

SPRINGFIELD COLLEGE

Undergraduate Catalog
2000-2001



Springfield College

2000-2001 Catalog

SPRINGFIELD COLLEGE MISSION STATEMENT

The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity by building upon its foundation of Humanities and academic excellence.

ACCREDITATION AND DISCLOSURE STATEMENTS

Accreditation Statement

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

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

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

Policy Statement Regarding Students With Disabilities

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

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

Nondiscrimination Statement

Springfield College is an equal opportunity educator and employer.

Drug-Free Policy

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

Student-Right-To-Know Disclosure Statement

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

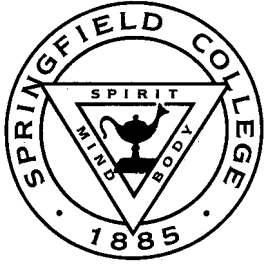
Student Affairs Policies

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

This Catalog has been prepared for the benefit of students, faculty, administrators of the College, and others wishing to know more about the College's programs and activities. The information contained herein is accurate as of the date of publication (May 2000). Springfield College reserves the right, without notice, to make any changes to this catalog, including, but not limited to, changes in policies, procedures, and/or regulations; changes in rates and fees, deadlines, course offerings, descriptions, grading, and/or graduation requirements.

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



UNDERGRADUATE CATALOG 2000-2001

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

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

M. Ben Hogan (2000), B.A., M.S., Ed.D.
Vice President for Student Affairs/Dean of Students

John Kindzerske (1999), B.A., M.S.
Vice President for Institutional Advancement

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

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

John W. Wilcox (1970), B.S., M.Ed.
Executive Director of Enrollment Management

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

INTRODUCTION

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

Springfield College has educated more than 28,000 people who are at work throughout the United States and in more than sixty nations. Today, more than 4,000 students attend the College's main campus in Springfield, Massachusetts, and its satellite sites in Boston, California, Delaware, Florida, New Hampshire, Vermont, Wisconsin, Africa, Brazil, and Sweden.

CONTENTS

6	ADMISSIONS INFORMATION		
6	GUIDELINES FOR LEARNING DISABILITY DOCUMENTATION	14	ACADEMIC PROGRESS POLICY
6	TIME FOR APPLYING	16	ATHLETICS POLICY
6	ADMISSIONS DEADLINES	16	CLASS ATTENDANCE POLICY
6	FIRST-YEAR STUDENT ADMISSIONS POLICY	16	CANCELLATION OF CLASSES
6	REQUIREMENTS	16	CREDITS AND DEGREE REQUIREMENTS
7	APPLYING FOR ADMISSION	16	COMMENCEMENT
7	ADMISSIONS STAFF REVIEW	16	CREDIT FOR OTHER THAN COLLEGE WORK (TRADITIONAL UNDERGRADUATE STUDENTS)
7	CONDITIONAL ACCEPTANCE	17	CROSS-REGISTRATION BETWEEN THE SCHOOL OF HUMAN SERVICES AND TRADITIONAL UNDERGRADUATE SCHOOLS
7	DEFERRED ADMISSION	17	COURSE NUMBERING SYSTEM
8	EARLY DECISION	17	DEAN'S LIST
8	NEW STUDENT ORIENTATION WEEK	17	DEGREES OFFERED
8	RE-ADMISSION	17	DEGREE REQUIREMENTS--UNDERGRADUATE LEVEL
8	CHANGES IN ADMISSION	17	DISTRIBUTION OF UNDERGRADUATE CREDITS
8	FINANCIAL AID	18	GRADES AND GRADING
8	SERVICE	18	AUDIT POLICY
8	NEED-BASED FINANCIAL AID	18	INCOMPLETE GRADE POLICY
8	APPLICATION PROCESS	19	PASS/FAIL GRADING
9	UNDERGRADUATE STUDENTS	19	GRADE CHANGES
9	ACADEMIC ELIGIBILITY	19	REPEATING A COURSE
9	FINANCIAL AID POLICY	19	CALCULATION OF GPA
9	TUITION AND FEES	19	REGISTRATION
9	UNDERGRADUATE STUDENT EXPENSES	19	INTERCOLLEGIATE ACADEMIC COOPERATION/CCGS
10	BASIC CHARGES	19	INTERNATIONAL ENGLISH LANGUAGE INSTITUTE
10	RESIDENCE LIFE	19	LEAVE OF ABSENCE FOR MATRICULATED STUDENTS
10	REFUND POLICY	20	REGISTRATION AND CHANGE OF SCHEDULE REQUESTS
11	REFUND POLICY FOR NEW STUDENTS BASED ON PRO-RATED CALCULATION	20	CHANGE OF SCHEDULE
11	REFUND POLICY FOR RETURNING STUDENT POPULATION	20	CHANGE OF MAJOR
11	PAYMENT PLAN OPTIONS	20	SECOND BACHELORS DEGREE
11	CREDIT BALANCE REFUND POLICIES	20	STUDENT RECORDS
11	NONPAYMENT POLICY	21	TRANSFER CREDITS
12	ACADEMIC POLICIES AND PROCEDURES	21	TRANSCRIPT OF ACADEMIC WORK
12	ACADEMIC ADVISING	21	COURSE WITHDRAWAL POLICY
12	ACADEMIC CREDIT	21	COLLEGE WITHDRAWAL POLICY
12	ACADEMIC HONORS		
12	ACADEMIC INTEGRITY AND HONESTY		
14	ACADEMIC STANDING		
14	DEFINITION OF ACADEMIC CREDIT LOADS PER SEMESTER		
14	ACADEMIC PROGRESS CLASSIFICATION		
14	UNDERGRADUATE CLASSIFICATIONS		

CONTENTS

21 CONTINUING EDUCATION

- 21 SPECIAL UNDERGRADUATE/
NONMATRICULATED STUDENTS
- 21 PRIOR LEARNING ASSESSMENT-PORTFOLIO OPTION

23 ALL-COLLEGE REQUIREMENTS

27 ACADEMIC AFFAIRS PROGRAM

28 UNDERGRADUATE CURRICULA

- 28 APPLIED EXERCISE SCIENCE
- 30 ART
- 33 ART THERAPY
- 35 ART THERAPY/HUMAN SERVICES ADMINISTRATION
- 37 ART THERAPY & STUDIO ART/TEACHER
PREPARATION PROGRAMS
- 40 ATHLETIC TRAINING
- 43 BIOLOGY
- 46 BIOTECHNOLOGY
- 48 BUSINESS MANAGEMENT
- 50 CHEMISTRY/BIOLOGY
- 52 COMMUNICATIONS/SPORTS JOURNALISM
- 54 COMMUNITY HEALTH
- 56 COMPUTER AND INFORMATION SCIENCES
- 58 COMPUTER GRAPHICS
- 60 DANCE
- 62 DISABLED SPORTS AND MOVEMENT STUDIES
- 69 EARLY CHILDHOOD AND ELEMENTARY
EDUCATION CERTIFICATION
- 71 EMERGENCY MEDICAL SERVICES MANAGEMENT
- 73 ENGLISH
- 75 ENVIRONMENTAL SCIENCE
- 77 GENERAL STUDIES
- 78 GERONTOLOGY
- 80 HEALTH SERVICES ADMINISTRATION
- 82 HEALTH STUDIES MAJOR/TEACHER
PREPARATION PROGRAM
- 84 HISTORY
- 87 HUMAN SERVICES AND ADMINISTRATION
- 90 MATHEMATICS
- 92 MEDICAL INFORMATICS
- 94 MOVEMENT AND SPORTS STUDIES
- 97 OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM
- 94 PHYSICAL EDUCATION TEACHER PREPARATION
- 100 PHYSICAL THERAPY
- 103 PHYSICIAN ASSISTANT
- 106 POLITICAL SCIENCE

- 108 PSYCHOLOGY
- 111 RECREATION MANAGEMENT
- 115 REHABILITATION AND DISABILITY STUDIES
- 118 SECONDARY EDUCATION CERTIFICATION
- 120 SOCIOLOGY
- 126 SPECIAL EDUCATION
- 122 SPORT MANAGEMENT
- 124 SPORTS BIOLOGY
- 126 TEACHER OF STUDENTS WITH SPECIAL NEEDS
CERTIFICATION
- 128 THERAPEUTIC RECREATION SERVICES
- 130 UNDECLARED
- 131 YOUTH DEVELOPMENT
- 133 MINORS
Art, Art Therapy, Athletic Coaching, Biology,
Business Management, Chemistry, Computer
Programming, Computer Science, Dance, Economics,
English, Gerontology, Health Studies, History, Human
Services and Administration, Mathematics, Music,
Nutrition, Philosophy, Political Science, Psychology,
Rehabilitation and Disability Studies, Religion, Sociology,
Theatre Arts

138 UNDERGRADUATE COURSE DESCRIPTIONS

- 138 ANTHROPOLOGY
- 138 APPLIED EXERCISE SCIENCE
- 139 ART
- 141 ART EDUCATION
- 141 ART THERAPY
- 142 ATHLETIC TRAINING
- 143 BIOLOGY
- 146 CHEMISTRY
- 148 COMMUNICATIONS/SPORTS JOURNALISM
- 148 COMPUTER AND INFORMATION SCIENCES
- 150 DANCE
- 151 DRAMA
- 151 ECONOMICS
- 152 EDUCATION
- 155 EMERGENCY MEDICAL SERVICES MANAGEMENT
- 157 ENGLISH
- 161 ENVIRONMENTAL SCIENCE
- 161 FRENCH
- 162 GEOGRAPHY
- 162 GERMAN
- 162 HEALTH STUDIES
- 164 HISTORY
- 165 HUMAN SERVICES AND ADMINISTRATION
- 167 MATHEMATICS

CONTENTS

168	MANAGEMENT, BUSINESS
170	MEDICAL TECHNOLOGY/LABORATORY SCIENCE
171	MOVEMENT AND SPORT STUDIES
171	MOVEMENT AND SPORT STUDIES ACTIVITY COURSES
172	MOVEMENT SCIENCES
172	MUSIC
173	OCCUPATIONAL THERAPY
174	PHILOSOPHY
175	PHYSICAL EDUCATION
177	PHYSICAL EDUCATION ACTIVITY COURSES
178	PHYSICAL SCIENCE
179	PHYSICAL THERAPY
181	PHYSICIAN ASSISTANT
183	PHYSICS
184	POLITICAL SCIENCE
185	PSYCHOLOGY
187	RECREATION AND TOURISM
190	REHABILITATION AND DISABILITY STUDIES
194	RELIGION
195	RESEARCH
195	SOCIOLOGY
197	SPANISH
197	SPECIAL COURSES
198	SPORT MANAGEMENT

200 TRUSTEES

201 ADMINISTRATIVE AND PROFESSIONAL STAFF

206 FACULTY

220 IMPORTANT TELEPHONE NUMBERS

ADMISSIONS INFORMATION

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

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

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

Guidelines for Learning Disability Documentation

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

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

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

Time For Applying

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

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

Admissions Deadlines

December 1 - Last day on which early decision applications for first-year class enrollment can be received. Application deadline for the Athletic Training and Physical Therapy Programs.

January 1 - Last day on which all supporting admissions credentials for early decision can be received.

January 15 - Application deadline for the Physician Assistant and Occupational Therapy Programs.

January 30 - Last day on which required financial aid application documents can be received for early decision candidates.

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.

February 1 - Last day on which supporting credentials for physician assistant and occupational therapy candidates can be received.

February 15 - Financial aid decision for early decision.

March 1 - Deadline for receipt of \$200 for early decision (nonrefundable).

March 15 - Deadline by which required financial aid information must be received for first-year students.

April 1 - Last day on which applications for first-year enrollment can be received.

April 15 - Last day on which supporting admissions credentials for first-year students can be received and still be considered with the original application.

May 1 - Deadline for \$200 deposit for fall enrollment (nonrefundable). Deadline by which required financial aid information must be received for transfer students.

August 1 - Last day on which transfer applications can be received for fall enrollment.

December 1 - Last day on which applications for admission can be received for all students for January entrance.

First-Year Student Admissions Policy

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

Requirements

1. An application on the form provided by the Office of Admissions, submitted within dates indicated above.
2. A record indicating satisfactory achievement in a college preparatory program in an accredited secondary school. The course distribution should show competence in English, social studies, science, and mathe-

matics. Due to the professional nature of many of Springfield College's programs, the evaluation of a candidate's high school record will be favorably affected by an emphasis on courses that relate to the student's intended major. For instance, candidates planning to major in applied exercise science, athletic training, biology, biotechnology, chemistry/biology, environmental science, health studies, physical education, physical therapy, or physician assistant should include additional sciences in their high school curriculum.

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

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

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

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

Applying For Admission

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

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

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

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

Appointments for on-campus interviews can be scheduled between the hours of 9:00 a.m. and 3:00 p.m., Monday through Friday. Candidates should either write or call for an appointment. The Office of Admissions

is open on Saturdays from 9:00 a.m. to 12:00 p.m. for scheduled interviews from October to March. General information sessions for students and parents take place in the Office of Admissions at 10:00 a.m. and 11:30 a.m. each Saturday from October to March. Due to a limited number of available interviews on Saturday mornings, candidates should request an appointment in advance of their visit.

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

October 14, 2000

November 4, 2000

December 2, 2000

January 27, 2001

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

Admissions Staff Review

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

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

Conditional Acceptance

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

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

Deferred Admission

Life experience outside of an academic environment and prior to continuing one's formalized learning at the collegiate level can be stimulating and beneficial. For this reason, Springfield College will consider, on an individual basis, requests for 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 until May 1 for a plan of activity for broadening the experience and general education of the individual. Enrollment in another institution, other than for language study in a foreign country, is not

allowed. The College expects at least one report during the year from any student so deferred. Arrangements for these reports are to be made at the time of considering the request.

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

Early Decision

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

New Student Orientation Week

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

Re-Admission

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

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

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

Changes in Admission

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

FINANCIAL AID

Service

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

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

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

Need-Based Financial Aid

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

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

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

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

Application Process

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

All applicants for need-based financial aid must file the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available in

paper format from the Office of Financial Aid or can be completed on the Web (www.fafsa.ed.gov). Verification of data on the application forms is done by collecting appropriate year-end federal tax returns.

Undergraduate Students

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

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

Academic Eligibility

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degrees. Satisfactory progress is defined by the College and is reviewed each semester. The evaluation consists of a review of quantitative progress (semester hours earned per year) and qualitative achievement (cumulative GPA, see page 14). The Office of Financial Aid will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses all eligibility for College, federal, and state assistance, including student/parent loans.

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

Financial Aid Policy

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

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

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

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

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

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

TUITION AND FEES

Undergraduate Student Expenses

The cost of attendance at Springfield College varies with the individual's program and personal expenditures (e.g., entertainment, travel, and personal goods). However, each student can compute basic costs from the information supplied within this section. The schedule of fees and charges described herein is neither intended to indicate that charges have been finally determined for the current academic year nor that charges and fees will not increase during the student's years at Springfield College. The following tables give the probable cost to a student who lives in the College residence hall and takes all meals in the College dining facility for the 2000-2001 academic year.

Student basic charge (tuition and fees)	\$ 17,300
Residence hall double occupancy	\$ 3,285
Board (Flex Basic Plan*)	\$2,750
Estimated annual cost	\$23,335

Basic fees include class dues and student government fees.

* This figure is the minimum for resident students. See further details below under "Board."

Additionally, first-year and transfer students are billed for the following nonrecurring items:

New Student Orientation	\$90
Outdoor pursuits	\$90
Athletic clothing	\$97

Basic Charges

Tuition and Fees-The flat rate tuition charge for full-time, undergraduate students covers twelve to eighteen credits per semester and basic fees. The 2000-2001 flat fee charge is \$17,300.

Part-time, undergraduate students (those taking fewer than twelve credits per semester) and full-time, undergraduate students taking more than eighteen credits per semester are charged \$518 per credit plus basic fees. Graduate students (both full- and part-time) are charged \$518 per credit plus basic fees. Part-time continuing education students (matriculated and nonmatriculated) are charged \$240 per undergraduate credit, plus applicable fees.

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

Other Fees (if applicable)

Acceptance fee (applicable toward tuition)	\$200
Application fee for undergraduate admission	40
Application fee for graduate admission	40
Archery fee	12
Athletic clothing fee	97
Bowling lab fee	70
Change of room fee	35
Commencement fee	50
(matriculating, part-time students)	
Commencement reapplication fee	15
Community Music School	610
EMSM New York Trip Fee	1000
First Aid/CPR certification fee	8
Golf lab fee	34
Health insurance	365
Horsemanship lab fee	135
Late registration fee	25
Late payment fee (see nonpayment policy)	25
Lifeguarding fee	12
Loft disposal fee	50
Lost key-Off-campus apartment key (per key)	25
Lost key-Residence hall (per key)	15
Music 30-31 lab fee	300
New Student Orientation fee	90
Outdoor Pursuits fee	90
Professional uniform fee	120
Returned check charge	30
Room cancellation fee	100-200
Recreation and leisure services overnight trips	80

Scuba lab fee	200
Ski tour lab fee	30
Skiing lab fee	135
Sports first aid certification fee	8
Transcript fee (official)	4
Vaccination fee	141
Water safety instructor certification fee	8

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

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

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

Seniors, commuters, and married students may take the option of living in College facilities or in off-campus housing. For the 2000-2001 academic year, the cost of living accommodations ran from \$3,285 for most rooms to \$6,940 for some accommodations in the Living Center. Depending on a student's individual choice for room furnishings, a fee may be required.

Residence Life

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

Refund Policy

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

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

Refund Policy For New Students Based On Pro-Rated Calculation

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

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

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

Withdrawal Date	Refund Percentage
Before classes begin	100%
During first week of classes	90%
During second week of classes	80%
During third week of classes	80%
During fourth week of classes	70%
During fifth week of classes	60%
During sixth week of classes	60%
During seventh week of classes	50%
During eighth week of classes	40%
During ninth week of classes	40%
After ninth week of classes	0%

- An administrative fee equal to the lesser of \$100 or five percent of school charges will be assessed to the student's account.
- A \$100-\$200 room cancellation fee will be assessed to the student's account.
- Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.
- Financial aid received must be refunded to granting agencies based on the date of withdrawal and subject to funding source regulations and College policy.

Refund Policy for Returning Student Population

The following refund policy applies to students who are not attending Springfield College for the first time. Refunds are calculated according to the following schedules. Unpaid school charges will be subtracted prior to a disbursement of the refund check.

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

Withdrawal Date	Refund Percentage
Before classes begin	100%
During first week of classes	80%
During second week of classes	60%
During third week of classes	40%
During fourth week of classes	20%
After fourth week of classes	0%

- Fees are nonrefundable, unless the withdrawal is effective prior to the start of classes.
- A \$100-\$200 room cancellation fee will be assessed to the student's account.
- Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.
- Financial aid received must be refunded to granting agencies based on the date of withdrawal and subject to funding source regulations and College policy.

Payment Plan Options

The College offers several payment plan options. One option is to pay the balance, net of estimated financial aid, before the beginning of each semester (August 1 and January 2).

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

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

Credit Balance Refund Policies

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

Nonpayment Policy

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

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

ACADEMIC POLICIES AND PROCEDURES

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

Academic Advising

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

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

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

Academic Credit

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

Academic Honors

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

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

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

Academic Honesty and Integrity Policy

Springfield College students are expected to be academically honest. Misrepresentation of facts, omissions or falsifications in any connection with the academic process (including both course work and official college documents) are violations of the Academic Honesty and Integrity Policy, hereafter referred to as the Policy.

Students are urged to consider that the public value of their education depends on the integrity of the grading system, and that academic dishonesty in any form dilutes the value of those grades. The Policy is not intended to diminish collegiality at Springfield College. All of us learn from our colleagues and education is a cooperative enterprise. Simple justice requires, however, that students receive the quantity and quality of academic credit they have earned. Justice of this sort is compatible with the community values and shared experiences on which a liberal education is based. If students know of fellow students who are cheating, or taking unfair advantage of policies or procedures, they should bring that to the attention of the course instructor and/or Dean of Students, (anonymously, if they wish).

Misunderstanding the Policy will not be accepted as an excuse for dishonest work. If a student is in doubt on some points as they affect work in a particular course or as they may be interpreted in practice, he or she should consult with the instructor in the course or the dean of the school in which the course is offered, so as to avoid the serious charge of academic dishonesty.

Academic achievement is generally evaluated on the basis of completed "Exercises" (defined hereinafter) that a student produces independently. Obtaining credit for work, words, or ideas which are not the products of a student's own effort is dishonest. Such dishonesty undermines the integrity of the academic standards of the College. Consequences of violating the Academic Honesty and Integrity Policy entail penalties ranging from failing an exercise, failing a course, reprimand, suspension, dismissal, expulsion from the College, forfeiture of a diploma and/or legal action. This Policy also applies to alumni, insofar as it relates to Springfield College transcripts and other records of work at Springfield College.

Basic Policy

A student's name on any "Exercise(s)", which term shall include, but not be limited to, a theme, oral report, notebook, report, computer program, course paper, quiz, examination or any other assignment related to a course or internship thereto, is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help. In some instances an instructor or department may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Students are not allowed to present the same "Exercise" previously or concurrently completed for another course, without the permission of the instructor(s) of the current course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses.

Offenses Against The Policy

Use of Sources

In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography/reference section.

For citations, references in text are required for all specific facts which are not common knowledge and which do not obtain general agreement. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or web page even when the student restates the matter in his or her own words. Word-for-word, including any part, even if only a phrase or sentence, from the written or oral statement of someone else (including the internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor.

Laboratory Work and Assignments

Notebooks, homework, and reports of investigations or experiments must meet the same standards as all other written work. If any of the work is done jointly or if any part of the experiment or analysis is made by anyone other than the writer, acknowledgment of this fact must be made in the report submitted. It is dishonest for a student to falsify or invent data.

Creative Work

A piece of work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from any other person. A student may not, knowingly employ artwork, story material, wording or dialogue taken from published work, motion pictures, lectures, World Wide Web or similar media, without full acknowledgment.

Examinations, Quizzes, and Tests

In writing examinations and quizzes, the student is required to respond entirely on the basis of his or her own memory and capacity, without any assistance whatsoever except such as is specifically authorized by the instructor.

Cheating on examinations and quizzes can take many forms including, but not limited to, using another individual to take an examination in one's place, bringing into the exam room unauthorized materials from which one gains assistance, appropriating an exam or exam materials without authorization, purposely missing an exam in order to gain an advantage, copying during an examination, improper collaboration or unauthorized assistance on take-home examinations, or other actions that undermine equity and reduce the objectivity of evaluation of student work.

Internships

Students involved in community projects, practica, independent studies, or fieldwork experiences related to their academic program should be aware that their behavior is a reflection of themselves and the College; their behavior related to such experiences should be appropriate and professional and is subject to this Policy. Violations of this Policy in such circumstances include, but are not limited to, misrepresenting oneself, misrepresenting the College, misusing a position of authority, or failure to honestly report the results of their experience or research.

College Documents

Any misuse of official College documents connected with the academic process constitutes a violation of the Policy. Such documents include, but are not limited to registration cards, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, and transcripts. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, or misrepresentation of personal or academic information requested.

Other Offenses Against The Academic Policy

In addition to fraudulent uses of sources as described above, dishonesty includes a number of offenses that circumvent procedures set up to produce a fair grade. The use of services of commercial "research" companies is cheating and a punishable offense. Any falsification of records or routines for grading is dishonest, whether before or after graduation. Gaining access to a recommendation (without permission) once rights have been waived is a violation of the Policy. Withholding, removing or destroying materials needed by other students for class exercises is as much an offense against the Policy as is plagiarism. Lying in the course of an investigation or a hearing pursuant to the Policy shall also be deemed a violation of this Policy.

Students should be scrupulous in learning the principles that govern each new area of computer operations to which they are introduced. Unauthorized collaboration, unauthorized borrowing of someone else's data or programs, and use of the Springfield College computer for unethical purposes and/or other purposes, which violate any of the terms of this Policy, are a violation of this Policy and are subject to disciplinary and/or legal action.

Procedures

All cases of suspected academic dishonesty shall be referred to the instructor of the course in which the offense occurred. The person alleging a violation of the Policy shall provide copies of the work in question to the instructor and indicate clearly the nature of the alleged violation in an accompanying narrative. In cases of plagiarism, the person making the charge shall provide copies of original sources, if available, marking plagiarized phrases, sentences, and/or paragraphs, and shall indicate borrowings in the accused's text and in original sources. In the case of an examination, the person making the charge shall provide to the instructor copies of the examination in question, indicate specifically the grounds for the charge, and explain his or her process of discovery. Other alleged offenses against the Policy should be documented with equal thoroughness and in equal detail.

The instructor is expected to meet with the student and if applicable, sanction the student with respect to the course work for which the instructor is responsible, as provided in I, II, or III below. If assistance with the investigation is needed, the instructor may consult with or refer the matter to the Dean of Students or his/her designee. If the instructor determines that the student has violated the Policy, the sanction (I, II, or III) shall be assessed to the offender and that decision will be conveyed to the student in a letter from the instructor. The student will be informed in the letter that he or she has the right to appeal any decisions to the Dean of the School wherein the Policy violation occurred. The appeal must be in writing and include all materials the accused considers relevant, including a narrative clearly outlining the grounds of appeal. The decision of the Dean in response to this appeal will prevail.

In addition to sanction I, II, or III, the instructor has the option of referring the matter to the Dean of Students or his/her designee to investigate whether further disciplinary action is warranted. The Office of the Dean of Students following a referral to its office may act on the offense pursuant to the Student Judicial Code (the "Code"). The student shall have all rights and remedies as provided in the Code. If the Dean of Students believes that a violation exists, he/she shall have the right to sanction a student in accordance with the Code, which may include, but not be limited to, suspension, dismissal, expulsion, revocation of degree, or legal action.

Course Related Sanctions

No student may withdraw from a course following an accusation of a violation of this Policy, unless it is determined that no such violation occurred. An instructor is authorized to enact any sanction under I, II, or III, which he/she judges to be appropriate with respect to the course in which the violation occurred.

I. Reprimand

In some cases in which a first offense has been judged to merit a minor penalty, the student will be allowed to repeat the exercise or complete an alternative assignment, as determined by the instructor of the course. Responsibility for evaluation of the student's work in the course continues to belong to the instructor of the course. The instructor should keep documentation of the offense and the reprimand.

II. Loss of credit in the exercise

For most offenses the least severe penalty will be loss of credit in the exercise. The student may be required to repeat the exercise or complete an alternative assignment, although credit will not be given. The student will be allowed to continue in the course. The instructor should keep documentation of the offense and the resulting sanction.

III. A grade of "F" in the course

When the offense is sufficiently serious to merit failure in the course, the student will be removed from the course immediately and the instructor will give a grade of "F". The instructor must write a letter notifying the student of his/her status. A copy of the letter should be sent to the Dean of Students for inclusion in the student's permanent file.

Academic Standing

Definition of Academic Credit Loads Per Semester

Full-time undergraduate student-Enrolled for twelve or more semester hours

Half-time undergraduate student-Enrolled for six to eleven and one-half semester hours

Less-than-half-time undergraduate student-Enrolled for five and one-half or fewer semester hours

Full-time graduate student-Enrolled for nine or more semester hours

Half-time graduate student-Enrolled for four and one-half to eight and one-half semester hours

Less-than-half-time graduate student-Enrolled for less than four and one-half semester hours

Academic Progress

Determination of Class Year-Classification

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

Undergraduate Classifications

Earned zero to thirty semester hours-FR, First-year student

Earned thirty-one to sixty-one semester hours-SO, Sophomore

Earned sixty-two to ninety-two semester hours-JR, Junior

Earned ninety-three and above semester hours-SR, Senior graduate

All graduate students-GR, Graduate

Academic Progress Policy

A matriculated undergraduate student enrolled in the School of Arts, Sciences, and Professional Studies; the School of Physical Education and Recreation; and the Undeclared and General Studies major must have a cumulative Grade Point Average (GPA) of at least 2.000 to graduate from Springfield College. A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a degree-seeking student. The 2.000 cumulative GPA is the minimum standard for the College; academic departments may have higher standards for entrance into or continuation in their programs. Students must verify program standards with their department chair.

This Academic Progress Policy applies to both full-time and part-time students. In order to be considered a full-time student at Springfield College, a student must earn 24 credit hours in a year. Specific requirements exist for full-time status for Athletic and Financial Aid eligibility.

A student is expected to achieve the College's minimum cumulative GPA of 2.000 by the time 100 credits of course work have been completed. Prior to attempting to complete 100 credits, the cumulative GPA required is slightly below the standard of 2.000; however, the expected cumulative GPA is increased as a student progresses through the academic program. The minimum cumulative GPAs required for a student to remain in good academic standing at Springfield College are categorized according to the number of semester hours a student has attempted to complete. Attempted to complete is defined as achieving any of the following grades in a course: 'A' through 'F', 'P' (pass), or 'I' (incomplete). Credits for courses assigned these grades will be added to determine if satisfactory progress is being met.

After attempting the completion of .5-36.5 credits:	1.750 GPA
After attempting the completion of 37-69.5 credits:	1.850 GPA
After attempting the completion of 70-99.5 credits:	1.950 GPA
After attempting the completion of 100+ credits:	2.000 GPA

Transfer credits and grades are included in the credits reviewed to determine satisfactory academic progress. All students are subject to academic progress review by the College's Records Review Committee at the close of each full semester (excluding summer).

Academic Progress Status Categories and Definitions

Satisfactory Academic Progress

A student whose cumulative GPA is above the minimum standards (as noted above), or who has fallen below those standards for the first time and is on Academic Warning, is considered to be making Satisfactory Academic Progress at the College. (Program or major standards may be higher.)

Alert

A student will be placed on academic alert if he or she maintains a satisfactory cumulative GPA, but receives a semester GPA less than 1.500. A student under academic alert is by definition achieving satisfactory academic progress. The student will maintain matriculation status and eligibility for intercollegiate athletic participation and financial aid, if otherwise qualified. This action will not be recorded on the student's academic transcript.

Academic Warning

A student will be placed on academic warning, the first time his or her cumulative GPA fails to meet the minimum required cumulative GPA and is above a 1.000. A student affected by this action will maintain matriculation status and eligibility for intercollegiate athletic participation and financial aid, if otherwise qualified. This action will be recorded on the student's academic transcript. A student will be removed from Academic Warning if he or she has successfully raised his or her cumulative GPA through the completion of an incomplete.

Academic Probation

A student will be placed on academic probation if either of the following conditions is met:

Condition 1: Received an Academic Warning in any previous semester and cumulative GPA fails to meet the minimum required cumulative GPA for any subsequent semester. A student meeting this condition will be ineligible for financial aid, but may apply for financial aid probation. Appeals for Financial Aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status. Springfield College is a member of the NCAA; therefore, a student who is placed on probation is ineligible for intercollegiate athletic participation.

Condition 2: The student has not previously received an Academic Warning, but his or her cumulative GPA is below 1.000. A student meeting this condition will be ineligible for Financial Aid, but is encouraged to apply for financial aid probation. Appeals for Financial Aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status. Springfield College is a member of the NCAA, therefore, a student who is placed on probation is ineligible for intercollegiate athletic participation.

A student placed on Academic Probation is not making satisfactory academic progress. This action will be recorded on the student's academic transcript. A student on probation may be required to take certain courses, attend study hall, limit the number of courses taken, or fulfill other conditions specified by the Records Review Committee or its designee. A student will

be removed from Academic Probation if his or her cumulative GPA is raised through the completion of an incomplete *or* course work transferred from another accredited institution.

Continued Probation

Upon the Committee's review of end of semester grades, a student who was on Academic Probation during the semester of review may be granted an additional semester of probation if the student's semester GPA shows significant improvement, but his or her cumulative GPA remains below the required level. Significant improvement is generally defined as a semester GPA of at least a 2.000 and having met the conditions of his or her probation. The student will be considered to be on Academic Probation and is subject to the conditions specified above. This action will be recorded on the student's academic record. A student will be removed from Continued Probation if he or she has successfully raised his or her cumulative GPA through the completion of an incomplete or course work transferred from another accredited institution.

Academic Dismissal

A student who is currently on Academic Probation and whose cumulative GPA fails to meet the minimum required cumulative GPA will be dismissed unless the criteria for Continued Probation is met. This action will be recorded on the student's academic record. A student who is dismissed may not take courses at Springfield College for two (2) academic semesters following dismissal, but may reapply for admission thereafter. When the student is readmitted to the College, the student will be placed on academic probation, unless he or she has raised his or her cumulative GPA through course work transferred from another accredited institution.

A student who has been dismissed may appeal the dismissal in person or by letter to the Dismissal Appeals Board. The timeline for the appeal will be specified in the letter of notification. Such an appeal should contain information about circumstances affecting the student's academic performance and the student's plans to remedy the situation. If the appeal is granted, the student will be placed on Continued Probation and may be required to take certain courses, attend study hall, limit the number of courses taken, or fulfill other conditions specified by the Dismissal Appeals Board or its designee.

If the student's appeal is not granted, and he or she has reasonable grounds to file a grievance, the student should notify the Provost of his or her desire to grieve the Dismissal Appeal Board's decision. The notification must be in writing and be postmarked or received within seven (7) business days of notification of the Dismissal Appeals Board's action.

Reasonable grounds for a grievance include:

new information regarding the student's academic progress, not made available to the Dismissal Appeal Board, procedural irregularities or improper application of the policy; or imposition of an improper or excessive sanction.

If reasonable grounds exist, the Provost will review the student's claim; the Provost may refer the appeal back to the Dismissal Appeal Board or take appropriate action to rectify the situation.

Athletics Policy

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

Class Attendance Policy

Springfield College students are expected to attend all class sessions for which they are registered; they are also responsible for the material covered in each class session and completion of assigned work by the announced due dates. Instructors are responsible to clearly communicate to the students via the syllabus their policies regarding class attendance and make-up work.

Certain situations are recognized as College-excused absences from class, including:

1. Participation in an athletic activity approved by the athletic director and on file in the dean of students' office.
2. Participation in a scheduled curricular or cocurricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

Instructors should excuse absences of the above nature if the student follows the guidelines listed below. If possible, the instructor should allow the student to make up the class work or complete an alternative assignment. A student who anticipates absences of this nature:

- must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or withdraw from the course.
- should arrange in advance of the absence for make-up of any work that will be missed.
- should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a team mid-season) and provide documentation if requested. Again, impact of the absence(s) must be discussed with the instructor.

Absences due to illness or emergency:

- In the event of illness or emergency, notify your professors as soon as possible and discuss your options for obtaining missed material. Leave a voice-mail message or use e-mail to contact them.

Cancellation of Classes

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

16 POLICIES AND PROCEDURES

Credits and Degree Requirements

Commencement

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

A student who expects to complete a degree by the month of August after the May commencement ceremony can petition the registrar to walk in the May commencement ceremony. In order to be eligible to petition for participation in the May ceremony, a student must have a 2.000 GPA and be within six semester hours of completing degree requirements at the end of the spring semester. Notwithstanding the foregoing and the successful completion of all academic requirements, a student may not be entitled to participate in commencement exercises and/or receive a diploma if he/she is involved in any disciplinary proceedings, and is sanctioned as such.

Credit For Other Than College Work (Traditional, Undergraduate Students)

The College considers Advance Placement (AP) scores; credit by exam; proficiency examinations such as CLEP and DANTES; and American Council of Education (ACE) approved training programs as acceptable alternatives to classroom instruction. Credit will be awarded only for those alternatives which are equivalent to existing courses at the College. Awarded AP credit or CLEP General Exam credit may satisfy certain All-College Requirements. Credit will not be granted in substitution for courses that have been failed at the College. No grade will be assigned to any specific performance on an examination. Credit will be assigned as a P grade only for acceptable exam scores.

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

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

Information on acceptable scores and Springfield College equivalents may be obtained from the office of the Registrar.

(CLEP exams cannot fulfill the social justice ACR or some major requirements.)

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

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

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

- Five-Extremely well qualified
- Four-Well qualified
- Three-Qualified
- Two-Possibly qualified
- One-No recommendation

ACE Approved Training Programs-Vocational, Technical Programs

The Office of the Registrar follows specific guidelines established by the American Council on Education (ACE) for awarding credit for nontraditional academic work.

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

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

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

Course Numbering System

Generally, courses are numbered as follows:

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

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

Dean's List

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

The criteria for selection to the Dean's List are as follows:

1. The student must have completed a minimum of twelve semester hours of graded coursework.
2. The student must have a minimum semester grade point average of 3.333.
3. The student with a minimum of twelve semester hours of completed, graded coursework must not have incompletes, grades not submitted by instructor, and P/F grades included in the calculation of the semester grade point average.
4. All grade changes must be completed within two weeks of the dates the grades are posted by the registrar for the student to be included on the applicable semester Dean's List.

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

Degrees Offered

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

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

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

Degree Requirements-Undergraduate Level

(Department requirements may vary. See specific major requirements within department.)

In order to complete a baccalaureate degree at Springfield College, a traditional undergraduate student must complete the following requirements:

1. A minimum cumulative GPA of 2.000
2. Successful completion of 130 semester hours with a maximum of sixteen hours in activity courses
3. Successful completion of the All-College Requirements
4. Successful completion of all requirements for the major with a minimum C (2.000) average (Specific majors or programs may require a higher average grade.)
5. Successful completion of a minimum of forty-five semester hours of upper-level coursework
6. For the bachelor of arts degree, successful completion of a minimum of six credits of a language at the intermediate level or above; for the B.P.E., successful completion of an individualized program of study in consultation with the department chair
7. Fulfillment of residency requirement (completion of final thirty semester hours at Springfield College)

A student who has completed 130 semester hours of undergraduate courses, including at least forty-five semester hours of upper-level coursework or its equivalent, who has completed the All-College Requirements, who has maintained a 2.000 GPA, and who has not completed a major is awarded a bachelor of science (or bachelor of arts, if language requirement is met). On the transcript, the major is listed as "Undergraduate Studies."

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

Distribution of Undergraduate Credits

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

Grades and Grading

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

Grade points are assigned to each grade and used in the calculation of the student's GPA for the semester's work or cumulative average. The grades and point values are as follows:

Grade Equivalencies	Grade Points	General Numeric Grade
A (Exceptional)	4.0	100 to 93
A-	3.7	92 to 90
B+	3.3	89 to 87
B (Good)	3.0	86 to 83
B-	2.7	82 to 80

C+	2.3	79 to 77
C (Fair)	2.0	76 to 73
C-	1.7	72 to 70
D+	1.3	69 to 67
D (Passing)	1.0	66 to 63
D- (Lowest Passing)	0.7	62 to 60
F (Failure)	0.0	Less than 60
P (Pass, C- or better)		Not included in computation
I (Incomplete)		Not included in computation
X (Audit)		Not included in computation
W (Withdrawal)		Not included in computation
*Grade not reported by faculty		Not included in computation
IP		Course in progress

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

Audit Policy

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

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

Incomplete Grade Policy

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

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

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

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

18 POLICIES AND PROCEDURES

Pass/Fail Grading

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

Grade Changes

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

Repeating a Course

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

Calculation of GPA

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

For example:

Grades (for each course)	Semester Hours	Grade Points	Total Grade Points
A	3	x 4.0	12.00
B	3	x 3.0	9.00
C	3	x 2.0	6.00
D	3	x 1.0	3.00
Totals:	12		30

(total for all courses)

Calculation: Total grade points divided by total semester hours equals GPA
 $30 \text{ divided by } 12 \text{ equals } 2.500 \text{ GPA}$

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

REGISTRATION

Intercollegiate Academic Cooperation/CCGS

Springfield College, in cooperation with seven of the area's finest public and private institutions, has established a cooperative association that has been specifically designed to enhance the educational experience through

the use of cooperative programs and services, including cross-registration, student-faculty inter-college library privileges, joint student activities, academic cooperation, and student activity calendars.

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

Undergraduate students may take selected courses for credit at a cooperating institution when such courses are not offered in the curricula at their own institutions. For example, a third-year foreign language class offered at one college may be able to help accommodate a qualified degree candidate from another. Students are limited to one course or 3-4 credit hours per semester.

Curricular offerings among the institutions encompass arts and sciences, business administration, engineering, health, physical education, recreation, community services, and teacher education.

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

Credit and grades for courses completed at cooperating colleges is applied to the student's records at their home college. CCGS cross-registration does not pertain to summer classes, evening classes, internships or graduate courses.

