and Anthropology*  
B.S., Phillips University, 1959; M.A., Kansas State University, 1967; Ph.D., Oklahoma State University, 1972.

**BRUCE R. OLDERSHAW (1975)**

*Audio-Visual Director/Associate Professor of Education*  
B.S.E., Westfield State College, 1953; M.Ed., Springfield College, 1957.

**W. MASON OLDS (1966)**

*Professor of Religion and Philosophy*  
A.B., Mercer University, 1957; B.D.,

Colgate Rochester Divinity School, 1959; Ph.D., Brown University, 1973.

**WILLIAM OSWALD (1988)**

*Assistant Professor of Human Services*  
B.A., Marist College, 1975; M.A., Marist College, 1980; Ph.D., University of Rhode Island, 1988.

**DEREK W. PAAR (1986)**

*Associate Professor of Psychology*  
B.S., Springfield College, 1972; M.Ed., Idaho State University, 1973; Ph.D., United States International University, 1980.

**VINCENT PAOLONE (1989)**

*Assistant Professor of Physical Education*  
B.S., West Chester State College, 1968; M. Ed., Temple University, 1982; Ed. D., 1988.

**JOEL J. PARRISH (1987)**

*Assistant Professor of Business Management*  
B.S.B.A., New York University, 1970; M.B.A. Western New England College, 1980

**JAMES W. PENNINGTON (1984)**

*Instructor in Physical Education*  
B.S., Towson State College, 1974; M.Ed., University of Georgia, 1979.

**ALBERT J. PETITPAS (1978)**

*Associate Professor of Psychology*  
B.A., Bridgewater State College, 1968; M.Ed., Northeastern University, 1971; Ed.D., Boston University, 1981.

**LEONA PHILLIPS (1988)**

*Associate Professor of Human Services*  
B.A., Brown University, 1964; M.A., Antioch University, 1979; Ph. D., Stanford University, 1983.

**PETER J. POLITO (1970)**

*Professor of Computer & Information Sciences and Physics*  
B.A., Northeastern University, 1965; M.S., 1967; Ph.D., 1971.

**STEPHEN E. POSNER (1982)**

*Instructor of Physical Education*  
B.S., University of California at Berkeley, 1976; M.A., Syracuse University, 1980.

**DIANE L. POTTER (1960)**

*Professor of Physical Education*  
B.A., Springfield College, 1957; M.S., 1963; Ed.D., University of Georgia, 1979.

**MARGARET M. POWERS (1988)**

*Assistant Professor of Recreation & Leisure Services*  
B.S., Springfield College, 1979; M.Ed., Springfield College, 1984.



**JEANNE C. PREVITY (1984)**

*Physical Therapy Program Director/Assistant Professor of Physical Therapy*  
B.S., Quinnipiac College, 1975; M.Ed., University of Houston/Baylor College of Medicine, 1979.

**ROBERT E. PRICE (1979)**

*Associate Professor of Religion and Philosophy*  
A.B., Columbia College, 1965; B.D., Union Theological Seminary, 1969; Ph.D., Duke University, 1977.

**JAMES L. RAGONNET (1971)**

*Associate Professor of English*  
B.A., St. John's University, 1966; M.S., Niagara University, 1967; Ph.D., Rensselaer Polytechnic Institute, 1981.

**MALVINA T. RAU (1974)**

*Acting Director of Human Services/Professor of Physical Education*  
B.S., East Stroudsburg State College, 1964; Ph.D., Temple University, 1973.

**CHERYL A. RAYMOND (1980)**

*Associate Professor of Physical Education*  
B.A., Bethany College, 1974; M.Ed., Springfield College, 1982.

**CHARLES B. REDINGTON (1969)**

*Professor of Biology*  
B.S., Baldwin-Wallace College, 1964; M.S., Rutgers University, 1966; Ph.D., 1969.

**CHARLES J. REDMOND (1969)**

*Associate Professor of Physical Education*  
B.S., Springfield College, 1968; M.Ed., 1971; M.S., Boston University, 1981.

**YOUNG H. RHIE (1972)**

*Professor of Mathematics and Computer & Information Sciences*  
B.S., Seoul University, 1954; M.A., Emory University, 1957; Ph.D., University of Massachusetts, 1971.

**NANCY RIOS (1989)**

*Assistant Professor of Human Services*  
B.A., University of Massachusetts, 1985; M.A., University of Massachusetts, 1987.

**JAMES B. ROBERTSON (1973)**

*Associate Professor of Physical Education*  
B.S., Springfield College, 1966; M.S., 1969, C.A.S., 1973.

**WAYNE RODRIGUES (1987)**

*Instructor in Physical Education*  
B.S., Bridgewater State College, 1983; M.Ed., Springfield College, 1985.

**CHARLES N. ROYS (1969)**

*Associate Professor of Physical Education*  
B.S., Springfield College, 1961; M.S., 1967.

**THOMAS J. RUSCIO (1968)**

*Professor of Rehabilitation*  
B.A., American International College, 1964; M.Ed., Springfield College, 1965.

**DANIEL M. RUSSELL (1984)**

*Associate Professor of Social Sciences*  
B.S., University of New Orleans, 1971; M.A., 1977; Ph.D., University of Massachusetts, 1986.

**HUBERT SAPP (1989)**

*Assistant Professor of Human Services*  
A.B., Harvard College, 1967; Doctoral Study, University of North Carolina.

**H. JOSEPH SCHEUCHENZUBER (1974)**

*Professor of Physical Education and Computer & Information Sciences*  
B.S., West Chester State College, PA, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Indiana University, 1974.

**DIETRICH H. SCHLOBOHM (1969)**

*Professor of History*  
B.S., State University Maritime College of New York, 1961; M.A., Michigan State University, 1965; Ph.D., 1970.

**SHERROD W. SHAW (1958)**

*Professor of Physical Education*  
B.S., Springfield College, 1951; M.S., 1952; Physical Therapy Diploma, Mayo Clinic, 1954.

**THOMAS J. SHEA (1970)**

*Professor of Economics*  
A.B., Boston College, 1963; M.A., Northeastern University, 1968.

**JOAN SIMMONS (1989)**

*Director of Occupational Therapy/Assistant Professor of Occupational Therapy*  
B.A., Keene State College, 1977; M.S., Virginia Commonwealth University, 1984.

**JULIANNE SMIST (1982)**

*Assistant Professor of Chemistry*  
B.A., Our Lady of the Elms, 1972; M.S., Boston College, 1974.

**CHARLES J. SMITH (1966)**

*Director of the International Academy/Associate Professor of Physical Education*  
B.S., Springfield College, 1955; M.S., 1956.

**JOHN SMITH**

*Assistant Professor of Health*  
B.S., Bowling Green State University, 1973; M.S., Old Dominion University, 1978; Ph.D., University of Miami, 1983.

**ROBERT J. SNOW (1988)**

*Assistant Professor of Human Services & Administration*  
B.A., University of California, 1977; M.S.W., California State University, 1983.

**DONALD R. SNYDER (1982)**

*Associate Professor of Recreation & Leisure Services*

B.S., Southern Connecticut State University, 1973; M.S., 1978; Ed.D., New York University, 1989.

**JOSEPH F. STANO (1978)**

*Associate Professor of Rehabilitation Counseling*  
B.A., Assumption College, 1972; M.A./C.A.G.S., Assumption College, 1974; Ph.D., University of Connecticut, 1982.

**ROBERT J. STEELE (1990)**

*Assistant Professor of Recreation & Leisure Services*

B.S., Colorado State University, 1984; M.S. Texas A&M University, 1986

**WILLIAM J. SULLIVAN (1970)**

*Director of Office of Graduate Studies/Professor of Physical Education*

B.S., Springfield College, 1959; M.Ed., 1963; P.E.D., Indiana University, 1970.

**WILLIAM S. SUTTON (1989)**

*Associate Professor of Human Services*

B.S., State University of New York, 1963; M.S., State University of New York, 1966; M.S., Bowie State College, 1983; Ph.D., The Ohio University, 1972; Ph.D. Union for Experimenting Colleges and Universities, 1985.

**JOYCE L. SZEWCZYNSKI (1988)**

*Assistant Professor Modern Languages*

B.A., Westfield State College, 1970; M.A., University of Massachusetts, 1985.

**JOHN TAFTE (1991)**

*Instructor in Physical Education*

B.S., University of Rhode Island, 1985; M.A., East Carolina University, 1988.

**MICHAEL D. THEULEN (1983)**

*Assistant Professor of Physical Education*

B.S., Keene State College, 1969; M.A., University of South Dakota, 1981; D.P.E., Springfield College, 1983.

**EDWARD H. THIEBE (1982)**

*Associate Professor of Music*

B.S., State Teacher's College at Lowell, 1953; M.Ed., University of Massachusetts, 1960; Diploma, Professor Education, University of Connecticut, 1968; Ph.D., 1973.

**DORIS TISCHKOFF (1989)**

*Assistant Professor of History*

B.S., Simmons College, 1958; M.A., Boston University, 1995; Ph.D., Michigan State University, 1983.

**ADELAIDE V. TITUS (1990)**

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

B.A. Trenton State College, 1960;

M.A., 1967; Ed.D., Temple University, 1985.

**FRANK J. TORRE (1973)**

*Professor of Chemistry and Computer & Information Sciences*

B.S., Monmouth College, New Jersey, 1967; Ph.D., Rutgers University, 1971.

**LINDA J. TSOMAS (1986)**

*Assistant Professor of Physical Therapy*

B.S., University of Vermont, 1975; M.S., University of Massachusetts, 1979.

**FORREST C. TYSON (1971)**

*Associate Professor of Physical Education*

B.A., Springfield College 1964; M.A., 1965; Ph.D., Ohio State University, 1976.

**MARJEANNE VACCO (1988)**

*Associate Professor of Human Services*

A.B., Colby College, 1962; M.S., Boston University, 1964; C.P.S., Rivier College, 1987.

**JUDY VAN RAALTE (1990)**

*Assistant Professor of Psychology*

B.S., Tufts University, 1986; M.A., Arizona State University, 1988; Ph.D., 1990.

**FRANCINE J. VECCHIOLLA (1990)**

*Associate Professor of Human Services*

B.S. Springfield College, 1972; M.S. W., University of Connecticut, 1974; Ph.D., Brandeis University, 1987

**MICHAEL C. WHITE (1988)**

*Assistant Professor of English*

B.A., University of Connecticut, 1975; M.A., University of Connecticut, 1977; Ph.D., University of Denver, 1982.

**SHARON A. WHITE (1987)**

*Writing Center Director/Assistant Professor of English*

B.A., Colby College; M.F.A., Goddard College, 1977.

**FRANK A. WOLCOTT (1955)**

*Assistant Director of Athletics/Professor of Physical Education*

B.S., Springfield College, 1952; M.S., 1961.

**DAVID W. WUERTHELE (1968)**

*Registrar*

A.B., Allegheny College, 1961; M.B.A., Suffolk University, 1970.