International English Language Institute

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

Leave of Absence for Matriculated Students

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

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

Registration and Change of Schedule Requests

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

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

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

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

Change of Schedule

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

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

Change of Major

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

Students must generally be in good academic standing to be admitted into a new major. Some majors require higher GPAs to meet their matriculation standards or satisfactory completion of certain prerequisites. Certain majors are restricted in number and limit the number of new

majors accepted. (Undergraduate students cannot apply to change their major to physical therapy, as the program does not accept students after they have begun another undergraduate program.)

Second Bachelor's Degree

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

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

Student Records

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

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

Springfield College considers the following information as "directory information": name; campus mailbox, campus phone number, enrollment status, dates of attendance at the College, major, semester hours earned; degrees earned; honors received.

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

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

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

be released. Details concerning the Buckley Amendment are available at the Office of the Dean of Students and the Office of the Registrar.

Transfer Credits

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

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

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

Transcript of Academic Work

Students may obtain student-issued, unofficial copies of their academic transcripts for the duration of study at Springfield College. Applications for these transcripts are made in writing to the Office of the Registrar.

A \$4 fee is charged for transcripts requested to be officially sent to a third party. Official transcript requests must include name and address of the official to whom the information is to be mailed, along with a student's signature as permission to release a record.

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

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

Course Withdrawal Policy

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

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

College Withdrawal Policy

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

CONTINUING EDUCATION

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

Special Undergraduate/Nonmatriculated Students

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

Prior Learning Assessment-Portfolio Option

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

Portfolio Assessment Guidelines

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

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

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

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

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

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

There will be three possible outcomes to the portfolio review:

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

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

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

Provisions

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

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

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

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

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

Procedures

A. Student obtains permission from the portfolio course instructor and advisor to enroll in the portfolio course.

B. Student contacts the appropriate academic department to request course objectives and a faculty member to assess the portfolio.

C. Student presents portfolio to course instructor for review and permission to have the portfolio be assessed by the designated faculty member.

D. Faculty member completes Portfolio Assessment Form after assessment. Copies are sent to the student and the Office of Continuing Education. Successful credit awards will be forwarded by the Office of Continuing Education to the Office of the Registrar.

ALL-COLLEGE REQUIREMENTS

RATIONALE

The emphasis at Springfield College is on our Humanics Philosophy, the education of the whole person—the spirit-mind-body—with motivation of service to humanity that is international, intercultural, interracial and interreligious. The 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 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 humankind 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 humankind and society; and the development of an appreciation for and an understanding of human movement as it relates to health expression and physical well being.

Humanics and the All-College Requirements

To integrate Humanics 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 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.

One course from each subgroup:

A. NATURAL SCIENCE 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.

BIOL1	Basic Concepts of Modern Biology	4 S.H.
BIOL 4	Bioscience	4 S.H.
BIOL 10	Mammalian Anatomy & Physiology I	4 S.H.
BIOL 11	Mammalian Anatomy & Physiology II	4 S.H.
BIOL 999	Biology	4 S.H.
CHEM 1	General Chemistry	3 S.H.
CHEM 3	General Chemistry Lab	1 S.H.
CHEM 15	Chemistry Survey	3 S.H.
CHEM 16	Chemistry Survey Lab	1 S.H.
CHEM 999	Chemistry	4 S.H.
ENSC 999	Environmental Science	4 S.H.
PHSC 1	Physical Science & The Environment	4 S.H.
PHSC 999	Physical Science	4 S.H.
PHYS 15	Physics for Movement Science	4 S.H.
PHYS 21	General Physics	4 S.H.
PHYS 999	Physics	4 S.H.

B. MATHEMATICS 3 S.H.

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

MATH 20	Survey of Mathematics	3 S.H.
MATH 21	College Algebra	3 S.H.
MATH 22	Precalculus Mathematics	3 S.H.
MATH 23	Business Mathematics	3 S.H.
MATH 24	Probability & Statistics	3 S.H.
MATH 27	Calculus I	3 S.H.
MATH 28	Calculus II	3 S.H.
MATH 999	Mathematics	3 S.H.

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 in the hardware components of a computer system and their use through the utilization of applications of software and elementary programming and computer ethics.

CISC 10	Introduction to Computer Concepts	3 S.H.
CISC 40	Microcomputer Applications	3 S.H.
CISC 65	Programming in BASIC	3 S.H.
CISC 70	Intro to Computer Science w/C++	3 S.H.
CISC 999	Computer Science	3 S.H.

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 and self-responsibility. (Note: Students in the Physician Assistant major are waived from this requirement.)

HLTH 1	Introduction to Personal Health	3 S.H.
--------	---------------------------------	--------

B. PHYSICAL EDUCATION 4 S.H.

The All-College Requirement in Physical Education is fulfilled by curricular study that provides student 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 lifestyle.

1. PEAC 100 or PEPC 100	Fit for Life	1 S.H.
2.3 S.H. from PEAC, PEPC, PEAI, MOSK	courses	3 S.H.
Note: DANC 140 for .5 can be used only one time.		
3. PEAC 999, PEPC 999, PEAI 999		1-3 S.H.

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 6 S.H.
The All-College Requirement in Written English is fulfilled by curricular study that trains students in academic discourse including formal research papers, formal oral presentation and text based analysis.

ENGL 113 College Writing I 3 S.H.
ENGL 114 College Writing II 3 S.H.

One course from each of the following subgroups:

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

COMM 16* Special Topics in Journalism - Sports, Gambling and the Media 3 S.H.
ENGL 9 Great Books 3 S.H.
ENGL 15 Readings in Literature 3 S.H.
ENGL 41 Survey in American Literature I 3 S.H.
ENGL 42 Survey in American Literature II 3 S.H.
ENGL 51 Survey of African-American Literature I 3 S.H.
ENGL 52 Survey of African-American Literature II 3 S.H.
ENGL 61 Survey of British Literature I 3 S.H.
ENGL 62 Survey of British Literature II 3 S.H.
ENGL 63 Survey of British Literature III 3 S.H.
ENGL 70 American Nature Writing 3 S.H.
ENGL 80 Women & Literature 3 S.H.
ENGL 82 Native American Literature 3 S.H.
ENGL 116 The Athlete in Literature 3 S.H.
ENGL 121 Chaucer & the Middle Ages 3 S.H.
ENGL 125 Survey of American Drama 3 S.H.
ENGL 132 The Victorian Period 3 S.H.
ENGL 133 English Romantic Literature 3 S.H.
ENGL 146 American Short Story 3 S.H.
ENGL 149 Modern American Poetry 3 S.H.
ENGL 150 Modern American Novel 3 S.H.
ENGL 152 American Realism & Naturalism 3 S.H.
ENGL 153 American Romanticism 3 S.H.
ENGL 156 Readings in the English Novel I 3 S.H.
ENGL 157 Readings in the English Novel II 3 S.H.
ENGL 162 Celtic Literature 3 S.H.
ENGL 200S Seminar 3 S.H.
ENGL 228 Modern Drama 3 S.H.
ENGL 259 The Contemporary Novel 3 S.H.
ENGL 267 Shakespeare 3 S.H.
ENGL 999 Literature 3 S.H.

***Stipulation: Student must obtain & complete a waiver application or a substitution form from the Registrar in advance of registration in order to fulfill ACR credit.**

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 elements of culture.

ESOL 5-6 English For Speakers of Other Languages 3 S.H.
FREN 11 Elementary French 3 S.H.

FREN 12 Advanced Elementary French 3 S.H.
FREN 21 Intermediate French 3 S.H.
FREN 22 Advanced Intermediate French 3 S.H.
FREN 33 Castles & Canals, The Culture of France & French Speaking Nations 3 S.H.
GERM 33 German Culture & Language 3 S.H.
SPAN 11 Elementary Spanish 3 S.H.
SPAN 12 Advanced Elementary Spanish 3 S.H.
SPAN 13 Comm. in Spanish 3 S.H.
SPAN 21 Intermediate Spanish 3 S.H.
SPAN 22 Advanced Intermediate Spanish 3 S.H.
SPAN 33 Peninsular Culture & Language 3 S.H.
SPAN 34 Latin American Culture & Language 3 S.H.
RHDS 278 Manual Communication with the Deaf 3 S.H.
RHDS 279 Advanced Manual Communication 3 S.H.
CULT 999 Culture 3 S.H.
LANG 999 Second Language 3 S.H.

D. VISUAL AND PERFORMING ARTS **must total 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 creation of works of art.

ARTS 1 Materials & Techniques 3 S.H.
ARTS 3 Studio Painting 3 S.H.
ARTS 5 Sensitivity and the Creative Process 2 S.H.
ARTS 14 Studio in Printmaking 3 S.H.
ARTS 15 Studio in Drawing 3 S.H.
ARTS 16 Studio in Design 3 S.H.
ARTS 20 Studio in Sculpture 3 S.H.
ARTS 25 Studio in Photography 3 S.H.
ARTS 26 Studio in Ceramics 3 S.H.
ARTS 28 Urban Ecology & 3D Design 3 S.H.
ARTS 30 Studio in Computer Graphics 3 S.H.
ARTS 106 Figure Drawing 3 S.H.
ARTS 109 Arts and Ideas 3 S.H.
ARTS 117 Eighteenth Century European Art 3 S.H.
ARTS 118 Modern European Art 3 S.H.
ARTS 119 American Art 1700-1900 3 S.H.
ARTS 120 American Art of the 20th Century 3 S.H.
ARTS 130 Women in Art 3 S.H.
ARTS 999 Visual Arts 3 S.H.

DANC 1 Dance Appreciation 3 S.H.
DANC 10 Laban Movement Analysis 3 S.H.
DANC 20 Choreography I 3 S.H.
DANC 30 Ballet Theory & Technique I 3 S.H.
DANC 40 Modern & Post Modern Dance Theory & Technique I 3 S.H.
DANC 50 Jazz Dance Theory & Technique I 3 S.H.
DANC 140 Dance Performance Practicum .5-2 S.H.
DANC 999 Dance 3 S.H.
DRAM 1 Introduction to the Theater 3 S.H.
DRAM 10 Acting 3 S.H.
DRAM 20 Directing Workshop 3 S.H.
DRAM 30 Stage Production 3 S.H.
DRAM 40 Dramatic Workshop 2 S.H.
DRAM 41 Dramatic Workshop 2 S.H.
DRAM 50 Creative Dramatics and Improvisation 3 S.H.
DRAM 120 Scene Study 3 S.H.
DRAM 999 Drama 3 S.H.

ENGL 26 Creative Writing 3 S.H.
ENGL 106 Advanced Creative Writing 3 S.H.
ENGL 143 Film as a Narrative Art 3 S.H.
ENGL 144 Special Topics in Narrative Film 3 S.H.

MUSC 1	Basic Musicianship	3 S.H.
MUSC 8	Music Appreciation	3 S.H.
MUSC 12	SC Singers	1 S.H.
MUSC 13	SC College Band	1 S.H.
MUSC 15	SC Small Ensembles	1 S.H.
MUSC 20	Basic Piano	1 S.H.
MUSC 21	Basic Guitar	1 S.H.
MUSC 30	Applied Music I	1 S.H.
MUSC 32	Music as a Form of Social Protest	3 S.H.
MUSC 999	Music	3 S.H.

The following PEAC courses can apply only once - either as a VAPA ACR, or a PEAC ACR.

PEAC 127	Ballet I	.5 S.H.
PEAC 133	Dance-Modern	.5 S.H.
PEAC 137	Dance-Tap	.5 S.H.
PEAC 138	Fundamentals of Rhythm	.5 S.H.

IV. HUMANICS, CULTURE AND SOCIETY 9 S.H.

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

One course from each subgroup:

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.

HIST 1	Survey of the History of Western Civilization	3 S.H.
HIST 2	Making of the Modern World	3 S.H.

B. SOCIAL SCIENCE 3 S.H.

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

ANTH 50	Cultural Anthropology	3 S.H.
ECON 1	Principles of Macroeconomics (effective with class of 2003)	3 S.H.
ECON 2	Principles of Microeconomics (effective with class of 2003)	3 S.H.
GEOG 100	Concepts of Geography	3 S.H.
GEOG 101	Cultural Geography	3 S.H.
HIST 6	Civil War to Modern America	3 S.H.
POSC 10	Introduction to American Govern	3 S.H.
SOCI 1	Introduction to Sociology	3 S.H.

C. SOCIAL JUSTICE ISSUES 3 S.H.

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

ARTS 35	Contemplating Jewish Art	3 S.H.
BIOL 150	Ecology	3 S.H.
EDUC 137	Social Justice & Diversity Education	3 S.H.
ENGL 51	Survey African-American Literature I	3 S.H.
ENGL 52	Survey African-American Literature II	3 S.H.
ENGL 80	Women & Literature	3 S.H.
ENGL 82	Native American Literature	3 S.H.
*HIST 5	Colonial America to the Civil War	3 S.H.
HIST 10	Afro-American History	3 S.H.

MUSC 32	Music as a Form of Social Protest	3 S.H.
POSC 150	Politics of Development	3 S.H.
RELI 210	Liberation Theology	3 S.H.
RHDS 31	Psychology of Disability	3 S.H.
RHDS 40	Independent Living Rehabilitation	3 S.H.
RCTR 72	Introduction to Therapeutic Recreation	3 S.H.
RCTR 82	Leisure Services Special Populations	3 S.H.

SOCI 130	Social Problems	3 S.H.
SOCI 131	Racial and Ethnic Relations	3 S.H.
SOCI 140	Social Gerontology	3 S.H.
SOCI 141	Sociology of Economic Stratification	3 S.H.
SOCI 165	Women and Society	3 S.H.
SOCI 175	Sociology of Genocide and the Holocaust	3 S.H.

* HIST 5 must be completed at Springfield College in order to fulfill the social justice requirement. AP or CLEP credit for HIST 5 will NOT satisfy the social justice requirement. Students wishing to complete HIST 5 on a transfer basis to fulfill the social justice requirement must have the course approved in advance of registration by the Chair of the Social Justice Committee of the Faculty Curriculum Committee.

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.

One course from each subgroup:

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 value which influence both thought and action.

** Any course with a PHIL prefix satisfies this requirement. Also, POSC 126 and 127 can fulfill this requirement.

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.

** Any course with a RELI prefix satisfies this requirement.

ALL-COLLEGE REQUIREMENTS
Continued

WRITING ACROSS THE CURRICULUM 6 S.H.

As part of the ACRs, undergraduate students must also complete two Writing-Across-the-Curriculum (WAC) courses for a total of 6 S.H. These courses are usually taken during the junior and senior years. WAC courses may also be taken to fulfill a major requirement, but not an ACR.

This is an integral component of the ACRs to increase the quantity and quality of writing in all courses at Springfield College. Courses that fulfill the WAC requirement are designated in the comment area of the Academic Schedule.

AEXS 200 Management of Health/ Fitness Programs	3 S.H.
ARTS 230 Seminar in Teaching Art	2 S.H.
ATPY 140 Prepracticum in Art Therapy	3 S.H.
ATPY 200 Art Therapy with Special Needs Populations	3 S.H.
ATRN 205 Athletic Injury Rehabilitation	3 S.H.
ATRN 297 Senior Fieldwork in Athletic Training	3 S.H.
BIOL 80 Genetics	4 S.H.
BIOL 116 Microbiology	3 S.H.
BIOL 150 General Ecology	3 S.H.
COMM 24 Introduction to Journalism	3 S.H.
COMM 111 Sports Information	3 S.H.
COMM 112 Sportswriting	3 S.H.
ECON 107 Managerial Economics I	3 S.H.
ECON 108 Managerial Economics II	3 S.H.
EDUC 60 Growth and Development	3 S.H.
EDUC 99 Children's Literature	3 S.H.
EDUC 128 Methods of Teaching Reading and Language Arts	3 S.H.
EDUC 137 Social Justice & Diversity Education	3 S.H.
EMSM 125 Management Internship	3 S.H.
EMSM 145 Senior Project	3 S.H.
ENGL 26 Creative Writing	3 S.H.
ENGL 61 Survey of British Literature I	3 S.H.
ENGL 62 Survey of British Literature II	3 S.H.
ENGL 70 American Nature Writers	3 S.H.
ENGL 101 Advanced Composition	3 S.H.
ENGL 102 Business Writing	3 S.H.
ENGL 105 Introduction to Professional Writing	3 S.H.
ENGL 106 Advanced Creative Writing	3 S.H.
ENGL 149 Modern American Poetry	3 S.H.
FREN 33 Culture of French and French Speaking Nations	3 S.H.
HLTH 102 Methods and Material	3 S.H.
HLTH 217 Organization and Administration of School Health Programs	3 S.H.
HIST 180 Studies in History (Selected Courses Only)	3 S.H.
HIST 190 History Seminar	3 S.H.
HSAD 111 YMCA: Past, Present & Future	3 S.H.
HSAD 116 YMCA Management	3 S.H.
HSAD 142 Case Management	3 S.H.
HSAD 240 Proposal Writing and Fund Raising	3 S.H.
MATH 16 Mathematics for Early Childhood/ Elementary Teachers	3 S.H.
MGTE 5 Introduction to Business	3 S.H.
MGTE 102 Marketing Management	3 S.H.
MGTE 205 Managerial Supervision	3 S.H.
MOST 24 Motor Learning and Performance	3 S.H.

PAST 132 Taking History and Physical Examination III	3 S.H.
PAST 240 PA Seminar VIII	1 S.H.
PAST 250 PA Seminar IX	1 S.H.
PAST 260 PA Seminar X	1 S.H.
PHED 108 Programming in Adapted Physical Education	3 S.H.
PHSC 1 Physical Science and the Environment	3 S.H.
POSC 126 Classical Political Thought	3 S.H.
POSC 127 Modern Political Thought	3 S.H.
POSC 135 Party Politics in the US	3 S.H.
POSC 190 Political Science Seminar	3-4 S.H.
PSYC 111 Introduction to Statistics	3 S.H.
PSYC 112 Experimental Design	3 S.H.
PSYC 213 Psychological Testing	3 S.H.
PTMS 110 Physical Therapy in the Health Care System	1 S.H.
PTMS 201 Basic Concepts in P.T. II	2 S.H.
RHDS 146 Practicum in Rehabilitation Services	3 S.H.
RHDS 195 Rehabilitation Internship	3 S.H.
RCTR 150 Public Relations (also SMGT 150)	3 S.H.
RCTR 205 History and Philosophy of Recreation	3 S.H.
RSCH 325 Foundations & Methods (PT SECTIONS ONLY)	3 S.H.
SOCI 60 Families in Societies	3 S.H.
SOCI 140 Social Gerontology	3 S.H.
SOCI 142 Case Management	3 S.H.
SOCI 180 Sociological Theory	3 S.H.
SOCI 290 Sociology Seminar	3 S.H.

Please Note:

A course can only be used to satisfy one of the All-College Requirements even if the course is listed in more than one All-College Requirement category.

Courses designated 999 are transfer courses that fulfill the All-College Requirement.

If students plan to take a course at another institution, the Springfield College Transfer Credit Guidelines form (available at the Office of the Registrar) must be approved and returned to the Registrar before the course is taken.

The All-College Requirement Waiver Application and All-College Substitution Application are also available at the Office of the Registrar.

The College reserves the right to add, cancel or change All-College Requirement listings.

ACADEMIC AFFAIRS PROGRAM

UNDERGRADUATE DEPARTMENTS AND AREAS OF STUDY

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

I. Visual and Performing Arts Department

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

II. Biology/Chemistry Department

Majors: Biology, Biotechnology, Chemistry/Biology, Environmental Science, Sports Biology
Minors: Biology, Chemistry
Certification Program: Teacher of Biology (5-9 and/or 9-12)

III. Mathematics/Physics/Computer Science Department

Majors: Computer and Information Sciences, Medical Informatics, Mathematics
Concentrations: Computer Science, Management Information Systems
Minors: Computer Science, Computer Programming, Mathematics
Certification Program: Teacher of Mathematics (5-9 and/or 9-12)

IV. Education Department

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

V. Emergency Medical Services Management Department

Major: Emergency Medical Services Management

VI. Exercise Science and Sport Studies Department

Majors: Applied Exercise Science, Athletic Training, Sport Management

VII. General Studies Major

VIII. Humanities Department

Disciplines: Communication, English, Modern Languages, Religion, Philosophy
Majors: English, Communications/Sports Journalism
Concentrations: English Literature, American Literature
Minors: English, Philosophy, Religion
Certification Program: Teacher of English (5-9 and/or 9-12)

IX. Health Studies Department

Majors: Community Health, Health Studies Teacher Preparation
Minors: Health Studies, Nutrition
Certification Program: Teacher of Health Education (Pre-K-9) or (5-12)

X. Management and Economics Department

Majors: Business Management, Health Services Administration
Minor: Business Management, Economics

XI. Occupational Therapy Department

Major: Master's degree in Occupational Therapy with a Bachelor's degree in a related major

XII. Physician Assistant Department

Major: Physician Assistant

XIII. Physical Education Teaching and Administration Department

Majors: Disabled Sports and Movement Studies, Movement and Sport Studies
Minor: Athletic Coaching
Certification Program: Teacher of Physical Education (Pre-K-9) or (5-12)

XIV Physical Therapy Department

Major: Master of Science Degree in Physical Therapy

XV. Psychology Department

Major: Psychology
Concentrations: Experimental Psychology, Individually Designed Psychology, Clinical Counseling Psychology, Industrial/Organizational Psychology
Minor: Psychology

XVI. Recreation and Tourism Department

Majors: Recreation Management, Therapeutic Recreation Services
Emphases: Child Life Specialist, Outdoor Recreation, Tourism

XVII. Rehabilitation and Disability Studies Department

Majors: Rehabilitation and Disability Studies
Concentrations: Communication Disorders, Developmental/Pediatric Rehabilitation, Interdisciplinary Disability Studies, Geriatric Rehabilitation, Medical Therapeutic Rehabilitation, Rehabilitation and Disability Counseling and Casework
Minor: Rehabilitation and Disability Studies

XVIII. Social Science Department

Disciplines: Human Services Administration, History, Political Science, Sociology
Majors: Gerontology, History, Human Services and Administration, Political Science, Sociology, Youth Development
Concentrations: American Studies, European Studies, World Culture and Civilization, History and Public Service, Human Services with the Elderly, YMCA Professional Director, Human Services Administration in Nonprofit Organizations, Human Services in Health-Related Organizations, International Service, International Relations, Sociology of Inequality, Sociology of Crime and Corrections, Sociology of Health and Aging
Minors: Human Services and Administration, Gerontology, History, Political Science, Sociology
Certification Program: Teacher of History (5-9 and/or 9-12) and Teacher of Social Studies (5-9 and/or 9-12)

XIX. School of Human Services (SHS)

Major: Bachelor of Science in Human Services

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

XX. YMCA Programs

UNDERGRADUATE CURRICULA

APPLIED EXERCISE SCIENCE

The applied exercise science major is designed as a professional preparation program of study, leading toward professional roles as directors and leaders in the health/fitness field in corporate, community, university, or commercial settings in which exercise programming is a primary focus. Our graduates are knowledgeable in both health and exercise science and are well prepared to be practitioners in a field that is expanding and taking on new dimensions. Coursework is designed to aid students in their preparation for nationally recognized certifications, including those offered through the American College of Sports Medicine, the National Strength and Conditioning Association, the YMCA, and the Aerobics and Fitness Association of America.

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

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

To support their professional development, all students majoring in applied exercise science are required to complete a 15-week fieldwork experience during their senior year.

For more information about the applied exercise science major, contact Dr. Forrest Tyson of the Exercise Science and Sports Studies Department at (413) 748-3386 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (33 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

(132 semester hours)
Requirements are subject to change.

II. DEPARTMENTAL REQUIREMENTS (39-44 s.h.)

AEXS 130	Instruction and Presentation Techniques (2 s.h.)
AEXS 140	Measurement and Evaluation (3 s.h.)
AEXS 160	Exercise Testing and Prescription (3 s.h.)
AEXS 150	Pre-Practicum in Health/Fitness (2 s.h.)
AEXS 170	Exercise Testing and Prescription for Special Populations (3 s.h.)
AEXS 175	Stress Management (3 s.h.)
AEXS 182	On-Campus Practicum (2 s.h.)
AEXS 188	Introduction to Applied Exercise Science (1 s.h.)
AEXS 200*	Management of Health/Fitness Programs (3 s.h.)
AEXS 254	Health/Fitness Fieldwork (10-15 s.h.)
AEXS 261	Electrocardiogram Interpretation and Graded Exercise Testing (3 s.h.)

or

AEXS 270	Strength and Conditioning (3 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)
MOST 119	Kinesiology/Biomechanics (3 s.h.)

III. RELATED REQUIREMENTS (45 s.h.)

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
ENGL 102*	Business and Technical Writing (3 s.h.)
HLTH 1*	Personal Health (3 s.h.)
HLTH 6	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 152	Applied Nutrition (3 s.h.)

or

MSCI 240	Nutrition and Athletic Performance (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
MGTE 101	Marketing Principles (3 s.h.)
MOSK 1*	Outdoor Pursuits (1 s.h.)
PEAC 100*	Fitness for Life (1 s.h.)
PEAC 120*	Relaxation (.5 s.h.)
PEPC 125*	Resistance Training (1 s.h.)
PHYS 15	Physics for Movement Science (4 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
	2.5 s.h. of PEAC or PEPC selectives, as follows:
	Aerobic skill selective (.5 s.h.)
	Team skill selective (.5 s.h.)
	Aquatic skill selective (.5 s.h.)
	Racquet skill selective (.5 s.h.)
	Skill elective (.5 s.h.; may include PEAI credit)

IV. ELECTIVES (10-15 s.h., to complete 132 s.h.)

Recommended:

AEXS 271	Strength and Conditioning Applications (1 s.h.)
----------	---

APPLIED EXERCISE SCIENCE Continued

V. PROGRAM STANDARDS

Applied exercise science majors must qualify for advanced standing in order to register for the third- and fourth-year sequences of required courses (including Pre-Practicum and Fieldwork). To qualify for advanced standing, the student must meet the following standards by the conclusion of his or her sophomore year.

1. The student must have completed AEXS 182; BIOL 10, 11, 12, and 13; CHEM 15 and 16; HLTH 1 and 6; PHYS 15; and PEAC 100.
2. A 2.500 GPA in professional courses (those prefaced AEXS, HLTH, and MOST).
3. An overall GPA (all courses) of 2.300 or higher.
4. A grade of C- or better in all AEXS courses. (Grades of D+ or less are unacceptable and courses will need to be retaken).
5. Proper professional and responsible behavior is expected of each applied exercise science student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

After achieving the minimum GPA and grade standards listed above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the applied exercise science faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

Appeal Process

A student may appeal any action taken by the department regarding his or her probation or dismissal from the major. In order to appeal, the student must submit a letter to the department chairperson requesting a review of their status. This appeal must be submitted within two weeks of the student being notified of his or her probation or dismissal. The applied exercise science program director will call a meeting of the appropriate faculty to which the student will be invited. The student will be notified within ten days of the meeting regarding the outcome of their appeal.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.50 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 10-15 s.h. of electives will be required to complete 132 s.h.

A. First Year - Fall Semester

AEXS 188	Introduction to Applied Exercise Science (1 s.h.)
BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

HLTH 1*	Personal Health (3 s.h.)
---------	--------------------------

HLTH 6	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
MATH 21*	College Algebra (3 s.h.)
PEAC 100*	Fitness for Life (1 s.h.)
PEAC 120*	Relaxation (.5 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.) .5 s.h. of specified skill selective Up to 3 s.h. of ACRs

First Year - Spring Semester

BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)
MOSK 1*	Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

AEXS 182	On-Campus Practicum (2 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)

Second Year - Fall or Spring Semesters

ENGL 102*	Business and Technical Writing (3 s.h.)
PEPC 125*	Resistance Training (1 s.h.) 1 s.h. of specified skill selectives 15-17 s.h. of ACRs

Second Year - Spring Semester

AEXS 130	Instruction and Presentation Techniques (2 s.h.)
AEXS 160	Exercise Testing and Prescription (3 s.h.)
PHYS 15	Physics for Movement Science (4 s.h.)

C. Third Year - Fall Semester

AEXS 140	Measurement and Evaluation (3 s.h.)
MOST 119	Kinesiology/Biomechanics (3 s.h.)

Third Year - Fall or Spring Semesters

HLTH 151	Introduction to Nutrition (3 s.h.)
MGTE 101	Marketing Principles (3 s.h.) 1 s.h. of specified skill selectives Up to 16 s.h. of electives Any uncompleted ACRs

Third Year - Spring Semester

AEXS 150	Pre-Practicum in Health/Fitness (2 s.h.)
AEXS 170	Exercise Testing and Prescription for Special Populations (3 s.h.)

D. Fourth Year - Fall Semester

AEXS 175	Stress Management (3 s.h.)
AEXS 200*	Management of Health/Fitness Programs (3 s.h.)
AEXS 261	Electrocardiogram Interpretation and Graded Exercise Testing (3 s.h.)
<i>or</i>	
AEXS 270	Strength and Conditioning (3 s.h.)
HLTH 152	Applied Nutrition (3 s.h.)
<i>or</i>	
MSCI 240	Nutrition and Athletic Performance (3 s.h.) Any uncompleted program requirements, ACRs, or electives to complete 132 s.h.

Fourth Year - Spring Semester

AEXS 254S	Health/Fitness Fieldwork (10-15 s.h.)
-----------	---------------------------------------

ART

(130 semester hours)
Requirements *are subject to change.*

The art major offers students an opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations. A full spectrum of studio courses affords students the development of their personal talents in the visual arts. An assortment of methods, techniques, materials, and philosophies challenge art majors to express themselves to their fullest potential. It is the underlying philosophy of this major that students maturing as artists have a responsibility to share and lead in developing a better and more meaningful society. This commitment to artistic and social responsibility by the Visual and Performing Arts Department, its faculty, and its students is the essence of the Springfield College humanics philosophy. The prime objectives of the art major are to:

- Develop the creative and imaginative skills of each student in the visual arts.
- Sensitize each student to the aesthetic needs of people.
- Encourage all students to use their talent in the visual arts for constructive change of the highest order within society.
- Help each student, as an emerging artist, to focus on the many new professional career opportunities in the visual arts.

Each student majoring in art must develop a specific area of concentration within the art program. Concentrations include studio art, scientific illustration, arts management, museum studies, and teacher of visual arts certification. In addition, all students select an internship or fieldwork placement in their senior year. This unique opportunity gives each student the chance to experience an on-the-job, real-world situation and is of great value in helping students make realistic choices about their future professional life.

Whenever possible, prospective students arrange to meet with the chairperson of the Visual and Performing Arts Department to review their art portfolios. Details of portfolio preparation and other related information can be obtained by contacting Professor Ron Maggio, chairperson of the Visual and Performing Arts Department, at (413) 748-3753. For general information about the art major, contact Professor Maggio or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (37-50 s.h., in addition to courses taken for the major; number varies according to which concentration is selected)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (47 s.h.)

- ARTS 3* Studio in Painting (3 s.h.)
- ARTS 5 Sensitivity and the Creative Process (2 s.h.)
- ARTS 14 Studio in Printmaking (3 s.h.)
- ARTS 15 Studio in Drawing (3 s.h.)
- ARTS 16 Studio in Design (3 s.h.)
- ARTS 20 Studio in Sculpture (3 s.h.)
- ARTS 25 Studio in Photography (3 s.h.)
- ARTS 28 Three-Dimensional Design (3 s.h.)

- ARTS 106 Figure Drawing (3 s.h.)
- ARTS 109 Arts and Ideas (3 s.h.)
- ARTS 120 Contemporary Art (3 s.h.)
- ARTS 141 Supervised Field Experience (10 s.h.)
- ARTS 150 Advanced Studio in Design (3 s.h.)
- SPCO 50 Community Service Experience (2 s.h.)

III. CONCENTRATIONS (28-44 s.h.)

Students must select one of the following five concentrations:

A. STUDIO ART (28 s.h.)

Students who complete the studio art program traditionally attend graduate school to pursue a master of fine arts degree (MFA). In addition to the core requirements, students must take the following courses:

- ARTS 1 Materials and Techniques (3 s.h.)
- ARTS 24 Care and Protection of Art Objects (3 s.h.)
- ARTS 26 Studio in Ceramics (3 s.h.)
- ARTS 30 Studio in Computer Graphics (3 s.h.)
- ARTS 117 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 118* Renaissance to Modern Art (3 s.h.)
- ARTS 150 Advanced Studio in Art (3 s.h.)
- ATPY 51 Ethics and Aesthetics in Art Education and Art Therapy (1 s.h.)
- ENGL 143 Film as a Narrative Art (3 s.h.)
- ENGL 144 Special Topics in Narrative Film (3 s.h.)

B. SCIENTIFIC ILLUSTRATION

Employment opportunities for scientific illustrators exist in hospitals, research institutions, technical and medical publishing houses, or freelance illustration. In addition to the core requirements, students must take the following courses:

- ARTS 24 Care and Protection of Art Objects (3 s.h.)
- ARTS 30 Studio in Computer Graphics (3 s.h.)

Select one of the following courses:

- ARTS 117 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 118* Renaissance to Modern Art (3 s.h.)
- ARTS 130 Women Artists in History (3 s.h.)
- ARTS 201 Asian Arts and Culture (3 s.h.)

This concentration also requires a comprehensive selection of science courses to fulfill a medical or biological track. For the list of requirements, please contact the Visual and Performing Arts Department.

C. ARTS MANAGEMENT (36 s.h.)

The arts manager needs to have a knowledge of financial, marketing, and management issues for a variety of positions in private and corporate foundations, museums, art centers, and the entertainment and lecture industries. In addition to the core requirements, students must take the following courses:

- ARTS 1 Materials and Techniques (3 s.h.)
- ARTS 26 Studio in Ceramics (3 s.h.)
- CISC 10* Introduction to Computer Concepts (3 s.h.)
- ENGL 102* Business and Technical Writing (3 s.h.)
- MGTE 5* Introduction to Business (3 s.h.)
- MGTE 26 Principles of Management (3 s.h.)
- MGTE 101 Principles of Marketing (3 s.h.)
- MGTE 205 Managerial Supervision (3 s.h.)

ART Continued

- MGTE 270 Advertising (3 s.h.)
MGTE 278 Business Law (3 s.h.)
MGTE 290 Entrepreneurial Studies (3 s.h.)

Select one of the following courses:

- ARTS 117 Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 118* Renaissance to Modern Art (3 s.h.)
ARTS 130 Women Artists in History (3 s.h.)
ARTS 201 Asian Arts and Culture (3 s.h.)

D. MUSEUM STUDIES (40-44 s.h.)

Museum studies may lead to professions as a museum registrar, exhibit designer, public relations specialist, art librarian, restorer, museum educator, or museum curator and director. In addition to the core requirements, students must take the following courses:

- ARTS 24 Care and Protection of Art Objects (3 s.h.)
ARTS 26 Studio in Ceramics (3 s.h.)
ARTS 30 Studio in Computer Graphics (3 s.h.)
ARTS 117 Arts of prehistory to the Renaissance (3 s.h.)
ARTS 118* Renaissance to Modern Art (3 s.h.)
ARTS 150 Advanced Studio in Design (1 additional s.h. to the 3 included in core requirements)
ANTH 50* Introduction to Anthropology (3 s.h.)
CISC 10* Introduction to Computer Concepts (3 s.h.)
ENGL 102* Business and Technical Writing (3 s.h.)
HIST 180 Studies in History (selected topics may fill the WAC ACR; 3 s.h.)

Select one of the following tracks:

General Track

- MGTE 5* Introduction to Business (3 s.h.)
MGTE 26 Management Principles (3 s.h.)
HSAD 36 Human Behavior in Small Groups (3 s.h.)
SOC 1 Introduction to Sociology (3 s.h.)

Conservation and Restoration Track

- CHEM 1* General Chemistry I (3 s.h.)
CHEM 3* General Chemistry Laboratory I (1 s.h.)
CHEM 2 General Chemistry II (3 s.h.)
CHEM 4 General Chemistry Laboratory II (1 s.h.)
CHEM 21 Organic Chemistry I (3 s.h.)
CHEM 23 Organic Chemistry Laboratory I (1 s.h.)
CHEM 22 Organic Chemistry II (3 s.h.)
CHEM 24 Organic Chemistry Laboratory II (1 s.h.)

E. TEACHER OF VISUAL ARTS CERTIFICATION PROGRAM

Students who are interested in pursuing certification as a teacher of visual arts can complete that program as a concentration, with slight modifications to the core requirements listed above. For more information, See page 37.

V. ELECTIVES (3-8 s.h., to complete 130 s.h.)

VI. ADVANCED STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student's readiness for advanced courses, various fieldwork experiences, and professional responsibilities. All art majors must qualify for advanced standing in the semester prior to completing advanced courses, fieldwork, internship, practicum, or student teaching. Students

may apply for advanced standing in October, February, or in certain cases, May. Students planning to do an internship, practicum, fieldwork, or student teaching in the fall semester must apply by the previous February-the May deadline will only allow students to enroll in certain advanced courses.

In order to achieve advanced standing, students must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy towards others, attitude, and aesthetic awareness. Students must also meet the following academic standards:

1. A 3.000 GPA in studio courses for students in the scientific illustration, studio art, and teacher preparation concentrations.
2. A 2.500 GPA in studio courses for students in the arts management and museum studies concentrations.
3. A 2.750 GPA in professional courses (non-studio) courses required for the major and all concentrations.
4. A 2.250 GPA overall.
5. No incomplete grades in your official transcript.
6. Students in the scientific illustration concentration must also present an individually designed resume and a professional portfolio of art work.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: *Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History Social Science, Social Justice, Philosophy, Religion, and Writing-Across-the-Curriculum*. 3-8 s.h. of electives will be required to complete 130 s.h.

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

- ARTS 15 Studio in Drawing (3 s.h.)
ARTS 16 Studio in Design (3 s.h.)
ARTS 109 Arts and Ideas (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

- PEAC 100* Fit for Life (1 s.h.)
10-13 s.h. of ACRs

ART
Continued

First Year - Spring Semester

- ARTS 3* Studio in Painting (3 s.h.)
- ARTS 5 Sensitivity and the Creative Process (2 s.h.)
- ARTS 120 Contemporary Art (3 s.h.)
- ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

- ARTS 14 Studio in Printmaking (3 s.h.)

Second Year - Fall or Spring Semesters

- ARTS 20 Studio in Sculpture (3 s.h.)
- ARTS 25 Studio in Photography (3 s.h.)
8-13 s.h. of concentration requirements
Up to 15 s.h. of ACRs

Second Year - Spring Semester

- ARTS 28 Three-Dimensional Design (3 s.h.)
- SPCO 50 Community Service Experience (2 s.h.)

C. Third Year - Fall Semester

- ARTS 150 Advanced Studio in Design (3 s.h.)

Third Year - Fall or Spring Semesters

- 12-18 s.h. of concentration requirements
Up to 18 s.h. of ACRs

Spring Semester

- ARTS 106 Figure Drawing (3 s.h.)

D. Fourth Year - Fall Semester

- Any uncompleted concentration or program requirements
- Any uncompleted ACRs or electives to total 130 s.h.

Fourth Year - Spring Semester

- ARTS 141 Supervised Field Experience (10 s.h.)

ART THERAPY (130 semester hours)

Requirements are subject to change.

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

Graduates are prepared for work in a variety of settings, including private psychiatric hospitals and clinics, community mental health centers, geriatric centers, drug and alcohol clinics, nursing homes, halfway houses, prisons, and special needs schools. Some may choose to work in private or public schools and institutions for emotional problems, learning differences, developmental delays, brain damage, deafness, vision impairments, physically challenged, and disabled children.

The curriculum is designed to prepare students for a graduate program in the art therapy field, as students wishing to become registered art therapists by the American Art Therapy Association must obtain a graduate degree.

Students majoring in art therapy may also pursue certification as a teacher of visual arts. Modifications to the major requirements must be made to accommodate the education requirements. More information regarding this option can be found on page 31.

For more information about the art therapy major contact Dr. Simone Alter-Muri at (413) 748-3752 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41-44 s.h., in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (74 s.h.)

Art Studio Requirements (24 s.h.)

ARTS 1*	Materials and Techniques (3 s.h.)
ARTS 3	Studio in Painting (3 s.h.)
ARTS 5	Sensitivity and the Creative Process (2 s.h.)
ARTS 15	Studio in Drawing (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ARTS 26	Studio in Ceramics (3 s.h.)
ARTS 28	Three-Dimensional Design (3 s.h.)
ARTS 150	Advanced Studio in Arts (must total 4 s.h.)

Art History Requirement (minimum of 3 s.h.)

Select one of the following courses:

ARTS 35*	Contemporary Jewish Art (3 s.h.)
ARTS 109	Arts and Ideas (3 s.h.)
ARTS 117	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 118*	Renaissance to Modern Art (3 s.h.)
ARTS 119	American Art 1700-1900 (3 s.h.)

ARTS 120	Contemporary Art (3 s.h.)
ARTS 130	Women Artists in History (3 s.h.)
ARTS 201	Asian Arts and Culture (3 s.h.)

Art Therapy Requirements (27 s.h.)

ATPY 40	Introduction to Art Therapy (3 s.h.)
ATPY 51	Ethics and Aesthetics in Art Education and Art Therapy (1 sh.)
ATPY 100	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ATPY 140*	Pre-Practicum in Art Therapy and Art Education (3 s.h.)
ATPY 141	Practicum in Art Therapy (must total 8 s.h.)
ATPY 200*	Art Therapy with Special Needs Populations (3 s.h.)
ATPY 225	Art Therapy Seminar (3 s.h.)
RSCH 141	Research in Art Therapy (must total 3 s.h.)

Related Requirements (20 s.h.)

DANC 120	Dance and Somatic Movement Therapy (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 9	Human Development (3 s.h.)
PSYC 121	Abnormal Psychology (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)
SPCO 50	Community Service (2 s.h.)

III. ELECTIVES (12-15 s.h., to complete 130 s.h.)

The following courses are examples of suggested electives. Consult with an advisor for further possibilities.

ARTS __	Any art history course
ARTS 250	Advanced Studio in Ceramics (3 s.h.)
ATPY 205	Art Therapy and the Elderly Client (seniors only; 2 s.h.)
ATPY 210	The Therapeutic Aspects of Clay (seniors only; 3 s.h.)
ATPY 307	Integration of Art Education, Art History, and Art Therapy (seniors only; 2 s.h.)
PSYC 30	Personality and Personal Adjustment (3 s.h.)
RHDS 31*	Psychology of Disability (3 s.h.)
RCTR 72*	Introduction to Therapeutic Recreation (3 s.h.)
HSAD 142	Case Management

IV. ADDITIONAL OPTIONS AND NOTES

Students majoring in art therapy may also pursue certification as a teacher of visual arts. See page 37 for more information.

Undergraduate art therapy students who have an interest in earning an entry level master's degree in the Springfield College occupational therapy program may be eligible for the advanced senior program. (See the occupational therapy program description for more information.)

Students interested in developing clinical and administrative skills and using art as a means to bring about healing, self-awareness, improvement, and social change may choose to major in art therapy/human services and administration. (See the art therapy/human services and administration program description for more information.)

Students need a minimum of 12 s.h. of credit in psychology for

ART THERAPY Continued

entrance to graduate schools in art therapy. They also need a portfolio of their own art work. Journals, case studies, and examples of client or personal art done as part of practicum experiences should also be presented as part of the graduate school admissions package.

V. ADVANCED STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student's readiness for advanced courses, various practicum experiences, and professional responsibilities. All art therapy majors must qualify for advanced standing in the semester prior to completing advanced courses or practicum. Students may apply for advanced standing in October, March, or in certain cases, May. Students planning to do an internship, practicum, or fieldwork in the fall semester must apply by the previous March-the May deadline will only allow students to enroll in certain advanced courses. Art therapy majors who have not achieved advanced standing are eligible only for the pre-practicum experience; they are not eligible for practicum or advanced courses.

In order to achieve advanced standing, students must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy towards others, attitude, and aesthetic awareness. Students must also meet the following academic standards:

1. A 3.000 GPA in studio courses.
2. A 2.750 GPA in professional courses (non-studio) courses required for the major.
3. A 2.250 GPA overall.
4. No incomplete grades in your official transcript.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: *Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, and Religion. 12-15 s.h. of electives will be required to complete 130 s.h.*

Courses marked with an **fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ARTS 3	Studio in Painting (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ATPY 40	Introduction to Art Therapy (3 s.h.)
ATPY 51	Ethics and Aesthetics in Art Education and Art Therapy (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100*	Fit for Life (1 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.) 5-8 s.h. of ACRs

First Year - Spring Semester

ARTS 1*	Materials and Techniques (3 s.h.)
ARTS 5	Sensitivity and the Creative Process (2 s.h.)
ATPY 100	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

ARTS 15	Studio in Drawing (3 s.h.)
ARTS __	Art history selective (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)

Second Year - Fall or Spring Semesters

PSYC 9	Human Development (3 s.h.)
PSYC 121	Abnormal Psychology (3 s.h.) 13-16 s.h. of ACRs

Second Year - Spring Semester

ARTS 26	Studio in Ceramics (3 s.h.)
SPCO 50	Community Service (2 s.h.)

C. Third Year - Fall Semester

ATPY 140*	Pre-Practicum in Art Therapy and Art Education (3 s.h.) 11-13 s.h. of ACRs
-----------	---

Third Year - Spring Semester

ARTS 28	Three-Dimensional Design (3 s.h.)
ATPY 200*	Art Therapy with Special Needs Populations (3 s.h.)
DANC 120	Dance and Somatic Movement Therapy (3 s.h.)
RSCH 141	Research in Art Therapy (1-3 s.h.) 7-8 s.h. of ACRs or electives

D. Fourth Year - Fall or Spring Semesters

ARTS 150	Advanced Studio in Arts (must total 4 s.h.)
ATPY 141	Practicum in Art Therapy (must total 8 s.h.-may be split 4 and 4 or completed the previous summer)
ATPY 225	Seminar in Art Therapy (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.) Any uncompleted ACRs, program requirements, or electives to total 130 s.h.

ART THERAPY/ HUMAN SERVICES ADMINISTRATION

(130 semester hours)
Requirements are subject to change.

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

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

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

For more information about the art therapy and human services and administration major, contact Dr. Simone Alter-Muri of the Visual and Performing Arts Department at (413) 748-3752, Dr. William Fisher of the Social Science and Human Services and Administration Department at (413) 748-3493, or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (38-41 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. HUMAN SERVICES CORE REQUIREMENTS (41 s.h.)

HSAD 1	Introduction to Human Services (3 s.h.)
HSAD 10	Social Welfare (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)
HSAD 39	Groupwork (3 s.h.)
HSAD 141	Field Experience and Field Experience Seminar (must total 11 s.h.; may be taken concurrently as HSAD 140)
HSAD 142*	Case Management (3 s.h.)
HSAD 223	Human Services Administration (3 s.h.)
HSAD 240*	Proposal Writing and Fundraising (3 s.h.)
POSC 10*	Introduction to American Government (3 s.h.)
SOCI 1	Introduction to Sociology (3 s.h.)

Select one of the following courses:

SOCI 60	Families in Society (3 s.h.)
SOCI 120	Social Change (3 s.h.)
SOCI 130*	Social Problems (3 s.h.)
SOCI 131*	Racial and Ethnic Relations (3 s.h.)
SOCI 132	Violence and Victimization (3 s.h.)
SOCI 135	Juvenile Delinquency (3 s.h.)
SOCI 140*	Social Gerontology (3 s.h.)
SOCI 141*	Sociology of Economic Stratification (3 s.h.)
SOCI 145	Sociology of Death and Dying (3 s.h.)
SOCI 165*	Women and Society (3 s.h.)

III. ART THERAPY CORE REQUIREMENTS (46 s.h.)

Art Requirements (22 s.h.)

ARTS 3*	Studio in Painting (3 s.h.)
ARTS 5	Sensitivity and the Creative Process (2 s.h.)
ARTS 15	Studio in Drawing (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ARTS 150	Advanced Studio in Art (2 s.h.)

Select two of the following courses:

ARTS 1	Materials and Techniques (3 s.h.)
ARTS 26	Studio in Ceramics (3 s.h.)
ARTS 28	Three-dimensional Design (3 s.h.)

Select one of the following courses:

ARTS 35*	Contemporary Jewish Art (3 s.h.)
ARTS 109	Arts and Ideas (3 s.h.)
ARTS 117	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 118	Renaissance to Modern Art (3 s.h.)
ARTS 119	American Art 1700-1900 (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)
ARTS 130	Women Artists (3 s.h.)

Art Therapy and Psychology Requirements (24 s.h.)

ATPY 40	Introduction to Art Therapy (3 s.h.)
ATPY 100	Methods and Materials in Art Therapy (3 s.h.)
ATPY 140	Pre-Practicum in Art Therapy and Art Education (1 s.h.)
ATPY 141	Practicum in Art Therapy and Art Education (5 s.h.)
ATPY 225	Seminar in Art Therapy (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 9	Human Development (3 s.h.)
PSYC 121	Abnormal Psychology (3 s.h.)

IV. ELECTIVES (depending on selectives chosen, up to 5 s.h. may be needed to complete 130 s.h.)

V. ADVANCED STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student's readiness for advanced art therapy courses, art therapy practicum experiences, and professional responsibilities. All art therapy and human services administration majors must qualify for advanced standing in the semester prior to completing advanced art therapy courses, or art therapy practicum. Students may apply for advanced standing in October, February, or in certain cases, May. Students planning to do an internship, practicum, or fieldwork in the fall semester must apply by the previous February—the May deadline will only allow students to enroll in certain advanced courses. Students who have not achieved advanced standing are eligible only for the first pre-practicum experience; they are not eligible for any other pre-practicum or fieldwork courses.

**ART THERAPY/
HUMAN SERVICES
ADMINISTRATION
Continued**

In order to achieve advanced standing, students must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy towards others, attitude, and aesthetic awareness. Students must also meet the following academic standards:

4. A 3.000 GPA in studio courses.
5. A 2.750 GPA in art therapy professional courses required for the major.
6. A 2.250 GPA overall.
7. No incomplete grades in your official transcript.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History, Philosophy and Religion. Depending on which selectives are chosen, Social Justice will need to be fulfilled. Up to 5 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- ARTS 15 Studio in Drawing (3 s.h.)
ATPY 40 Introduction to Art Therapy (3 s.h.)
ENGL 113* College Writing I (3 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)

First Year - Fall and Spring Semesters

- PEAC 100* Fitness for Life (1 s.h.)
POSC 10* Introduction to American Government (3 s.h.)
SOC 1 Introduction to Sociology (3 s.h.)
3 s.h. of ACRs

First Year - Spring Semester

- ARTS 3* Studio in Painting (3 s.h.)
ARTS 5 Sensitivity and the Creative Process (2 s.h.)
ATPY 100 Methods and Materials in Art Therapy (3 s.h.)
HSAD 1 Introduction to Human Services
(3 s.h.; offered every other year-may need to be taken in second year)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

- ARTS 16 Studio in Design (3 s.h.)
HSAD 36 Human Behavior in Small Groups (3 s.h.)

Second Year - Fall or Spring Semesters

- ARTS ___ Arts history selective specified in Section II (3 s.h.)
PSYC 9 Human Development (3 s.h.)
SOC 1 ___ Sociology selective specified in Section I (3 s.h.)
12-15 s.h. of ACRs

Two of the following courses:

- ARTS 1 Materials and Techniques (3 s.h.)
ARTS 26 Studio in Ceramics (3 s.h.)
ARTS 28 Three-dimensional Design (3 s.h.)

C. Third Year - Fall Semester

- ARTS 150 Advanced Studio in Art (2 s.h.)
ATPY 140 Pre-Practicum in Art Therapy and
Art Education (1 s.h.)
HSAD 10 Social Welfare (3 s.h.)
HSAD 39 Groupwork (3 s.h.)
HSAD 141 Field Experience and Field
Experience Seminar (3 s.h.)

Third Year - Fall or Spring Semesters

- PSYC 121 Abnormal Psychology (3 s.h.)
9-12 s.h. of ACRs

Third Year - Spring Semester

- HSAD 141 Field Experience and Field
Experience Seminar (3 s.h.)
HSAD 142* Case Management (3 s.h.)
HSAD 223 Human Services Administration (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

- ATPY 141 Practicum in Art Therapy and
Art Education (5 s.h.)
ATPY 225 Seminar in Art Therapy (must be taken concurrently with ATPY 141; 3 s.h.)
HSAD 141 Field Experience and Field
Experience Seminar 5 s.h.)
Any uncompleted ACR, program requirements, or
electives to total 130 s.h.

Fourth Year - Spring Semester

- HSAD 240* Proposal Writing and Fundraising (3 s.h.)

ART THERAPY & STUDIO ART/ TEACHER PREPARATION PROGRAMS

(130 to 140 semester hours)
Requirements are subject to change.

Art or art therapy majors who meet the requirements for advance standing may enter the teacher preparation program. Certification as a teacher of visual arts can be sought at the Pre-K-9 and/or 5-12 level. Students must fulfill All-College Requirements, a studio art or art therapy major (some modifications to the majors as previously described apply-see below), and the education professional preparation core. The studio art major with elementary certification requires 130 semester hours to complete; with secondary certification, it requires 133. The art therapy major with elementary certification requires 134 or 135 semester hours to complete; with secondary certification, it requires 139 or 140. For information on art education certification programs, contact Professor Simone Alter-Muri of the Visual and Performing Arts Department at (413) 748-3752.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. OPTION A-STUDIO ART MAJOR (50 s.h. for elementary program; 58 s.h. for secondary or dual certification)

Studio Requirements (29 s.h.)

- ARTS 1 Materials and Techniques (3 s.h.)
- ARTS 3* Studio in Painting (3 s.h.)
- ARTS 5 Sensitivity and the Creative Process (2 s.h.)
- ARTS 14 Studio in Printmaking (3 s.h.)
- ARTS 15 Studio in Drawing (3 s.h.)
- ARTS 16 Studio in Design (3 s.h.)
- ARTS 26 Studio in Ceramics (3 s.h.)
- ARTS 30 Studio in Computer Graphics (3 s.h.)
- ARTS 106 Figure Drawing (3 s.h.)
- ARTS 150 Advanced Studio in Art (3 s.h.)
- or
- ARTS 250 Advanced Studio in Ceramics (3 s.h.)

Art Education Requirements (9 s.h.)

- ATPY 5 1 Ethics and Aesthetics in Art Education and Art Therapy (1 s.h.)
- ARTS 155 Curriculum, Methods, and Organization for Art Education Pre-K-9 (3 s.h.)
- ARTS 230* Seminar in Teaching Art (3 s.h.)
- SPCO 50 Community Service Experience (2 s.h.)

Art History Requirements (9 s.h.)

Select three of the following courses:

- ARTS 35 Contemporary Jewish Art (3 s.h.)
- ARTS 109 Arts and Ideas (3 s.h.)
- ARTS 117 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 118* Renaissance to Modern Art (3 s.h.)
- ARTS 119 American Art 1700-1900 (3 s.h.)
- ARTS 120 Contemporary Art (3 s.h.)
- ARTS 130 Women Artists in History (3 s.h.)
- ARTS 201 Asian Arts and Culture (3 s.h.)

Additional art requirement for students only seeking elementary certification (3 s.h.)

- ARTS ___ Additional art history selective (3 s.h.)

Additional art requirements for students seeking secondary or dual certification (11 s.h.)

- ARTS 20 Studio in Sculpture (3 s.h.)
- or
- ARTS 28 Three-Dimensional Design (3 s.h.)
- ARTS 25 Studio in Photography (3 s.h.)
- ATPY 100 Methods and Materials of Art Therapy and Art Education (3 s.h.)
- DRAM 41 Dramatic Workshop (or DRAM 40; 2 s.h.)

III. OPTION B-ART THERAPY MAJOR (64-65 s.h. for elementary program; 70-71 s.h. for secondary or dual certification)

Studio Requirements (26-27 s.h.)

- ARTS 1 Materials and Techniques (3 s.h.)
- or
- ARTS 5 Sensitivity and the Creative Process (2 s.h.)
- ARTS 3* Studio in Painting (3 s.h.)
- ARTS 14 Studio in Printmaking (3 s.h.)
- ARTS 15 Studio in Drawing (3 s.h.)
- ARTS 16 Studio in Design (3 s.h.)
- ARTS 26 Studio in Ceramics (3 s.h.)
- ARTS 30 Studio in Computer Graphics (3 s.h.)
- ARTS 106 Figure Drawing (3 s.h.)
- ARTS 150 Advanced Studio in Arts (3 s.h.)
- or
- ARTS 250 Advanced Studio in Ceramics (3 s.h.)

Art History Requirements (9 s.h.)

Select three of the following courses:

- ARTS 35 Contemporary Jewish Art (3 s.h.)
- ARTS 109 Arts and Ideas (3 s.h.)
- ARTS 117 Arts of Prehistory to the Renaissance (3 s.h.)
- ARTS 118* Renaissance to Modern Art (3 s.h.)
- ARTS 119 American Art 1700-1900 (3 s.h.)
- ARTS 120 Contemporary Art (3 s.h.)
- ARTS 130 Women Artists in History (3 s.h.)
- ARTS 201 Asian Arts and Culture (3 s.h.)

Art Education Requirement (9 s.h.)

- ATPY 140* Pre-Practicum in Art Therapy and Art Education (3 s.h.)
- ARTS 155 Curriculum, Methods, and Organization for Art Education Pre-K-9 (3 s.h.)
- ARTS 230* Seminar in Teaching Art (3 s.h.)

Art Therapy and Psychology Requirements (20 s.h.)

- ATPY 40 Introduction to Art Therapy (3 s.h.)
- ATPY 5 1 Ethics and Aesthetics in Art Education and Art Therapy (1 s.h.)
- ATPY 141 Practicum in Art Therapy (4 s.h.)
- ATPY 200 Art Therapy with Special Needs Populations (3 s.h.)
- PSYC 1 Introduction to Psychology (3 s.h.)
- PSYC 9 Human Development (3 s.h.)
- PSYC 121 Abnormal Psychology (3 s.h.)

Additional art requirements for students seeking secondary or dual certification (6 s.h.)

**ART THERAPY OR STUDIO ART/
TEACHER PREPARATION PROGRAMS
Continued**

ARTS 25	Studio in Photography (3 s.h.)
ATPY 100	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)

IV. EDUCATION PROFESSIONAL PREPARATION CORE

(required for both studio art and art therapy majors-35 s.h. for elementary program; 37 s.h. for secondary or dual certification)

Elementary Certification Core (Pre-K-9)

EDUC 44	Introduction to Teaching and Learning Through Ecology (3 s.h.)
EDUC 60	Growth and Development (3 s.h.)
EDUC 99*	Children's Literature (3 s.h.)
EDUC 137*	Social Justice and Diversity Education (3 s.h.)
EDUC 168	Pre-Practicum I (3 s.h.)
EDUC 169	Pre-Practicum II (3 s.h.)
EDUC 251	Supervised Student Teaching (14 s.h.)
EDUC 253	Practicum <i>Seminar</i> (3 s.h.)

Secondary Certification Core (5-12) or Dual Certification

EDUC 30	Introduction to Middle and High School Teaching (2 s.h.)
EDUC 60*	Growth and Development (3 s.h.)
or	
PSYC 4	Educational Psychology (3 s.h.) <i>Note: EDUC 60 is recommended for studio art majors, as it fulfills a WAC ACR requirement</i>
EDUC 118	Tutorial Pre-Practicum (3 s.h.)
EDUC 137*	Social Justice and Diversity Education (3 s.h.)
EDUC 174	Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 185	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 271	Learning, Teaching, and Technology (3 s.h.)
EDUC 256	Secondary Student Teaching: High School Level (7 s.h.)
EDUC 257	Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 255	Culminating Seminar (3 s.h.)

Note: The following education courses (up to 9 s.h.), normally required, can be waived if the student follows Education Department guidelines for obtaining a K-waiver. Required art or art therapy courses serve as substitutes.

For studio art majors:

EDUC 271	with approval, fulfilled by ARTS 30
----------	-------------------------------------

For art therapy majors:

EDUC 60	with approval, fulfilled by PSYC 9
EDUC 168	with approval, fulfilled by ATPY 140
or	
EDUC 169	with approval, fulfilled by ATPY 140
EDUC 118	with approval, fulfilled by ATPY 140 (if EDUC 185 is taken concurrently)
or	
EDUC 174	with approval, fulfilled by ATPY 140
EDUC 271	with approval, fulfilled by ARTS 30

V. ELECTIVES

Students majoring in studio art who are seeking elementary certification have room for up to 4 s.h. of electives to complete 130 s.h. The other programs require more than 130 s.h. to complete, so no electives are needed.

VI. ADVANCED STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student's readiness for advanced courses, various practicum experiences, and professional responsibilities. All art and art therapy majors, including those seeking teacher certification, must qualify for advanced standing in the semester prior to completing advanced courses, internship, practicum, or student teaching. Students may apply for advanced standing in October, March, or in certain cases, May. Students planning to do practicum, fieldwork, or student teaching in the fall semester must apply by the previous March - the May deadline will only allow students to enroll in summer courses.

In order to achieve advanced standing students must meet standards described in the pages for the art and art therapy majors. In addition, to be officially accepted into the teacher preparation program, art or art therapy majors must meet program standards for the Education Department, which include the following:

1. Students must have successfully completed all required preliminary education courses (EDUC 44, EDUC 30, EDUC 60, PSYC 4, or PSYC 9, as applicable) with a 2.500 GPA.
2. Students must have successfully completed a core of courses in art or art therapy. (Although the Education Department requires a minimum GPA of 2.500 in such courses, the Visual and Performing Arts requires all art and art therapy to maintain the following GPAs:
 - Art majors - 3.000 in studio classes, 2.750 in professional courses, and 2.250 overall.
 - Art therapy majors - 3.000 in studio classes, 2.750 in professional courses, and 2.250 GPA overall.
3. Students must meet the minimum competency standard in English by passing the Communication and Literacy Skills portion of the Massachusetts Educator Certification Test.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. (This plan assumes that approval is gained to K-waiver ARTS 30 for EDUC 271, PSYC 9 for EDUC 60 [for art therapy majors], and ATPY 140 for EDUC 118.)

**ART THERAPY OR STUDIO ART/
TEACHER PREPARATION PROGRAMS
Continued**

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History Social Science, Philosophy, and Religion. Students must also insure that both Writing-Across-the-Curriculum courses are fulfilled.

Courses marked:

¹ are only required for the studio art major.

² are only required for the art therapy major

^E are only required for elementary certification.

^S are only required for secondary or dual certification

* fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

ARTS 3*	Studio in Painting (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ATPY 40 ²	Introduction to Art Therapy (3 s.h.)
ATPY 51	Ethics and Aesthetics in Art Education and Art Therapy (1 s.h.)
EDUC 44 ^E	Introduction to Teaching and Learning Through Ecology (3 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100*	Fit for Life (1 s.h.)
PSYC 1 ²	Introduction to Psychology (3 s.h.) ACRs to total 18 s.h. each semester

First Year - Spring Semester

ARTS 1	Materials and Techniques (3 s.h.)
ARTS 5	Sensitivity and the Creative Process (2 s.h.)
<i>Note: the art therapy major requires only ARTS 1 or ARTS 5</i>	
ATPY 100 ^S	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
EDUC 30 ^S	Introduction to Middle and High School Teaching (2 s.h.)
EDUC 60 ¹	Growth and Development (3 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

ARTS 15	Studio in Drawing (3 s.h.)
ARTS 155	Curriculum, Methods, and Organization for Art Education Pre-K-9 (3 s.h.)

Second Year - Fall or Spring Semesters

ARTS ___	6 s.h. of art history selectives
EDUC 137*	Social Justice and Diversity Education (3 s.h.)
PSYC 9 ²	Human Development (3 s.h.)
PSYC 121 ²	Abnormal Psychology (3 s.h.) ACRs to total 18 s.h. each semester

Second Year - Spring Semester

ARTS 26	Studio in Ceramics (3 s.h.)
ARTS 30	Studio in Computer Graphics (3 s.h.)
ARTS 106	Figure Drawing (3 s.h.)
EDUC 99 ^{E*}	Children's Literature (3 s.h.)
SPCO 50 ¹	Community Service (2 s.h.)

C. Third Year - Fall Semester

ARTS 14	Studio in Printmaking (3 s.h.)
ARTS 25 ^S	Studio in Photography (3 s.h.)
ATPY 140 ^{2*}	Pre-Practicum in Art Therapy and Art Education (3 s.h.)
EDUC 168 ^E	Pre-Practicum I (3 s.h.)
EDUC 169 ^E	Pre-Practicum II (3 s.h.)

Note: for art therapy majors, one of these pre-practicums may be K-waivered by ATPY 140

EDUC 185 ^S	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
-----------------------	---

Third Year - Fall or Spring Semesters

ARTS 20 ^{1S}	Studio in Sculpture (fall; 3 s.h.)
or	
ARTS 28 ^{1S}	Three-Dimensional Design (spring; 3 s.h.)
ARTS ___	3 s.h. of art history selectives (6 s.h. for studio art majors seeking elementary certification only) ACRs to total 18 s.h. each semester

Third Year - Spring Semester

ATPY 141 ²	Practicum in Art Therapy (may be completed during the summer; 4 s.h.)
ATPY 200 ⁷	Art Therapy with Special Needs Populations (3 s.h.)
DRAM 41 ^{1S}	Dramatic Workshop (or DRAM 40; 2 s.h.)
EDUC 174 ^S	Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)

D. Fourth Year - Fall Semester

ARTS 150	Advanced Studio in Arts (3 s.h.)
or	
ARTS 250	Advanced Studio in Ceramics (3 s.h.)
ATPY 230*	Seminar in Teaching Art (3 s.h.)
^{1E}	4 s.h. of electives to total 130 s.h. Any uncompleted ACRs or program requirements

Fourth Year - Spring Semester

EDUC 251 ^E	Supervised Student Teaching (14 s.h.)
EDUC 253 ^E	Practicum Seminar (3 s.h.)
EDUC 255 ^S	Culminating Seminar (3 s.h.)
EDUC 256 ^S	Student Teaching: High School Level (7 s.h.)
EDUC 257 ^S	Secondary Student Teaching: Middle School Level (7 s.h.)

ATHLETIC TRAINING

(132 semester hours)

Requirements are subject to change.

The athletic training major is a competency-based, professional preparation program leading toward eligibility to take the National Athletic Trainers Association (NATA) Certification Exam. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In addition to prescribed coursework, students complete a minimum of 800 clock hours of clinical experience under the direct supervision of NATA-certified athletic trainers. This clinical experience is sequenced to facilitate learning of both theoretical and clinical competencies and problem-solving skills needed by the athletic trainer. The supervised clinical experiences take place in Springfield College athletic training rooms as well as off-campus, NATA-approved affiliate settings, including high schools and colleges.

Students are admitted directly into the athletic training major as first-year students. There is no secondary selection process. As required by the National Athletic Trainers Association, guidelines must be adhered to in order to retain the College's program accreditation. Therefore, the College must restrict enrollment in the athletic training major. The admissions process for applicants to the athletic training major may include an additional interview conducted by the athletic training faculty. Admission to the major is dependent on a composite profile of each applicant relative to the applicant pool.

For more information about the athletic training major, contact Professor Charles Redmond, program director and chairperson of the Exercise Science and Sports Studies Department at (413) 748-3231 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (33 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. ATHLETIC TRAINING CORE- DEPARTMENTAL REQUIREMENTS (30 s.h.)

ATR 95	Introduction to Athletic Training (1 s.h.)
ATR 96	Introduction to Clinical Techniques in Athletic Training (1 s.h.)
ATR 125	Basic Prevention and Care of Athletic Injuries (3 s.h.)
ATR 126	Advanced Prevention and Care of Athletic Injuries (3 s.h.)
ATR 150	Human Anatomy and Athletic Injury (3 s.h.)
ATR 195	Sophomore Practicum in Athletic Training I (1 s.h.)
ATR 196	Sophomore Practicum in Athletic Training II (2 s.h.)
ATR 197	Junior Practicum in Athletic Training I (2 s.h.)
ATR 198	Junior Practicum in Athletic Training II (1 s.h.)
ATR 205*	Therapeutic Exercise and Sport Injury Rehabilitation (3 s.h.)
ATR 207	Therapeutic Modalities and Sport Injury Rehabilitation (3 s.h.)

ATR 210	Administration/Education in Athletic Training (3 s.h.)
ATR 297*	Senior Fieldwork in Athletic Training (3 s.h.)
ATR 298	Senior Seminar in Athletic Training (1 s.h.)

III. ATHLETIC TRAINING CORE-RELATED REQUIREMENTS (51.5 s.h.)

AEXS 175	Stress Management (3 s.h.)
BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
HLTH 1*	Personal Health (3 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
MOST 5	Lifespan Motor Development (3 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)
MOST 119	Kinesiology/Biomechanics (3 s.h.)
MOST 210	Assessment in Sport and Movement (3 s.h.)
or	
PSYC 111	Introduction to Statistics (3 s.h.)
PEAC 120*	Relaxation (.5 s.h.)
PEPC 100*	Fit for Life (1 s.h.)
PEPC 125*	Resistance Training (1 s.h.)
PHED 125	Sports First Aid and Injury Prevention (3 s.h.)
PHYS 15	Physics for Movement Science (4 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)

IV. ADDITIONAL REQUIRED COURSES (4.5 s.h.)

MOSK 1*	Outdoor Pursuits (1 s.h.)
MATH 21*	College Algebra or higher level mathematics course (3 s.h.) .5 s.h. of PEAC, PEPC, or PEAI elective

V. TRACK CORE (13 s.h.)

In addition to the ACRs and the athletic training core, students develop a track core in consultation with their advisors. This track (13 s.h.) consists of a series of courses that support the athletic training major. Examples of tracks include psychology, applied exercise science, emergency medical services management, and prerequisites for graduate school. Some of these tracks may fulfill or partially fulfill requirements for a minor in another program.

VI. ADDITIONAL RECOMMENDED COURSES

ATR 200	Internship in Sports Injury Management (open only to eligible seniors, 5-15 s.h.)
AEXS 270	Strength and Conditioning (3 s.h.)
EMSM 20	Emergency Medical Technician-MAST (4 s.h.)
HLTH 225	Human Disease (3 s.h.)
MOST 128	Psychology of Sport (3 s.h.)
MSCI 240	Nutrition and Athletic Performance (3 s.h.)
SMGT 260	Introduction to Sport Law (3 s.h.)
SOCI 155	Medical Sociology (3 s.h.)

Some of the courses above may be used to fulfill a concentration.

ATHLETIC TRAINING Continued

VII. PROGRAM STANDARDS

In order to qualify for advanced standing as an athletic training major and to register for the third- and fourth-year sequences of athletic training courses, the student must meet the following standards.

1. The student must have completed ATRN 95, ATRN 96, ATRN 125, ATRN 126, ATRN 195, ATRN 196, and PHED 125.
2. All ATRN courses must be completed with a grade of C- or better. Letter grades of D or F are unacceptable.
3. All other courses must be completed with a passing grade. Grades of F or I are unacceptable.
4. A student must have a cumulative grade point average of 3.000 or higher at the conclusion of the sophomore year. Students with a 2.750 to 2.999 cumulative grade point average may be placed on departmental probation. At this point, students may be restricted from registering for any further ATRN courses until the cumulative grade point average reaches 3.000. Departmental probationary status is reviewed by the athletic training faculty on an individual basis after each semester.
5. Proper professional and responsible behavior is expected of each athletic training student at all times. This includes behavior while acting as a student athletic trainer and a member of the Springfield College family.

Appeal Process

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

VIII. RECOMMENDED PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.50 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ATRN 95	Introduction to Athletic Training (1 s.h.)
BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 21*	College Algebra or higher level mathematics course (3 s.h.)
PHED 125	Sports First Aid and Injury Prevention (3 s.h.)

First Year - Fall or Spring Semesters

HLTH 1*	Personal Health (3 s.h.)
MOST 5	Lifespan Motor Development (3 s.h.)
PEPC 100*	Fit for Life (1 s.h.)

First Year - Spring Semester

ATRN 96	Introduction to Clinical Techniques in Athletic Training (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)
MOSK 1*	Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

ATRN 125	Basic Prevention and Care of Athletic Injuries (3 s.h.)
ATRN 195	Sophomore Practicum in Athletic Training I (1 s.h.)
PHYS 15	Physics for Movement Science (4 s.h.)

Second Year - Fall or Spring Semesters

HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
PEAC 120*	Relaxation (.5 s.h.)
PEPC 125*	Resistance Training (1 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
*	.5 s.h. of PEAC, PEPC, or PEAI elective 6-9 s.h. of ACRs

Second Year - Spring Semester

ATRN 126	Advanced Prevention and Care of Athletic Injuries (3 s.h.)
ATRN 150	Human Anatomy and Athletic Injury (3 s.h.)
ATRN 196	Sophomore Practicum in Athletic Training II (2 s.h.)

C. Third Year - Fall Semester

ATRN 197	Junior Practicum in Athletic Training I (2 s.h.)
ATRN 205*	Athletic Injury Rehabilitation and Therapeutic Exercise (3 s.h.)

Third Year - Fall or Spring Semesters

MOST 103	Physiology of Exercise (3 s.h.)
MOST 119	Kinesiology/Biomechanics (3 s.h.)
MOST 210	Assessment in Sport and Movement (3 s.h.)
or	
PSYC 111	Introduction to Statistics (3 s.h.)
Track Core	6 s.h. of track courses selected in consultation with advisor 9-12 s.h. of ACRs

Third Year - Spring Semester

ATRN 198	Junior Practicum in Athletic Training II (1 s.h.)
ATRN 207	Therapeutic Modalities Sport Injury Rehabilitation (3 s.h.)

ATHLETIC TRAINING
Continued

D. Fourth Year - Fall Semester

ATRN 210 Administration/Education in
Athletic Training (3 s.h.)

ATRN 298 Senior Seminar in Athletic Training (1 s.h.)

Fourth Year - Fall or Spring Semesters

AEXS 175 Stress Management (3 s.h.)

ATRN 297* Senior Fieldwork in Athletic Training (3 s.h.)

PSYC 222 Interviewing and Counseling (3 s.h.)

Track Core 7 s.h. of track courses selected in consultation
with advisor

Any uncompleted program requirements or ACRs

BIOLOGY

(130 semester hours)

Requirements are subject to change.

The biology major offers diverse exposure to the key areas of study in the life sciences. Undergraduate study may lead to acceptance to graduate schools, including schools of medicine and dentistry; careers in laboratory sciences in hospitals, government, or industry; and teacher certification. Students who want to enter medical or dental school are advised by an interdepartmental preprofessional committee.

Students who wish to pursue certification as a teacher of biology at the 5-9 and/or 9-12 grade levels must complete the secondary education certification core in addition to requirements for the major. This generally requires at least one additional semester to complete.

For more information about the biology major, contact Dr. Joseph Berger of the Chemistry/Biology Department at (413) 748-3337 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (37-43 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CHEMISTRY/BIOLOGY REQUIREMENTS (24 s.h.)

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
CHEM 21	Organic Chemistry I (3 s.h.)
CHEM 23	Organic Chemistry Laboratory I (1 s.h.)
CHEM 22	Organic Chemistry II (3 s.h.)
CHEM 24	Organic Chemistry Laboratory II (1 s.h.)

III. RELATED REQUIREMENTS (17 s.h.)

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)

Select two of the following math courses:

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	calculus I (3 s.h.)
MATH 28*	calculus II (3 s.h.)

IV. BIOLOGY SELECTIVES (28 s.h.)

Choose at least one course or sequence from each category:

A. Cell and Molecular Biology

BIOL 50*	Genetics (3 s.h.) <i>and</i>
BIOL 81	Genetics Laboratory (1 s.h.)
or	
BIOL 115	General Microbiology (3 s.h.) <i>and</i>
BIOL 117	General Microbiology Laboratory (1 s.h.)
or	
BIOL 116*	Applied Microbiology and Immunology (3 s.h.) <i>and</i>
BIOL 118	Applied Microbiology and Immunology Laboratory II (1 s.h.)
or	
BIOL 208	Cell and Molecular Biology (3 s.h.) <i>and</i>
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 211	Human Microscopic Anatomy (3 s.h.) <i>and</i>
BIOL 212	Human Microscopic Anatomy Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (3 s.h.) <i>and</i>
BIOL 221	Cellular Physiology Laboratory (1 s.h.)
or	
	An approved special topics course

B. Plant Biology

BIOL 65	Introductory Horticulture (3 s.h.) <i>and</i>
BIOL 67	Introductory Horticulture Laboratory (1 s.h.)
or	
BIOL 70	Plant Biology (3 s.h.) <i>and</i>
BIOL 71	Plant Biology Laboratory (1 s.h.)
or	
	An approved special topics course

C. Animal Biology

BIOL 60	Animal Biology (3 s.h.)
or	
BIOL 77	Field Ornithology (3 s.h.)
or	
BIOL 90	Human Structure and Function I (3 s.h.) <i>and</i>
BIOL 92	Human Structure and Function Laboratory I (1 s.h.) <i>and</i>
BIOL 91	Human Structure and Function II (3 s.h.) <i>and</i>
BIOL 93	Human Structure and Function Laboratory (1 s.h.)
or	
BIOL 178	Aquatic Biology (3 s.h.) <i>and</i>
BIOL 179	Aquatic Biology Laboratory (1 s.h.)
or	
BIOL 181	Developmental Biology (3 s.h.) <i>and</i>
BIOL 182	Developmental Biology Laboratory (1 s.h.)
or	
	An approved special topics course

D. Species and the Environment

BIOL 64	Flora of New England (3 s.h.) <i>and</i>
BIOL 66	Flora of New England Laboratory (1 s.h.)
or	

BIOLOGY Continued

BIOL 77 ¹	Field Ornithology (3 s.h.)
or	
BIOL 150*	General Ecology (3 s.h.) <i>and</i>
BIOL 151	General Ecology Laboratory (1 s.h.)
or	
BIOL 178*	Aquatic Biology (3 s.h.) <i>and</i>
BIOL 179 ¹	Aquatic Biology Laboratory (1 s.h.)
or	
	An approved special topics course

¹*if not used as a selective in a previous category*

E. Biology Electives

Select from the following courses to complete the 28 s.h. of biology selectives:

BIOL ___	Any course listed above, not used as a selective
BIOL 125	Seminar in Biology (2 s.h.)
BIOL 170	Instrumentation and Methodology (2 s.h.)
BIOL 171	Instrumentation and Methodology Laboratory (1 s.h.)
BIOL 190	Field Ecology (2 s.h.)
CHEM 32	Biological Chemistry (3 s.h.)

Note: Students who have taken BIOL 10 & 11, Anatomy & Physiology, before declaring a Biology major may use those credits as part of the electives required to complete 28 s.h. of selectives. They may not be used to fill the Animal Biology category and they may not be used if BIOL 90 & 91 are also taken.

V. ELECTIVES

General biology majors need 18-24 s.h. of electives to complete 130 s.h.. Students seeking secondary education certification need not take any electives, as their requirements total more than 130 s.h..

VI. ADDITIONAL REQUIREMENTS FOR SECONDARY EDUCATION CERTIFICATION (37 s.h.)

Students who are interested in pursuing certification as a teacher of biology (grades 5-9 and/or 9-12) should complete the additional requirements listed below. This generally requires at least one additional semester to complete. Advisement is provided by a member of the Chemistry/Biology Department and a member of the Education Department. (The year in parentheses indicates the first year the course can normally be taken.)

Secondary Education Core (37 s.h.)

EDUC 30	Introduction to High School Teaching (2 s.h.; first year)
EDUC 60	Growth and Development (3 s.h.; first year)
or	
PSYC 4	Educational Psychology (3 s.h.; first year)
EDUC 118	Tutorial Pre-Practicum (3 s.h.; third year)
EDUC 137*	Social Justice and Diversity Education (3 s.h.; second year)
EDUC 174	Pre-practicum-Teaching and Special Issues in Secondary Education (3 s.h.; third year)
EDUC 185	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.; third year)
EDUC 271	Learning, Teaching, and Technology (3 s.h.; third year)
EDUC 251	Supervised Student Teaching (14 s.h.; fourth year)

or	
EDUC 256	Secondary Student Teaching: High School Level (7 s.h.; fourth year)
<i>and</i>	
EDUC 257	Secondary Student Teaching: Middle School Level (7 s.h.; fourth year)
EDUC 255	Culminating Seminar: Special Issues in Secondary Education (3 s.h.; concurrent with student teaching)

VII. PROGRAM AND ADVANCED STANDING STANDARDS

All biology majors must earn a grade of C- or better in all courses required for the major, including selectives.

Students seeking teacher certification are required to apply for and achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 118 for more information.

VIII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample for a biology major who is not seeking teacher certification. (Students seeking certification should consult with their advisors for appropriate planning). Courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, Religion, and Writing-Across-the-Curriculum. 18-24 s.h. of electives will be required to complete 130 s.h.