**CHUN-KWUN WUN (1990)**

*Associate 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.

**DOROTHY J. ZENATY (1970)**

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

**HERBERT ZETTL (1969)**

*Associate Professor of History*  
B.A., Alderson-Broadbent College, 1963;  
M.A., University of Vermont, 1965.

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

**ADJUNCT PROFESSORS****DAVID BALSLEY**

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

**MARTIN BARRETT**

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

**STEPHEN A. BLACK**

*Undergraduate Athletic Training*  
B.S., Springfield College, 1975; M.Ed., 1977.

**CAROL J. CLAFLIN**

*Counseling & Psychological Services*  
B.S., Springfield College, 1957.

**MAUREEN L. CONROY**

*Recreation & Leisure Services*  
B.S., Bridgewater State College, 1980.

**MICHAEL COX**

*Art—Computer Graphics*  
B.F.A. Southwest Missouri State, 1987;  
M.F.A. University of Massachusetts, 1990

**RICHARD G. FLOYD, JR.**

*Recreation & Leisure Services*  
B.S., University of Massachusetts, 1964;  
M.S., University of New Hampshire, 1970.

**MICHAEL R. DEARY**

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

**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

**SYD GOLDBERG**

*Art—Design Communications and Graphic  
Arts*  
B.A. University of the Arts, Philadelphia,  
1960

**WILLIAM N. GOODWIN**

*Counseling & Psychological Services,  
Psychology, and Community Service*  
B.S., Springfield College, 1949; M.S., 1952;  
Ph.D., University of Connecticut, 1961.

**KATHY GOOS**

*Art—Pottery*  
B.A. Brandeis University, 1973; M.A.Ed.  
Massachusetts College of Art, 1976

**LIGIA GUERIN**

*Languages*  
M.A. Worcester State College, 1969

**ZAHI HADDAD**

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

**PAT HAYES**

*Arts—Crafts*  
B.A., University of Massachusetts, 1975

**EDWARD HEBERT**

*Rehabilitation Services*  
B.A. University of Massachusetts, 1966;  
M.A., 1972; CCC-Sp, 1973

**RAYMOND HERSHEL**

*Public Relations (Graduate)/Recreation &  
Leisure Services*  
B.A., Emerson College, 1967.

**PAULA HODECKER**

*Art—Crafts*  
B.F.A. Swain School of Design, 1977

**CLAIRE T. HOWARD**

*Elementary Education*  
B.S., Fitchburg State College, 1964; M.Ed.,  
Westfield State College, 1970.

**PAUL KATZ**

*Environmental Studies*  
B.S., Springfield College, 1978.

**LOUISE M.G. LATAILLE**

*Mathematics*  
B.A. Anna Maria College, 1965; M.S.  
Worcester Polytechnic Institute, 1970;  
C.A.E.S. Boston College, 1968

**BARNETT D. LASCHEVER**

*Recreation & Leisure Services*  
B.S., University of Michigan, 1951.

**KAREN LIMERO**

*Physical Education*  
B.S., Springfield College, 1983.

**DONALD MAKI**

*Art—Painting*  
B.F.A., Swain School of Design, 1977.

**JAMES A. MCDONALD**

*Mathematics*

B.S. University of Massachusetts, 1967;  
M.A. American International College, 1968

#### MARY P. MURRAY

*Physical Education*  
B.S., University of Massachusetts, 1978.

#### JILL MCCARTHY-PAYNE

*Recreation & Leisure Services*  
B.S., University of Massachusetts, 1976;  
M.Ed., Springfield College, 1979; Juris  
Doctor, Western New England School of  
Law, 1986.

#### TERRY MUI

*Art—Graphic Design and Computer Animation*  
B.A. School of Visual Arts, 1980

#### DENNIS MULLEN

*Recreation Management and Employee Services  
& Recreation*  
B.S., University of Massachusetts, 1970.

#### SUSAN M. MURRAY

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

#### JOHN A. PHILLIPS

*Religion/Philosophy*  
B.A., Colgate University; M.Div., Colgate  
Rochester Seminary; Ph.D., University of  
Glasgow, Scotland

#### ALAN J. PICKERING

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

#### JOHN A. PROVOST

*Computer & Information Sciences*  
A.D. Springfield Technical Community  
College, 1967; B.S.B.A. Western New  
England College, 1970; M.B.A. Western  
New England College, 1970

#### KAREN MARIE ROSSI

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

#### NAPOLEON SANCHEZ

*Languages*  
Ph.D., University of Massachusetts, 1977

#### EMIL G. SCHNORR

*Art*  
Academy of Fine Arts, Institute for Painting  
Techniques, Stuttgart Wuertenberg,  
Germany; Jugend Leiter Schule, Bad  
Harzburg, Nieder Sachsen, Germany;  
C.V.J.M., Das Jugenddorf Blaubeuten,  
Wuertenberg, and Helmscherode Nieder  
Sachsen.

#### BRENDAN STECCHINI

*Art—Photography*  
B.A. Hofstra University, 1972; M.F.A.,

University of Massachusetts, 1975

#### JAMES G. R. STEWART

*Art—Art History*  
B.A. Centre College, 1957; M.A. University  
of Pennsylvania, 1959.