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
PEAC 100*	Fitness for Life (1 s.h.) 1-4 s.h. of ACRs

Two math courses from the following sequence (first during fall and second during spring):

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

BIOLOGY **Continued**

First Year - Spring Semester

BIOL 5 Bioscience II (3 s.h.)
BIOL 7 Bioscience Laboratory II (1 s.h.)
CHEM 2 General Chemistry II (3 s.h.)
CHEM 4 General Chemistry Laboratory II (1 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

CHEM 21 Organic Chemistry I (3 s.h.)
CHEM 23 Organic Chemistry Laboratory I (1 s.h.)

Second Year - Fall or Spring Semesters

BIOL __ 6-8 s.h. of biology selectives
 Up to 22 s.h. of ACRs

Second Year - Spring Semester

CHEM 22 Organic Chemistry II (3 s.h.)
CHEM 24 Organic Chemistry Laboratory II (1 s.h.)

C. Third Year - Fall Semester

PHYS 21 General Physics I (4 s.h.)

Third Year - Fall or Spring Semesters

BIOL __ 8-12 s.h. of biology selectives
 8-12 s.h. of electives
 Any uncompleted ACRs

Third Year - Spring Semester

PHYS 22 General Physics II (4 s.h.)

D. Fourth Year - Fall or Spring Semesters

Any uncompleted biology selectives
Any uncompleted program requirement, ACRs, or
electives to complete 130 s.h.

BIOTECHNOLOGY

(130 semester hours)

Requirements are subject to change.

Biotechnology is applied biological science. Examples of uses of biotechnology include gene therapy; development of genetically engineered compounds and drug delivery systems to treat disease; production of laboratory diagnostic tests; and development of agricultural, industrial, and environmental products. Students majoring in biotechnology may pursue careers in the biotechnology industry, scientific research, biomedical product manufacturing, quality control and assurance, product sales and marketing, epidemiology, and product licensing and technology transfer. Many of these careers may be entered with a bachelor of science degree. The biotechnology major can also serve as preparation for graduate and professional schools.

For more information about the biotechnology major, contact Dr. Joseph Berger of the Chemistry/Biology Department at (413) 748-3337 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (40-43 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL REQUIREMENTS (47 s.h.)

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
BIOL 80*	Genetics (3 s.h.)
BIOL 81	Genetics Laboratory (1 s.h.)
BIOL 170	Instrumentation and Methodology (3 s.h.)
BIOL 171	Instrumentation and Methodology Laboratory (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
CHEM 21	Organic Chemistry I (3 s.h.)
CHEM 23	Organic Chemistry Laboratory I (1 s.h.)
CHEM 22	Organic Chemistry II (3 s.h.)
CHEM 24	Organic Chemistry Laboratory II (1 s.h.)
CHEM 32	Biological Chemistry (3 s.h.)
CHEM 41	Analytical Chemistry (2 s.h.)
CHEM 42	Analytical Chemistry Laboratory (2 s.h.)

Select two of the following sequences:

BIOL 115	General Microbiology (3 s.h.) and
BIOL 117	General Microbiology Laboratory (1 s.h.)
or	
BIOL 116*	Applied Microbiology and Immunology (3 s.h.) and
BIOL 118	Applied Microbiology and Immunology Laboratory (1 s.h.)

or

BIOL 208	Cell and Molecular Biology (3 s.h.) and
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (3 s.h.) and
BIOL 221	Cellular Physiology Laboratory (1 s.h.)

III. RELATED REQUIREMENTS (17 s.h.)

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)

Select two of the following math courses:

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

IV. DEPARTMENTAL SELECTIVES (8-12 s.h.)

Select two of the following sequences:

BIOL 90	Human Structure and Function I (3 s.h.) and
BIOL 92	Human Structure and Function Laboratory I (1 s.h.) and
BIOL 91	Human Structure and Function II (3 s.h.) and
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)
or	
BIOL 181	Developmental Biology (3 s.h.) and
BIOL 182	Developmental Biology Laboratory (1 s.h.)
or	
BIOL 211	Human Microscopic Anatomy (3 s.h.) and
BIOL 212	Human Microscopic Anatomy Laboratory (1 s.h.)
or	
CHEM 110	Physical Chemistry with Biological Applications (3 s.h.) and
CHEM 111	Physical Chemistry Laboratory (1 s.h.)

The following courses can be used as selective sequences if not used as a requirement:

BIOL 115	General Microbiology (3 s.h.) and
BIOL 117	General Microbiology Laboratory (1 s.h.)
or	
BIOL 116*	Applied Microbiology and Immunology (3 s.h.) and
BIOL 118	Applied Microbiology and Immunology Laboratory (1 s.h.)
or	
BIOL 208	Cell and Molecular Biology (3 s.h.) and
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (3 s.h.) and
BIOL 221	Cellular Physiology Laboratory (1 s.h.)

V. ELECTIVES (11-18 s.h., to complete 130 s.h.)

BIOTECHNOLOGY

Continued

VI. PROGRAM STANDARDS

In order to graduate, biotechnology majors need a grade of C- or better in all courses required for the major, including selectives.

VII. RECOMMENDED PROGRAM BY YEAR

Students must average a minimum of 16.25 s.h. a semester to complete this program in four years. When planning their fall semester, students should look ahead to the spring to confirm when needed courses will be offered. Programs should be carefully planned in consultation with an advisor to insure that all requirements are met and that needed prerequisite courses are completed before taking upper-level requirements.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: *Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy Religion, and the second Writing-Across-the-Curriculum course. 11-18 s.h. of electives will be required to complete 130 s.h.*

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
PEAC 100*	Fitness for Life (1 s.h.) 3-6 s.h. of ACRs

*Two math courses from the following
sequence (first during fall and second during spring):*

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

First Year - Spring Semester

BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

BIOL 80*	Genetics (3 s.h.)
BIOL 81	Genetics Laboratory (1 s.h.)
CHEM 21	Organic Chemistry I (3 s.h.)
CHEM 23	Organic Chemistry Laboratory I (1 s.h.)

Second Year - Fall and Spring Semesters

4 s.h. of departmental selectives
(check prerequisites)
13-16 s.h. of ACRs

Second Year - Spring Semester

CHEM 22	Organic Chemistry II (3 s.h.)
CHEM 24	Organic Chemistry Laboratory II (1 s.h.)
CHEM 41	Analytical Chemistry (2 s.h.)
CHEM 42	Analytical Chemistry Laboratory (2 s.h.)

C. Third Year - Fall Semester

PHYS 21	General Physics I (4 s.h.)
---------	----------------------------

Third Year - Fall and Spring Semesters

Up to 8 s.h. of departmental selectives
(check prerequisites)
Up to 11 s.h. of ACRs
Up to 9 s.h. of electives

Third Year - Spring Semester

CHEM 32	Biological Chemistry (3 s.h.)
PHYS 22	General Physics II (4 s.h.)

D. Fourth Year - Fall or Spring Semesters

Select two of the following sequences:

BIOL 115	General Microbiology (fall; 3 s.h.) and
BIOL 117	General Microbiology Laboratory (1 s.h.)
or	
BIOL 116*	Applied Microbiology and Immunology (spring; 3 s.h.) and
BIOL 118	Applied Microbiology and Immunology Laboratory (1 s.h.)
or	
BIOL 208	Cell and Molecular Biology (fall; 3 s.h.) and
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (spring; 3 s.h.) and
BIOL 221	Cellular Physiology Laboratory (1 s.h.)

Fourth Year - Spring Semester

BIOL 170	Instrumentation and Methodology (3 s.h.)
BIOL 171	Instrumentation and Methodology Laboratory (1 s.h.)
	Any uncompleted departmental requirements or selectives
	Any uncompleted ACRs or electives to total 130 s.h.

BUSINESS MANAGEMENT

(130 semester hours)

Requirements are subject to change.

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

An understanding of human behavior and service to individuals is vital to the success of a manager. Included in the curriculum are courses designed to help students understand the world in which they will participate as leaders. 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 needed to solve these problems.

The Department of Management and Economics offers several curriculum options to students. Beyond the core requirements, there are eight tracks from which students may choose: accounting, computer technology, economics, finance, general business, management, marketing, and not-for-profit studies. The student selects one of these tracks, consisting of four additional courses, to develop as a concentration.

For more information about the business management major, contact the chairperson of the Management and Economics Department at (413) 748-3200 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (35 s.h., in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS

 (66 s.h.)

Management and Economics Core Requirements

ECON 1*	Principles of Macroeconomics (3 s.h.)
ECON 2	Principles of Microeconomics (3 s.h.)
ECON 107*	Managerial Economics I (3 s.h.)
ECON 108*	Managerial Economics II (3 s.h.)
MGTE 5	Introduction to Business (3 s.h.)
MGTE 10	Principles of Accounting I (3 s.h.)
MGTE 11	Principles of Accounting II (3 s.h.)
MGTE 26	Management Principles (3 s.h.)
MGTE 100	Managerial Accounting (3 s.h.)
MGTE 101	Marketing Principles (3 s.h.)
MGTE 105	Financial Management (3 s.h.)
MGTE 120	Statistics for Business and Economics (3 s.h.)
MGTE 201	Quantitative Methods (3 s.h.)
MGTE 202	Business Policy and Control (3 s.h.)
MGTE 278	Business Law (3 s.h.)
MGTE 295	Corporate Social Responsibility (3 s.h.)

Related Core Requirements

CISC 10*	Introduction to Computer Concepts (3 s.h.)
CISC 40	Microcomputer Applications (3 s.h.)
ENGL 102	Business and Technical Writing (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
MATH 23	Business Mathematics (3 s.h.)
PHIL 125*	Business Ethics (3 s.h.)

III. REQUIRED TRACKS (12 s.h.)

Select one of the following tracks:

A. ACCOUNTING (12 s.h.)

Select 12 s.h. from the following courses:

MGTE 110	Accounting for Nonprofit Agencies (3 s.h.)
MGTE 111	Intermediate Accounting I (3 s.h.)
MGTE 112	Intermediate Accounting II (3 s.h.)
MGTE 141	Business Management Field Experience (requires chair's approval in advance; 3-6 s.h.)
MGTE 253	Income Taxes (3 s.h.)

B. COMPUTER TECHNOLOGY (12 s.h.)

Select 12 s.h. from the following courses:

CISC 65	Programming in Basic (3 s.h.)
CISC 70	Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 80	COBOL and File Processing (CISC 70 or permission is prerequisite; 3 s.h.)
CISC 100	Data Structures Using C++ (CISC 70 or permission is prerequisite; 3 s.h.)
CISC 110	Database Development and Management (CISC 100 or permission is prerequisite; 3 s.h.)
CISC 120	Systems Analysis and Software Design (CISC 80 is prerequisite; 3 s.h.)
CISC 140	Office Automation (3 s.h.)

Students pursuing this track may also wish to complete additional coursework for an official minor in computer science.

C. ECONOMICS (12 s.h.)

Select 12 s.h. from the following courses:

ECON 117	Money and Banking (3 s.h.)
ECON 130	Personal Finance (3 s.h.)
ECON 135	Business and Government (3 s.h.)
ECON 160	Economics of Healthcare and Healthcare Reform (3 s.h.)
ECON 190	Special Topics In Economics (3 s.h.)
ECON 195	Economics of Sport (3 s.h.)
ECON —	Economics elective (3 s.h.)
MGTE 141	Business Management Field Experience (requires chair's approval in advance; 3-6 s.h.)

D. FINANCE (12 s.h.)

Select 12 s.h. from the following courses:

ECON 117	Money and Banking (3 s.h.)
ECON 130	Personal Finance (3 s.h.)
MGTE 141	Business Management Field Experience (requires chair's approval in advance; 3-6 s.h.)
MGTE 290	Entrepreneurial Studies (3 s.h.)

E. GENERAL BUSINESS MANAGEMENT (12 s.h.)

The general business track requires 12 s.h. of MGTE or ECON courses offered outside the core curriculum, selected in consultation with the advisor. These may include any of the courses listed as components of specific tracks or other electives offered within the department.

BUSINESS MANAGEMENT Continued

F. MANAGEMENT (12 s.h.)

Select 12 s.h. from the following courses:

- HSAD 36 Human Behavior in Small Groups (3 s.h.)
MGTE 141 Business Management Field Experience (requires chair's approval in advance; 3 s.h.)
MGTE 205 Managerial Supervision (3 s.h.)
MGTE 245 Personnel Management/
Human Resource Management (3 s.h.)
MGTE 290 Entrepreneurial Studies (3 s.h.)

G. MARKETING (12-15 s.h.)

Select four of the following courses (refer to course descriptions for prerequisites before selecting):

- MGTE 102 Marketing Management (3 s.h.)
MGTE 141 Business Management Field Experience (requires chair's approval in advance; 3-6 s.h.)
MGTE 270 Advertising (3 s.h.)
MGTE 275 Consumer Behavior (3 s.h.)
MGTE 280 Marketing for Nonprofit Organizations (3 s.h.)
RCTR 150 Public Relations (3 s.h.)
SMGT 104 Sports Marketing (3 s.h.)

H. NOT-FOR-PROFIT STUDIES (12 s.h.)

Select 12 s.h. from the following courses:

- HSAD 150 Management of Volunteer Programs (3 s.h.)
HSAD 223 Human Services Administration (3 s.h.)
HSAD 240 Proposal Writing and Fundraising (3 s.h.)
MGTE 110 Accounting for Nonprofit Agencies (3 s.h.)
MGTE 141 Business Management Field Experience (requires chair's approval in advance; 3 s.h.)
MGTE 205 Managerial Supervision (3 s.h.)
MGTE 280 Marketing for Nonprofit Organizations (3 s.h.)

IV. ELECTIVES (14-17 s.h., to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy, and Religion. 14-17 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- CISC 10* Introduction to Computer Concepts (3 s.h.)
ENGL 113* College Writing I (3 s.h.)
MATH 21* College Algebra (3 s.h.)
MGTE 5 Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters

- PEAC 100* Fit for Life (1 s.h.)
8-11 s.h. of ACRs

First Year - Spring Semester

- CISC 40 Microcomputer Applications (3 s.h.)
ENGL 114* College Writing II (3 s.h.)
MATH 23 Business Mathematics (3 s.h.)
MGTE 101 Marketing Principles (3 s.h.)

B. Second Year - Fall Semester

- ECON 1* Principles of Macroeconomics (3 s.h.)
MGTE 10 Principles of Accounting I (3 s.h.)

Second Year - Fall or Spring Semesters

- MGTE 26 Management Principles (3 s.h.)
PHIL 125* Business Ethics (3 s.h.)
3 s.h. of track selectives
3 s.h. of electives
9-12 s.h. of ACRs

Second Year - Spring Semester

- ECON 2 Principles of Macroeconomics (3 s.h.)
MGTE 11 Principles of Accounting II (3 s.h.)

C. Third Year - Fall Semester

- ECON 107* Managerial Economics I (3 s.h.)
MGTE 100 Managerial Accounting (3 s.h.)

Third Year - Fall or Spring Semesters

- ENGL 102 Business and Technical Writing (3 s.h.)
MGTE 120 Statistics for Business and Economics (3 s.h.)
3 s.h. of track selectives
6 s.h. of electives
6-9 s.h. of ACRs

Third Year - Spring Semester

- ECON 108* Managerial Economics II (3 s.h.)
MGTE 105 Financial Management (3 s.h.)

D. Fourth Year - Fall Semester

- MGTE 195 Corporate Social Responsibility (3 s.h.)
MGTE 201 Quantitative Methods (3 s.h.)
MGTE 278 Business Law (3 s.h.)

Fourth Year - Fall or Spring Semesters

6-9 s.h. of track selectives
Any uncompleted program requirements, electives, or ACRs to complete 130 s.h.

Fourth Year - Spring Semester

- MGTE 202 Business Policy and Control (3 s.h.)

CHEMISTRY/BIOLOGY

(130 semester hours)
Requirements are subject to change.

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

For more information about the chemistry/biology major, contact Dr. Frank Torre, the chairperson of the Chemistry/Biology Department at (413) 748-3337 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (37 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR.

II. CHEMISTRY/BIOLOGY REQUIREMENTS (51 s.h.)

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
BIOL 80*	Genetics (3 s.h.)
BIOL 81	Genetics Laboratory (1 s.h.)
BIOL 115	General Microbiology (3 s.h.)
BIOL 117	General Microbiology Laboratory (1 s.h.)
BIOL 116*	Applied Microbiology and Immunology (3 s.h.)
BIOL 118	Applied Microbiology and Immunology Laboratory (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
CHEM 21	Organic Chemistry I (3 s.h.)
CHEM 23	Organic Chemistry Laboratory I (1 s.h.)
CHEM 22	Organic Chemistry II (3 s.h.)
CHEM 24	Organic Chemistry Laboratory II (1 s.h.)
CHEM 32	Biological Chemistry (3 s.h.)
CHEM 41	Analytical Chemistry (2 s.h.)
CHEM 42	Analytical Chemistry Laboratory (2 s.h.)
CHEM 110	Physical Chemistry with Biological Applications (3 s.h.)
CHEM 111	Physical Chemistry Laboratory (1 s.h.)

Select one of the following sequences:

BIOL 208	Cell and Molecular Biology (3 s.h.) and
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (3 s.h.) and
BIOL 221	Cellular Physiology Laboratory (1 s.h.)

III. RELATED REQUIREMENTS (17 s.h.)

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)

Select two of the following math courses:

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

IV. CHEMISTRY/BIOLOGY SELECTIVES (12-16 s.h.)

Select three of the following sequences:

BIOL 70	Plant Biology (3 s.h.) and
BIOL 71	Plant Biology Laboratory (1 s.h.)
or	
BIOL 90	Human Structure and Function I (3 s.h.) and
BIOL 92	Human Structure and Function Laboratory I (1 s.h.)
BIOL 91	Human Structure and Function II (3 s.h.) and
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)
or	
BIOL 150*	General Ecology (3 s.h.) and
BIOL 151	General Ecology Laboratory (1 s.h.)
or	
BIOL 170	Instrumentation and Methodology (2 s.h.) and
BIOL 171	Instrumentation and Methodology Laboratory (1 s.h.)
or	
BIOL 181	Developmental Biology (3 s.h.) and
BIOL 182	Developmental Biology Laboratory (1 s.h.)
or	
BIOL 208 ¹	Cell and Molecular Biology (3 s.h.) and
BIOL 209 ¹	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 211	Human Microscopic Anatomy (3 s.h.) and
BIOL 212	Human Microscopic Anatomy Laboratory (1 s.h.)
or	
BIOL 220 ¹	Cellular Physiology (3 s.h.) and
BIOL 221 ¹	Cellular Physiology Laboratory (1 s.h.)

¹*if not used as part of chemistry/biology requirements*

V. ELECTIVES (9-13 s.h., to complete 130 s.h.)

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

CHEMISTRY/BIOLOGY Continued

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 9-13 s.h. of electives will be required to complete 130 s.h.

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
PEAC 100*	Fitness for Life (1 s.h.) 1-4 s.h. of ACRs

Two math courses from the following sequence (first during fall and second during spring):

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

First Year - Spring Semester

BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

BIOL 80*	Genetics (3 s.h.)
BIOL 81	Genetics Laboratory (1 s.h.)
CHEM 21	Organic Chemistry I (3 s.h.)
CHEM 23	Organic Chemistry Laboratory I (1 s.h.) 8-10 s.h. of ACRs

Second Year - Spring Semester

CHEM 22	Organic Chemistry II (3 s.h.)
CHEM 24	Organic Chemistry Laboratory II (1 s.h.)
CHEM 41	Analytical Chemistry (2 s.h.)
CHEM 42	Analytical Chemistry Laboratory (2 s.h.) 12-14 s.h. of ACRs

C. Third Year - Fall Semester

BIOL 115	General Microbiology (3 s.h.)
BIOL 117	General Microbiology Laboratory (1 s.h.)
CHEM 110	Physical Chemistry with Biological Applications (3 s.h.)
CHEM 111	Physical Chemistry Laboratory (1 s.h.)
PHYS 21	General Physics I (4 s.h.)

Third Year - Fall and Spring Semesters

Up to 8 s.h. of CHEM/BIOL selectives
Up to 9 s.h. of electives
Any uncompleted ACRs

Third Year - Spring Semester

BIOL 116*	Applied Microbiology and Immunology (3 s.h.)
BIOL 118	Applied Microbiology and Immunology Laboratory (1 s.h.)
CHEM 32	Biological Chemistry (3 s.h.)
PHYS 22	General Physics II (4 s.h.)

Fourth Year - Fall or Spring Semesters

Select one of the following sequences:

BIOL 208	Cell and Molecular Biology (fall; 3 s.h.) and
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (spring; 3 s.h.) and
BIOL 221	Cellular Physiology Laboratory (1 s.h.)

Fourth Year - Spring Semester

Any uncompleted CHEM/BIOL requirements or selectives
Any uncompleted ACRs or electives to total 130 s.h.

COMMUNICATIONS/ SPORTS JOURNALISM

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

For more information about the communications/sports journalism major, contact Professor Dennis Gildea of the Humanities Department at (413) 748-3245 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (44 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL REQUIREMENTS (48-55 s.h.)

COMM 24* Introduction to Journalism (3 s.h.)

COMM 107 Desktop Writing and Publishing (3 s.h.)

COMM 119 Electronic Journalism (3 s.h.)

COMM 124 Advanced Journalism (3 s.h.)

COMM 280 Journalism Internship (3-10 s.h.)

ENGL 41* Survey of American Literature I (3 s.h.)

ENGL 42 Survey of American Literature II (3 s.h.)

ENGL 61* Survey of British Literature I (3 s.h.)

ENGL 62 Survey of British Literature II (3 s.h.)

ENGL 101 Advanced Composition (3 s.h.)

or

ENGL 105 Introduction to Writing as a Profession (3 s.h.)

ENGL 195 Structure of American English (3 s.h.)

or

ENGL 197 The History of the English Language (3 s.h.)

ENGL 200 Seminar (3 s.h.)

ENGL 267 Shakespeare (3 s.h.)

Select three of the following courses:

COMM 16 Special Topics in Sports Journalism (3 s.h.)

COMM 34 Introduction to Communications (3 s.h.)

COMM 111 Sports Information (3 s.h.)

COMM 112 Sports Writing (3 s.h.)

ENGL 101 Advanced Composition (if not taken as a requirement; 3 s.h.)

ENGL 102 Business and Technical Writing (3 s.h.)

ENGL 103 Business and Professional Speaking (3 s.h.)

(130 semester hours)

Requirements are subject to change.

ENGL 105 Introduction to Writing as a Profession
(if not taken as a requirement; 3 s.h.)

ENGL 116 The Athlete in Literature (3 s.h.)

III. JOURNALISM INTERNSHIP

All students in the communications/sports journalism major must complete COMM 280, Journalism Internship for a minimum of 3 s.h. and a maximum of 10 s.h. Prior to the internship, students must successfully complete COMM 24 and COMM 119. All internships are coordinated by the COMM 280 supervisor. Students seeking an internship need the permission of the COMM 280 supervisor and must consult with the supervisor the semester before registering for COMM 280.

IV. ELECTIVES (31-38 s.h., to complete 130 s.h.)

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

COMM 270 Practicum in Sports Journalism (2 s.h.; prerequisite is 8 s.h. of sports journalism courses)

CISC 40* Microcomputer Applications
(CISC 10* or equivalent is prerequisite; 3 s.h.)

ENGL 26* Creative Writing (3 s.h.)

ENGL 99 Student Newspaper Practicum (1-2 s.h.)

ENGL 106 Advanced Creative Writing
(ENGL 26* is prerequisite; 3 s.h.)

ENGL 120 Traditional Grammar and Usage (3 s.h.)

ENGL 143* Film as Narrative Art (3 s.h.)

ENGL 144* Special Topics in Narrative Film (3 s.h.)

ENGL 205 Literacy, Hypermedia, and Modern
Communication (3 s.h.)

MOST 128 Psychology of Sport (PSYC 1 is prerequisite;
3 s.h.)

MOST 228 Sociology of Sport (SOC 1 is prerequisite; 3 s.h.)

MOST 299 Heritage and Values of Movement and Sport
(3 s.h.)

PHED ___ Any coaching theory course (2 s.h.; skills courses
or intercollegiate athletic participation may be
prerequisite)

PHED 112 Principles and Problems of Coaching (2 s.h.)

PHED 124 Athletic Administration (2 s.h.)

RCTR 150 Public Relations (3 s.h.)

SMGT 260 Introduction to Sports Law (3 s.h.)

SOCI 160 Media and Society (SOCI 1 is prerequisite; 3 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

**COMMUNICATIONS/
SPORTS JOURNALISM
Continued**

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 31-38 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

COMM 24* Introduction to Journalism (3 s.h.)
ENGL 41* Survey of American Literature I (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100 Fit for Life (1 s.h.)
17-20 s.h. of ACRs or electives

First Year - Spring Semester

ENGL 42 Survey of American Literature II (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

COMM 107 Desktop Writing and Publishing (3 s.h.)
ENGL 61* Survey of British Literature I (3 s.h.)

Second Year - Fall or Spring Semesters

6 s.h. of COMM/ENGL selectives
12-15 s.h. of ACRs or electives

Second Year - Spring Semester

COMM 119 Electronic Journalism (3 s.h.)
COMM 124 Advanced Journalism (3 s.h.)
ENGL 62 Survey of British Literature II (3 s.h.)

C. Third Year - Fall Semester

ENGL 195 Structure of American English (3 s.h.)
or
ENGL 197 The History of the English Language (3 s.h.)

Third Year - Fall or Spring Semesters

COMM/ENGL selective (3 s.h.)
25-27 s.h. of ACRs or electives

Third Year - Spring Semester

ENGL 101 Advanced Composition (3 s.h.)
or
ENGL 105 Introduction to Writing as a Profession (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

COMM 280 Journalism Internship (3-10 s.h.)
Any uncompleted ACRs, program requirements,
or electives to complete 130 s.h.

Fourth Year - Spring Semester

ENGL 200 Seminar (3 s.h.)
ENGL 267 Shakespeare (3 s.h.)

COMMUNITY HEALTH

(130 semester hours)
Requirements are subject to change.

The mission of Springfield College's Health Studies Department is to advance the quality of life in our society by providing students with the knowledge, understanding, and skills needed to plan, implement, and evaluate health programs in schools, community organizations, healthcare organizations, and worksites. The Department promotes the growth and development of students in health classes by fostering decision making, critical thinking, and communication skills that lead to personal and social responsibilities.

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

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

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

The College offers an excellent curriculum for students interested in health studies. Two majors are included in the department: community health and health studies. Students interested in seeking certification as a teacher of health studies select the health studies major, while those expecting employment in a setting outside the school environment select the community health program.

For more information about these majors, contact the Health Studies Department at (413) 748-3468 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (33 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL REQUIREMENTS (46 s.h.)

HLTH 1*	Personal Health (3 s.h.)
HLTH 6	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 102*	Methods and Materials in Health Education I (3 s.h.)
HLTH 110	Consumer Health Education (3 s.h.)
HLTH 143	Community Health (3 s.h.)
HLTH 150	Pre-Practicum in Community Health Education (2 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 155	Human Sexuality (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
HLTH 225	Human Disease (3 s.h.)
HLTH 251	Field Work in Community Health Education (15 s.h.)
HLTH 285	Program Planning and Design (3 s.h.)

III. RELATED REQUIREMENTS (38 s.h.)

BIOL 1*	Basic Concepts of Modern Biology (3 s.h.)
BIOL 2*	Basic Concepts of Modern Biology Laboratory (1 s.h.)
BIOL 10	Anatomy and Physiology I (3 s.h.)
BIOL 12	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
ECON 1*	Principles of Macroeconomics (3 s.h.)
HSAD 240*	Proposal Writing and Fundraising (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 111	Introduction to Statistics (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)
SOCI 1	Introduction to Sociology (3 s.h.)
SOCI 130*	Social Problems (3 s.h.)

IV. ELECTIVES (13 s.h., to complete 130 s.h.)

V. ADVANCED STANDING REQUIREMENTS

Students are required to meet qualifications for advanced standing prior to attaining 75 s.h. and before registering for HLTH 150, Pre-Practicum in Community Health Services. During the sophomore year students must file a formal written application with the chairperson of the Health Studies Department. Applications are available in the department office. Students must continue to meet advanced standing qualifications throughout their junior and senior years. Minimum standards for advanced standing are:

1. A 2.500 GPA in all courses required for the program.
2. A grade of C or better in all HLTH courses.
3. A 2.250 overall GPA.
4. Three favorable recommendations from faculty members (two of whom must be health studies faculty).

Applications for advanced standing are approved or disapproved by the health studies faculty. Failure to achieve advanced standing status by the time 75 s.h. have been completed results in departmental probation status. If advanced standing status has not been achieved by the time 90 s.h. have been completed, the student is required to leave the major.

COMMUNITY HEALTH Continued

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Mathematics, Computer Science, Physical Education skills courses, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy and Religion. 16 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
HLTH 1*	Personal Health (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100*	Fit for Life (1 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
SOCI 1	Introduction to Sociology (3 s.h.) 9-12 s.h. of ACRs

First Year - Spring Semester

BIOL 1*	Basic Concepts of Modern Biology (3 s.h.)
BIOL 2*	Basic Concepts Laboratory (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

BIOL 10	Anatomy and Physiology I (3 s.h.)
BIOL 12	Anatomy and Physiology Laboratory I (1 s.h.)
HLTH 110	Consumer Health (3 s.h.)

Second Year - Fall or Spring Semesters

HLTH 6	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
SOCI 130*	Social Problems (3 s.h.) 11-14 s.h. of ACRs

Second Year - Spring Semester

BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)

C. Third Year - Fall Semester

HLTH 102*	Methods and Materials in Health Education I (3 s.h.)
ECON 1*	Principles of Macroeconomics (3 s.h.)

Third Year - Fall or Spring Semesters

HLTH 155	Human Sexuality (3 s.h.)
PSYC 111	Introduction to Statistics (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.) 12-15 s.h. of ACRs or electives

Third Year - Spring Semester

HLTH 143	Community Health Education (3 s.h.)
HLTH 285	Program Planning and Design (3 s.h.)
HSAD 240*	Proposal Writing and Fundraising (3 s.h.)

D. Fourth Year - Fall Semester

HLTH 225	Human Disease (3 s.h.)
HLTH 150	Pre-Practicum in Community Health Education (2 s.h.) Any uncompleted ACRs, program requirements, or electives to complete 130 s.h.

Fourth Year - Spring Semester

HLTH 25 1	Field Work in Community Health Education (15 s.h.)
-----------	--

COMPUTER AND INFORMATION SCIENCES

The computer and information sciences major at Springfield College is a professional program that includes two tracks of study: management information systems and computer science. 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. 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. 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.

Students in both tracks can tailor their electives to emphasize any combination of theoretical and applied computer science and mathematics courses, as well as pursue minors in programs such as mathematics and business management. Students are also strongly encouraged to pursue the cooperative education option in order to gain on-the-job experience. Students can postpone their decision on which track to follow until the end of the first year without any significant impact on their program curriculum.

In the final computer systems seminar course, students enrich their knowledge of computer systems by pursuing areas of study such as advanced topics in database management systems, networking, and computer architecture.

For more information about the computer science major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (38-40 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (33 s.h.)

CISC 10*	Introduction to Computer Concepts (3 s.h.)
CISC 40	Microcomputer Applications (3 s.h.)
CISC 70	Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 100	Data Structures Using C++ (3 s.h.)
CISC 110	Database Development and Management (3 s.h.)
CISC 150	Computer Logic Design (3 s.h.)
CISC 155	Data Communications and Distributed Processing (3 s.h.)

(130 semester hours)
Requirements are subject to change.

CISC 210	Computer Systems Seminar (3 s.h.)
ENGL 102*	Business and Technical Writing (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 40	Contemporary Mathematics (3 s.h.)

III. TRACK REQUIREMENTS (2948 s.h.)

Choose one of the following tracks:

A. MANAGEMENT INFORMATION SYSTEMS TRACK (48 s.h.)

CISC 80	COBOL and File Processing (3 s.h.)
CISC 120	Systems Analysis and Software Design (3 s.h.)
CISC 140	Office Automation (3 s.h.)
ECON 1*	Principles of Macroeconomics (3 s.h.)
ECON 2	Principles of Microeconomics (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)
MATH 21	College Algebra (3 s.h.)
MATH 23	Business Mathematics (3 s.h.)
MGTE 10	Principles of Accounting I (3 s.h.)
MGTE 11	Principles of Accounting II (3 s.h.)
MGTE 26	Management Principles (3 s.h.)
MGTE 100	Managerial Accounting (3 s.h.)
MGTE 102*	Marketing Management (3 s.h.)
MGTE 105	Financial Management (3 s.h.)
MGTE 201	Quantitative Methods (3 s.h.)
MGTE 202	Business Policy and Control (3 s.h.)

B. COMPUTER SCIENCE TRACK (29 s.h.)

CISC 95	Assembly Language Programming (3 s.h.)
CISC 170	Computer Architecture (3 s.h.)
CISC 190	Fundamentals of Operating Systems (3 s.h.)
MATH 27 ¹	Calculus I (3 s.h.)
MATH 28	Calculus II (3 s.h.)
MATH 50	Linear Algebra (3 s.h.)
MATH 200	Introductory Discrete Mathematics (3 s.h.)
*	Laboratory sciences (8 s.h. to be selected with approval of student's academic advisor)

¹Students who have a mathematics deficiency may be required to take MATH 21, College Algebra, or MATH 22, Precalculus Mathematics prior to taking MATH 27, Calculus I.

IV. ELECTIVES (11-28 s.h., to complete 130 s.h.)

V. PROGRAM STANDARDS

Students who are enrolled in the computer and information sciences major are required to maintain at least a 2.300 cumulative grade point average and a 2.500 academic index in their program requirements. Students who do not meet these minimum requirements are placed on departmental probation for a period of not more than one year.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

COMPUTER AND INFORMATION SCIENCES Continued

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy and Religion. Depending on the track selected, the student may also need to fulfill Natural Science, Social Science, and the second Writing-Across-the-Curriculum course. 11-28 s.h. of electives will be required to complete 130 s.h.

Courses marked:

¹ are required for the management information systems track.

² are required for the computer science track.

*fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

CISC 10* Introduction to Computer Concepts (3 s.h.)
ENGL 113* College Writing I (3 s.h.)
MATH 21¹ College Algebra (3 s.h.)
MATH 27² Calculus I (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100* Fitness for Life (1 s.h.)
ACRs to total 33-36 s.h. for the year

First Year - Spring Semester

CISC 40 Microcomputer Applications(3 s.h.)
CISC 70 Introduction to Computer Science with
C++ and Java (3 s.h.)
ENGL 114* College Writing II (3 s.h.)
MATH 23¹ Business Mathematics (3 s.h.)
MATH 28² Calculus II (3 s.h.)

B. Second Year - Fall Semester

CISC 100 Data Structures Using C++ (3 s.h.)
CISC 110 Database Development and Management (3 s.h.)
MATH 40 Contemporary Mathematics (3 s.h.)
ECON 1^{*1} Principles of Macroeconomics (3 s.h.)
MGTE 10¹ Principles of Accounting **I** (3 s.h.)
ACRs and electives to total 16-18 s.h.

Second Year - Spring Semester

CISC 150 Computer Logic Design (3 s.h.)
CISC 80¹ COBOL and File Processing (3 s.h.)
CISC 95² Assembly Language Programming (3 s.h.)
CISC 140¹ Office Automation (3 s.h.)
ECON 2¹ Principles of Microeconomics (3 s.h.)
MGTE 11¹ Principles of Accounting II (3 s.h.)
MGTE 26¹ Management Principles (3 s.h.)
ACRs and electives to total 16-18 s.h.

C. Third Year - Fall Semester

HSAD 36¹ Human Behavior in Small Groups (3 s.h.)
MGTE 100¹ Managerial Accounting (3 s.h.)

Third Year - Fall Semester or Spring Semesters

ENGL 102* Business and Technical Writing (3 s.h.)
MATH 24* Probability and Statistics (3 s.h.)
* Laboratory sciences (4 s.h.¹ or 8 s.h.², approved by advisor)
ACRs and electives (as applicable) to total 33-36 s.h. for the year

As offered; may need to be delayed to the fourth year:

CISC 120¹ Systems Analysis and Software Design (3 s.h.)
CISC 155 Data Communications and
Distributed Processing (3 s.h.)
CISC 170² Computer Architecture (3 s.h.)
CISC 190² Fundamentals of Operating Systems (3 s.h.)
CISC 210 Computer Systems Seminar (3 s.h.)
MATH 50² Linear Algebra (3 s.h.)
MATH 200² Introductory Discrete Mathematics (3 s.h.)

Third Year - Spring Semester

MGTE 102^{1*} Marketing Management (3 s.h.)

D. Fourth Year - Fall Semester

MGTE 201¹ Quantitative Methods (3 s.h.)
Any uncompleted program requirements
from third year
ACRs and electives (as applicable) to total
16-18 s.h. for the year

Fourth Year - Spring Semester

MGTE 105¹ Financial Management (3 s.h.)
MGTE 202¹ Business Policy and Control (3 s.h.)
Any uncompleted program requirements,
ACRs, or electives to total 130 s.h.

COMPUTER GRAPHICS

(130 semester hours)
Requirements are subject to change.

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

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

For more information about the computer graphics major, contact Professor Ruth West of the Visual and Performing Arts Department at (413) 748-3679 or by e-mail at Ruth_West@spfldcol.edu. Information is also available from the Admissions Office, (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (44-47 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (59 s.h.)

ARTS 3*	Studio in Painting (3 s.h.)
ARTS 5	Sensitivity and the Creative Process (2 s.h.)
ARTS 15	Studio in Drawing (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ARTS 20	Studio in Sculpture (3 s.h.)
ARTS 25	Studio in Photography (3 s.h.)
ARTS 28	Three-Dimensional Design (3 s.h.)
ARTS 30	Studio in Computer Graphics (3 s.h.)
ARTS 31	Computer Animation (3 s.h.)
ARTS 36	Advanced Desktop Design (3 s.h.)
ARTS 106	Figure Drawing (3 s.h.)
ARTS 109	Arts and Ideas (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)
ARTS 141	Supervised Field Experience (10 s.h.)
ARTS 150	Advanced Studio in Design (3 s.h.)
ARTS 231	3-D Animation (3 s.h.)
RSCH 141	Research Project in Computer Graphics (3 s.h.)
SPOC 50	Community Service Experience (2 s.h.)

III. SELECTIVE REQUIREMENTS (24 s.h.)

Select one of the following art history courses:

ARTS 35*	Contemporary Jewish Art (3 s.h.)
ARTS 117	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 118*	Renaissance to Modern Art (3 s.h.)
ARTS 119	American Arts 1700-1900 (3 s.h.)
ARTS 130	Women Artists in History (3 s.h.)

Select 12 s.h. from these courses:

CISC 10*	Introduction to Computer Concepts (3 s.h.)
CISC 40*	Microcomputer Applications (CISC 10 or equivalent is prerequisite; 3 s.h.)
CISC 70*	Computer Science with C++ and Java (CISC 10 or instructor's permission is prerequisite; 3 s.h.)
CISC 205	Literacy, Hypermedia, and Modern Composition (3 s.h.)
CISC 295	Special Topics in Computer and Information Sciences (3 s.h.)
DRAM 30	Stage Production (3 s.h.)

Select one of the following tracks:

Presentation Graphics

ARTS 150	Advanced Studio in Design -- Portfolio Preparation (3 s.h.)
MGTE 270	Advertising (3 s.h.)

Animation

ARTS 150	Advanced Studio in Computer Graphics (3 s.h.)
ENGL 143	Film as a Narrative Art (3 s.h.)

IV. ELECTIVES (3-6 s.h., to complete 130 s.h.)

Choose electives in consultation with an advisor.

V. ADVANCE STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student's readiness for advanced courses, various fieldwork experiences, and professional responsibilities. All computer graphics majors must qualify for advanced standing in the semester prior to completing advanced courses, fieldwork, internship, or practicum. Students may apply for advanced standing in October, February, or in certain cases, May. (Students planning to do an internship, practicum, or fieldwork in the fall semester must apply by the previous February-the May deadline will only allow students to enroll in certain advanced courses).

In order to achieve advanced standing, students must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy towards others, attitude, and aesthetic awareness. Students must also meet the following academic standards:

1. A 3.000 GPA in studio courses.
2. A 2.750 GPA in professional courses (non-studio) courses required for the major.
3. A 2.250 GPA overall.
4. No incomplete grades in your official transcript.
5. Presentation of an individually designed resume, a professional portfolio of art work, and a reel of video animation.

Once met, standards for advanced standing must be maintained to continue in the major. Students who do not achieve advanced standing by their 90th semester hour must change to another major. If the standards are eventually met, the student may petition the department's Appraisal and Retention Committee to be readmitted. More information about advanced standing standards and the process to apply is available from the Visual and Performing Arts Department.