#### YENN-ER IDA TANG

*Computer & Information Sciences*  
B.A. Tamkong College of Taipei, 1972;  
M.Ed. Rutgers University, 1975; C.P.C.S.  
Western New England College, 1983

#### ROBERT TRAHAN

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

#### RUTH WEST

*Art—Computer Graphics*  
B.A. Bard College, 1979; M.F.A. University  
of Massachusetts, 1989

### CLINICAL FACULTY ATHLETIC TRAINING

#### JOSEPH M. BOYLE

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

#### JAY GRANT

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

#### 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.

#### JOSEPH H. SKLAR

*Clinical Instructor in Athletic Training*  
B.S., Springfield College, 1986; M.Ed., 1988

#### BRIAN SPELLACY

*Clinical Instructor in Athletic Training*  
B.S., Springfield College, 1986; M.Ed., 1988.

### EMERGENCY MEDICAL SERVICES MANAGEMENT

#### RACHEL ANDRES

*Clinical Professor of Emergency Medicine*  
B.A., University of California, 1977; M.D.,  
1981

**ALAN D. BERKENWALD**

*Clinical Professor of Emergency Medicine*  
B.S., State University of New York at Stony Brook, 1973; M.D., Boston University, 1978.

**PAUL F. CONDON**

*Clinical Professor of Emergency Medicine*  
B.S., Boston College, 1956; M.D., Boston University, 1960.

**RAYMOND F. CONWAY**

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

**ALAN DAVIDSON**

*Clinical Professor of Emergency Medicine*  
A.B., Dartmouth College, 1963; M.D., University of North Carolina, 1968.

**ENZO V. DIGIACOMO**

*Clinical Professor of Emergency Medicine*  
B.S., Manhattan College, 1959; M.D., New York Medical College, 1965.

**DAVID J. DOYLE**

*Clinical Professor of Emergency Medicine*  
B.S., Keene State College, 1974; M.D., Dartmouth Medical School, 1979.

**PHILIP F. GAZIANO**

*Clinical Professor of Emergency Medicine*  
B.A., West Virginia University, M.D., 1986

**JOHN J. GEORGE**

*Clinical Professor of Emergency Medicine*  
B.A., Northeastern University, 1974; M.D., Mt. Sinai School of Medicine, 1980.

**PAUL S. GERSTEIN**

*Clinical Professor of Emergency Medicine*  
B.A., University of Massachusetts, 1973; M.D., University of Massachusetts Medical School, 1980

**MATTHEW J. HAYES**

*Clinical Professor of Emergency Medicine*  
B.S., St. John's University, 1957; M.D., University of Freiburg, 1964; Ph.D., University of Goettingen, 1965

**JOHN A. HOLBROOK**

*Clinical Professor of Emergency Medicine*  
B.A., St. Joseph's Seminary, 1967; M.A., Yale Graduate School, 1971; M.D., Harvard Medical School, 1975.

**KIM B. KRACH**

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

**MICHAEL J. LEMANSKI**

*Clinical Professor of Emergency Medicine*  
B.A., Amherst College, 1976; M.D., University of Massachusetts, 1979.

**STEPHEN A. LIEBERMAN**

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

**GEORGE LYNCH**

*Clinical Professor of Emergency Medicine, Medical Director, EMSM.*  
B.S., University of Massachusetts, 1981; M.D., 1985.

**TIM MADER**

*Clinical Professor of Emergency Medicine*  
B.S., University of Wisconsin at LaCrosse, 1981; M.D. University of Wisconsin Medical School, 1985

**GREGORY S. MCDONALD**

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

**NANCY MILLER**

*Clinical Professor of Emergency Medicine*  
B.A., Stockton State College, 1974; M.D., University of North Carolina School of Medicine, 1985

**DIPANKAR MUKHERJEE**

*Clinical Professor of Emergency Medicine*  
I.S. (Intermediate Science), University of Calcutta, 1960; M.B.B.S., Nil Ratan Sircar Medical College (University of Calcutta), 1966.

**STEPHEN J. PLAYE**

*Clinical Professor of Emergency Medicine*  
B.S., Amherst College, 1971; M.D., Rush Medical College, 1975.

**J. HECTOR POPE**

*Clinical Professor of Emergency Medicine*  
B.S., Dalhousie University, 1971; M.D., 1975.

**SHARON W. RICHARDS, R.N.**

*Clinical Coordinator, Emergency Medicine*  
A.D.N., Holyoke Community College, 1981; C.E.N. 1987; EMT-A, 1987; ACLS-I, 1988; B.S.N., American International College, 1990

**JAMES M. RILEY**

*Chief Instructor, Intermediate Program*  
REMT-P, Vermont Paramedic Program, 1982

**JOHN P. SANTORO**

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

**DANIEL C. SMITH**

*Clinical Professor of Emergency Medicine*

B.S., Cornell University, 1973; M.D., Tufts University School of Medicine, 1977

#### **INGRID E. STATZ**

*Clinical Professor of Emergency Medicine*  
B.S., University of Massachusetts, 1981;  
M.D., Tufts University School of Medicine,  
1985.

#### **STEPHEN A. STEFANO**

*Clinical Professor of Emergency Medicine*  
B.S., Westfield State College, 1978; M.D.,  
University of Bologna, 1987

#### **CARL P. VALENZIANO**

*Clinical Professor of Emergency Medicine*  
B.S., Manhattan College, 1973; M.D.,  
University Autonoma de Guadalajara, 1978.

### **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. (ASCP)

### **PHYSICAL THERAPY**

#### **PATRICK J. CARLEY**

*Anatomy Laboratory Coordinator*  
B.S., State University of New York, 1978;  
M.S., Northeastern University, 1985

#### **SUSAN CLOPTON**

*Clinical Assistant Professor of Physical Therapy*  
B.S., Boston University, 1975; M.S.,  
Massachusetts General Hospital, 1985

#### **NICHOLAS P.W. COE**

*Clinical Professor of Anatomy*  
M.B.B.S., Guy's Hospital Medical School,  
University of London, England, 1969;  
Licentiate of the Royal College of Physi-  
cians, 1969; Member of the Royal College of  
Surgeons, 1969.

#### **KEVIN T. HINCHEY**

*Clinical Professor of Medicine*

B.A. Williams college, 1981; M.D., Tufts  
University School of Medicine, 1988

#### **NANCY H. MILLER**

*Clinical Professor of Medicine*  
B.A., Stockton State College, 1974; B.H.S.,  
Duke University, 1979; M.D., University of  
North Carolina, 1985; M.P.H., 1986.

#### **DAVID W. PAGE**

*Clinical Professor of Anatomy*  
B.S., Springfield College, 1964; M.D.,  
University of Toronto, 1970.

#### **SOLVEIG M. V. PFLUEGER**

*Clinical Professor of Medicine*  
B.A., Moorhead State College, 1967; Ph.D.,  
University of Texas, 1970; M.D., University  
of Texas, 1981.

#### **WILLIAM P. REED**

*Clinical Professor of Anatomy*  
A.B., Harvard College, 1964; M.D., Harvard  
Medical School, 1968.

#### **JOSEPH H. SKLAR**

*Clinical Professor of Medicine*  
A.B., University of Pennsylvania, 1971;  
Ph.D., 1975; M.D., 1976.

#### **EDWARD SWANSON**

*Clinical Assistant Professor of Physical Therapy*  
B.S., Trenton State College, 1971; P.T.  
Certification, University of Pennsylvania,  
1972; M.Ed., Springfield College, 1976;  
M.B.A., Western New College, 1980

#### **CARL P. VALENZIANO**

*Clinical Professor of Anatomy*  
B.S., Manhattan College, 1973; M.D.,  
University Autonoma de Guadalajara, 1978.

#### **CAROL ZILINSKY**

*Clinical Assistant Professor of Physical Therapy*  
B.S., University of Connecticut, 1961; M.S.,  
Hartford Graduate Center, 1980; M.A.,  
University of Hartford, 1986

### **SPORTS BIOLOGY**

#### **MARK E. CHRUSZ**

*Clinical Associate of 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*  
Attended Springfield College, 1959-61;  
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.

## ADMINISTRATIVE OFFICERS

### LITA ADAMS (1989)

*Director of Purchasing*  
B.A., Brandeis, 1981; M.B.A., University of Massachusetts, 1987.

### LYNDA ANASTASIA (1989)

*Director of Grants*  
B.A., Albertus Magnus, 1969; M.S.W., University of Pittsburgh, 1977.

### FREDERICK O. BARTLETT (1973)

*Director of Admissions*  
B.S., Springfield College, 1970; M.Ed., 1978.

### JONATHAN S. BATES (1988)

*Director of Annual Giving*  
B.S., Springfield College, 1988.

### ELLEN DEMOS BLETSOS (1975)

*Manager of Student Loan Collections*  
B.S., Springfield College, 1983; M.S., 1987.

### LYDIA BATTISTA BRADY (1979)

*Director of Housing*  
B.S., University of Massachusetts, 1969; M.S., 1973; C.A.S., Springfield College, 1979.

### CAMILLE BUTTERFIELD (1988)

*Records Coordinator, School of Human Services*

### CONSUELO G. BYLOW (1966)

*Associate Comptroller*

### KELLY A. CADE (1987)

*Graphic Designer*  
A.A.S., Mohawk Valley College, 1984.

### BARBARA A. CAMPANELLA (1986)

*Director of Public Relations*  
B.A., Bridgewater State College, 1974; M.Ed., Springfield College, 1978.

### KINSER CANCELMO (1989)

*Assistant Director of Financial Aid*  
B.A., University of Massachusetts, 1988.

### SHARON L. CARVER (1990)

*Head Teacher, Toddler Child Care Program*

### KELLY M. CERINO (1984)

*Benefits Administrator*  
A.S., Holyoke Community College, 1985; B.S., Western New England College, 1987.

### KENNETH J. CERINO (1986)

*Director of Sports Information*  
B.A., St. Bonaventure University, 1974.

### KENNETH A. CHILDS (1973)

*Director of Campus Ministries*  
B.A., Beloit College, 1964; B.D., Yale University Divinity School, 1968; M.S.T., 1968.

### M. CATHERINE CONDRON (1979)

*Associate Dean of Students*  
B.S., North Adams State College, 1963; M.Ed., Springfield College, 1980.

### JOHN H. COONS (1977)

*Director of Development*  
B.S., Springfield College, 1950; M.S., 1956.

### VIRGINIA COSTELLO (1989)

*Superintendent of Custodial Services*

### MARYBETH CROWLEY (1990)

*Teacher, Child Care Program*

### LINDA DAGRADI (1988)

*Director of Financial Aid*  
B.A., American International College, 1971; M.Ed., Springfield College, 1975; C.A.S., 1977.

### MARY E. DEANGELO (1984)

*Associate Director of Admissions*  
B.A., Bridgewater State College, 1982; M.Ed., Springfield College, 1984.

### FLORENCE DEMOS (1969)

*Bursar*

### MARYLOU DYJAK (1986)

*Director of Development Research and Records*

### JANICE C. ELDRIDGE (1965)

*Assistant Vice President for Academic Affairs*  
B.S., Jackson College, 1947; M.S., Tufts College, 1949; Ed.D., University of Massachusetts, 1981.