COMPUTER GRAPHICS Continued

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 17.25 s.h. a semester to complete this program in four years (allowing for a 10 s.h. field placement in the spring of their senior year).

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: *Natural Science, Mathematics, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, Religion, and Writing-Across-the-Curriculum.*

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

ARTS 16 Studio in Design (3 s.h.)
ARTS 30 Studio in Computer Graphics (3 s.h.)
ARTS 109 Arts and Ideas (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100* Fit for Life (1 s.h.)
CISC 10¹* Introduction to Computer Concepts (3 s.h.)
CISC 40¹* Microcomputer Applications
(CISC 10 or equivalent is
prerequisite; 3 s.h.)
CISC 70¹* Computer Science with C++ and
Java (CISC 10 or instructor's
permission is prerequisite; 3 s.h.)
Up to 12 s.h. of ACRs

First Year - Spring Semester

ARTS 3* Studio in Painting (3 s.h.)
ARTS 5 Sensitivity and the Creative Process (2 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

ARTS 15 Studio in Drawing (3 s.h.)
ARTS 36 Advanced Desktop Design (3 s.h.)

Second Year - Fall or Spring Semesters

ARTS _ Art history selective (3 s.h.)
DRAM 30¹ Stage Production (3 s.h.)
SPCO 50 Community Service Experience (2 s.h.)
Up to 19 s.h. of ACRs

Second Year - Spring Semester

ARTS 28 Three-Dimensional Design (3 s.h.)
ARTS 31 Computer Animation (3 s.h.)

C. Third Year - Fall Semester

ARTS 231 3-D Animation (3 s.h.)
CISC 205¹ Literacy, Hypermedia, and
Modern Composition (3 s.h.)

Third Year - Fall or Spring Semesters

ARTS 20 Studio in Sculpture (3 s.h.)
ARTS 25 Studio in Photography (3 s.h.)
ARTS 150 Advanced Studio in Design (3 s.h.)
Any uncompleted selective requirements
Up to 18 s.h. of ACRs

Third Year - Spring Semester

ARTS 106 Figure Drawing (3 s.h.)
ARTS 120 Contemporary Art (3 s.h.)
CISC 295¹ Special Topics in Computer and
Information Sciences (3 s.h.)

D. Fourth Year - Fall Semester

RSCH 141 Research Project in Computer Graphics (3 s.h.)
6 s.h. of track courses
3-6 s.h. of electives, chosen in consultation
with advisor, to complete 130 s.h.
Any uncompleted program requirement or ACRs

Fourth Year - Spring Semester

ARTS 141 Supervised Field Experience (10 s.h.)

¹ if chosen as a selective requirement

DANCE

(130 semester hours)

Requirements are *subject to change*.

Dance is the art of movement and a fundamental expression of human experience. Through dance, as in all the arts, students develop the capacity to transform themselves, to become artist-leaders in their communities, and to effect positive social change. In the past two decades, the study and application of dance knowledge has crossed over into other areas: the humanities, health/fitness, medicine, rehabilitation, therapy, and education. Dance has been increasingly brought into the mainstream of the helping professions.

The dance major gives students the opportunity to develop their talents, creativity, and skills; study dance in depth; and prepare for a career in dance or a related field. The curriculum prepares students for graduate programs in dance performance and choreography, dance education, dance/movement therapy, somatics, and other related fields. Students may wish to combine dance in a double major with psychology as further preparation for a career in dance/movement therapy. They may also wish to take courses in management and economics to prepare for a career as an art administrator, independent consultant, or small business owner. Fieldwork and internships provide students with the opportunity to work closely with a dance professional, community project, or established dance institution.

For more information about the dance major, contact Dr. Cynthia Noble of the Visual and Performing Arts Department at (413) 748-3158 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (43-44 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MAJOR REQUIREMENTS (50 s.h.)

Core Dance Requirements (29 s.h.)

- DANC 1* Dance Appreciation (3 s.h.)
- DANC 10 Laban Movement Analysis (3 s.h.)
- DANC 20 Choreography I (3 s.h.)
- DANC 30 Ballet Theory and Technique I (3 s.h.)
- DANC 40 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
- DANC 50 Jazz Dance Theory and Technique I (3 s.h.)
- DANC 140 Dance Performance Practicum (2 s.h.)
- DANC _ Supervised Field Experience (minimum of 3 s.h.)
- PEAC _* 2 s.h. of dance skills courses (folk dance, line dancing, etc.; selected courses in movement, for example, yoga, may be substituted with advisor's approval)

A total of 4 s.h. from the following:

- RSCH 141 Independent Study (1-4 s.h.)
- DANC 150 Advanced Dance Studio (1-4 s.h.)

Dance Selectives (7 s.h.)

Select a minimum of 7 s.h. from the following:

- DANC 21 Choreography II (3 s.h.)
- DANC 100 Teaching Dance (3 s.h.)
- DANC 120 Introduction to Dance and Somatic Movement Therapy (3 s.h.)
- MOSK 130* Approaches to Dance Education (1 s.h.)

Related Requirements (14 s.h.)

- BIOL 10* Anatomy and Physiology I (3 s.h.)
- BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
- BIOL 11 Anatomy and Physiology II (3 s.h.)
- BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
- MUSC 8 Music Appreciation (3 s.h.)

Select one of the following

- ARTS 122 Interarts Workshop (3 s.h.)
- DRAM 1 Introduction to the Theatre (3 s.h.)
- DRAM 10 Acting (3 s.h.)
- DRAM 50 Creative Dramatics and Improvisation (3 s.h.)

III. ELECTIVES (36-37 to complete 130 s.h.)

The following electives are highly recommended:

- ARTS 5 Sensitivity and the Creative Process (2 s.h.)
 - ARTS 16 Studio in Design (3 s.h.)
 - ARTS 106 Figure Drawing (3 s.h.)
 - ATPY 40 Introduction to Art Therapy (3 s.h.)
 - MGTE 101 Marketing Principles (3 s.h.)
 - PSYC 1 Introduction to Psychology (3 s.h.)
- and
Any selectives listed above which were not used to fill a requirement

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: *Mathematics, Computer Science, Health, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy Religion, and Writing-Across-the-Curriculum*. Students must also insure that they fulfill their fourth credit of skills courses. 36-37 s.h. of electives will be required to complete 130 s.h.

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

- BIOL 10* Anatomy and Physiology I (3 s.h.)
- BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
- DANC 1* Dance Appreciation (3 s.h.)
- ENGL 113* College Writing I (3 s.h.)

DANCE Continued

First Year - Fall or Spring Semesters

5-8 s.h. of ACRs

PEAC _* 1 s.h. of dance skills courses (folk dance, line dancing, etc.; selected courses in movement, for example, yoga, may be substituted with advisor's approval)

PEAC 100* Fit for Life (1 s.h.)

One of the following:

DANC 30 Ballet Theory and Technique I (3 s.h.)

DANC 40 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)

DANC 50 Jazz Dance Theory and Technique I (3 s.h.)

First Year - Spring Semester

BIOL 11 Anatomy and Physiology II (3 s.h.)

BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)

DANC 10 Laban Movement Analysis (3 s.h.)

DANC 140 Dance Performance Practicum (2 s.h.)

ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

DANC 20 Choreography I (3 s.h.)

MUSC 8 Music Appreciation (3 s.h.)

Second Year - Fall or Spring Semesters

12 s.h. of ACRs

5-8 s.h. of electives

PEAC _* 1 s.h. of dance skills courses

The remaining two *of the following:*

DANC 30 Ballet Theory and Technique I (3 s.h.)

DANC 40 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)

DANC 50 Jazz Dance Theory and Technique I (3 s.h.)

Second Year - Spring Semester

DANC 21¹ Choreography II (3 s.h.)

C. Third Year - Fall Semester

MOSK 130^{1*} Approaches to Dance Education (1 s.h.)

Third Year - Fall or Spring Semesters

ACRs or electives to total 33-36 s.h. for the year

DANC 120¹ Introduction to Dance and Somatic Movement Therapy (3 s.h.)

One of the following:

ARTS 122 Interarts Workshop (3 s.h.)

DRAM 1 Introduction to the Theatre (3 s.h.)

DRAM 10 Acting (3 s.h.)

DRAM 50 Creative Dramatics and Improvisation (3 s.h.)

Third Year - Spring Semester

DANC 100¹ Teaching Dance (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

DANC _ Supervised Field Experience (minimum of 3 s.h.)
Any uncompleted program requirements, ACRs or electives to total 130 s.h.

A total of 4 s.h. from the following:

RSCH 141 Independent Study (1-4 s.h.)

DANC 150 Advanced Dance Studio (1-4 s.h.)

¹ *if chosen as a selective*

DISABLED SPORTS AND MOVEMENT STUDIES

(132 semester hours)

Requirements are subject to change.

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

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

For more information about this major, contact Dr. Beth Evans of the Physical Education Teaching and Administration Department at (413) 748-3152 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (24 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MOVEMENT STUDIES CORE REQUIREMENTS (4748 s.h.)

- AEXS 160 Exercise Testing and Prescription (3 s.h.)
or
PHED 125 Sports First Aid and Injury Prevention (3 s.h.)
AEXS 170 Exercise Testing and Prescription for Special Populations (3 s.h.)
MOST 5 Lifespan Motor Development (3 s.h.)
MOST 24* Motor Learning and Skill Acquisition (3 s.h.)
MOST 103 Physiology of Exercise (3 s.h.)
MOST 119 Kinesiology/Biomechanics (3 s.h.)
MOST 128 Psychology of Sport (3 s.h.)
MOST 150 Practicum in Movement Studies (1 s.h.; a B or better in this course is a prerequisite for MOST 250)
MOST 210 Assessment in Movement and Sport (3 s.h.)
MOST 228 Sociology of Sport (3 s.h.)
MOST 250 Fieldwork in Disabled Sports and Movement Studies (4 s.h.)
PHED 2 Instructional Strategies in Physical Education (3 s.h.)
PHED 27 Physical Education Design and Implementation: 5-12 (3 s.h.)
PHED 124 Athletic Administration (2 s.h.)
or
RCTR 200 Sports and Recreation Facility Management (3 s.h.)

- PHED 108* Adapted Physical Education Programming (3 s.h.)
PHED 112 Principles and Problems of Coaching (2 s.h.)
PHED 262 Physical Education for the Mentally Retarded and Those with Related Disorders (2 s.h.)

III. RELATED CORE REQUIREMENTS (49-50 s.h.)

- BIOL 10* Anatomy and Physiology I (3 s.h.)
BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11 Anatomy and Physiology II (3 s.h.)
BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
HLTH 1* Personal Health (3 s.h.)
HLTH 151 Introduction to Nutrition (3 s.h.)
HSAD 116 YMCA Management (3 s.h.)
MATH 21* College Algebra (3 s.h.)
MGTE 101 Marketing Principles (3 s.h.)
or
RCTR 148 Management of Leisure Services (3 s.h.)
MGTE 110 Accounting for Non-Profit Agencies (3 s.h.)
PHYS 15 Physics for Movement Science (4 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
RHDS 31* Psychology of Disability (3 s.h.)
RHDS 278* Introduction to Manual Communication/Issues of Deaf Culture (3 s.h.)
or
SPAN _* Spanish selective (3 s.h.)
RCTR 150 Public Relations (3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)
1-2 s.h. of electives

Select one of the following courses:

- COMM 111 Sports Information (3 s.h.)
COMM 112 Sports Writing (3 s.h.)
COMM 119 Electronic Journalism (3 s.h.)

I. REQUIRED SKILLS COURSES (11 s.h.)

- MOSK 1 Outdoor Pursuits (1 s.h.)
MOSK 2 Sports Concepts and Application (1 s.h.)
MOSK 40 Movement Concepts and Fundamental Motor Patterns (1 s.h.)
PEAC 108* Sports for the Disabled I (.5 s.h.)
PEAC 109* Sports for the Disabled II (.5 s.h.)
PEPC 100* Fit for Life (1 s.h.)
PEPC 206* Water Safety Instructor (1 s.h.)
PEAC 208* Adapted Aquatics Instructor (1 s.h.)
PEPC 244 Basketball (.5 s.h.)
PEPC 258 Volleyball (.5 s.h.)
PEPC 263 Track and Field I (.5 s.h.)
PEPC 264 Track and Field II (.5 s.h.)
PEPC 265 Archery/Badminton (.5 s.h.)
.5 s.h. of PEAC, PEPC, or PEAI electives

In addition, select two of the following:

- PEAC 120 Relaxation (.5 s.h.)
PEAC 121 Tai Ti Chuan (.5 s.h.)
PEAC 130 Ballroom Dance
PEPC 254 New and Field Games (.5 s.h.)
PEPC 282 Tennis (.5 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

All students in the disabled sports and movement studies major must qualify for advanced standing at the end of the sophomore year or upon completion of 55 semester hours (25 semester

DISABLED AND SPORTS AND MOVEMENT STUDIES Continued

hours for transfer students). The Appraisal and Retention Committee assesses each student's readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility. In order to qualify for advanced standing the student **must:**

1. Have passed PEPC 100, Fit for Life.
2. Meet or exceed a 2.250 academic cumulative index.
3. Meet or exceed a 2.500 professional cumulative index, consisting of any courses taken with the following prefixes: AEXS, HLTH, MOSK, MOST, PHED, PEAC, PEPC, and RCTR. (cumulative indexes will be from the last semester completed).
4. Meet or exceed a 2.750 **skill cumulative index**.
5. Have no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.
6. Have a grade of C or better in PHED 2, 27, and 108.
7. Meet the technical standards for the department (available from the PETA department office).

Students will be notified in writing of the Appraisal and Retention Committee's decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student's advisor and, if applicable, coordinators of pre-practicum and practicum. The letter of advanced standing is an academic achievement; students are encouraged to keep it in a personal portfolio.

Advanced standing status must be achieved and maintained in order to:

1. Continue in the major.
2. Be eligible for 200-level courses.
3. Register for practicum and fieldwork.

Failure to Achieve or Maintain Advanced Standing

If a student is denied advanced standing at the end of the sophomore year, continuance in the MOST program will be in jeopardy. The student will be allowed to remain in the program for one more semester on departmental probation. If the indexes are too low, a contract will be developed, that the student must fulfill during the next semester. The contract will include the grades necessary for raising the student's cumulative indexes. (It is suggested that the classes in which low grades were received be retaken.) The student signs the contract and a copy is placed in the advisement folder. If the contract is met, the student will be granted advanced standing status at the beginning of the following semester.

At the completion of 80 semester hours, any DSMS major who has not achieved advanced standing will be removed from the DSMS program. Students will have to choose a new major and spend their remaining semesters meeting the requirements of the new major. (Students in other majors may not register for a MOST practicum or fieldwork experience). While in the new major, determined students who eventually meet advanced standing criteria may submit a written petition to the department chairperson for readmittance into the program. (Grades

received for MOST 210, 228, 299 and any 200-level HLTH or AEXS course will not be used to determine cumulative indexes for advanced standing.) If readmitted, additional semesters will be required to complete the degree.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample--courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.50 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Visual and Performing Arts, History Philosophy, and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- BIOL 10* Anatomy and Physiology I (3 s.h.)
BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

- HLTH 1* Personal Health (3 s.h.)
MOSK 40 Movement Concepts and
Fundamental Motor Patterns (1 s.h.)
MOST 5 Lifespan Motor Development (3 s.h.)
PEAC 108* Sports for the Disabled I (.5 s.h.)
PEAC 109* Sports for the Disabled II (.5 s.h.)
PEPC 100* Fit for Life (1 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
PHED 2 Instructional Strategies in Physical Education
(3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)

First Year - Spring Semester

- BIOL 11 Anatomy and Physiology II (3 s.h.)
BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
ENGL 114* College Writing II (3 s.h.)
MOSK 1 Outdoor Pursuits (1 s.h.)
PEPC 263 Track and Field I (.5 s.h.)

B. Second Year - Fall Semester

- MATH 21*** College Algebra (3 s.h.)
PEPC 264 Track and Field II (.5 s.h.)

Second Year - Fall or Spring Semesters

- MGTE 101 Marketing Principles (3 s.h.)
or
RCTR 148 Management of Leisure Services (3 s.h.)
MGTE 110 Accounting for Non-Profit Agencies (3 s.h.)
MOSK 2 Sports Concepts and Application (1 s.h.)
MOST 24* Motor Learning and Skill Acquisition (3 s.h.)
PEPC 206* Water Safety Instructor (1 s.h.)
PEPC 244 Basketball (.5 s.h.)
PHED 27 Physical Education Design and
Implementation: 5-12 (3 s.h.)

**DISABLED AND SPORTS
AND MOVEMENT STUDIES
Continued**

RHDS 31* Psychology of Disability (3 s.h.)
9 s.h. of ACRs

Second Year - Spring Semester

PHYS 15 Physics for Movement Science (4 s.h.)

C. Third Year - Fall or Spring Semesters

AEXS 160 Exercise Testing and Prescription (3 s.h.)
or
PHED 125 Sports First Aid and Injury Prevention (3 s.h.)
HLTH 151 Introduction to Nutrition (3 s.h.)
MOST 103 Physiology of Exercise (3 s.h.)
MOST 119 Kinesiology/Biomechanics (3 s.h.)
MOST 128 Psychology of Sport (3 s.h.)
MOST 150 Practicum in Movement Studies
(1 s.h.; a B or better in this course is a prerequisite
for MOST 250)
PEPC 258 Volleyball (.5 s.h.)
PEPC 265 Archery/Badminton (.5 s.h.)
PHED 108* Adapted Physical Education Programming (3 s.h.)
PHED 112 Principles and Problems of Coaching (2 s.h.)
9 s.h. of ACRs

One of the following courses:

COMM 111 Sports Information (3 s.h.)
COMM 112 Sports Writing (3 s.h.)
COMM 119 Electronic Journalism (spring: 3 s.h.)

D. Fourth Year - Fall or Spring Semesters

AEXS 170 Exercise Testing and Prescription
for Special Populations (3 s.h.)
HSAD 116 YMCA Management (3 s.h.)
MOST 210 *Assessment in Movement* and Sport (3 s.h.)
MOST 228 Sociology of Sport (3 s.h.)
MOST 250 Fieldwork in Disabled Sports and
Movement Studies (4 s.h.)
PHED 124 Athletic Administration (2 s.h.)
or
RCTR 200 Sports and Recreation Facility
Management (fall; 3 s.h.)
RHDS 278* Introduction to Manual Communication/
Issues of Deaf Culture (3 s.h.)
or
SPAN _* Spanish selective (3 s.h.)
RCTR 150 Public Relations (3 s.h.)
1 s.h. of PEAC 120,121, or 130,
or PEPC 254 or 282
.5 s.h. of PEAC, PEPC, or PEAI
electives
Any uncompleted program
requirements, ACRs and 1-2 s.h.
of electives to total 132 s.h.

Fourth Year - Spring Semester

PEAC 208* Adapted Aquatics Instructor (1 s.h.)
PHED 262 Physical Education for the Mentally Retarded and
Those with Related Disorders (2 s.h.)

EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION

The goal of the Education Department is to prepare students for teacher certification in one of the following areas: early childhood education, elementary education, teacher of students with special needs*, and secondary certification in biology, English, history, mathematics, or social studies. Students may also obtain certification as a teacher of visual arts, health studies, or physical education. (See appropriate pages in this catalog.) Students complete courses required for certification in addition to a standard or interdisciplinary academic major. All of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements.

Students in the early childhood and elementary education programs must choose one of four interdisciplinary majors:

- psychosocial dynamics of learning (PSDL);
- arts and literature (ARLT);
- science, technology, and mathematics (SCTM); or
- social studies (SOST).

For more information about the early childhood and elementary education certification program or the interdisciplinary majors, contact the Education Department at (413) 748-3295 or the Admissions Office at (800) 343-1257.

** This is a new program and will be submitted to the Massachusetts Department of Education for approval; all other programs are NASDTEC and state approved.*

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (28-37 s.h., in addition to courses taken for the major; number varies according to major and selectives chosen)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. PROFESSIONAL DEVELOPMENT CORE REQUIREMENTS (32 s.h.)

EDUC 60* Growth and Development (3 s.h.)

EDUC 128* Methods of Teaching Reading and Language Arts (3 s.h.)

EDUC 137* Social Justice and Diversity Education (3 s.h.)

EDUC 168 Pre-Practicum I (3 s.h.)

EDUC 169 Pre-Practicum II (3 s.h.)

EDUC 251 Supervised Student Teaching (for elementary certification; 14 s.h.)

or

EDUC 258 Early Childhood Practicum at the Pre-K Level (7 s.h.)

and

EDUC 259 Early Childhood Practicum K-3 (7 s.h.)

EDUC 253 Practicum Seminar (3 s.h.)

(130 semester hours)

Requirements are subject to change.

ADDITIONAL REQUIREMENTS FOR EARLY CHILDHOOD (grade levels Pre-K-3) CERTIFICATION (11 s.h.)

EDUC 44 Introduction to Teaching and Learning Through Ecology (3 s.h.)

EDUC 99 Children's Literature (3 s.h.)

EDUC 126 Curriculum Experiences for Young Children (3 s.h.)

EDUC 135 Workshop in the Development of Mathematical Concepts in Young Children (2 s.h.)

ADDITIONAL REQUIREMENTS FOR ELEMENTARY (grade levels 1-6) CERTIFICATION (11 s.h.)

EDUC 44 Introduction to Teaching and Learning Through Ecology (3 s.h.)

EDUC 99 Children's Literature (3 s.h.)

EDUC 177 CMO-Mathematics (2 s.h.)

EDUC 178 CMO-Science, Social Studies, Language Arts (3 s.h.)

III. INTERDISCIPLINARY MAJORS

In addition to the professional development core requirements, there are four interdisciplinary majors: arts and literature; psychosocial dynamics of learning; science, technology, and mathematics; and social studies. Each student selects one major and meets the requirements specified in that major. The majors are designed to provide a broad-based, interdisciplinary specialization related to pre-secondary curricula. While the majors vary slightly in the number of required credits, all are in compliance with the specifications of the Massachusetts Bureau of Teacher Certification. Concurrent enrollment in the early childhood or elementary education program is required.

A. ARTS AND LITERATURE (ARLT) INTERDISCIPLINARY MAJOR (51-52 s.h.)

Required Education Core (16 s.h.)

HIST 5 Colonial America to the Civil War (3 s.h.)

or

HIST 6* The Civil War to Modern America (3 s.h.)

MATH 16 Mathematics for Early Childhood and Elementary Education (3 s.h.)

MATH 21* College Algebra (3 s.h.)

PHSC 1* Physical Science and the Environment (4 s.h.)

or

BIOL 1* Basic Concepts of Modern Biology (3 s.h.) and

BIOL 2* Basic Concepts Laboratory (1 s.h.)

PSYC 4 Educational psychology (3 s.h.)

Interdisciplinary Requirements (26-27 s.h.)

ARTS 5 Sensitivity and the Creative Process (2 s.h.)

or

ARTS 109 Art and Ideas (3 s.h.)

ARTS 16* Studio in Design (3 s.h.)

ARTS 155 CMO Methods in Art Education/Pre-K-9 (3 s.h.)

DRAM 50 Creative Dramatics and Improvisation (3 s.h.)

ENGL 120 Traditional Grammar and Usage (3 s.h.)

ENGL 195 Structure of American English (3 s.h.)

or

ENGL 197 History of the English Language (3 s.h.)

MUSC 1 Basic Musicianship (3 s.h.)

MUSC 140 Eclectic Music with Children (3 s.h.)

**EARLY CHILDHOOD AND
ELEMENTARY EDUCATION
CERTIFICATION
Continued**

Select one of the following literature survey courses:

ENGL 9*	Great Books (3 s.h.)
ENGL 41*	Survey of American Literature I (3 s.h.)
ENGL 42*	Survey of American Literature II (3 s.h.)
ENGL 51*	Survey of African American Literature I (3 s.h.)
ENGL 52*	Survey of African American Literature II (3 s.h.)
ENGL 61*	Survey of British Literature I (3 s.h.)
ENGL 62*	Survey of British Literature II (3 s.h.)

Interdisciplinary Selectives (9 s.h.)

Select a minimum of 9 s.h. from the courses

below from at least two different disciplines:

ARTS 15	Studio in Drawing (3 s.h.)
ARTS __	Studio selective in painting, pottery, or sculpture
DANC 100	Teaching Dance (3 s.h.; note prerequisites)
DANC __	Dance elective
DRAM 1	Introduction to the Theater (3 s.h.)
DRAM 10	Acting (3 s.h.)
DRAM 20	Directing Workshop (3 s.h.)
DRAM 30	Stage Production (3 s.h.)
ENGL 26	Creative Writing (3 s.h.)
ENGL 106	Advanced Creative Writing (3 s.h.; ENGL 26 is prerequisite)
ENGL __	Literature elective (including any course listed above not taken for the survey requirement)
MUSC __	Applied or performing music elective (1 s.h.; may be repeated)
MUSC 141	Eclectic Music for Special Populations (3 s.h.)
MUSC 20	Basic Piano (1 s.h.)

**B. PSYCHOSOCIAL DYNAMICS OF LEARNING (PSDL)
INTERDISCIPLINARY MAJOR (52 s.h.)**

Required Education Core (16 s.h.)

ENGL 120	Traditional Grammar and Usage (3 s.h.)
HIST 5	Colonial America to the Civil War (3 s.h.)
or	
HIST 6	The Civil War to Modern America (3 s.h.)
MATH 16	Mathematics for Early Childhood and Elementary Education (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
PHSC 1*	Physical Science and the Environment (4 s.h.)
or	
BIOL 1*	Basic Concepts of Modern Biology (3 s.h.) and
BIOL 2*	Basic Concepts Laboratory (1 s.h.)

Interdisciplinary Requirements (27 s.h.)

ANTH 1	Introduction to Anthropology (3 s.h.)
ATPY 40	Introduction to Art Therapy (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 4	Educational Psychology (3 s.h.)
PSYC 30	Personality Adjustment (3 s.h.)
PSYC 121	Abnormal Psychology (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
SOCI 60	Families and Society (3 s.h.)
SOCI 130	Social Problems (3 s.h.)

Interdisciplinary Selectives (9 s.h.)

Select a minimum of 9 s.h. from the courses

below from at least two different disciplines:

ANTH 50	Cultural Anthropology (3 s.h.)
ATPY 100	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ATPY 200	Art Therapy for Special Populations (3 s.h.)

PSYC 9	Human Development (3 s.h.)
PSYC 106	Social Psychology (3 s.h.)
PSYC 206	Psychology of Diversity (3 s.h.)
PSYC 207	History of Modern Psychology (3 s.h.)
PSYC 208	Cognitive Psychology (3 s.h.)
PSYC 213	Psychological Testing (3 s.h.)
RHDS 31	Psychology of Disability (3 s.h.)
RHDS 283	Learning Disabilities (3 s.h.)
SOCI 50	Social Organization (3 s.h.)
SOCI 120	Social Change (3 s.h.)
SOCI 131	Racial and Ethnic Relations (3 s.h.)
SOCI 135	Juvenile Delinquency (3 s.h.)
SOCI 141	Sociology of Economic Stratification (3 s.h.)
SOCI 145	Sociology of Death and Dying (3 s.h.)
SOCI 160	Media and Society (3 s.h.)
SOCI 165	Women and Society (3 s.h.)

**C. SCIENCE, TECHNOLOGY, AND MATHEMATICS (SCTM)
INTERDISCIPLINARY MAJOR (45 s.h.)**

Required Education Core (9 s.h.)

ENGL 120	Traditional Grammar and Usage (3 s.h.)
HIST 5	Colonial America to the Civil War (3 s.h.)
or	
HIST 6*	The Civil War to Modern America (3 s.h.)
PSYC 4	Educational Psychology (3 s.h.)

Interdisciplinary Requirements (21 s.h.)

BIOL 1*	Basic Concepts of Modern Biology (3 s.h.)
BIOL 2*	Basic Concepts Laboratory (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
EDUC 236	The Microcomputer in the Elementary Classroom (3 s.h.)
MATH 16	Mathematics for Early Childhood and Elementary Education (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
PHSC 1	Physical Science and the Environment (4 s.h.)

Interdisciplinary Selectives (15 s.h.)

*Select a minimum of 15 s.h. from the courses below from at least
two different disciplines:*

ARTS 30*	Studio in Computer Graphics (3 s.h.)
BIOL 60	Animal Biology (3 s.h.)
BIOL 64	Flora of New England (3 s.h.)
BIOL 70	Plant Biology (3 s.h.) and
BIOL 71	Plant Biology Laboratory (1 s.h.)
BIOL 77	Field Ornithology (3 s.h.)
BIOL 150	General Ecology (3 s.h.) and
BIOL 151	General Ecology Laboratory (1 s.h.)
BIOL 178	Aquatic Biology (3 s.h.) and
BIOL 179	Aquatic Biology Laboratory (1 s.h.)
CHEM 30	Organic Survey (2 s.h.)
CHEM 31	Organic Survey Laboratory (1 s.h.)
CISC 40	Microcomputer Applications (3 s.h.; CISC 10* is prerequisite)
CISC 65	Programming in BASIC (3 s.h.; CISC 10* is prerequisite)
CISC 70	Introduction to Computer Science with C++ and Java (3 s.h.; CISC 10* is prerequisite)
CISC 150	Computer Logic Design (3 s.h.; CISC 70 is prerequisite)
MATH 22	Precalculus Mathematics (3 s.h.)
MATH 24	Probability and Statistics (3 s.h.)

**EARLY CHILDHOOD AND
ELEMENTARY EDUCATION
CERTIFICATION
Continued**

- MATH 40 Contemporary Mathematics (3 s.h.)
MATH 45 Geometry (3 s.h.)

D. SOCIAL STUDIES (SOST) INTERDISCIPLINARY MAJOR
(52 s.h.)

Required Education Core (16 s.h.)

- ENGL 120 Traditional Grammar and Usage (3 s.h.)
MATH 16 Mathematics for Early Childhood
and Elementary Education (3 s.h.)
MATH 21* College Algebra (3 s.h.)
PHSC 1* Physical Science and the Environment (4 s.h.)
or
BIOL 1* Basic Concepts of Modern Biology (3 s.h.)
and
BIOL 2* Basic Concepts Laboratory (1 s.h.)
PSYC 4 Educational Psychology (3 s.h.)

Interdisciplinary Requirements (27 s.h.)

- HIST 5 Colonial America to the Civil War (3 s.h.)
HIST 6* The Civil War to Modern America (3 s.h.)
HIST _ U.S. history selective 100-level or above (3 s.h.)
HIST _ Non-U.S. history selective 100-level or above
(3 s.h.)
HIST _ History elective 200-level or above (3 s.h.)
POSC 10 Introduction to American Government (3 s.h.)
POSC 70 Introduction to International Relations (3 s.h.)
SOC 1 Introduction to Sociology (3 s.h.)
SOC 130 Social Problems (3 s.h.)

Interdisciplinary Selectives (9 s.h.)

Select a total of 9 s.h. from the courses below, with one course from each discipline:

- ANTH 1 Introduction to Anthropology (3 s.h.)
ANTH 50 Cultural Anthropology (3 s.h.)
ECON 1 Introduction to Macroeconomics (3 s.h.)
ECON 2 Introduction to Microeconomics (3 s.h.)
GEOG 100 Concepts of Geography (3 s.h.)
GEOG 101 Cultural Geography (3 s.h.)

IV. ELECTIVES (12-19 s.h., to complete 130 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

Students are required to meet qualifications for advanced standing prior to beginning fieldwork experiences. Students must maintain advanced standing status throughout their junior and senior years. To qualify for advanced standing status, students must meet the following minimum standards:

1. Students must have completed all departmentally-required preliminary courses within and outside the Education Department.
2. Students may not have a D or F in any departmentally-required course (MATH 16, MATH 21, HIST 5, HIST 6, BIOL 1, or PHSC 1, depending on program requirements).
3. Students must have achieved and maintained a cumulative index of 2.500 in education courses and the departmentally-required courses listed above.
4. Students must have achieved an overall cumulative average of 2.500.
5. Students must meet the minimum competency standard in mathematics by achieving a B or better in MATH 21 or by passing the Math Praxis Exam.
6. Students must meet the minimum competency standard in

English by passing the Communication and Literacy Skills portion of the Massachusetts Educator Certification Test.

7. Students must have the signature of their department advisor, a faculty member from the area of their interdisciplinary major, and the Education Department chairperson.

The completed application for advanced standing must be submitted to the Education Department chairperson prior to registration for junior year coursework. Applications will be reviewed by department faculty; students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, he or she may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. More information and a sample application are available from the Education Department.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete *this* program in four years.

Courses marked:

¹ are required for early childhood education certification.

² are required for elementary education certification.

*fulfill or partially fulfill an ACR.

A. ARLT MAJOR PLAN BY YEAR

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Health, Physical Education, Second Language/Culture, History, Philosophy and Religion. Depending on the selectives chosen, the student may also need to fulfill Social Science. 15-19 s.h. of electives will be required to complete 130 s.h.

ARLT First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)
MATH 16 Mathematics for Early Childhood
and Elementary Education (3 s.h.)

ARLT First Year - Fall or Spring Semesters

- EDUC 44 Introduction to Teaching and Learning Through
Ecology (3 s.h.)
MATH 21* College Algebra (3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PSYC 4 Educational Psychology (3 s.h.)
PHSC 1* Physical Science and the Environment
(4 s.h.; fall or spring)
or
BIOL 1* Basic Concepts of Modern Biology
(3 s.h.; spring) and
BIOL 2* Basic Concepts Laboratory (1 s.h.; spring)
9-13 s.h. of ACRs and/or electives

**EARLY CHILDHOOD AND
ELEMENTARY EDUCATION
CERTIFICATION
Continued**

ARLT First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)

ARLT Second Year - Fall Semester

ARTS 16* Studio in Design (3 s.h.)

ARTS 155 CMO Methods in Art Education/Pre-K-9 (3 s.h.)

ENGL 120 Traditional Grammar and Usage (3 s.h.)

ARLT Second Year - Fall or Spring Semesters

ARTS 5 Sensitivity and the Creative Process (2 s.h.; spring)
or

ARTS 109 Art and Ideas (3 s.h.; fall)

EDUC 60* Growth and Development (3 s.h.)

EDUC 137* Social Justice and Diversity Education (3 s.h.)

HIST 5 Colonial America to the Civil War (3 s.h.; fall)

or

HIST 6* The Civil War to Modern America (3 s.h.; spring)

MUSC 1 Basic Musicianship (3 s.h.)

7-11 s.h. of ACRs and/or electives

ARLT Second Year - Spring Semester

EDUC 135¹ Workshop in the Development of Mathematical
Concepts in Young Children (2 s.h.)

or

EDUC 177² CMO-Mathematics (2 s.h.)

ARLT Third Year - Fall Semester

EDUC 128* Methods of Teaching Reading and Language
Arts (3 s.h.)

EDUC 168 Pre-Practicum I (3 s.h.)

EDUC 169 Pre-Practicum II (3 s.h.)

EDUC 126¹ Curriculum Experiences for Young Children
(3 s.h.)

or

EDUC 178² CMO-Science, Social Studies, Language Arts
(3 s.h.)

ENGL 195 Structure of American English (3 s.h.)

or

ENGL 197 History of the English Language (3 s.h.)

MUSC 140 Eclectic Music with Children (3 s.h.; scheduled
by arrangement)

ARLT Third Year - Spring Semester

DRAM 50 Creative Dramatics and Improvisation (3 s.h.)

EDUC 99 Children's Literature (3 s.h.)

8-12 s.h. of ACRs and/or electives

ARLT Fourth Year - Fall Semester

EDUC 253 Practicum Seminar (3 s.h.)

EDUC 251² Supervised Student Teaching(14 s.h.)

or

EDUC 258¹ Early Childhood Practicum at the
Pre-K Level (7 s.h.) *and*

EDUC 259¹ Early Childhood Practicum K-3 (7 s.h.)

ARLT Fourth Year - Spring Semester

Any uncompleted program requirements, ACRs,
or electives to total 130 s.h.

B. PSDL PLAN BY YEAR

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 12 s.h. of electives will be required to complete 130 s.h.

PSDL First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)

MATH 16 Mathematics for Early Childhood
and Elementary Education (3 s.h.)

PSDL First Year - Fall or Spring Semesters

EDUC 44 Introduction to Teaching and Learning
Through Ecology (3 s.h.)

MATH 21* College Algebra (3 s.h.)

PEAC 100* Fitness for Life (1 s.h.)

PSYC 1 Introduction to Psychology (3 s.h.)

PSYC 4 Educational Psychology (3 s.h.)

PHSC 1* Physical Science and the Environment
(4 s.h.; fall or spring)

or

BIOL 1* Basic Concepts of Modern Biology
(3 s.h.; spring) *and*

BIOL 2* Basic Concepts Laboratory (1 s.h.; spring)
6-10 s.h. of ACRs and/or electives

PSDL First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)

PSDL Second Year - Fall Semester

ENGL 120 Traditional Grammar and Usage (3 s.h.)

SOCI 1* Introduction to Sociology (3 s.h.)

PSDL Second Year - Fall or Spring Semesters

ATPY 40 Introduction to Art Therapy(3 s.h.)

EDUC 60* Growth and Development (3 s.h.)

EDUC 137* Social Justice and Diversity Education (3 s.h.)

HIST 5 Colonial America to the Civil War (3 s.h.; fall)

or

HIST 6 The Civil War to Modern America (3 s.h.; spring)

PSYC 30 Personality Adjustment (3 s.h.)

7-10 s.h. of ACRs and/or electives

PSDL Second Year - Spring Semester

ANTH 1 Introduction to Anthropology (3 s.h.)

EDUC 135¹ Workshop in the Development of
Mathematical Concepts in Young Children (2 s.h.)

or

EDUC 177² CMO-Mathematics (2 s.h.)

PSDL Third Year - Fall Semester

EDUC 126¹ Curriculum Experiences for Young Children
(3 s.h.)

or

EDUC 178² CMO-Science, Social Studies, Language Arts
(3 s.h.)

EDUC 128* Methods of Teaching Reading and
Language Arts (3 s.h.)

EDUC 168 Pre-Practicum I (3 s.h.)

EDUC 169 Pre-Practicum II (3 s.h.)

4-6 s.h. of ACRs and/or electives

**EARLY CHILDHOOD AND
ELEMENTARY EDUCATION
CERTIFICATION
Continued**

PSDL Third Year - Spring Semester

EDUC 99 Children's Literature (3 s.h.)
PSYC 121 Abnormal Psychology (3 s.h.)
SOC1 60 Families and Society (3 s.h.)
7-9 s.h. of ACRs

PSDL Fourth Year - Fall Semester

EDUC 253 Practicum Seminar (3 s.h.)
EDUC 251² Supervised Student Teaching (14 s.h.)
or
EDUC 258¹ Early Childhood Practicum at the
Pre-K Level (7 s.h.) and
EDUC 259¹ Early Childhood Practicum K-3 (7 s.h.)

PSDL Fourth Year - Spring Semester

SOCI 130 Social Problems (3 s.h.)
Any uncompleted program requirements, ACRs
or electives to total 130 s.h.

C. SCTM MAJOR PLAN BY YEAR

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Second Language/Culture, History, Philosophy, and Religion. Depending on the selectives chosen, the student may also need to fulfill Social Science and Visual and Performing Arts. 16-22 s.h. of electives will be required to complete 130 s.h.

SCTM First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
MATH 16 Mathematics for Early Childhood
and Elementary Education (3 s.h.)
PHSC 1* Physical Science and the Environment (4 s.h.)

SCTM First Year - Fall or Spring Semesters

EDUC 44 Introduction to Teaching and Learning Through
Ecology (3 s.h.)
MATH 21* College Algebra (3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PSYC 4 Educational Psychology (3 s.h.)
5-9 s.h. of ACRs and/or electives

SCTM First Year - Spring Semester

BIOL 1 Basic Concepts of Modern Biology (3 s.h.)
BIOL 2 Basic Concepts Laboratory (1 s.h.)
ENGL 114* College Writing II (3 s.h.)

SCTM Second Year - Fall Semester

ENGL 120 Traditional Grammar and Usage (3 s.h.)

SCTM Second Year - Fall or Spring Semesters

CHEM 15 Chemistry Survey (3 s.h.)
CHEM 16 Chemistry Survey Laboratory (1 s.h.)
EDUC 60* Growth and Development (3 s.h.)
EDUC 137* Social Justice and Diversity Education (3 s.h.)
HIST 5 Colonial America to the Civil War (3 s.h.; fall)
or
HIST 6 The Civil War to Modern America (3 s.h.; spring)
6 s.h. of SCTM selectives
9-12 s.h. of ACRs and/or electives

SCTM Second Year - Spring Semester

EDUC 135¹ Workshop in the Development of
Mathematical Concepts in Young Children (2 s.h.)
or
EDUC 177² CMO-Mathematics (2 s.h.)