### LEE ENDERLIN (1989)

*Assistant Director of Public Relations/Media Coordinator*  
B.A., University of Notre Dame, 1973.

### FRANK S. FALCONE (1985)

*President*  
B.S., University of Wisconsin, 1963; M.A., University of Denver, 1965; Ph.D., University of Massachusetts, 1973.

### LLOYD G. FASSETT, JR. (1965)

*Director of Management Information Services*

### THOMAS GHAZIL (1968)

*Assistant Director of Audio Visual Aids, Electronic Technician*

### SUSAN C. GILMAN (1989)

*Assistant Director of Annual Giving*  
B.A., Columbia University, 1985.

### JAMES M. GRAVEL (1988)

*Director of Internal Auditing*  
B.A., Connecticut College, 1983; M.B.A., Boston University, 1986; C.P.A., 1990

### LEAH M. GUEVERA (1989)

*"I Have A Dream" Project Coordinator*

**RASHEEDAH HAQQ (1985)**

*Accountant*  
A.S., Springfield Technical Community College, 1983, 1985.

**DORIS HARRIS (1990)**

*Coordinator of Administrative and Student Services, School of Human Services*

**REV. LEO J. HOAR (1989)**

*Associate Minister*  
A.B., St. Anselm's College, 1962; M.Ed., Springfield College, 1970; Ed.D., University of Massachusetts, 1976.

**ROLAND E. HOLSTEAD (1972)**

*Director of Continuing Education, Professor of Sociology*  
B.A., State University of New York at Oneonta, 1967; M.A., University of Connecticut, 1971; Ph.D., University of Connecticut, 1982.

**ROBERT HOPKINS (1988)**

*Director of Emergency Services Management*  
B.A., University of Massachusetts, 1976.

**L. JUDY JACKSON (1974)**

*Director of Campus Police Department*

**SANDRA D. KEITH (1988)**

*Director of Child Care Center*  
B.S., Wheelock College, 1962; M.S., Wheelock College, 1983.

**CORINNE P. KOWPAK (1990)**

*Dean of Students*  
B.A. Hunter College of the City University of New York, 1972; M.Ed., University of Vermont, 1978.

**ROBERT KUDLAY (1989)**

*Reference Librarian*  
B.A., Westfield State College, 1970; M.L.I.S., State University of New York at Geneseo, 1972.

**STEPHEN LAFEVER (1988)**

*Director of Physical Plant*  
B.A., Castleton State College, 1984.

**THOMAS F. LARKIN (1985)**

*Director of Academic Computer Services*  
B.S., Springfield College, 1975; C.S.C.P., University of Massachusetts, 1984.

**KAREN LARSON (1990)**

*Teacher, Child Care Program*

**JULIE A. LEDUC (1980)**

*Assistant Director of Management Information Services*  
A.S., Springfield Technical Community College, 1973.

**RAYMOND C. LIN (1970)**

*Technical Librarian*  
B.A., National Taiwan University, 1960;

M.A., Atlanta University, 1964; M.A., University of Illinois, 1970.

**J. TAMARI KIDESS LUCEY (1986)**

*Director of Alumni Programs*  
B.S., Springfield College, 1981; M.Ed., 1982.

**JOHN MAILHOT (1988)**

*Assistant Treasurer/Chief Accountant*  
B.S., American International College, 1983; M.B.A., 1987.

**ROBERT M. MCMASTER (1982)**

*Superintendent of Grounds*  
A.S., Springfield Technical Community College, 1982.

**JUDITH A. MEFFEN (1970)**

*Head Nurse*  
R.N., Memorial Hospital, 1954; N.P., University of Massachusetts, 1977.

**DAVID P. MICKA (1982)**

*Director of Student Activities*  
B.S., Springfield College, 1978; M.Ed., 1985.

**JUDITH ANN MOORE (1989)**

*Director of Basic and Continuing Education, Emergency Medical Training*  
B.A., American International College, 1970.

**JAMES B. MORIARTY (1988)**

*Treasurer*  
B.B.A., Nichols College, 1966; M.B.A., University of Bridgeport, 1971.

**MELINDA MULLIGAN (1990)**

*Assistant Director of Annual Giving*  
B.S., University of Illinois, 1989.

**ROSEMARY NICHOLS (1989)**

*Assistant Director Career Services*  
B.S., Lesley College, 1987; M.Ed., Springfield College, 1989.

**ROBERT B. PALMER (1966)**

*Vice-President for Administration*  
B.S., Springfield College, 1965; M.Ed., 1966.

**JOAN P. PATOTA (1989)**

*Vice President for Institutional Advancement*  
A.B., Mount Holyoke College, 1954.

**RITA T. PELLERIN (1969)**

*Assistant Registrar*  
B.S., Springfield College, 1982; M.Ed., 1984.

**SARAH PIERCE (1988)**

*Prior Learning Assessment Coordinator, School of Human Services*  
A.S., White Pines College, 1975; B.S., New Hampshire College, 1986.

**MARY N. PILCH (1988)**

*Assistant Director of Cooperative Education*  
B.S.N., St. Joseph College, 1958; M.A., American International College, 1981.



**LISA PITKIN (1989)***Serials Librarian*

B.A., College of St. Rose, 1984; M.L.S., State University at Albany, 1987.

**PATRICIA ANN RAU (1988)***Assistant Director of Development Research and Records*

B.A., University of Vermont, 1969.

**KATHERINE REED (1990)***Assistant Director of Admissions***JOHN ROLAND (1990)***Affirmative Action Officer*

B.S., American International College, 1982

**KATHERINE H. RORER (1987)***Director of Cooperative Education*

B.A., College of William and Mary, 1972.

**ELIZABETH RUSSELL (1988)***Student Services Coordinator, School of Human Services*

B.S., New Hampshire College, 1983; M.S., Antioch University, 1989.

**LOUIS SARAGE (1989)***Director of Disbursements*

B.A., Western New England College, 1980.

**DONALD J. SHAW, JR. (1974)***Director of Graduate Admissions*

B.S., Springfield College, 1969; M.Ed., 1970.

**ELINOR SILVEIRA (1988)***Enrollment Officer, School of Human Services*

A.S., New Hampshire College, 1983; B.S., New Hampshire College, 1983.

**SUSANNE M. SIMON (1987)***Director of Human Resources*

B.S., Northeastern University, 1975; M.S., Pennsylvania State University, 1980.

**ISABEL SMIDY (1990)***Assistant Director of Internal Auditing*

A.S., Holyoke Community College; B.S., Western New England College; C.P.A., 1990

**JACQUELINE SMITH (1988)***Site 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.

**MARY JANE SOBINSKI-SMITH (1987)***Reference Librarian*

B.S., University of Connecticut, 1974; M.L.S., Southern Connecticut State University, 1987.

**GERALDINE SPEED (1990)***Development Writer*

B.A., University of Manitoba, 1988.

**ROSEMARY STOCKS (1983)***Project Manager*

B.S., Fitchburg State, 1968; M.Ed., Springfield College, 1989.

**LAURIE STOTHERS (1988)***Head Teacher, Child Care Center*

B.S., Springfield College, 1988.

**KEITH R. STRONG (1988)***Assistant Director of Admissions*

B.S., Springfield College, 1984; M.Ed., 1985.

**ANDREA S. TAUPIER (1985)***Senior Reference Librarian*

B.A., St. Olaf College, 1980; M.S.L.S., Columbia University, 1981.

**CAROL A. TAYLOR (1980)***Executive Assistant to the President*

B.S., Springfield College, 1964; M.Ed., 1968; C.A.S., 1980, Ph.D., University of Massachusetts, 1987

**SCOTT TAYLOR (1970)***Director of Major Gifts*

B.A., Springfield College, 1966; M.Ed., 1967; C.A.S., 1968

**BARBARA TUCKEY (1987)***Director of Career Services*

B.S., University of Connecticut, 1972; M.A., American International College, 1986

**SALLY A. VAN WRIGHT (1990)***Cooperative Education Coordinator*

A.B. Smith College, 1989

**LUIS VITORINO (1985)***Superintendent of Utilities*

A.S., Springfield Technical Community College, 1985

**KENNETH A. WALL (1983)***Director of International Center*

B.A., St. Olaf College, 1968; M.S., Springfield College, 1973; D.P.E., 1975

**SANDRA WALLER (1989)***Prior Learning Assessment Coordinator, School of Human Services*

B.S., Russell Sage, 1964; M.Ed., Boston College, 1967

**SARAH WHEELER (1982)***Associate Director of Financial Aid*

A.A., Lasell Junior College, 1972

**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 the 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 Administration*  
 B.A., Springfield College, 1967; M.Ed., 1969

**JOHN M. WILSON (1976)**  
*Minority Affairs Coordinator*  
 A.A., Holyoke Community College, 1969;  
 B.A., University of Massachusetts, 1971;  
 M.A., 1974

**ANN M. WIRSTROM (1965)**  
*Assistant Secretary to Board of Trustees, Office  
 of the President*

**DONNA ANDERSON-YARRINGTON  
 (1988)**  
*Site Recruiter, School of Human Services*  
 B.S., New Hampshire College, 1985

**MARK ZABOROWSKI (1990)**  
*Senior Programmer/Analyst, Management  
 Information Systems*  
 A.S., Springfield Technical Community  
 College, 1981.

## FACULTY EMERITI

Archie P. Allen,  
 Professor of Physical Education  
 Louis J. Ampolo,  
 Assistant Professor of Physical Education  
 Miklos T. Acs,  
 Professor of History and Social Studies  
 Doris M. Borrner,  
 Professor of Library Science  
 John W. Brainerd,  
 Professor of Biology and Conservation  
 Josephine L. Cecco,  
 Distinguished Springfield Professor  
 of Humanities  
 Paul U. Congdon,  
 Distinguished Springfield Professor  
 of Humanities  
 Vernon W. Cox,  
 Professor of Physical Education  
 Leon Doleva,  
 Professor of Education  
 Wayne S. Doss,  
 Professor of Physical Education  
 Eugenie L. Dozier,  
 Associate Professor of Physical Education  
 Edward T. Dunn,  
 Distinguished Springfield Professor  
 of Humanities  
 Mattie S. Edwards,  
 Professor of Education  
 Mark A. Ehman,  
 Professor of Religion  
 Olga E. Ellis,  
 Professor of Education  
 Walter H. English,  
 Distinguished Springfield Professor  
 of Humanities