SCTM Third Year - Fall Semester

EDUC 126¹ Curriculum Experiences for Young Children
(3 s.h.)
or
EDUC 178² CMO-Science, Social Studies, Language Arts
3 s.h.)
EDUC 128* Methods of Teaching Reading and
Language Arts (3 s.h.)
EDUC 168 Pre-Practicum I (3 s.h.)
EDUC 169 Pre-Practicum II (3 s.h.)

SCTM Third Year - Spring Semester

EDUC 99 Children's Literature (3 s.h.)
6 s.h. of SCTM selectives
12-15 of ACRs and/or electives

SCTM Fourth Year - Fall Semester

EDUC 253 Practicum Seminar (3 s.h.)
EDUC 251² Supervised Student Teaching (14 s.h.)
or
EDUC 258¹ Early Childhood Practicum at the
Pre-K Level (7 s.h.) and
EDUC 259¹ Early Childhood Practicum K-3 (7 s.h.)

SCTM Fourth Year - Spring Semester

EDUC 236 The Microcomputer in the
Elementary Classroom (3 s.h.)
SCTM selective (3 s.h.)
Any uncompleted program requirements, ACRs or
electives to total 130 s.h.

D. SOST MAJOR PLAN BY YEAR

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 12 s.h. of electives will be required to complete 130 s.h.

SOST First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
MATH 16 Mathematics for Early Childhood
and Elementary Education (3 s.h.)

SOST First Year - Fall or Spring Semesters

EDUC 44 Introduction to Teaching and Learning
Through Ecology (3 s.h.)
MATH 21* College Algebra (3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PSYC 4 Educational Psychology (3 s.h.)
PHSC 1* Physical Science and the Environment
(4 s.h.; fall or spring)
or
BIOL 1* Basic Concepts of Modern Biology (3 s.h.; spring)
and
BIOL 2* Basic Concepts Laboratory (1 s.h.; spring)
SOCI 1 Introduction to Sociology (3 s.h.)
6-10 s.h. of ACRs and/or electives

**EARLY CHILDHOOD AND
ELEMENTARY EDUCATION
CERTIFICATION
Continued**

SOST First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)

SOST Second Year - Fall Semester

ENGL 120 Traditional Grammar and Usage (3 s.h.)
HIST 5 Colonial America to the Civil War (3 s.h.)

SOST Second Year - Fall or Spring Semesters

ANTH 1 Introduction to Anthropology (3 s.h.; spring)

or

ANTH 50 Cultural Anthropology (3 s.h.; fall)
EDUC 60* Growth and Development (3 s.h.)
EDUC 137* Social Justice and Diversity Education (3 s.h.)
GEOG 100 Concepts of Geography (3 s.h.)

or

GEOG 101 Cultural Geography (3 s.h.)
POSC 10 Introduction to American Government (3 s.h.)
6-10 of ACRs and/or electives

SOST Second Year - Spring Semester

EDUC 135¹ Workshop in the Development of Mathematical
Concepts in Young Children (2 s.h.)

or

EDUC 177² CMO-Mathematics (2 s.h.)
HIST 6* The Civil War to Modern America (3 s.h.; spring)

SOST Third Year - Fall Semester

EDUC 126¹ Curriculum Experiences for Young Children
(3 s.h.)

or

EDUC 178² CMO-Science, Social Studies, Language Arts
(3 s.h.)

EDUC 128* Methods of Teaching Reading and
Language Arts (3 s.h.)

EDUC 168 Pre-Practicum I (3 s.h.)

EDUC 169 Pre-Practicum II (3 s.h.)

SOST Third Year - Fall or Spring Semesters

ECON 1 Introduction to Macroeconomics (3 s.h.; fall)

or

ECON 2 Introduction to Microeconomics (3 s.h.; spring)

HIST _ History selectives (6 s.h.)
3-7 s.h. of ACRs and/or electives

SOST Third Year - Spring Semester

EDUC 99 Children's Literature (3 s.h.)

POSC 70 International Relations (3 s.h.)

SOST Fourth Year - Fall Semester

EDUC 253 Practicum Seminar (3 s.h.)

EDUC 2512 Supervised Student Teaching (14 s.h.)

or

EDUC 2581 Early Childhood Practicum at the
Pre-K Level (7 s.h.) and

EDUC 2591 Early Childhood Practicum K-3 (7 s.h.)

SOST Fourth Year - Spring Semester

HIST _ History selective (3 s.h.)

SOCI 130 Social Problems (3 s.h.)

Any uncompleted program requirements, ACRs,
or electives to total 130 s.h.

EMERGENCY MEDICAL SERVICES MANAGEMENT

(132-133.5 semester hours)

Requirements are subject to change.

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

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

For more information about this major, contact Professor Judith Moore, chairperson of the Emergency Medical Services Management Department, at (413) 788-2429 or the Admissions Office at (800) 343-1257.

Curricular Requirements

ALL-COLLEGE REQUIREMENTS (28 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL CORE REQUIREMENTS (47-48.5 s.h.)

- EMSM 10 CPR-Basic Cardiac Life Support Provider (.5 s.h.) and
EMSM 20 Emergency Medical Technician- MAST (4 s.h.)
or
EMSM 50 EMT-Intermediate (4 s.h.)
EMSM 11 Basic Cardiac Life Support Instructor (2 s.h.; second SPAN elective may be substituted)
EMSM 30 Career Planning EMS (3 s.h.)
EMSM 35 EMS System Status Management (2 s.h.)
EMSM 36 Plan and Design of Emergency Vehicles and Facilities (2 s.h.)
EMSM 40 EMS Continuing Education and Basic Refresher (2 s.h.)
EMSM 75 Search and Rescue Management (3 s.h.)
EMSM 100 EMT-Paramedic I (4 s.h.)
EMSM 101 Pre-Hospital Trauma Life Support (1 s.h.)
EMSM 110 EMT-Paramedic II (4 s.h.)
EMSM 111 Advanced Cardiac Life Support (1 s.h.)
EMSM 120 EMT-Paramedic III (4 s.h.)
EMSM 121 Pediatric Advanced Life Support (1 s.h.)
EMSM 125* Management Internship (3 s.h.)
EMSM 130 EMT-Paramedic Clinical Affiliation (4 s.h.)
EMSM 140 EMT-Paramedic Field Internship (4 s.h.)
EMSM 145* EMSM Senior Project (3 s.h.)

The following courses are not required, but strongly *recommended* (5 additional s.h.):

- EMSM 60 Intermediate Clinical Affiliation (1.5 s.h.)
EMSM 70 Intermediate Field Internship (1.5 s.h.)
EMSM 74 Fundamentals of Search and Rescue (2 s.h.)

III. RELATED CORE REQUIREMENTS (57 s.h.)

- AEXS 175 Stress Management (3 s.h.)
BIOL 10* Anatomy and Physiology I (3 s.h.)
BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11 Anatomy and Physiology II (3 s.h.)
BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15 Chemistry Survey (3 s.h.)
CHEM 16 Chemistry Survey Laboratory (1 s.h.)
ECON 1* Principles of Macroeconomics (3 s.h.)
or
ECON 2* Principles of Microeconomics (3 s.h.)
ECON 160 Economics of Healthcare and Healthcare Reform (3 s.h.)
MATH 23* Business Mathematics (MATH 21 or equivalent is prerequisite; 3 s.h.)
MGTE 120 Statistics for Business and Economics (3 s.h.)
MGTE 10 Principles of Accounting I (3 s.h.)
PHIL 3* Conflict of Ideals: Values in a Changing Society (3 s.h.)
PSYC 121 Abnormal Psychology (3 s.h.)
RHDS 278* Introduction to Manual Communication/Issues in Deaf Culture (3 s.h.)
RCTR 245 Personnel Management (3 s.h.)
SOC 1 Introduction to Sociology (3 s.h.)
SOC 131* Racial and Ethnic Relations (3 s.h.)
SOC 145 Sociology of Death and Dying (3 s.h.)
SOC 155 Medical Sociology (3 s.h.)
SPAN _* Spanish elective (3 s.h.)

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Visual and Performing Arts, History, and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- BIOL 10* Anatomy and Physiology I (3 s.h.)
BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113* College Writing I (3 s.h.)
EMSM 10 CPR-Basic Cardiac Life Support Provider (.5 s.h.)
and
EMSM 20 Emergency Medical Technician- MAST (4 s.h.)
or
EMSM 50 EMT-Intermediate (4 s.h.)

**EMERGENCY MEDICAL
SERVICES MANAGEMENT
Continued**

First Year - Fall or Spring Semesters

- PHIL 3* Conflict of Ideals: Values in a Changing Society (3 s.h.)
 SOCI 1 Introduction to Sociology (3 s.h.)
 SPAN _* Spanish elective (3 s.h.)
 4-6 s.h. of ACRs

First Year - Spring Semester

- BIOL 11 Anatomy and Physiology II (3 s.h.)
 BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
 ENGL 114* College Writing II (3 s.h.)

- EMSM 30 Career Planning EMS (3 s.h.)

B. Second Year - Fall Semester

- AEXS 175 Stress Management (3 s.h.)
 CHEM 15 Chemistry Survey (3 s.h.)
 CHEM 16 Chemistry Survey Laboratory (1 s.h.)
 MATH 23* Business Mathematics (MATH 21 or equivalent is prerequisite; 3 s.h.)
 SOCI 145 Sociology of Death and Dying (3 s.h.)

Second Year - Fall or Spring Semesters

- ECON 1* Principles of Macroeconomics (fall; 3 s.h.)
 or
 ECON 2* Principles of Microeconomics (spring; 3 s.h.)
 5-7 s.h. of ACRs (8-10 if EMSM 60 and 70 are not taken)

Second Year - Spring Semester

- EMSM 60 Intermediate Clinical Affiliation (recommended; 1.5 s.h.)
 EMSM 70 Intermediate Field Internship (recommended; 1.5 s.h.)
 EMSM 100 EMT-Paramedic I (4 s.h.)
 EMSM 101 Pre-Hospital Trauma Life Support (1 s.h.)
 EMSM 11 Basic Cardiac Life Support Instructor (2 s.h.; second SPAN elective may be substituted)
 MGTE 120 Statistics for Business and Economics (3 s.h.)

Second Year - Summer Session

- EMSM 110 EMT-Paramedic II (4 s.h.)
 EMSM 111 Advanced Cardiac Life Support (1 s.h.)

C. Third Year - Fall Semester

- EMSM 40 EMS Continuing Education and Basic Refresher (2 s.h.)
 EMSM 120 EMT-Paramedic III (4 s.h.)
 EMSM 121 Pediatric Advanced Life Support (1 s.h.)
 MGTE 10 Principles of Accounting I (3 s.h.)
 SOCI 131* Racial and Ethnic Relations (3 s.h.)
 SOCI 155 Medical Sociology (3 s.h.)
 Up to 2 s.h. of ACRs

Third Year - Spring Semester

- EMSM 35 EMS System Status Management (2 s.h.)
 EMSM 36 Plan and Design of Emergency Vehicles and Facilities (2 s.h.)
 EMSM 74 Fundamentals of Search and Rescue (recommended; 2 s.h.)
 EMSM 75 Search and Rescue Management (3 s.h.)
 EMSM 130 EMT-Paramedic Clinical Affiliation (4 s.h.)
 EMSM 140 EMT-Paramedic Field Internship (4 s.h.)
 Up to 3 s.h. of ACRs

D. Fourth Year - Fall Semester

- EMSM 125* Management Internship (3 s.h.)

Fourth Year - Fall or Spring Semesters

- PSYC 121 Abnormal Psychology (3 s.h.)
 RHDS 278* Introduction to Manual Communication/Issues in Deaf Culture (3 s.h.)
 RCTR 245 Personnel Management (3 s.h.)
 Any uncompleted ACRs

Fourth Year - Spring Semester

- ECON 160 Economics of Healthcare and Healthcare Reform (3 s.h.)
 EMSM 145* EMSM Senior Project (3 s.h.)

ENGLISH

(130 semester hours)

Requirements are subject to change.

The English major is designed to increase students' abilities in oral and written expression, to develop their proficiency in reading and analyzing literature, and to stimulate their appreciation, awareness, and understanding of the fundamental human problems and situations revealed in great literature. It also seeks to further develop their skills and techniques in the communicative arts. In order to accomplish these goals, the following concentrations are offered: American literature, British literature, and secondary education certification. A major without a concentration is also available. English majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications.

For more information about the English major, contact Dr. Margaret Lloyd, chairperson of the Humanities Department, at (413) 748-3217 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (Depending on selectives chosen, 38-44 s.h., in addition to courses taken for the major) To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL REQUIREMENTS (24 s.h.)

- ENGL 41* Survey of American Literature I (3 s.h.)
ENGL 42 Survey of American Literature II (3 s.h.)
ENGL 61* Survey of British Literature I (3 s.h.)
ENGL 62* Survey of British Literature II (3 s.h.)
ENGL 101 Advanced Composition (3 s.h.)
or
ENGL 105 Introduction to Writing as a Profession (3 s.h.)
ENGL 195 The Structure of American English (3 s.h.)
or
ENGL 197 The History of the English Language (3 s.h.)
ENGL 200 Seminar (3 s.h.)
ENGL 267 Shakespeare (3 s.h.)

II. ADDITIONAL REQUIREMENTS AND CONCENTRATIONS (12-52 s.h.)

Students must complete one of the options below:

- A. GENERAL ENGLISH MAJOR-no concentration** (12 s.h.)
9 s.h. of ENGL or COMM courses at the 100- or 200- level
3 s.h. ENGL or COMM elective, any level

B. CONCENTRATION IN BRITISH LITERATURE (15 s.h.)

Select 15 s.h. from the following courses:

- ENGL 121 Chaucer and the Middle Ages (3 s.h.)
ENGL 132 The Victorian Period (3 s.h.)
ENGL 133 English Romantic Literature (3 s.h.)
ENGL 156 Readings in the English Novel I (3 s.h.)
ENGL 157 Readings in the English Novel II (3 s.h.)
ENGL 162 Celtic Literature (3 s.h.)
ENGL 228 Modern Drama (3 s.h.)
ENGL or COMM elective (3 s.h.); maximum of one elective allowed as part of the 15 s.h.)

C. CONCENTRATION IN AMERICAN LITERATURE (15 s.h.)

Select 15 s.h. from the following courses:

- ENGL 51* Survey of African American Literature I (3 s.h.)
ENGL 52* Survey of African American Literature II (3 s.h.)
ENGL 80* Women and Literature (3 s.h.)
ENGL 125 Survey of American Drama from 1916 (3 s.h.)
ENGL 146 American Short Story (3 s.h.)
ENGL 149 Modern American Poetry (3 s.h.)
ENGL 150 Modern American Novel (3 s.h.)
ENGL 152 American Realism and Naturalism (3 s.h.)
ENGL 153 American Romanticism (3 s.h.)
ENGL 228 Modern Drama (3 s.h.)
ENGL 259 The Contemporary Novel (3 s.h.)
ENGL or COMM elective (3 s.h.); maximum of one elective allowed as part of the 15 s.h.)

D. CONCENTRATION IN SECONDARY EDUCATION (52 s.h.)

Students who are interested in pursuing certification as a teacher of English (grades 5-9 and/or 9-12) should complete the additional requirements listed below. Advisement is provided by a member of the English faculty and a member of the Education Department.

Secondary Education Core (37 s.h.)

- EDUC 30 Introduction to High School Teaching (2 s.h.)
EDUC 60 Growth and Development (3 s.h.)
or
PSYC 4 Educational Psychology (3 s.h.)
EDUC 118 Tutorial Pre-Practicum (3 s.h.)
EDUC 137* Social Justice and Diversity Education (3 s.h.)
EDUC 174 Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 185 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 271 Learning, Teaching, and Technology (3 s.h.)
EDUC 251 Supervised Student Teaching (14 s.h.)
or
EDUC 256 Secondary Student Teaching: High School Level (7 s.h.)
and
EDUC 257 Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 255 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

Additional English Requirements (15 s.h.)

- ENGL 9 Great Books (3 s.h.)
ENGL 120 Traditional Grammar and Usage (3 s.h.)
ENGL _ Any English elective not used for another requirement (3 s.h.)

Select one of the following courses:

- ENGL 51 Survey of African American Literature I (3 s.h.)
ENGL 52 Survey of African American Literature II (3 s.h.)
ENGL 80 Women and Literature (3 s.h.)
ENGL 82 Native American Literature (3 s.h.)
ENGL 162 Celtic Literature (3 s.h.)

Select one of the following courses:

- ENGL 26* Creative Writing (3 s.h.)
ENGL 101 Advanced Composition (if not used as a departmental requirement; 3 s.h.)
ENGL 102 Business and Technical Writing (3 s.h.)
ENGL 103 Business and Professional Speaking (3 s.h.)

ENGLISH Continued

- ENGL 105 Introduction to Writing as a Profession (if not used as a departmental requirement; 3 s.h.)
- ENGL 106 Advanced Creative Writing
(ENGL 26 is prerequisite; 3 s.h.)

Advanced Standing Requirements

Students seeking teacher certification are required to apply for and achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 118 for more information. The following coursework for the major must be completed or in progress to apply for advanced standing: ENGL 41, 42, 61, 62, 113, 114, and 120.

IV. ELECTIVES (13-56 s.h., to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, History, Social Science, Philosophy, and Religion. Depending on the concentration or selectives chosen, the student may need to fulfill Visual and Performing Arts and Social Justice. 13-56 s.h. of electives will be required to complete 130 s.h.

Courses marked:

¹ are required for the secondary education certification program.

* fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

- ENGL 41* Survey of American Literature I (3 s.h.)
- ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

- EDUC 60¹ Growth and Development (3 s.h.)
- or
- PSYC 4¹ Educational Psychology (3 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
Up to 23 s.h. of ACRs

First Year - Spring Semester

- EDUC 30¹ Introduction to High School Teaching (2 s.h.)
- ENGL 42 Survey of American Literature II (3 s.h.)
- ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

- ENGL 61* Survey of British Literature I (3 s.h.)
- ENGL 120¹ Traditional Grammar and Usage (3 s.h.)

Second Year - Fall or Spring Semesters

- EDUC 137^{1*} Social Justice and Diversity Education (3 s.h.)
- ENGL 101 Advanced Composition (3 s.h.)
- or
- ENGL 105 Introduction to Writing as a Profession (3 s.h.)
3-6 s.h. of concentration requirements (if applicable)
ACRs or electives to total at least
33 s.h. for both semesters

Second Year - Spring Semester

- ENGL 91 Great Books (3 s.h.)
- ENGL 62* Survey of British Literature II (3 s.h.)

C. Third Year - Fall Semester

- EDUC 118¹ Tutorial Pre-Practicum (3 s.h.)
- EDUC 185¹ Curriculum, Methods, and Organization for
Secondary Teachers (3 s.h.)
- ENGL 195 Structure of American English (3 s.h.)
- or
- ENGL 197 The History of the English Language (3 s.h.)

Third Year - Fall or Spring Semesters

3-6 s.h. of concentration requirements
(if applicable)
9 s.h. of COMM or ENGL courses (if no
concentration has been chosen)
ACRs or electives to total at least 33 s.h. for both
semesters

Third Year - Spring Semester

- EDUC 174¹ Pre-practicum-Teaching and Special Issues in
Secondary Education (3 s.h.)
- ENGL 200 Seminar (3 s.h.; should be delayed to the fourth
year if not seeking secondary education certifica-
tion)
- ENGL 267 Shakespeare (3 s.h.; should be delayed to the
fourth year if not seeking secondary education
certification)
- EDUC 271¹ Learning, Teaching, and Technology (3 s.h.)

D. Fourth Year - Fall Semester

- EDUC 255¹ Culminating Seminar: Special Issues in Secondary
Education (3 s.h.)
- EDUC 251¹ Supervised Student Teaching (14 s.h.)
- or
- EDUC 256¹ Secondary Student Teaching:
High School Level (7 s.h.)
- and
- EDUC 257¹ Secondary Student Teaching:
Middle School Level (7 s.h.)

Fourth Year - Fall or Spring Semesters

Any uncompleted program requirements,
concentration requirements (if applicable) or
electives to total 130 s.h.

Fourth Year - Spring Semester

- ENGL 200 Seminar (if not previously completed; 3 s.h.)
- ENGL 267 Shakespeare (if not previously completed; 3 s.h.)

ENVIRONMENTAL SCIENCE

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

For more information about the environmental science major, contact Dr. Charles Redington of the Chemistry/Biology Department at (413) 748-3337 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (3740 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CHEMISTRY/BIOLOGY REQUIREMENTS (27 s.h.)

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
BIOL 150*	General Ecology (3 s.h.)
BIOL 151	General Ecology Laboratory (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
CHEM 30	Organic Survey (2 s.h.)
CHEM 3 1	Organic Survey Laboratory (1 s.h.)
CHEM 41	Analytical Chemistry (2 s.h.)
CHEM 42	Analytical Chemistry Laboratory (2 s.h.)

III. RELATED REQUIREMENTS (20 s.h.)

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
ENGL 102*	Business and Technical Writing (3 s.h.)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)

Select two of the following math courses:

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

(130 semester hours)

Requirements are subject to change

IV. PROGRAM SELECTIVES (35 s.h.)

Select 35 s.h. from the following courses:

ENSC 90	Hazardous Waste Site Operations- Health and Safety (3 s.h.)
ENSC 110	Advanced Environmental Studies I (3 s.h.)
ENSC 111	Advanced Environmental Studies II (3 s.h.)
ENSC 120	Environmental Laws and Regulations (3 s.h.)
ENSC 221	Seminar in Environmental Studies (3 s.h.)
HIST 165	Environmental History of America (3 s.h.)
BIOL 60	Animal Biology (3 s.h.)
BIOL 64	Flora of New England (3 s.h.) and
BIOL 66	Flora of New England Laboratory (1 s.h.)
BIOL 65	Introductory Horticulture (3 s.h.) and
BIOL 67	Introductory Horticulture Laboratory (1 s.h.)
BIOL 70	Plant Biology (3 s.h.) and
BIOL 71	Plant Biology Laboratory (1 s.h.)
BIOL 77	Field Ornithology (3 s.h.)
BIOL 115	General Microbiology (3 s.h.) and
BIOL 117	General Microbiology Laboratory (1 s.h.)
BIOL 116*	Applied Microbiology and Immunology (3 s.h.) and
BIOL 118	Applied Microbiology and Immunology Laboratory (1 s.h.)
BIOL 125	Seminar in Biology (2 s.h.)
BIOL 170	Instrumentation and Methodology (2 s.h.) and
BIOL 171	Instrumentation and Methodology Laboratory (1 s.h.)
BIOL 178	Aquatic Biology (3 s.h.) and
BIOL 179	Aquatic Biology Laboratory (1 s.h.)
BIOL 190	Field Ecology (2 s.h.)

V. ELECTIVES (8-11 s.h., to complete 130 s.h.)

VI. PROGRAM STANDARDS

Environmental science majors must earn a grade of C- or better in all courses required for the major, including selectives.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, and Religion. In addition, either Social Justice or the second Writing-Across-the-Curriculum course must be fulfilled (BIOL 150 fulfills either, but not both). 7-10 s.h. of electives will be required to complete 130 s.h.

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

ENVIRONMENTAL SCIENCE Continued

First Year - Options for Fall or Spring Semesters

CISC 10* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)

PEAC 100* Fitness for Life (1 s.h.)
14 s.h. of ACRs

Two math courses from the following sequence (first during fall and second during spring):

MATH 21* College Algebra (3 s.h.)

MATH 22* Pre-Calculus Mathematics (3 s.h.)

MATH 24* Probability and Statistics (3 s.h.)

MATH 27* Calculus I (3 s.h.)

MATH 28* Calculus II (3 s.h.)

First Year - Spring Semester

BIOL 5 Bioscience II (3 s.h.)

BIOL 7 Bioscience Laboratory II (1 s.h.)

CHEM 2 General Chemistry II (3 s.h.)

CHEM 4 General Chemistry Laboratory II (1 s.h.)

ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

BIOL 150* General Ecology (3 s.h.)

BIOL 151 General Ecology Laboratory (1 s.h.)

CHEM 30 Organic Survey (2 s.h.)

CHEM 31 Organic Survey Laboratory (1 s.h.)

Second Year - Fall or Spring Semesters

ENGL 102* Business and Technical Writing (3 s.h.)
3-8 s.h. of program selectives
Up to 19 s.h. of ACRs

Second Year - Spring Semester

CHEM 41 Analytical Chemistry (2 s.h.)

CHEM 42 Analytical Chemistry Laboratory (2 s.h.)

C. Third Year - Fall Semester

PHYS 21 General Physics I (4 s.h.)

Third Year - Fall or Spring Semesters

15-18 s.h. of program selectives

Up to 14 s.h. of ACRs

Up to 10 s.h. of electives

Third Year - Spring Semester

PHYS 22 General Physics II (4 s.h.)

D. Fourth Year - Fall or Spring Semesters

Any uncompleted program selectives or requirements

Any uncompleted ACRs or electives to total 130 s.h.

GENERAL STUDIES

(130 semester hours)
Requirements are subject to change.

The Springfield College education is based on a philosophy called humanics. While that philosophy encompasses far more than can be summed up in any framework of academic courses, a five-fold division has been established to express that philosophy in a course of study. The general studies major uses that five-fold division to allow the student to complete a self-designed major. The major requires completion of the All-College Requirements, a humanics studies core (which broadens the depth of those requirements), and a minor or a self-designed concentration. The student's transcript lists the major as general studies and will include notation of an official minor if one is completed.

For more information about the general studies major, contact Dr. Robert Price of the Humanities Department at (413) 748-3606 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (53 s.h.)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23.

II. HUMANICS STUDIES CORE (approximately 45 s.h.)

In addition to the ACRs, students are required to take three courses in each of the five areas of humanics studies as described in the ACRs. Those five areas and the departments which fall within them are:

A. Humanics and the Scientific Endeavor

Biology
Chemistry
Computer and Information Sciences
Environmental Science
Mathematics
Physical Science
Physics

B. Humanics, Health, and Movement

Applied Exercise Science
Art Therapy
Athletic Training
Emergency Medical Services Management
Health Studies
Movement and Sport Studies
Movement Sciences
Occupational Therapy
Physical Education (excluding PEAC, PEPC, or PEAI courses)
Physical Therapy
Physician Assistant
Recreation and Tourism
Rehabilitation and Disability Studies
Sport Management

C. Humanics and Expressive and Communicative Life

Art
Communications/Sports Journalism
Dance
Drama
English
French
German
Music
Spanish

D. Humanics, Culture, and Society

Anthropology
Economics
Education
Geography
History
Human Services and Administration
Management (Business)
Political Science
Sociology

E. Humanics and the Search for Meaning

Philosophy
Psychology
Religion

III. CONCENTRATION OR MINOR (minimum of 18 s.h.)

In addition to the ACRs requirements and the humanics studies core, students are required to complete an official minor or design a concentration comprised of 18 s.h. in one undergraduate department or program. Concentrations must be approved in advance by the coordinator of the general studies major.

IV. ELECTIVES (to complete 130 s.h.)

V. ADDITIONAL REQUIREMENTS

30 s.h. in the student's program must be comprised of upper-level coursework. To ascertain whether a course qualifies as upper-level, the student must consult with the coordinator of the general studies major. Pursuant to College requirements, the student must have a 2.000 GPA to graduate.

GERONTOLOGY

(130 semester hours)

Requirements are subject to change.

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

The gerontology major is interdisciplinary and involves students in a wide variety of course selections. The major also reflects both the scientific and applied aspects of the field. The purpose of this program is threefold: to prepare students who wish to pursue graduate work and research in social gerontology, to meet the academic needs of those students who wish to enter the fields of applied gerontology, and to meet the requirements of students who wish to continue graduate work leading to the master of social work degree with a concentration in gerontology.

Students, after consultation with their assigned academic advisor, may combine courses in the gerontology major with courses outlined in the health services administration major to prepare for careers in long-term (geriatric) healthcare administration. Minors and double majors in related fields are encouraged.

For more information about the gerontology major, contact Dr. Nancy J. Ogle of the Social Sciences and Human Services Department at (413) 748-3316 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (36 s.h.)

PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 9	Human Development (3 s.h.)
RHDS 270	Rehabilitation Needs of the Aging (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
SOCI 10	Introduction to Social Welfare (3 s.h.)
SOCI 60*	Families in Society (3 s.h.)
SOCI 140*	Social Gerontology (3 s.h.)
SOCI 142*	Case Management (3 s.h.)
SOCI 145	Sociology of Death and Dying (3 s.h.)
SOCI 155	Medical Sociology (3 s.h.)
SOCI 191	Internship (minimum 6 s.h.)

III. SELECTIVE REQUIREMENTS (18 s.h.)

Select 18 s.h. from the following courses:

ATPY 40	Introduction to Art Therapy (3 s.h.)
HLTH 110	Consumer Health (3 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
HLTH 265	Health-Related Aspects of Aging (3 s.h.)

HSAD 36	Human Behavior in Small Groups (3 s.h.)
HSAD 39	Groupwork (HSAD 1 and HSAD 36 are prerequisites; 3 s.h.)
HSAD 223	Introduction to Human Services (3 s.h.)
MSCI 245	Exercise and Aging (instructor's permission or BIOL 10 and 11 is prerequisite; 3 s.h.)
PSYC 30	Personality and Personal Adjustment (3 s.h.)
PSYC 111	Introduction to Statistics (3 s.h.)
RCTR 273	Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
RHDS 25	Introduction to Rehabilitation (3 s.h.)
RHDS 270	Rehabilitation Needs of the Aging (3 s.h.)
RHDS 271	Therapeutic Approaches with the Aging (3 s.h.)
RCTR 72	Introduction to Therapeutic Recreation
SOCI 70	The Community in America (3 s.h.)
SOCI 130	Social Problems (3 s.h.)
SOCI 290	Research Methods (3 s.h.)

IV. ELECTIVES (35 s.h., to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 35 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ENGL 113*	College Writing I (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100	Fit for Life (1 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.) 20-23 s.h. of ACRs or electives

First Year - Spring Semester

ENGL 114*	College Writing II (3 s.h.)
-----------	-----------------------------

B. Second Year - Fall Semester

SOCI 10	Introduction to Social Welfare (3 s.h.)
SOCI 145	Sociology of Death and Dying (3 s.h.)

Second Year - Fall or Spring Semesters

PSYC 9	Human Development (3 s.h.) 3 s.h. of program selective 15-18 s.h. of ACRs or electives
--------	--

GERONTOLOGY Continued

Second Year - Spring Semester

SOCI 60* Families in Society (3 s.h.)

SOCI 140* Social Gerontology (3 s.h.)

C. Third Year - Fall Semester

SOCI 155 Medical Sociology (3 s.h.)

Third Year - Fall or Spring Semesters

6 s.h. of program selectives

21-24 s.h. of ACRs or electives

Third Year - Spring Semester

SOCI 142* Case Management (3 s.h.)

D. Fourth Year - Fall Semester

SOCI 191 Internship (minimum 6 s.h.)

Fourth Year - Fall or Spring Semesters

RHDS 270 Rehabilitation Needs of the Aging (3 s.h.)

9 s.h. of program selectives

Any uncompleted program requirements, ACRs or electives to total 130 s.h.

HEALTH SERVICES ADMINISTRATION

(130 semester hours)
Requirements are subject to change.

Health services administration is concerned with the management and operation of those facilities that comprise the health-care industry. The goal of the program is to graduate qualified managers who are seeking careers in healthcare and to prepare students for more specialized study at the graduate level. Graduates are also prepared to enter and perform effectively in the business world.

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

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

For more information about the health services administration major, contact the chairperson of the Management and Economics Department at (413) 748-3200 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (35 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MAJOR REQUIREMENTS (78-79 s.h.)

Management and Economics Requirements (51-52 s.h.)

ECON 1*	Principles of Macroeconomics (3 s.h.)
ECON 2	Principles of Microeconomics (3 s.h.)
ECON 107*	Managerial Economics I (3 s.h.)
ECON 108*	Managerial Economics II (3 s.h.)
ECON 160	Economics of Healthcare and Healthcare Reform (3 s.h.)
MGTE 5	Introduction to Business (3 s.h.)
MGTE 10	Principles of Accounting I (3 s.h.)
MGTE 11	Principles of Accounting II (3 s.h.)
MGTE 26	Management Principles (3 s.h.)
MGTE 100	Managerial Accounting (3 s.h.)
MGTE 105	Financial Management (3 s.h.)
MGTE 120	Statistics for Business and Economics (3 s.h.)
MGTE 141	Field Experience (3-4 s.h.)
MGTE 201	Quantitative Methods (3 s.h.)
MGTE 202	Business Policy and Control (3 s.h.)
MGTE 205	Managerial Supervision (3 s.h.)
MGTE 278	Business Law (3 s.h.)

Health, Sociology, and Related Requirements (27 s.h.)

CISC 10*	Introduction to Computer Concepts (3 s.h.)
HLTH 1*	Personal Health (3 s.h.)
HLTH 110	Consumer Health (3 s.h.)
HLTH 143	Community Health Education (3 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 225	Human Disease (3 s.h.)
SOCI 1	Introduction to Sociology (3 s.h.)
SOCI 140*	Social Gerontology (3 s.h.)
SOCI 155	Medical Sociology (3 s.h.)

III. RECOMMENDED COURSES

The following courses are recommended:

MATH 21*	College Algebra (3 s.h.)
or	
MATH 23*	Business Mathematics (MATH 21 or equivalent is prerequisite; 3 s.h.)
PHIL 3*	Conflict of Ideal-Values in a Changing Society (3 s.h.)
or	
PHIL 125*	Business Ethics (3 s.h.)
SPAN _*	Spanish language elective (3 s.h.)

IV. ELECTIVES (16-17 s.h., to complete 130 s.h.)

If the student's program permits, the remaining 16-17 s.h. should be selected, in consultation with the academic advisor, from the following list of courses:

AEXS 200	Management of Health Fitness Programs (3 s.h.)
ECON 117	Money and Banking (3 s.h.)
ECON 135	Business and Government (3 s.h.)
ENGL 102	Business Writing (3 s.h.)
HLTH 230	Public Health Administration (3 s.h.)
HLTH 265	Health-Related Aspects of Aging (3 s.h.)
HSAD 1	Introduction to Human Services (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)
MGTE 102	Marketing Management (3 s.h.)
MGTE 110	Accounting for Non-Profit Agencies (3 s.h.)
MGTE 245	Personnel Management (3 s.h.)
POSC 30	Public Administration (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
RHDS 25	Introduction to Rehabilitation (3 s.h.)
RHDS 31	Psychology of Disability (3 s.h.)
SOCI 10	Introduction to Social Welfare (3 s.h.)
SOCI 131	Racial and Ethnic Relations (3 s.h.)
SOCI 145	Sociology of Death and Dying (3 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 16-17 s.h. of recommended electives will be required to complete 130 s.h.

HEALTH SERVICES ADMINISTRATION
Continued

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
MGTE 5* Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters

CISC 10* Introduction to Computer Concepts (3 s.h.)
HLTH 1* Personal Health (3 s.h.)
SOC 1 Introduction to Sociology (3 s.h.)
15-18 s.h. of ACRs

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

ECON 1* Principles of Macroeconomics (3 s.h.)
MGTE 10 Principles of Accounting I (3 s.h.)

Second Year - Fall or Spring Semesters

MGTE 26 Management Principles (3 s.h.)
6 s.h. of recommended electives
12-15 s.h. of ACRs

Second Year - Spring Semester

ECON 2 Principles of Microeconomics (3 s.h.)
MGTE 11 Principles of Accounting II (3 s.h.)

C. Third Year - Fall Semester

ECON 107* Managerial Economics I (3 s.h.)
HLTH 110 Consumer Health (3 s.h.)
MGTE 100 Managerial Accounting (3 s.h.)
SOC 155 Medical Sociology (3 s.h.)

Third Year - Fall or Spring Semesters

HLTH 151 Introduction to Nutrition (3 s.h.)
MGTE 120 Statistics for Business and Economics (3 s.h.)

Third Year - Spring Semester

ECON 108* Managerial Economics II (3 s.h.)
ECON 160 Economics of Healthcare and Healthcare Reform (3 s.h.)
HLTH 143 Community Health Education (3 s.h.)
MGTE 105 Financial Management (3 s.h.)
SOC 140* Social Gerontology (3 s.h.)

D. Fourth Year - Fall Semester

HLTH 225 Human Disease (3 s.h.)
MGTE 201 Quantitative Methods (3 s.h.)

Fourth Year - Fall or Spring Semesters

MGTE 205 Managerial Supervision (3 s.h.)
MGTE 278 Business Law (3 s.h.)
MGTE 141 Field Experience (4 s.h.)
Any uncompleted program requirements, recommended electives, or ACRs to total 130 s.h.

Fourth Year - Spring Semester

MGTE 202 Business Policy and Control (3 s.h.)

HEALTH STUDIES MAJOR/ TEACHER PREPARATION PROGRAM

The mission of Springfield College's Health Studies Department is to advance the quality of life in our society by providing students with the knowledge, understanding, and skills needed to plan, implement, and evaluate health programs in schools, community organizations, healthcare organizations, and worksites. The Department promotes the growth and development of students in health classes by fostering decision making, critical thinking, and communication skills that lead to personal and social responsibilities.

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

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

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

The College offers an excellent curriculum for students interested in health studies. Two majors are included in the department: community health and health studies. Students interested in seeking certification as a teacher of health studies select the health studies major and complete the teacher preparation program, while those seeking employment outside the school environment select the community health program.

For more information about these majors, contact the Health Studies Department at (413) 748-3468 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (33 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRS) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

(130 semester hours)

Requirements are subject to change.

II. DEPARTMENTAL REQUIREMENTS (54 s.h.)

HLTH 1*	Personal Health (3 s.h.)
HLTH 6	First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 102*	Methods and Materials in Health Education I (3 s.h.)
HLTH 110	Consumer Health Education (3 s.h.)
HLTH 140	Pre-Practicum in School Health Education-Pre-K-9 (2 s.h.)
HLTH 143	Community Health (3 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 155	Human Sexuality (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
HLTH 202	Methods and Materials in Health Education II (3 s.h.)
HLTH 205	Curriculum Construction and Instruction (3 s.h.)
HLTH 217*	Organization and Administration of School Health Programs and Curriculum Construction (3 s.h.)
HLTH 225	Human Disease (3 s.h.)
HLTH 242	Special Topics for the Classroom Professional -- Grades Pre-K-12 (3 s.h.)
HLTH 252	Practicum in School Health Education -- Grades Pre-K-9 (7 s.h.)
HLTH 253	Practicum in School Health Education -- Grades 5-12 (7 s.h.)

III. RELATED REQUIREMENTS (35 s.h.)

BIOL 1*	Basic Concepts of Modern Biology (3 s.h.)
BIOL 2*	Basic Concepts of Modern Biology Laboratory (1 s.h.)
BIOL 10	Anatomy and Physiology I (3 s.h.)
BIOL 12	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 15	Chemistry Survey (3 s.h.)
CHEM 16	Chemistry Survey Laboratory (1 s.h.)
EDUC 60	Growth and Development (3 s.h.)
EDUC 137*	Social Justice and Diversity Education (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
SOCI 60	Families in Society (3 s.h.)

IV. ELECTIVES (8 s.h., to complete 130 s.h.)

V. ADVANCED STANDING REQUIREMENTS

Students are required to meet qualifications for advanced standing prior to attaining 75 s.h. and before registering for HLTH 140, Pre-Practicum in School Health Education. During the sophomore year students must file a formal written application with the chairperson of the Health Studies Department. Applications are available in the department office. Students must continue to meet advanced standing qualifications throughout their junior and senior years. Minimum standards for advanced standing are:

1. A 2.500 GPA in all courses required for the program.
2. A grade of C or better in all HLTH courses.
3. A 2.250 overall GPA.
4. A passing score on the Communication and Literacy Skills portion of the Massachusetts Educator Certification Test.

**HEALTH STUDIES MAJOR/
TEACHER PREPARATION PROGRAM
Continued**

5. Three favorable recommendations from faculty members (two of whom must be health studies faculty).

Applications for advanced standing are approved or disapproved by the health studies faculty. Failure to achieve advanced standing status by the time 75 s.h. have been completed results in departmental probation status. If advanced standing status has not been achieved by the time 90 s.h. have been completed, the student is required to leave the major.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample--courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Mathematics, Computer Science, Physical Education skills courses, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 8 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- CHEM 15 Chemistry Survey (3 s.h.)
CHEM 16 Chemistry Survey Laboratory (1 s.h.)
ENGL 113* College Writing I (3 s.h.)
HLTH 1* Personal Health (3 s.h.)