Lora M. Ewing,  
 Assistant Professor of English  
 Harold C. Harlow,  
 Professor of Human Services  
 and Administration  
 Gerard A. Harrison,  
 Professor of Recreation  
 and Leisure Services  
 Thomas W. Hay,  
 Assistant Professor of Physical Education  
 Miriam F. Hirsch,  
 Professor of Sociology  
 F. Edgar Hubbard,  
 Professor of Physics and Mathematics  
 Allen R. Kaynor,  
 Professor of Psychology  
 Clifford E. Keeney,  
 Professor of Biology  
 Attalah A. Kiddess,  
 Professor of Physical Education  
 James B. McGuire,  
 Professor of English  
 Robert E. Markarian,  
 Professor of Education  
 Merle K. Miller,  
 Professor of Psychology  
 Henry J. Paar,  
 Professor of Psychology  
 Douglas E. Parker,  
 Professor of Physical Education  
 John O'Neill,  
 Professor of Human Services  
 Robert B. Resnick,  
 Professor of English  
 Jean F. Ross,  
 Distinguished Springfield Professor  
 of Humanities  
 Irvin R. Schmidt,  
 Professor of Physical Education  
 Emery W. Seymour,  
 Buxton Professor of Physical Education  
 Clayton T. Shay,  
 Professor of Physical Education  
 Charles E. Silvia,  
 Distinguished Springfield Professor  
 of Humanities  
 Edward J. Sims,  
 Distinguished Springfield Professor  
 of Humanities  
 Margaret Thorsen,  
 Professor of Physical Education  
 Holmes N. VanDerbeck,  
 Distinguished Springfield Professor  
 of Humanities  
 Gilbert T. Vickers,  
 Director of Music,  
 Professor of Music Education  
 Charles F. Weckwerth,  
 Distinguished Springfield Professor  
 of Humanities  
 Robert J. Wehner,  
 Professor of Political Science

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**Springfield College** is a small, privately endowed institution of higher learning that emphasizes educating young men and women for the human helping professions. It is situated in the center of New England providing easy access to the skiing areas of New Hampshire and Vermont, the cosmopolitan assets of Boston, as well as the quiet beauty of the Berkshire Hills.

**Location:** Springfield. The third largest city in Massachusetts, population approximately 155,000. In addition to a large central retail district, the city offers such cultural opportunities as museums, a symphony, and a professional theater company.

**Campus:** More than 31 buildings, with such facilities as the Fuller Arts Center, Physical Education Complex, and the Allied Health Sciences Center. These facilities stretch over 160 acres that comprise the College's Main Campus and East Campus, a site of woods and field that overlooks Lake Massasoit and is one mile from the Main Campus.

**Undergraduates:** More than 2,400 men and women from throughout the United States and such diverse countries as Venezuela, Ireland, Nigeria, and the People's Republic of China. The freshman class has more than 550 students equally divided between men and women.

#### **ADDRESSES AND TELEPHONE NUMBERS:**

*(The College's telephone area code is 413. When writing to an office use the following address:  
Springfield College, Springfield, MA 01109-3797.)*

##### **ADMISSIONS OFFICE**

Babson Library—788-3136

##### **FINANCIAL AID OFFICE**

Administration Building—788-3108

##### **YMCA PROGRAMS OFFICE**

Administration Building—788-3289

##### **INTERNATIONAL CENTER**

Administration Building—788-3215

##### **HOUSING OFFICE**

Administration Building—788-3102

##### **CAREER SERVICES**

Beveridge Center—788-3222

##### **ATHLETIC DEPARTMENT**

Physical Education Center—788-3332

##### **PUBLIC RELATIONS**

Administration Building—788-3171

##### **COOPERATIVE EDUCATION**

Beveridge Center—788-3226

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

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

Springfield College prohibits discrimination on the basis of race, color, sex, sexual orientation, age, marital status, religion, national or ethnic origin, veteran status, or non-disqualifying disability. This applies to our educational, admissions, and employment policies, treatment of students, and other College-administered programs and activities.

Affirmative action at Springfield College refers to objective measureable steps taken to ensure equal opportunity. Any positive aggressive measures taken to assure equal access to opportunity and aimed at eliminating discrimination or which is intended to remedy past effects of discrimination is affirmative action.

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

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



# Academic Calendar

## FALL SEMESTER

	1991-92	1992-93	1993-94
Classes Begin	Sept. 4	Sept. 9	Sept. 8
Holiday	Oct. 14	Oct. 12	Oct. 11
Parents Weekend	Oct. 26	Oct. 17	Oct. 23
Homecoming	Nov. 15-17	Nov. 6-8	Nov. 12-14
Thanksgiving Break	Nov. 27-Dec. 1	Nov. 25-29	Nov. 24-28
Classes Resume	Dec. 2	Nov. 30	Nov. 29
Classes End	Dec. 13	Dec. 15	Dec. 14
Reading Days	Dec. 14-15	Dec. 16-20	Dec. 15-19
Exams	Dec. 16	Dec. 17	Dec. 16

## INTERSESSION

Classes Begin	Jan. 6	Jan. 4	Jan. 3
Holiday ( <i>Martin Luther King</i> )	Jan. 20	Jan. 18	Jan. 17
Classes End	Jan. 24	Jan. 22	Jan. 21

## SPRING SEMESTER

Classes Begin	Jan. 27	Jan. 25	Jan. 24
Spring Break	Mar. 14-22	Mar. 13-21	Mar. 12-20
Classes Resume	Mar. 23	Mar. 22	Mar. 21
Classes End	May 14	May 13	May 12
Exams	May 15	May 14	May 13
Reading Days	May 16-17	May 15-16	May 14-15
Exams	May 18-20	May 17-19	May 16-18
Commencement	May 24	May 23	May 22

## SUMMER SESSION

Mini Session (3 weeks)	May 26-June 12	May 24-June 11	May 23-June 10
Session I (6 weeks)	May 26-July 3	June 1-July 9	May 31-July 8
Session II (6 weeks)	July 6-Aug. 14	July 12-Aug. 20	July 11-Aug. 19
P.E. Grad (8 weeks)	June 29-Aug. 14	June 28-Aug. 20	June 27-Aug. 19