First Year - Fall or Spring Semesters

- HLTH 6 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
PEAC 100* Fit for Life (1 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)
7-10 s.h. of ACRs

First Year - Spring Semester

- BIOL 1* Basic Concepts of Modern Biology (3 s.h.)
BIOL 2* Basic Concepts Laboratory (1 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

- BIOL 10 Anatomy and Physiology I (3 s.h.)
BIOL 12 Anatomy and Physiology Laboratory I (1 s.h.)

Second Year - Fall or Spring Semesters

- EDUC 60 Growth and Development (3 s.h.)
HLTH 151 Introduction to Nutrition (3 s.h.)
HLTH 155 Human Sexuality (3 s.h.)
HLTH 160 Drugs and Society (3 s.h.)
SOC 60 Families in Society (3 s.h.) requirements
10-13 s.h. of ACRs

Second Year - Spring Semester

- BIOL 11 **Anatomy** and Physiology II (3 s.h.)
BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)

C. Third Year - Fall Semester

- HLTH 110 Consumer Health (3 s.h.)
HLTH 102* Methods and Materials in Health Education I (3 s.h.)

Third Year - Fall or Spring Semesters

- EDUC 137* Social Justice and Diversity Education (3 s.h.)
PSYC 222 Interviewing and Counseling (3 s.h.)
15-18 s.h. of ACRs or electives

Third Year - Spring Semester

- HLTH 143 Community Health Education (3 s.h.)
HLTH 202 Methods and Materials in Health Education II (3 s.h.)

D. Fourth Year - Fall Semester

- HLTH 140 Pre-Practicum in School Health Education-Pre-K-9 (2 s.h.)
HLTH 205 Curriculum Construction and Instruction (3 s.h.)
HLTH 217* Organization and Administration of School Health Programs and Curriculum Construction (3 s.h.)
HLTH 225 Human Disease (3 s.h.)
HLTH 242 Special Topics for the Classroom Professional-Grades Pre-K-12 (3 s.h.)
Any uncompleted program requirements, ACRs, or electives to total 130 s.h.

Fourth Year - Spring Semester

- HLTH 252 Practicum in School Health Education-Grades Pre-K-9 (7 s.h.)
HLTH 253 Practicum in School Health Education-Grades 5-12 (7 s.h.)

HISTORY

(130 semester hours)

Requirements are subject to change.

The study of history at Springfield College is designed to provide students with a basic body of historical and related knowledge which will enable them to better understand the world they inhabit, the problems of their society, and their own lives. The College believes that this core of historical understanding enables students to function as educated and informed citizens in a democratic society. A knowledge of history and its methodology helps students understand the origins and background of contemporary problems, allowing them to deal more effectively with those problems. Furthermore, a knowledge of the ethnic and cultural diversity that has created the present will help students to communicate and cooperate in a multicultural society.

Another major goal of the history program is to assist students in developing analytical, problem-solving, research, and writing skills. The major emphasizes content and information, but is also designed to foster the skills and attitudes that will increase the ability of graduates to find employment, regardless of their occupational goals. Careers in government service, law, business, and teaching readily follow the training of those who major in this discipline.

Students complete core requirements in history and related social sciences, and they have the option to pursue a concentration, deepening their focus in a particular area or corollary of history. Secondary education certification as a teacher of history and social studies is also available.

For more information about the history major, contact Dr. Dietrich Schlobohm of the Social Sciences and Human Services Department at (413) 748-3646 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41 s.h., in addition to courses taken for the major; number may be reduced based on selectives chosen or if a concentration is completed)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MAJOR REQUIREMENTS (57 s.h.)

History Core (36 s.h.)

HIST 1*	Survey of the History of Western Civilization (3 s.h.)
HIST 2	The Making of the Modern World (3 s.h.)
HIST 5*	Colonial America to the Civil War (3 s.h.)
HIST 6*	The Civil War to Modern America (3 s.h.)
HIST 190*	History Seminar (3 s.h.)
HIST _	6 s.h. of non-American history electives
HIST _	6 s.h. of American history electives
HIST _	9 s.h. of any history electives (excluding HIST 141)

Social Science Core (9 s.h.)

POSC 10	Introduction to American Government (3 s.h.)
POSC 70	Introduction to International Relations (3 s.h.)
SOCI 1	Introduction to Sociology (3 s.h.)

Social Science Selectives (12 s.h.)

In consultation with the academic advisor, select at least one course from each of the disciplines below, to total 12 s.h. These are in addition to courses taken to fulfill core requirements and ACRs.

- Economics
- Political Science
- Anthropology or Sociology
- Geography

III. OPTIONAL CONCENTRATIONS (up to 21 s.h.; a portion may be completed as part of required history or social science selectives)

In consultation with their advisors, students may choose one or more of the following concentrations, which will be duly noted on the transcripts.

A. EUROPEAN STUDIES

This interdisciplinary concentration emphasizes Western Europe and covers fields from history to political science. Advanced study of one of the major European languages is strongly encouraged. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

ENGL 267	Shakespeare
GERM 33	German Culture and Language
HIST 126	Medieval Europe
POSC 117	Modern Political Thought from Machiavelli to the Present

B. AMERICAN STUDIES

This interdisciplinary concentration covers all aspects American life from art to sociology. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

HIST 160	Early American Thought and Culture
ARTS 119	American Art 1700-1900
RELI 4	Religion in America
SOCI 250	American Social Structure

C. WORLD CULTURE AND CIVILIZATION

This interdisciplinary concentration emphasizes areas beyond Western Europe and North America and covers fields from art history to political science. The advanced study of a foreign language is strongly encouraged. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

ANTH 50	Cultural Anthropology
HIST 135	Modern China: 1840 to the Present
RELI 9	The Religious Experience of Humanity
SPAN 34	Latin American Culture and Language

HISTORY Continued

D. HISTORY AND PUBLIC SERVICE

This interdisciplinary concentration focuses on European, American, and Latin American culture, including recreation, business, and human services and administration. Advanced study of a foreign language is strongly advised. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

MGTE 5	Introduction to Business
HIST 165	Environmental History of America
HSAD 1	Introduction to Human Services
RCTR 3	Introduction to Recreation and Leisure Services

IV. ELECTIVES (up to 32 s.h., to complete 130 s.h.)

Requirements for the teacher certification program total 132 s.h., so no electives need be taken.

V. ADDITIONAL REQUIREMENTS FOR SECONDARY EDUCATION CERTIFICATION (37 s.h.)

Students interested in seeking certification as a teacher of history or social studies (5-9 and/or 9-12) must complete the following additional requirements. Advisement is provided by a member of the history faculty and a member of the Education Department.

Specific Major Requirements

Include the following course as part of the 36 s.h. required history core:

HIST 10	Afro-American History (3 s.h.; with advance permission, ENGL 51* or ENGL 52* may be substituted if necessary)
---------	---

Take the following courses to satisfy the required 12 s.h. of social science selectives:

ECON 1	Principles of Macroeconomics (3 s.h.)
GEOG 100	Concepts of Geography (3 s.h.)
or	
GEOG 101	Cultural Geography (3 s.h.)
ANTH 50	Cultural Anthropology (3 s.h.)
or	
SOCI 130	Social Problems (3 s.h.)
POSC 155	Modernized Political Systems (3 s.h.)
or	
POSC 177	International Independence (3 s.h.)
or	
POSC 270	United States Foreign Policy (3 s.h.)

Secondary Education Core (37 s.h.)

EDUC 30	Introduction to High School Teaching (2 s.h.)
EDUC 60	Growth and Development (3 s.h.)
or	
PSYC 4	Educational Psychology (3 s.h.)
EDUC 118	Tutorial Pre-Practicum (3 s.h.)
EDUC 137*	Social Justice and Diversity Education (3 s.h.)
EDUC 174	Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 185	Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 271	Learning, Teaching, and Technology (3 s.h.)
EDUC 251	Supervised Student Teaching (14 s.h.)
or	
EDUC 256	Secondary Student Teaching: High School Level (7 s.h.)

and

EDUC 257	Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 255	Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

VII. PROGRAM AND ADVANCED STANDING REQUIREMENTS

All history majors must have a 2.500 cumulative GPA in the history and social science core requirements to graduate as a history major.

Students seeking teacher certification are required to apply for and achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 118 for more information. The following coursework must be completed or in progress to apply for advanced standing: HIST 5 and 6, one HIST course at or above the 100-level, and GEOG 100 or 101.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample for a history major who is not seeking teacher certification. Courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: *Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy Religion, and the second Writing-Across-the-Curriculum course (fulfilled by EDUC 137 for students seeking secondary education certification). Non-teacher preparation students will need up to 32 s.h. of electives will be required to complete 130 s.h.*

Courses marked:

¹ are required for the secondary education certification program.
* fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

ENGL 113*	College Writing I (3 s.h.)
HIST 1*	Survey of the History of Western Civilization (3 s.h.)
HIST 5*	Colonial America to the Civil War (3 s.h.)

First Year - Fall or Spring Semesters

EDUC 60 ^{1*}	Growth and Development (3 s.h.)
or	
PSYC 4 ¹	Educational Psychology (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.)
SOCI 1	Introduction to Sociology (3 s.h.) Up to 14 s.h. of ACRs

HISTORY Continued

First Year - Spring Semester

- EDUC 30¹ Introduction to High School Teaching (2 s.h.)
ENGL 114* College Writing II (3 s.h.)
HIST 2 The Making of the Modern World (3 s.h.)
HIST 6* The Civil War to Modern America (3 s.h.)

B. Second Year - Fall Semester

- POSC 10 Introduction to American Government (3 s.h.)

Second Year - Fall or Spring Semesters

- EDUC 137^{1*} Social Justice and Diversity Education (3 s.h.)
GEOG 100 Concepts of Geography (3 s.h.)
or
GEOG 101 Cultural Geography (3 s.h.)
HIST _ Non-American history elective (3 s.h.; at the 100-level for secondary education)
HIST _ American history elective (3 s.h.; HIST 10 required for secondary education)
Up to 22 s.h. of ACRs or electives (as applicable)

Second Year - Spring Semester

- POSC 70 Introduction to International Relations (3 s.h.)

C. Third Year - Fall Semester

- ECON 1¹ Principles of Macroeconomics (3 s.h.)
EDUC 118¹ Tutorial Pre-Practicum (3 s.h.)
EDUC 185¹ Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)

Third Year - Fall or Spring Semesters

- ECON _ Economics elective (3 s.h.; fulfilled by ECON 1 for secondary education)
HIST _ Non-American history elective (3 s.h.)
HIST _ American history elective (3 s.h.)
HIST _ History elective (excluding HIST 141; 3 s.h.)
Anthropology or sociology
elective (3 s.h.; secondary education students must take ANTH 50 or SOCI 130)
Political science elective (3 s.h.; secondary education students must take POSC 155,177, or 270)
Up to 15 s.h. of ACRs, or electives or concentration selectives (as applicable)

Third Year - Spring Semester

- EDUC 174¹ Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 271¹ Learning, Teaching, and Technology (3 s.h.)
HIST 190 History Seminar (3 s.h.)

D. Fourth Year - Fall Semester

- EDUC 251¹ Supervised Student Teaching (14 s.h.)
or
EDUC 256¹ Secondary Student Teaching: High School Level (7 s.h.)
and
EDUC 257¹ Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 255¹ Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

Fourth Year - Fall or Spring Semesters

- HIST _ 6 s.h. of any history electives (excluding HIST 141)
Any uncompleted program requirements, ACRs, concentration selectives, or electives to total 130 s.h.

HUMAN SERVICES AND ADMINISTRATION

(130 semester hours)

Requirements are subject to change.

Human services and administration, as one of the oldest established areas of study at the College, emphasizes the practical application of the Springfield College tradition of service to humankind. It offers an interdisciplinary approach to professional training in the human-helping professions through the creative union of theory and practice. The program encourages students to develop and pursue individual interests in the human-helping professions.

Courses in human behavior, liberal studies, and group and individual dynamics lead students to professional positions working with individuals, families, groups, organizations, and communities in areas such as case management, program development, agency management, and community outreach and development. The coursework prepares students to work humanistically with people in such a way that the processes of problem solving, assisting clients, directing programs, and managing resources are as important as the results of such activities.

A strong fieldwork component provides the real-world experience students need to apply and test academic concepts. This "learning by doing" in the actual practice of one's profession is supervised by both faculty and experienced professionals in the field. Students have the opportunity to participate in such activities as helping individuals and families striving to achieve a better life for themselves, working with individuals and groups who have challenges or disabilities, and assisting community action agencies and neighborhood associations. Students also have the opportunity to assist fundraising groups; administer and train volunteers in agencies such as the YMCA, YWCA, and scouting; assist city and town planning boards; and work in mental health clinics, community hospitals, adult corrections and juvenile delinquency centers, children's services, antipoverty programs, elderly services, and many more helping environments.

Students interested in combining human services administration and art therapy may also consider the art therapy/human services administration major.

For more information about the human services and administration major, contact Dr. William Fisher of the Social Science and Human Services Administration Department at (413) 748-3493 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. **ALL-COLLEGE REQUIREMENTS** (41-44 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (44 s.h.)

- HSAD 1 Introduction to Human Services (3 s.h.)
- HSAD 10 Social Welfare (3 s.h.)
- HSAD 36 Human Behavior in Small Groups (3 s.h.)
- HSAD 39 Groupwork (3 s.h.)

- HSAD 141 Field Experience and Field Experience Seminar (student must do at least four field experiences in two different agencies to total 15 s.h., may be taken concurrently as HSAD 140)
- HSAD 142* Case Management (3 s.h.)
- HSAD 223 Human Service Administration (3 s.h.)
- POSC 10* Introduction to American Government (3 s.h.)
- SOCI 1 Introduction to Sociology (3 s.h.)
- SOCI 70 The Community in America (3 s.h.)
- SPCO 50 Community Service Experience (2 s.h.)
- or
- RSCH 141 Independent Research Project (2 s.h.)

III. CORE SELECTIVES (21 s.h.)

A. Human Services Selectives

Select two of the following courses:

- HSAD 111* The YMCA: Past, Present, and Future (3 s.h.)
- HSAD 116* YMCA Management (3 s.h.)
- HSAD 151 Cities in Societies (3 s.h.)
- HSAD 240* Proposal Writing and Fundraising (3 s.h.)

Select a minimum of two courses from two of the following three areas. Select one course from the third area.

B. Sociology Selectives

- SOCI 50 Social Organization (3 s.h.)
- SOCI 60 Families in Society (3 s.h.)
- SOCI 120 Social Change (3 s.h.)
- SOCI 130* Social Problems (3 s.h.)
- SOCI 131* Racial and Ethnic Relations (3 s.h.)

C. Political Science Selectives

- POSC 30 Public Administration (3 s.h.)
- POSC 70 Introduction to International Relations (3 s.h.)
- POSC 127* Modern Political Thought from Machiavelli to the Present (3 s.h.; note that this course fulfills the philosophy ACR)
- POSC 150* Politics of Development (3 s.h.)
- POSC 177 International Interdependence (3 s.h.; POSC 70 is a prerequisite)
- POSC 190 Political Science Seminar (3 s.h.)

D. Business Selectives

- MGTE 5 Introduction to Business (3 s.h.)
- MGTE 10 Accounting I (3 s.h.)
- MGTE 11 Accounting II (3 s.h.)
- MGTE 100 Managerial Accounting (3 s.h.; MGTE 10 and 11 are prerequisites)
- MGTE 105 Financial Management (3 s.h.; MGTE 10, 11, and 100 are prerequisites)

IV. OPTIONAL CONCENTRATIONS (0-15 s.h.)

Students may also choose from among five concentration areas which require specific selectives and additional course work in related areas. This is an optional component of the program. However, students who are clear about their eventual career paths should consider one of the relevant concentration areas. Upon graduation, the student's transcript will indicate that a concentration has been completed.

HUMAN SERVICES AND ADMINISTRATION Continued

A. HUMAN SERVICES WITH THE ELDERLY (6-12 s.h.)

Students interested in working with agencies dealing with older adults should include or add these courses to their program:

- RHDS 270 Rehabilitation Needs of the Aging (3 s.h.)
SOC 140* Social Gerontology (3 s.h.)
SOC 145 Sociology of Death and Dying (3 s.h.)
SOC 165* Women and Society (3 s.h.)

B. YMCA PROFESSIONAL DIRECTOR

(0-9 s.h.)

Students interested in pursuing a career in the YMCA as a program, youth, family services, aquatics, or other type of director may take a 15-week fieldwork experience or a 12-month internship with a YMCA. Students should also include or add these courses to their program:

- HSAD 111 The YMCA: Past, Present, and Future (3 s.h.)
HSAD 116 YMCA Management (3 s.h.)
HSAD 151 Cities in Societies (3 s.h.)
MGTE 26 Management Principles (3 s.h.)

C. ADMINISTRATION IN NONPROFIT ORGANIZATIONS

(3-15 s.h.)

Students interested in the human dimension of administration in a wide variety of private agencies (such as the United Way, youth services, and others) should include or add these courses to their program:

- MGTE 26 Management Principles (3 s.h.)
MGTE 100 Managerial Accounting (3 s.h.;
prerequisites are MGTE 10 & 11)
RCTR 245 Personnel Management/Human
Resource Management (3 s.h.)

D. HUMAN SERVICES IN HEALTH-RELATED ORGANIZATIONS (12-15 s.h.)

Students interested in working with personnel and volunteers in hospitals or volunteer agencies (such as the Heart Association, Easter Seals, Cancer Society, United Way, and others) may choose to do fieldwork in such an agency. The following courses should be included or added to their program:

- COMM 24 Introduction to Journalism (3 s.h.)
RHDS 31* Psychology of Disability (3 s.h.)
RCTR 150 Public Relations (3 s.h.)
SOC 155 Medical Sociology (3 s.h.)

Select one of the following courses:

- HLTH 110 Consumer Health (3 s.h.)
HLTH 151 Introduction to Nutrition (3 s.h.)
HLTH 160 Drugs and Society (3 s.h.)

E. HUMAN SERVICES AND INTERNATIONAL SERVICES (6-12 s.h.)

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 or added to their program:

- POSC 70 Introduction to International Relations (3 s.h.)
POSC 150* Politics of Development (3 s.h.)
POSC 177 International Interdependence (3 s.h.)
POSC 271 United States and Contemporary
World Affairs (3 s.h.)

V. ELECTIVES (3-24 s.h., to complete 130 s.h.)

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample--courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Sciences, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. Depending on which selectives are chosen, Social Justice may also need to be fulfilled. 3-24 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

- PEAC 100* Fitness for Life (1 s.h.)
POSC 10* Introduction to American Government (3 s.h.)
SOC 1 Introduction to Sociology (3 s.h.)
17-20 s.h. of ACRs

First Year - Spring Semester

- ENGL 114* College Writing II (3 s.h.)
HSAD 1 Introduction to Human Services
(3 s.h.; offered every other year-may need to be
taken in second year)

B. Second Year - Fall Semester

- HSAD 36 Human Behavior in Small Groups (3 s.h.)

Second Year - Fall or Spring Semesters

3 s.h. of sociology, political science, or business
selectives (as specified under core selectives)
3-6 s.h. of human services selectives
Up to 19 s.h. of ACRs
Concentration requirements (if applicable)
or electives

Second Year - Spring Semester

- SOCI 70 The Community in America (3 s.h.)
SPCO 50 Community Service Experience (2 s.h.)
or
RSCH 141 Independent Research Project (2 s.h.)

**HUMAN SERVICES AND
ADMINISTRATION
Continued**

C. Third Year - Fall Semester

- HSAD 10 Social Welfare (3 s.h.)
- HSAD 39 Groupwork (3 s.h.)
- HSAD 141 Field Experience and Field Experience Seminar (3 s.h.)

Third Year - Fall or Spring Semesters

- 6 s.h. of sociology, political science, or business selectives (as specified under core selectives)
- 9-12 s.h. of ACRs
- Concentration requirements (if applicable) or electives

Third Year - Spring Semester

- HSAD 141 Field Experience and Field Experience Seminar (3 s.h.)
- HSAD 142* Case Management (3 s.h.)
- HSAD 223 Human Services Administration (3 s.h.)

D. Fourth Year - Fall Semester

- HSAD 141 Field Experience and Field Experience Seminar (4 s.h.)

Fourth Year - Fall or Spring Semesters

- 6 s.h. of sociology, political science, or business selectives (as specified under core selectives)
- Second human services selective, if not previously completed
- Any uncompleted program requirements, concentration requirements (if applicable) or electives to total 130 s.h.

Fourth Year - Spring Semester

- HSAD 141 Field Experience and Field Experience Seminar (5 s.h.)

MATHEMATICS

(130 semester hours)

Requirements are subject to change.

The mathematics major at Springfield College offers students a broad and solid background in the field, preparing them to immediately pursue a professional career in government, business, and various industries that require mathematical discipline. Students also have the option to proceed to graduate school for further study in mathematics, statistics, or applied mathematics.

Offerings in mathematical analysis, linear algebra, discrete mathematics, and probability theory are supplemented by courses in abstract algebra, geometry, and topics in mathematics. Mathematics majors have the opportunity to complete a minor, including computer science, computer programming, business management, and economics. All students are assigned an academic advisor who assists them in the development of their course of study.

Students may also pursue certification as a teacher of mathematics at the 5-9 and/or 9-12 grade levels by completing the secondary education certification core in addition to requirements for the major.

For more information about the mathematics major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department, at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41-47 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see Page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. PROGRAM REQUIREMENTS (42 s.h.)

CISC 10*	Introduction to Computer Concepts (3 s.h.)
CISC 65	Programming in BASIC (3 s.h.)
or	
CISC 70	Introduction to Computer Science with C++ and Java (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 271	Calculus I (3 s.h.)
MATH 28	Calculus II (3 s.h.)
MATH 31	Calculus III (3 s.h.)
MATH 33	Elementary Differential Equations (3 s.h.)
MATH 40	Contemporary Mathematics (3 s.h.)
MATH 45	Geometry (3 s.h.)
MATH 50	Linear Algebra (3 s.h.)
MATH 110	Mathematical Analysis (3 s.h.)
MATH 200	Introductory Discrete Mathematics (3 s.h.)
MATH 210	Abstract Algebra (3 s.h.)
MATH 240	Topics in Mathematics and Computer Sciences (3 s.h.)

¹ Students who have a deficiency in their mathematics preparation may be required to take MATH 21, College Algebra, and/or MATH

22, Precalculus Mathematics, before taking MATH 27, Calculus I.

III. ELECTIVES (41 s.h., to complete 130 s.h.; or 10 s.h. if seeking secondary certification)

Mathematics majors are encouraged to complete a minor in computer programming or computer science as part of their electives.

IV. ADDITIONAL REQUIREMENTS FOR SECONDARY EDUCATION CERTIFICATION (37 s.h.)

Students interested in seeking certification as a teacher of mathematics (grade levels 5-9 and/or 9-12) must complete the following additional requirements. Advisement is provided by a member of the mathematics faculty and a member of the Education Department.

Professional preparation Requirements (37 s.h.)

EDUC 30 Introduction to High School Teaching (2 s.h.)

EDUC 60* Growth and Development (recommended, as it fulfills the WAC ACR 3 s.h.)

or

PSYC 4 Educational Psychology (3 s.h.)

EDUC 118 Tutorial Pre-Practicum (3 s.h.)

EDUC 137* Social Justice and Diversity Education (3 s.h.)

EDUC 174 Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)

EDUC 185 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)

EDUC 271 Learning, Teaching, and Technology (3 s.h.)

EDUC 251 Supervised Student Teaching (14 s.h.)

or

EDUC 256 Secondary Student Teaching: High School Level (7 s.h.)

and

EDUC 257 Secondary Student Teaching: Middle School Level (7 s.h.)

EDUC 255 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

V. PROGRAM AND ADVANCED STANDING STANDARDS

All students who are enrolled in the mathematics major are required to maintain at least a 2.300 cumulative grade point average and a 2.500 academic index in their program requirements. Students who do not meet these minimum requirements are placed on departmental probation for a period of not more than a year.

Students seeking teacher certification are required to apply for and achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 118 for more information.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

MATHEMATICS Continued

In addition to the courses identified below, the general mathematics major will need to fulfill the following ACRs: Natural Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, Religion, and Writing-Across-the-Curriculum (WAC). Up to 41 s.h. of electives will be required to complete 130 s.h. Students seeking secondary certification may use EDUC 60 to fulfill one WAC ACR, and EDUC 137 will fulfill either (but not both) the second WAC or the Social Justice ACR. Those students will be required to complete 10 s.h. of electives to total 130 s.h.

Courses marked:

¹ are required for the secondary education certification program.

*fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)

MATH 27 Calculus I (3 s.h.)

MATH 45 Geometry (3 s.h.)

First Year - Fall or Spring Semesters

CISC 10* Introduction to Computer Concepts (3 s.h.)

EDUC 60^{1*} Growth and Development (recommended, as it fulfills the WAC ACR 3 s.h.)

or

PSYC 4¹ Educational Psychology (3 s.h.)

PEAC 100* Fitness for Life (1 s.h.)

ACRs to total 33-36 s.h. for the year

First Year - Spring Semester

EDUC 301 Introduction to High School Teaching (2 s.h.)

ENGL 114* College Writing II (3 s.h.)

MATH 28 Calculus II (3 s.h.)

MATH 24* Probability and Statistics (3 s.h.)

B. Second Year - Fall Semester

MATH 31 Calculus III (3 s.h.)

MATH 40 Contemporary Mathematics (3 s.h.)

Second Year - Fall or Spring Semesters

CISC 65 Programming in BASIC (3 s.h.)

or

CISC 70 Introduction to Computer Science with C++ and Java (3 s.h.)

EDUC 137^{1*} Social Justice and Diversity Education (3 s.h.)
ACRs and electives (as applicable) to total 33-36 s.h. for the year

Second Year - Spring Semester

MATH 33 Elementary Differential Equations (3 s.h.)

MATH 50 Linear Algebra (3 s.h.)

C. Third Year - Fall Semester

EDUC 118¹ Tutorial Pre-Practicum (3 s.h.)

EDUC 185¹ Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)

Major requirements (see below),

ACRs and electives (as applicable) to total

16-18 s.h.

Third Year - As Offered (may need to be delayed to the fourth year)

MATH 110 Mathematical Analysis (3 s.h.)

MATH 200 Introductory Discrete Mathematics (3 s.h.)

MATH 210 Abstract Algebra (3 s.h.)

MATH 240 Topics in Mathematics and Computer Sciences (3 s.h.)

Any uncompleted ACRs or electives to total

130 s.h.

Third Year - Spring Semester

EDUC 174¹ Pre-Practicum-Teaching and

Special Issues in Secondary Education (3 s.h.)

EDUC 271¹ Learning, Teaching, and Technology (3 s.h.)

Major requirements (see above),

ACRs and electives (as applicable) to total

17-18 s.h.

D. Fourth Year - Fall or Spring Semesters

Any uncompleted major requirements (see third year above), ACRs, and electives (as applicable)

EDUC 251¹ Supervised Student Teaching (14 s.h.)

or

EDUC 256¹ Secondary Student Teaching: High School Level (7 s.h.)

and

EDUC 257¹ Secondary Student Teaching:

Middle School Level (7 s.h.)

EDUC 255¹ Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

MEDICAL INFORMATICS

Medical informatics is an interdisciplinary major administered by the Department of Mathematics, Physics, and Computer Science. The medical informatics major provides a strong background in computer science, supplemented with studies in the natural and human sciences and healthcare issues, so that graduates may meet the healthcare industry's computer-based clinical and business information needs. In addition to a solid background in computer technology, students acquire a broad background in the natural and social sciences that directly contributes to an understanding of the human system. Through studies in carefully selected health education, psychology, rehabilitation, and sociology courses, students acquire an understanding of healthcare problems and issues, human behavior, and medical terminology.

Graduates of the medical informatics major can advance into a variety of positions as computer professionals within an information service or information technology department in a hospital or other healthcare facility. Particular areas of focus in technology applications can include Intensive Care Unit (ICU) systems, communication systems, networking, software development, medical imagery, and computer systems analysis design. Particular areas of focus in clinical applications can include service delivery automation for various departments and laboratories, medical records, patient monitoring, and clinical decision support systems. Particular areas of focus in business applications can include ambulatory care, managed care, time management, patient billing, accounts payable, materials management, patient registrations, and patient entertainment. In order to gain practical experience, students are strongly encouraged to pursue a cooperative education opportunity.

For more information about the medical informatics major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (37 s.h., in addition to courses taken for the major)

To integrate the humanistic philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. COMPUTER SCIENCE AND MATHEMATICS REQUIREMENTS (45 s.h.)

CISC 10*	Introduction to Computer Concepts (3 s.h.)
CISC 40	The World of Microcomputers (3 s.h.)
CISC 70	Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 95	Assembly Language Programming (3 s.h.)
CISC 100	Data Structures Using C++ (3 s.h.)
CISC 110	Database Development and Management (3 s.h.)
CISC 120	Systems Analysis and Software Design (3 s.h.)
CISC 150	Computer Logic Design (3 s.h.)
CISC 155	Data Communications and Distributed Processing (3 s.h.)

(130 semester hours)
Requirements are subject to change.

CISC 170	Computer Architecture (3 s.h.)
CISC 190	Fundamentals of Operating Systems (3 s.h.)
CISC 210	Computer Systems Seminar (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
MATH 24	Probability and Statistics (3 s.h.)
MATH 40	Contemporary Mathematics (3 s.h.)

III. NATURAL SCIENCES REQUIREMENTS (24 s.h.)

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)

IV. HEALTH, SOCIAL SCIENCE, AND RELATED REQUIREMENTS (21 s.h.)

HLTH 1*	Personal Health (3 s.h.)
HLTH 143	Community Health Education (3 s.h.)
HLTH 225	Human Disease (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
RHDS 160	Medical Information in Rehabilitation (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
SOCI 155	Medical Sociology (3 s.h.)
	3 s.h. of electives, to complete 130 s.h.)

V. PROGRAM STANDARDS

Students who are enrolled in the medical informatics major are required to maintain at least a 2.300 cumulative grade point average and at least a 2.500 academic index in their program requirements. Students who do not meet these requirements are placed on departmental probation for a period of not more than one year.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy, Religion, and Writing-Across-the-Curriculum. 3 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CISC 10*	Introduction to Computer Concepts (3 s.h.)

MEDICAL INFORMATICS Continued

ENGL 113* College Writing I (3 s.h.)
MATH 21* College Algebra (3 s.h.)

First Year - Spring Semester

BIOL 11 Anatomy and Physiology II (3 s.h.)
BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 2 General Chemistry II (3 s.h.)
CHEM 4 General Chemistry Laboratory II (1 s.h.)
CISC 40 The World of Microcomputers (3 s.h.)
CISC 70 Introduction to Computer Science with
C++ and Java (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

CISC 100 Data Structures Using C++ (3 s.h.)
MATH 40 Contemporary Mathematics (3 s.h.)
PHYS 21 General Physics I (4 s.h.)

Second Year - Fall or Spring Semesters

CISC 95 Assembly Language Programming (3 s.h.)
HLTH 1 Personal Health (3 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)

Second Year - Spring Semester

CISC 120 Systems Analysis and Software Design (3 s.h.)
CISC 150 Computer Logic Design (3 s.h.)
MATH 24 Probability and Statistics (3 s.h.)
PHYS 22 General Physics II

C. Third and Fourth Years - As Offered

CISC 110 Database Development and Management (3 s.h.)
CISC 155 Data Communications and Distributed
Processing (3 s.h.)
CISC 170 Computer Architecture (3 s.h.)
CISC 190 Fundamentals of Operating Systems (3 s.h.)
CISC 210 Computer Systems Seminar (3 s.h.)
HLTH 143 Community Health Education (3 s.h.)
HLTH 225 Human Disease (3 s.h.)
RHDS 160 Medical Information in Rehabilitation
SOC 155 Medical Sociology (3 s.h.)
3 s.h. of electives, to complete 130 s.h.

MOVEMENT AND SPORTS STUDIES & PHYSICAL EDUCATION TEACHER PREPARATION

(132-133 semester hours)
Requirements are subject to change.

Springfield College has long been recognized as an undisputed leader in the fields of physical education, movement studies, and sport. Excellent faculty, modern equipment and facilities, and majors that equally emphasize theoretical and practical achievement are the hallmarks of the College's movement and sport programs.

The movement and sports studies major provides students with a comprehensive understanding of the scientific and social foundations of movement and its cultural forms of dance, sport, games, and exercise. Science is at the foundation of the major, with students taking courses in anatomy, physiology, and biomechanics of movement. A strong emphasis on the psychology and sociology of sports supports the major's framework. The major offers students the opportunity to prepare for teacher certification in physical education; entry-level positions in coaching; and for graduate study in movement and sport studies, sport management, allied health fields, rehabilitation, and teacher preparation.

Students seeking teacher certification in physical education complete the movement and sports studies major, related physical education courses, and an extensive practicum component. Students may also complete the movement and sports studies major without seeking teacher certification. Those students complete an approved minor to complement their movement studies coursework.

For more information about these programs, contact Dr. Lynn Couturier, chairperson of the Physical Education Teaching and Administration Department, at (413) 748-4002 or 3399, or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (27 s.h. for teacher preparation students and 33 s.h. for non-teacher preparation students, in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (53 s.h.)

Departmental Core Requirements (29 s.h.)

MOSK 1	Outdoor Pursuits (1 s.h.)
MOSK 2	Sports Concepts and Application (1 s.h.)
MOSK 40	Movement Concepts and Fundamental Motor Patterns (1 s.h.)
MOSK 130	Approaches to Dance Education (1 s.h.)
MOST 5	Lifespan Motor Development (3 s.h.)
MOST 24*	Motor Learning and Skill Acquisition (3 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)
MOST 119	Kinesiology/Biomechanics (3 s.h.)
MOST 128	Psychology of Sport (3 s.h.)
MOST 210	Assessment in Movement and Sport (3 s.h.)

MOST 228	Sociology of Sport (3 s.h.)
MOST 299	Heritage and Values of Movement and Sport (3 s.h.)
PEPC 100*	Fit for Life (1 s.h.)

Related Core Requirements (24 s.h.)

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
HIST 2*	Making of the Modern World (3 s.h.)
MATH 21*	College Algebra or higher level mathematics course (3 s.h.)
PHYS 15	Physics for Movement Science (4 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)

Movement and sports studies majors must either complete the teacher preparation program listed below or the additional requirements described in Section IV.

III. TEACHER PREPARATION REQUIREMENTS (53 s.h.)

Education Core (37 s.h.)

EDUC 137*	Social Justice and Diversity Education (3 s.h.)
PHED 2	Instructional Strategies in Physical Education (3 s.h.)
PHED 26	Physical Education Design and Implementation Pre-K-12 I(3 s.h.)
PHED 27	Physical Education Design and Implementation Pre-K-12 II (3 s.h.)
PHED 108*	Adapted Physical Education Programming (3 s.h.)
PHED 112	Principles and Problems of Coaching (2 s.h.)
PHED 125	Sports First Aid and Injury Prevention (3 s.h.)
PHED 140	Pre-Practicum-Elementary Level (2 s.h.)
or	
PHED 150	Pre-Practicum-Secondary Level (2 s.h.)
PHED _	Pre-Practicum Seminar (1 s.h.)
PHED 252	Practicum in Physical Education Pre-K-9 (7 s.h.)
PHED 253	Practicum in Physical Education 5-12 (7 s.h.)
	14 s.h. of PHED 254 may be substituted for PHED 252 and 253 by petition.

*Note: A grade **of** B or better in PHED 140 or 150 (Pre-Practicum) is a required prerequisite for PHED 252 and PHED 253 (Practicum).*

Concentration or Selectives (6 s.h.)

Physical education teacher preparation students must complete 6 s.h. of a physical education concentration or selectives, chosen in consultation with their academic advisor.

Required Skills Courses (10 s.h.)

PEPC 90*	Physical Education Activities for Children (1 s.h.)
PEPC 150*	Field Hockey (.5 s.h.)
PEPC 183*	Gymnastics (1 s.h.)
PEPC 204*	Swimming (.5 s.h.)
PEPC 244*	Basketball (.5 s.h.)
PEPC 251	Flag Football (.5 s.h.)
PEPC 255	Soccer (.5 s.h.)
PEPC 256	Softball (.5 s.h.)

**MOVEMENT AND SPORTS STUDIES &
PHYSICAL EDUCATION
TEACHER PREPARATION
Continued**

PEPC 258	Volleyball (.5 s.h.)
PEPC 263	Track and Field I (.5 s.h.)
PEPC 282	Tennis (5 s.h.)
PEPC 293	Outdoor Adventure (.5 s.h.) 1.5 s.h. of PEAC, PEPC, or PEAI electives

In addition, select three of the following:

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

IV. ADDITIONAL REQUIREMENTS FOR NON-TEACHER PREPARATION MAJORS (46 s.h.)

Movement and sports studies majors who are not seeking teacher certification must complete an official minor (minimum 18 s.h.) or an individually-designed minor, approved in advance by the chairperson of the Physical Education Teaching and Administration Department (PETA).

In addition to the minor, the following courses are required:

PSYC 6	Career Planning for Life (1 s.h.)
*	3 s.h. of PEAC, PEPC, or PEAI electives
	Up to 24 s.h. of electives, to complete 132 s.h.

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

All movement and sports studies majors must qualify for advanced standing at the end of the sophomore year or upon completion of 55 semester hours (25 semester hours for transfer students). The Appraisal and Retention Committee assesses each student's readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility. In order to qualify for advanced standing the student must:

1. Have passed PEPC 100, Fit for Life.
2. Meet or exceed a 2.250 academic cumulative index.
3. Meet or exceed a 2.500 professional cumulative index, consisting of any courses taken with the following prefixes: EDUC, HLTH, MOSK, MOST, PHED, PEAC, and PEPC (cumulative indexes will be from the last semester completed).
4. Meet or exceed a 2.750 cumulative index in MOSK, PEPC, and PEAC skills courses.
5. Have no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.

In addition, students in the teacher preparation program must:

6. Have a grade of C or better in PHED 2, 26, 27, and 108.

7. Have passed the Communication and Literacy Skills portion of the Massachusetts Educator Certification Test. (Students are advised to take the test prior to the end of their sophomore year in order to have the results in time to apply for advanced standing.)
8. Meet the technical standards for the department (available from the PETA department office).

Students will be notified in writing of the Appraisal and Retention Committee's decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student's advisor and, if applicable, coordinators of pre-practicum and practicum. The letter of advanced standing is an academic achievement; students are encouraged to keep it in a personal portfolio.

Advanced standing status must be achieved and maintained in order to:

- I. Continue in the major.
2. Be eligible for 200-level courses.
3. Register for pre-practicum, practicum, and fieldwork.

Failure to Achieve or Maintain Advanced Standing

If a student is denied advanced standing at the end of the sophomore year, continuance in the MOST program will be in jeopardy. The student will be allowed to remain in the program for one more semester on departmental probation. If the indexes are too low, a contract will be developed, that the student must fulfill during the next semester. The contract will include the grades necessary for raising the student's cumulative indexes. (It is suggested that the classes in which low grades were received be retaken.) The student signs the contract and a copy is placed in the advisement folder. If the contract is met, the student will be granted advanced standing status at the beginning of the following semester.

In order to complete a pre-practicum or practicum, teacher preparation students must have achieved advanced standing at the beginning of the prior semester. Achieving advanced standing at the close of a semester will not qualify the student for pre-practicum or practicum during the following semester. (If extenuating circumstances exist, students may petition the PETA department chairperson, in writing, for permission to waive this policy.)

At the completion of 80 semester hours, any MOST major (including teacher preparation students) who has not achieved advanced standing will be removed from the MOST program. Students will have to choose a new major and spend their remaining semesters meeting the requirements of the new major. (Students in other majors may not register for a physical education pre-practicum or practicum). While in the new major, determined students who eventually meet advanced standing criteria may submit a written petition to the PETA department chairperson for readmittance into the program. (Grades received for MOST 210, 228, 299 and any 200-level HLTH course will not be used to determine cumulative indexes for advanced standing.) If readmitted, additional semesters will be required to complete the degree.

**MOVEMENT AND SPORTS STUDIES &
PHYSICAL EDUCATION
TEACHER PREPARATION
Continued**

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample -- courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.75 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, History Philosophy and Religion. Non-teacher preparation majors will need to fulfill Social Justice, fulfill the second Writing-Across-the-Curriculum requirement, and complete up to 27 s.h. of electives.

Courses marked:

¹ are required for the teacher preparation program.

² are required for the non-teacher preparation major

* fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

- BIOL 10* Anatomy and Physiology I (3 s.h.)
- BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
- ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

- HLTH 1* Personal Health (3 s.h.)
- MOSK 40 Movement Concepts and Fundamental Motor Patterns (1 s.h.)
- MOST 5 Lifespan Motor Development (3 s.h.)
- PEPC 100* Fit for Life (1 s.h.)
- PSYC 1 Introduction to Psychology (3 s.h.)
3 s.h. of ACRs
- PEPC 204^{1*} Swimming (.5 s.h.)
- PEPC 244^{1*} Basketball (.5 s.h.)
- PEPC 255¹ Soccer (.5 s.h.)
- PEPC 263¹ Track and Field I (.5 s.h.)
- PHED 2¹ Instructional Strategies in Physical Education (3 s.h.)
₂ 3-6 s.h. of electives
₋₂ 1 s.h. of PEAC, PEPC, or PEAI skill electives
-

First Year - Spring Semester

- BIOL 11 Anatomy and Physiology II (3 s.h.)
- BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
- ENGL 114* College Writing II (3 s.h.)
- MOSK 1 Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

- MATH 21* College Algebra or higher level mathematics course (3 s.h.)

Second Year - Fall or Spring Semesters

- MOSK 2 Sports Concepts and Application (1 s.h.)
- MOST 24* Motor Learning and Skill Acquisition (3 s.h.)
- SOCI 1* Introduction to Sociology (3 s.h.)
9-11 s.h. of ACRs
- PEPC 183^{1*} Gymnastics (1 s.h.)
- PEPC 251¹ Flag Football (.5 s.h.)
- PEPC 258¹ Volleyball (.5 s.h.)
- PEPC 282¹ Tennis (.5 s.h.)

- PEPC 293¹ Outdoor Adventure (.5 s.h.)
- PHED 26¹ Physical Education Design and Implementation: Pre-K-9 (3 s.h.)
- PHED 27¹ Physical Education Design and Implementation: 5-12 (3 s.h.)
- PHED 112¹ Principles and Problems of Coaching (2 s.h.)
₂ 7-11 s.h. of electives or minor requirements
₋₂ 1 s.h. of PEAC, PEPC, or PEAI skill electives

Second Year - Spring Semester

- PHYS 15 Physics for Movement Science (4 s.h.)
- PSYC 6² Career Planning for Life (1 s.h.)

C. Third Year - Fall or Spring Semesters

- EDUC 137^{1*} Social Justice and Diversity Education (3 s.h.)
- MOSK 130 Approaches to Dance Education (1 s.h.)
- MOST 103 Physiology of Exercise (3 s.h.)
- MOST 119 Kinesiology/Biomechanics (3 s.h.)
- MOST 128 Psychology of Sport (3 s.h.)
9-12 s.h. of ACRs
- PEPC 90^{1*} Physical Education Activities for Children (1 s.h.)
- PEPC 150^{1*} Field Hockey (.5 s.h.)
- PEPC 256¹ Softball (.5 s.h.)
- PHED 108^{1*} Adapted Physical Education Programming (3 s.h.)
- PHED 125¹ Sports First Aid and Injury Prevention (3 s.h.)
- PHED _ Pre-Practicum Seminar (1 s.h.)
- PHED 140¹ Pre-Practicum-Elementary Level (2 s.h.)
or
- PHED 150¹ Pre-Practicum-Secondary Level (2 s.h.)
₁ 1.5 s.h. of PEPC 211, 253, 254, 264, 265, or 284
₂ 1 s.h. of PEAC, PEPC, or PEAI skill electives
* 12-16 s.h. of electives or minor requirements

D. Fourth Year - Fall or Spring Semesters

- MOST 210 Assessment in Movement and Sport (3 s.h.)
- MOST 228 Sociology of Sport (3 s.h.)
- MOST 299 Heritage and Values of Movement and Sport (3 s.h.)
- PHED 252¹ Practicum in Physical Education Pre-K-9 (7 s.h.)
- PHED 253¹ Practicum in Physical Education 5-12 (7 s.h.)
₁ 6 s.h. of physical education concentration or selectives
₁ 1.5 s.h. of PEAC, PEPC, or PEAI skill electives
₁ Any uncompleted ACRs or program requirements to total 133 s.h.
₂ Any uncompleted ACRs or electives to total 132 s.h.

OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM

The occupational therapy dual degree program is a unique plan, allowing students to complete a bachelor of science or arts degree in a field of study related to occupational therapy and a master's degree in occupational therapy in five years. Students enter the dual degree program as first-year students and are simultaneously enrolled in a major related to occupational therapy. (Students who wish to apply to occupational therapy in their junior year should see Section VII below for a description of the advanced senior program.) The selection of undergraduate majors approved for the dual degree program includes rehabilitation and disability studies, psychology, biology, and gerontology. Other majors related to occupational therapy that are of interest to the student may also be an option. During the first three years of the program, students fulfill requirements for their undergraduate major, the All-College Requirements, and the occupational therapy preprofessional requirements. The professional portion of the program begins in the student's fourth year and continues on into the fifth, or graduate year, including two summers. Students are advised by both a faculty member from their undergraduate major and an occupational therapy faculty mentor from the beginning of their Springfield College experience. It is a challenging, accelerated path to take, but one that enriches students' background experiences and provides them with two different degrees.

Throughout the occupational therapy program, students engage in a mix of classroom, laboratory, group project, and fieldwork experiences. Students become practiced in entry level occupational therapy theory, evaluation and treatment techniques, clinical reasoning, research, teaching skills, management skills, and teamwork. Fully encompassing the College's humanics philosophy, the occupational therapy program emphasizes that health and learning are best gained through an approach that unifies spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and the strong interpersonal skills necessary to be understood by clients, their families and healthcare professionals alike.

The occupational therapy component of the program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc.1, and will qualify the student to sit for the national certification examination required to practice occupational therapy.

Admission to the Program

Candidates must have a rigorous background in the sciences and mathematics, along with coursework in psychology and sociology or anthropology. Documentation of experience in occupational therapy or other human service endeavors is also mandatory. January 15 is the deadline for the application, and February 1 is the deadline for all supporting documents. Later application packets will be reviewed on a space available basis. Transfer students from other colleges, as well as internal transfers, may also be accepted to the dual degree program on a space available basis.

For more information about the occupational therapy dual degree program, please contact Professor Joan Simmons of the Occupational Therapy Department at (413) 748-3762 or the Admissions Office at (800) 343-1257. More information can also be found on our web site at www.spfldcol.edu/ot.

(undergraduate degree in a related major, followed by a master's degree in occupational therapy)
Requirements are subject to change.

¹The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc.; 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301) 652-2682.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (as specified for the undergraduate major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Students may choose courses that simultaneously fulfill an ACR, an occupational therapy preprofessional requirement, and a requirement for the undergraduate major. Courses that fulfill both an ACR and an occupational therapy preprofessional requirement are marked with an asterisk.

II. UNDERGRADUATE MAJOR REQUIREMENTS

Students complete requirements for their undergraduate major. (Some departments may modify requirements or available concentrations to accommodate the occupational therapy preprofessional courses.)

III. OCCUPATIONAL THERAPY PREPROFESSIONAL REQUIREMENTS (43-44 s.h.)

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
MATH 21*	College Algebra or higher level mathematics course (3 s.h.)
OCTH 99	Survey of Occupational Therapy (3 s.h.)
OCTH 115	OT Practicum and Seminar (3 s.h.)
OCTH 205	Preclinical Education (2 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 111	Introduction to Statistics (3 s.h.)
PSYC 121	Abnormal Psychology
PTMS 210	Human Anatomy I (3 s.h.)
PTMS 211	Human Anatomy II (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
	Physical science elective (3-4 s.h.)
	Sociology, anthropology, or psychology elective (3 s.h.)

IV. OCCUPATIONAL THERAPY PROFESSIONAL REQUIREMENTS (66-69 s.h.)

OCTH 201	Occupational Therapy Fundamentals (3 s.h.)
OCTH 207	Group Process (1 s.h.)
OCTH 212	Neuroscience and Occupation I (3 s.h.)
OCTH 213	Neuroscience and Occupation II (1 s.h.)
OCTH 215	Clinical Education I (3 s.h.)
OCTH 220	Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy (3 s.h.)
OCTH 221	Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood (4 s.h.)
OCTH 277	Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents (3 s.h.)
OCTH 331	Occupation, Dysfunction, and Adaptation in Adults I (3 s.h.)

OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM Continued

OCTH 332	Occupation, Dysfunction, and Adaptation in Adults II (3 s.h.)
OCTH 333	Occupation, Dysfunction, and Adaptation in Adults III (3 s.h.)
OCTH 334	Occupation, Dysfunction, and Adaptation in Adults IV (4 s.h.)
OCTH 365	Development and OT Adaptation for the Older Adult (3 s.h.)
OCTH 370	Occupational Therapy Management (3 s.h.)
OCTH 380	Graduate Seminar (3 s.h.)
OCTH 389	Clinical Education II (10 s.h.)
OCTH 390	Clinical Education III (10 s.h.)
OCTH 393	Specialty Clinical Education (optional; 3 s.h.)
RSCH 325	Fundamentals and Methods of Research (3 s.h.)

V. PROGRAM STANDARDS

Students will be expected to maintain performance standards required for their undergraduate major as they progress through their undergraduate years. In addition, they will also be required to follow the standards outlined in the Occupational Therapy Student Manual, which include both academic requirements and professional behaviors. Academic requirements include the following:

1. A 3.000 average in the OT preprofessional social sciences.
2. A 3.000 average in the OT preprofessional physical sciences.
3. A 3.000 average in OCTH 99 and OCTH 115.
4. A 3.000 overall GPA.

Before continuation into the professional portion of the occupational therapy program (after approximately five semesters or 85 credits), students will be reviewed by the Occupational Therapy Review Committee to determine if all standards have been accomplished.

Clinical Education Courses

Several courses include fieldwork experiences, allowing students numerous opportunities to work with occupational therapy clinicians and clients throughout the greater Springfield area. In addition, the Occupational Therapy Department has fieldwork contracts with over 500 sites throughout the United States where students may engage in the 3-week and 3-month long fieldwork experiences. It is the responsibility of the student to absorb expenses and plan logistics related to these experiences, including travel, living arrangements, uniforms and liability insurance.

Program Essential Functions and Performance Standards

It is also the responsibility of the student to meet the requirements of the Occupational Therapy Program Essential Functions and Performance Standards as described in the Occupational Therapy Student Manual, which is available upon request from the Admissions Office. These standards include, but are not limited to, skills in observation, communication, sensory and motor coordination and function, cognition, and behavioral and social attributes. All standards must be met (with or without reasonable accommodations) for the student to continue through and complete the program.

VI. SAMPLE PROGRAM BY YEAR

Because the occupational therapy dual degree program can be completed with a variety of undergraduate majors, a sample undergraduate plan is not included. Year-by-year sample schedules for rehabilitation and disability studies, psychology, biology,

and gerontology are available on the Occupational Therapy Department website as well as upon request from the Admissions Office. Combining other majors with occupational therapy is also possible; questions regarding these programs should be directed to the Admissions office. Students should meet with both their major advisor and their occupational therapy mentor before beginning the program and routinely while pursuing the two degrees. Completing 17 to 18 s.h. each semester is strongly recommended. Suggested timing for preprofessional requirements and a sample plan for the professional requirements are noted below. Depending on the major selected or the fieldwork opportunities available, students may need to complete coursework or a practicum during one of their undergraduate summers.

Preprofessional Requirements

A. First Year

OCTH 99	Survey of Occupational Therapy (3 s.h.)
MATH 21*	College Algebra or higher level mathematics course (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
	Physical science elective (3-4 s.h.)
	ACRs and major requirements

B. Second Year

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 12*	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
OCTH 115	OT Practicum and Seminar (3 s.h.)
PSYC 111	Introduction to Statistics (3 s.h.)
PSYC 121	Abnormal Psychology (3 s.h.)
	Sociology, anthropology, or psychology elective (3 s.h.)
	ACRs and major requirements

C. Third Year

OCTH 205	Preclinical Education (2 s.h.)
PTMS 210	Human Anatomy I (3 s.h.)
PTMS 211	Human Anatomy II (3 s.h.)
	ACRs and major requirements

Professional Component

D. Fourth Year - Fall Semester

OCTH 201	Occupational Therapy Fundamentals (3 s.h.)
OCTH 212	Neuroscience and Occupation I (3 s.h.)
OCTH 215	Clinical Education I (3 s.h.)
RSCH 325	Fundamentals and Methods of Research (3 s.h.)
	Any uncompleted major requirements

Fourth Year - Spring Semester

OCTH 207	Group Process (1 s.h.)
OCTH 213	Neuroscience and Occupation II (1 s.h.)
OCTH 220	Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy (3 s.h.)
OCTH 221	Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood (4 s.h.)
OCTH 277	Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents (3 s.h.)
	Any uncompleted major requirements

OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM Continued

E. Fifth Year - Summer Semester

- OCTH 331 Occupation, Dysfunction, and Adaptation in Adults I (3 s.h.)
- OCTH 332 Occupation, Dysfunction, and Adaptation in Adults II (3 s.h.)
- OCTH 365 Development and OT Adaptation for the Older Adult (3 s.h.)

Fifth Year - Fall Semester

- OCTH 333 Occupation, Dysfunction, and Adaptation in Adults III (3 s.h.)
- OCTH 334 Occupation, Dysfunction, and Adaptation in Adults IV (4 s.h.)
- OCTH 370 Occupational Therapy Management (3 s.h.)
- OCTH 380 Graduate Seminar (3 s.h.)

Fifth Year - Spring and Second Summer Semester

- OCTH 389 Clinical Education II (January-March; 10 s.h.)
- OCTH 390 Clinical Education III (April-June; 10 s.h.)
and Final Week Seminar (on-campus; mid-June)

VII. ADVANCED SENIOR OPTION

In addition to the dual degree program, the Occupational Therapy Department offers an advanced senior program. Qualified students may apply to the program in the second semester of their junior year. Students must complete an application packet, including a resume, references, and a personal statement. To be eligible for the advanced senior program, students must document that they have completed or will complete the following before the start of their senior year:

1. All requirements for a related undergraduate major.
2. 101 undergraduate credits, including the All-College Requirements.
3. The occupational therapy prerequisites (see below).

A 3.000 overall minimum GPA and a 3.000 average for the occupational therapy prerequisites are also required.

If accepted, students begin taking occupational therapy courses in their senior year. They graduate in May of their senior year with an undergraduate degree in a related major and an accelerated start to their graduate requirements.

The occupational therapy prerequisites for the advanced senior program include the following courses or equivalents:

- BIOL 10 Anatomy and Physiology I
- BIOL 12 Anatomy and Physiology Laboratory I
- BIOL 11 Anatomy and Physiology II
- BIOL 13 Anatomy and Physiology Laboratory II
- PSYC 1 Introduction to Psychology
- PSYC 111 Introduction to Statistics
- or
- MATH 24 Probability and Statistics
- PSYC 121 Abnormal Psychology
- SOCI 1 Introduction to Sociology
Sociology, anthropology, or psychology elective
Physical science elective

The advanced senior program is designed for students who discover their interest in occupational therapy after their first years of baccalaureate study. The dual degree program is designed for students who have developed a career goal for occupational therapy before they enter college. The advantages of the dual degree include guaranteed admittance to the professional level of the program (as long as all program standards are met), the opportunity for students to work with an occupational therapy faculty mentor from their first entry into the College, and earlier exposure to occupational therapy coursework and practicums.

PHYSICAL THERAPY

(bachelor's degree in undergraduate studies, followed by a master of science degree in physical therapy)
Requirements are subject to change.

The program in physical therapy is an entry-level master's degree program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Coursework in physical therapy enables students to develop advanced problem-solving skills in evaluation, program planning, and treatment of those who need physical therapy services. Graduates possess a broad knowledge in the science and practice of physical therapy, as well as a basic understanding of administration and research. In addition, students have the opportunity for advanced study in selected areas of physical therapy. The program integrates the humanics philosophy in total patient *care*, including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic context.

The program in physical therapy requires five and one-half years for completion. Students enter as first-year students and immediately begin a two-year, preprofessional component. This is followed by three and one-half years of professional preparation. After four years, the student earns a bachelor of science degree in undergraduate studies and continues with the professional component. Upon successful completion of all program requirements, the graduate is awarded a master of science degree in physical therapy and is eligible to apply for state licensure.

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

Admission to the Program

Candidates applying for admission to the physical therapy program are required to have a rigorous background in the sciences and mathematics along with exposure to physical therapy practice in a healthcare setting. December 1 is the admissions deadline for all admissions materials for physical therapy applicants. Further details about the application procedure are available from the Admissions Office. Students already enrolled at Springfield College cannot transfer into physical therapy as undergraduates. Applicants from other colleges and universities are considered for admission into the professional component of the program on a space-available basis only; such applicants must have completed a bachelor's degree and satisfied all program prerequisites.

For more information about the physical therapy major, contact the chairperson of the Physical Therapy Department at (413) 748-3369 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. 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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see

page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. PREPROFESSIONAL COMPONENT REQUIREMENTS

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
BIOL 90	Human Structure and Function I (3 s.h.)
BIOL 92	Human <i>Structure</i> and Function Laboratory I (1 s.h.)
BIOL 91	Human Structure and Function II (3 s.h.)
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
CISC 65*	Programming in BASIC (3 s.h.)
or	
CISC 70*	Introduction to Computer Science with C++ and Java (3 s.h.)
MATH 24	Probability and Statistics (3 s.h.)
or	
PSYC 111	Introduction to Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MOSK 1*	Outdoor Pursuits (1 s.h.; recommended)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
or	
PSYC 30	Personality and Personal Adjustment (3 s.h.)
PTMS 110*	Physical Therapy in the Healthcare System (1 s.h.)
RHDS 31*	Psychology of Disability (3 s.h.)

III. PROFESSIONAL COMPONENT REQUIREMENTS

CISC 301	Introductory Computer Concepts for Research (3 s.h.)
or	
CISC 310	Microcomputer Applications in a Clinical Setting (3 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)
MSCI 324	Laboratory Techniques in Exercise Physiology (2 s.h.)
PTMS 200	Clinical Concepts in Physical Therapy I (3 s.h.)
PTMS 201*	Clinical Concepts in Physical Therapy II (2 s.h.)
PTMS 204	Clinical Medicine/Pathology (4 s.h.)
PTMS 210	Human Anatomy I (3 s.h.)
PTMS 211	Human Anatomy II (3 s.h.)
PTMS 215	Clinical Education Seminar (1 s.h.)
PTMS 220	Clinical Competency Laboratory I (1 s.h.)
PTMS 22 1	Clinical Science and Practice I (4 s.h.)
PTMS 222	Clinical Science and Practice II (4 s.h.)
PTMS 223	Clinical Science and Practice III (3 s.h.)
PTMS 224	Clinical Science and Practice IV (3 s.h.)
PTMS 225	Clinical Case Competency Laboratory II (1 s.h.)
PTMS 250	Neuroscience (3 s.h.)
PTMS 251	Clinical Applications of Neuroscience (3 s.h.)
PTMS 280	Topics in Physical Therapy: Cardiac Rehabilitation, Pharmacology, and Radiology (3 s.h.)

PHYSICAL THERAPY Continued

PTMS 284	Clinical Kinesiology (3 s.h.)
PTMS 290	Clinical Education Experience I (3 s.h.)
PTMS 303	Education in Physical Therapy Practice (3 s.h.)
PTMS 305	Clinical Science and Practice V (4 s.h.)
PTMS 311	Clinical Education Experience II (6 s.h.)
PTMS 312	Clinical Education Experience III (6 s.h.)
PTMS 320	Administration and Management in Physical Therapy (3 s.h.)
PTMS 331	Clinical Science and Practice VI (3 s.h.)
PTMS 350	Clinical Education Experience IV (2 s.h.)
RSCH 301	Educational and Psychological Statistics I (3 s.h.)
RSCH 325*	Foundation and Methods of Research (3 s.h.)
RSCH 326	Research Project (3 s.h.)

In addition, students must select one of the following courses:

PTMS 340	Advanced Orthopedics (3 s.h.)
PTMS 341	Occupational Biomechanics (3 s.h.)
PTMS 342	Pediatric Neurology (3 s.h.)
PTMS 343	Sports Physical Therapy (3 s.h.)
PTMS 344	Adult Neurology (3 s.h.)
PTMS 388	Trial or Special Topics Course (3 s.h.)

IV. PROGRAM STANDARDS

Students are required to follow the policies and procedures of the Department of Physical Therapy as presented in the Physical Therapy Student Handbook. Students are admitted to the physical therapy program as first-year students and are required to maintain a 3.000 cumulative grade point average to be eligible to continue into the final three and one-half years of the professional program. A grade of C- or better is required in all courses. The academic records of the students are reviewed by the Physical Therapy Review and Evaluation Committee at the end of the second year to determine if the students have satisfied the requirements to continue. This is not meant to be a secondary screening process, but rather a reasonably accurate indication of success in completing a rigorous professional program.

Clinical Education Courses

Students are required to successfully complete all clinical education courses. Clinical education sites have been established throughout the Northeast; Pennsylvania; Virginia; Washington, D.C.; North Carolina; and Florida. Selected sites are established in other areas of the United States. Physical therapy students are responsible for additional costs incurred during the clinical affiliations. These costs include travel, living expenses, uniforms, and professional liability insurance.

Program Essential Functions and Performance Standards

Each student admitted to the program is required to complete the essential functions of the program with or without reasonable accommodation. Program essential functions include participation in classroom, laboratory, and clinical functions, as well as performance of professional functions such as evaluation, treatment, and education of individuals in a timely and safe manner. Minimum academic standards and technical standards necessary for completion of the program essential functions must be met for continuation in and graduation from the program. Technical standards define the individual physical, sensory, cognitive, behavioral, and social attributes or outcomes necessary to complete the program essential functions. More information on the program technical standards is available from the Office of Admissions and can be found in the Physical Therapy Student Handbook.

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students should seek to complete 18 s.h. each semester for the first three years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
PEAC 100*	Fit for Life (1 s.h.) 3 s.h. of ACRs

First Year - Spring Semester

BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)
MOSK 1*	Outdoor Pursuits (1 s.h.; recommended-or take two PEAC skill electives*)
PSYC 1	Introduction to Psychology (3 s.h.)
or	
PSYC 30	Personality and Personal Adjustment (3 s.h.) 3 s.h. of ACRs

B. Second Year - Fall Semester

BIOL 90	Human Structure and Function I (3 s.h.)
BIOL 92	Human Structure and Function Laboratory I (1 s.h.)
PHYS 21	General Physics I (4 s.h.)

Second Year - Fall or Spring Semesters

CISC 65*	Programming in BASIC (3 s.h.)
or	
CISC 70*	Introduction to Computer Science with C++ and Java (3 s.h.)
MATH 24	Probability and Statistics (3 s.h.)
or	
PSYC 111	Introduction to Statistics (3 s.h.)
PEAC _*	1 s.h. of skill electives
PTMS 110*	Physical Therapy in the Health Care System (1 s.h.) 12 s.h. of ACRs

PHYSICAL THERAPY
Continued

Second Year - Spring Semester

- BIOL 91 Human Structure and Function II (3 s.h.)
BIOL 93 Human Structure and Function Laboratory II
(1 s.h.)
PHYS 22 General Physics II (4 s.h.)

C. Third Year - Fall Semester

- MOST 103 Physiology of Exercise (3 s.h.)
PEAC _* 2 s.h. of skill electives
PTMS 200 Clinical Concepts in Physical Therapy I (3 s.h.)
PTMS 210 Human Anatomy I (3 s.h.)
PTMS 204 Clinical Medicine/Pathology (4 s.h.)
3 s.h. of ACRs

Third Year - Spring Semester

- PTMS 201* Clinical Concepts in Physical Therapy II (2 s.h.)
PTMS 211 Human Anatomy II (3 s.h.)
PTMS 215 Clinical Education Seminar (1 s.h.)
PTMS 284 Clinical Kinesiology (3 s.h.)
RHDS 31* Psychology of Disability (3 s.h.)
6 s.h. of ACRs

D. Fourth Year - Fall Semester

- MSCI 324 Laboratory Techniques in Exercise Physiology
(2 s.h.)
PTMS 220 Clinical Competency Laboratory I (1 s.h.)
PTMS 221 Clinical Science and Practice I (4 s.h.)
PTMS 222 Clinical Science and Practice II (4 s.h.)
PTMS 250 Neuroscience (3 s.h.)
RSCH 325* Foundation and Methods of Research (3 s.h.)

Fourth Year - Winter Session

- PTMS 290 Clinical Education Experience I (3 s.h.)

Fourth Year - Spring Semester

- PTMS 223 Clinical Science and Practice III (3 s.h.)
PTMS 224 Clinical Science and Practice IV (3 s.h.)
PTMS 225 Clinical Case Competency Laboratory II (1 s.h.)
PTMS 251 Clinical Applications of Neuroscience (3 s.h.)
PTMS 280 Topics in Physical Therapy: Cardiac Rehabilitation,
Pharmacology, and Radiology (3 s.h.)
RSCH 301 Educational and Psychological Statistics (3 s.h.)

E. Fifth Year - Summer Session

- CISC 301 Introductory Computer Concepts
for Research (3 s.h.)

or

- CISC 310 Microcomputer Applications in a
Clinical Setting (3 s.h.)
PTMS 305 Clinical Science and Practice V (4 s.h.)
PTMS 303 Education in Physical Therapy Practice (3 s.h.)

Fifth Year - Fall Semester

- PTMS 311 Clinical Education Experience II (6 s.h.)
PTMS 312 Clinical Education Experience III (6 s.h.)

Fifth Year - Spring Semester

- RSCH 326 Research Project (3 s.h.)
PTMS 320 Administration and Management
in Physical Therapy (3 s.h.)
PTMS 331 Clinical Science and Practice VI (3 s.h.)
PTMS 350 Clinical Education Experience IV (2 s.h.)
Select one of the following courses:
PTMS 340 Advanced Orthopedics (3 s.h.)
PTMS 341 Occupational Biomechanics (3 s.h.)
PTMS 342 Pediatric Neurology (3 s.h.)
PTMS 343 Sports Physical Therapy (3 s.h.)
PTMS 344 Adult Neurology (3 s.h.)
PTMS 388 Trial or Special Topics Course (3 s.h.)

PHYSICIAN ASSISTANT

(175 semester hours, including prerequisites to apply for licensure)
Requirements are subject to change.

The physician assistant program, accredited by the Commission on Accreditation of Allied Health Education Programs (CAA-HEP), is offered jointly by Springfield College and Baystate Health System (BHS), the largest tertiary care center in Western Massachusetts. The mission of the SC/BHS program is to educate students in spirit, mind, and body for leadership in clinical, community, and academic service to humanity, building upon the College's foundations of humanics and academic excellence.

This is a full four-year program with students earning a bachelor of science degree upon completion of the program. The program is divided into two distinct phases: a preprofessional phase in which students complete All-College Requirements and basic science program requirements, and the professional phase, which includes twelve months of didactic education and twelve months of clinical rotations. The didactic year includes courses in clinical medicine, pharmacology, applied clinical skills, history taking and physical assessment, mental health issues, clinical decision making, and seminar courses. Clinical education includes inpatient medicine, outpatient medicine, psychiatry, pediatrics, obstetrics and gynecology, surgery, emergency medicine, electives, and preceptorship. Graduates of the program are eligible to sit for the Physician Assistant National Certification Examination and to apply for state licensure. A certificate program is also available on a space-available basis for students with a bachelor's degree.

For more information about this major, contact Dr. Carol Richardson, the chairperson of the Physician Assistant Department at (413) 788-2420 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (37 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.) Note that physician assistant majors are waived from fulfilling the Health ACR.

II. PREPROFESSIONAL PHASE CORE

 (45 s.h.)

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
BIOL 90	Human Structure and Function I (3 s.h.)
BIOL 92	Human Structure and Function Laboratory I (1 s.h.)
BIOL 91	Human Structure and Function II (3 s.h.)
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)

BIOL 114	Introduction to Medical Microbiology (3 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
CHEM 30	Organic Survey (2 s.h.)
CHEM 32	Biological Chemistry (3 s.h.)
MATH 21*	College Algebra (3 s.h.)

or

MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24	Probability and Statistics (3 s.h.)

or

PSYC 111	Introduction to Statistics (3 s.h.)
PAST 11	PA Seminar I (1 s.h.)
PAST 12	PA Seminar II (1 s.h.)
PAST 21	PA Seminar III (1 s.h.)
PAST 22	PA Seminar IV (1 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)

or

RHDS 190	Interviewing and Case Studies Methods (3 s.h.)
----------	--

NOTE: Students must complete at least 240 hours of healthcare experience and 20-40 hours of physician assistant observation prior to entering the professional phase of the program.

III. PROFESSIONAL PHASE CORE

 (93 s.h.)

EMSM 111	Advanced Cardiac Life Support (1 s.h.)
PAST 110	PA Seminar V (1 s.h.)
PAST 120	PA Seminar VI (1 s.h.)
PAST 130	PA Seminar VII (1 s.h.)
PAST 240*	PA Seminar VIII (1 s.h.)
PAST 250*	PA Seminar IX (1 s.h.)
PAST 260*	PA Seminar X (1 s.h.)
PAST 121	Applied Clinical Skills I (2 s.h.)
PAST 131	Applied Clinical Skills II (2 s.h.)
PAST 124	Clinical Medicine I (5 s.h.)
PAST 134	Clinical Medicine II (5 s.h.)
PAST 144	Clinical Medicine III (5 s.h.)
PAST 112	History Taking and Physical Assessment I (3 s.h.)
PAST 122	History Taking and Physical Assessment II (3 s.h.)
PAST 132*	History Taking and Physical Assessment III (3 s.h.)
PAST 123	Pharmacology I (3 s.h.)
PAST 133	Pharmacology II (3 s.h.)
PAST 113	Mental Health Issues in Primary Care (3 s.h.)
PAST 114	Principles of Clinical Decision Making (1 s.h.)
PAST 271	Inpatient Medicine (4 s.h.)
PAST 272	Ambulatory Medicine (4 s.h.)
PAST 273	General Surgery (8 s.h.)
PAST 274	Emergency Medicine (4 s.h.)
PAST 275	Obstetrics and Gynecology (4 s.h.)
PAST 276	General Pediatrics (4 s.h.)
PAST 277	Psychiatry (4 s.h.)
PAST 280	Preceptorship (8 s.h.)
RSCH 141	Elective I (4 s.h.)
RSCH 141	Elective II (4 s.h.)

PHYSICIAN ASSISTANT Continued

IV. PROGRAM MINIMUM TECHNICAL STANDARDS

Technical standards define the attributes considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College/Baystate Health System Physician Assistant Program. Students must possess aptitude, ability, and skills in five areas: 1) observation, 2) communication, 3) sensory and motor coordination and function, 4) conceptualization, integration, and quantitation, and 5) behavioral and social attributes. These functions are critically important and must be autonomously performed by the student. It should be understood that these are standards for minimum competence in the program. More information on technical standards is available from the Office of Admissions and can be found in *the Physician Assistant Program Student Handbook*.

Students are required to follow the procedures and adhere to the policies of the physician assistant program as outlined in the *Physician Assistant Program Student Handbook*.

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History Social Science, Social Justice, Philosophy, and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. Preprofessional Phase

First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
or	
MATH 22*	Precalculus Mathematics (3 s.h.)
PAST 11	PA Seminar I (1 s.h.) 3 s.h. of ACRs

First Year - Spring Semester

BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)
PAST 12	PA Seminar II (1 s.h.) 6 s.h. of ACRs

Second Year - Summer Semester

10 s.h. of ACRs (may be reduced or eliminated if applicable AP or CLEP credits are transferred)

Second Year - Fall Semester

BIOL 90	Human Structure and Function I (3 s.h.)
BIOL 92	Human Structure and Function Laboratory I (1 s.h.)
BIOL 114	Introduction to Medical Microbiology (3 s.h.)
CHEM 30	Organic Survey (2 s.h.)
PAST 2 1	PA Seminar III (1 s.h.)

Second Year - Fall or Spring Semesters

MATH 24	Probability and Statistics (3 s.h.)
or	
PSYC 111	Introduction to Statistics (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)
or	
RHDS 190	Interviewing and Case Studies Methods (3 s.h.) 12 s.h. of ACRs

Second Year - Spring Semester

BIOL 91	Human Structure and Function II (3 s.h.)
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)
CHEM 32	Biological Chemistry (3 s.h.)
PAST 22	PA Seminar IV (1 s.h.)

B. Professional Phase

The first year of the professional phase or third year of the program consists of three continuous semesters of study, commencing in May at the end of the sophomore year and ending in May of the following year.

Third Year - Summer Semester

PAST 112	History Taking and Physical Assessment I (3 s.h.)
PAST 124	Clinical Medicine I (5 s.h.)
PAST 130	PA Seminar VII (1 s.h.)

Third Year - Fall Semester

PAST 114	Principles of Clinical Decision Making (1 s.h.)
PAST 120	PA Seminar VI (1 s.h.)
PAST 121	Applied Clinical Skills I (2 s.h.)
PAST 122	History Taking and Physical Assessment II (3 s.h.)
PAST 123	Pharmacology I (3 s.h.)
PAST 134	Clinical Medicine II (5 s.h.)

Third Year - Spring Semester

PAST 110	PA Seminar V (1 s.h.)
PAST 113	Mental Health Issues in Primary Care (3 s.h.)
PAST 131	Applied Clinical Skills II (2 s.h.)
PAST 132*	History Taking and Physical Assessment III (3 s.h.)
PAST 133	Pharmacology II (3 s.h.)
PAST 144	Clinical Medicine III (5 s.h.)
EMSM 111	Advanced Cardiac Life Support (1 s.h.)

The second year of the professional phase or fourth year of the program consists of three continuous semesters of clinical rotations and didactic, commencing June 1 and ending in May of the following year.

PHYSICIAN ASSISTANT
Continued

Fourth Year - Summer Semester

PAST 240* PA Seminar VIII (1 s.h.)
PAST 271 Inpatient Medicine (4 s.h.)
PAST 272 Ambulatory Medicine (4 s.h.)
PAST 273 General Surgery (8 s.h.)

Fourth Year - Fall Semester

PAST 250* PA Seminar IX (1 s.h.)
PAST 274 Emergency Medicine (4 s.h.)
PAST 275 Obstetrics and Gynecology (4 s.h.)
PAST 276 General Pediatrics (4 s.h.)
PAST 277 Psychiatry (4 s.h.)

Fourth Year - Spring Semester

PAST 260* PA Seminar X (1 s.h.)
PAST 280 Preceptorship (8 s.h.)
RSCH 141 Elective I (4 s.h.)
RSCH 141 Elective II (4 s.h.)

POLITICAL SCIENCE

Requirements are subject to change.

The political science major is designed to offer students an opportunity to obtain a liberal education, ensuring a better understanding of political and economic relationships within society. Political science is a major which helps students develop their ability to think critically and communicate effectively and persuasively. Those abilities and the discipline, knowledge, and research skills required of political scientists provide opportunities in a wide variety of careers which require the ability to analyze complex problems and interact effectively with people. Such opportunities include careers in management, law, public relations, sales, media, and government.

The major permits a great deal of flexibility, allowing students the opportunity to specialize within political science or to complete a minor outside the field. Students have the opportunity to take courses in a wide variety of fields, complete an internship or cooperative education experience, or even study abroad. In keeping with the humanics philosophy, political science majors develop their skills in preparation for serving others in their communities, state, country, and the world.

For more information about the political science major, contact Dr. Daniel Russell at (413) 748-3240 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (38-41 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MAJOR REQUIREMENTS (63 s.h.)

Political Science Core (36 s.h.)

POSC 10* Introduction to American Government (3 s.h.)
 POSC 30 Public Administration (3 s.h.)
 POSC 70 Introduction to International Relations (3 s.h.)
 POSC 126* Classical Political Thought from Plato to Machiavelli (3 s.h.)

or

POSC 127* Modern Political Thought from Machiavelli to Present (3 s.h.)
 POSC 177 International Interdependence (3 s.h.)
 POSC 190* Political Science Seminar (3 s.h.)
 POSC _ 18 s.h. of political science electives (excluding POSC 141)

Additional Social Science Core (9 s.h.)

ECON 1 Principles of Macroeconomics (3 s.h.)
 HIST 5* Colonial America to the Civil War (3 s.h.)
 HIST 6 The Civil War to Modern America (3 s.h.)

Social Science Selectives (18 s.h.)

In consultation with the academic advisor, select at least one course from each of the disciplines below, to total 18 s.h. These are in addition to courses taken to fulfill core requirements and ACRs.

- History
- Management or Economics
- Anthropology or Sociology (excluding SOCI 1)
- Geography
- Approved Social Justice courses (see ACR listing)

III. OPTIONAL INTERNATIONAL RELATIONS CONCENTRATION (3-12 s.h.)

This concentration is for students who want to receive formal recognition for their focus on international relations. An international relations concentration helps students seeking careers in business, international agencies, or planning to attend graduate school.

The following courses, required for this concentration, can be taken as part of the 18 s.h. of political science electives required for the core:

POSC 150 Politics of Development (3 s.h.)
 POSC 155 Modernized Political Systems (3 s.h.)
 POSC 270 United States Foreign Policy (3 s.h.)
 POSC 271 United States and Contemporary (3 s.h.)

The international relations concentration also requires successful completion of a foreign language up to the advanced intermediate level. This may require 3 to 12 s.h. of study, depending on the student's background.

IV. ELECTIVES (17-26 s.h., to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy and Religion. 17-26 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
 POSC 10* Introduction to American Government (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100* Fit for Life (1 s.h.)
 12-16 s.h. of ACRs
 3-6 s.h. of electives

POLITICAL SCIENCE
Continued

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)
HIST 6 The Civil War to Modern America (3 s.h.)
POSC 70 Introduction to International Relations (3 s.h.)

B. Second Year - Fall Semester

ECON 1 principles of Macroeconomics (3 s.h.)
HIST 5* Colonial America to the Civil War (3 s.h.)
POSC 30 Public Administration (3 s.h.)

Second Year - Fall or Spring Semesters

POSC _ 3 s.h. of political science electives
(excluding POSC 141)
6 s.h. of core selectives
6-12 s.h. of ACRs
3-6 s.h. of electives

Second Year - Spring Semester

POSC 177 International Interdependence (3 s.h.)

C. Third Year - Fall or Spring Semesters

POSC _ 6 s.h. of political science electives
(excluding POSC 141)
6 s.h. of core selectives
9 s.h. of ACRs
6-9 s.h. of electives

Third Year - Spring Semester

POSC 126* Classical Political Thought from
Plato to Machiavelli (3 s.h.)

or

POSC 127* Modern Political Thought from
Machiavelli to Present (3 s.h.)

POSC 190* Political Science Seminar (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

POSC _ 6 s.h. of political science electives
(excluding POSC 141)
6 s.h. of core selectives
Any uncompleted program requirement, ACRs or
electives to complete 130 s.h.

PSYCHOLOGY

(130 semester hours undergraduate program;
dual undergraduate/graduate program also available)
Requirements are *subject to change*.

Springfield College remains in the forefront of psychology education by providing the community with broadly trained, practically experienced professionals who are prepared to enter the workplace. As undergraduates, psychology students routinely explore child psychology, motivation and learning, abnormal psychology, educational psychology, and interviewing and counseling. The goals of Springfield College's undergraduate psychology program are to introduce students to the primary areas of importance in psychology and to prepare them for ever-growing career opportunities.

The Psychology Department also offers a dual degree program. It is an accelerated learning program leading to a bachelor of science or bachelor of arts degree as well as a master of education degree in one of several concentrations in youth counseling. Program concentrations at the graduate level include school guidance, school adjustment, and clinical mental health counseling. The requirements for the degrees at the undergraduate and graduate levels prepare students for careers and for certification or licensure in the selected area of concentration. Focusing on the positive skills critical to youth development, students in this program will learn leadership and life skills as well as problem solving and conflict mediation strategies through courses, fieldwork, a coordinating seminar, and the use of the Springfield College outdoor challenge course. This program integrates a strong theoretical knowledge base with applied experiential components to educate well-rounded and competent professionals who are highly motivated to address the challenging needs of youth in our society. More information about this program can be found below.

For additional information about the undergraduate psychology major or the dual degree program, contact Dr. Marjie Marcotte, director of undergraduate psychology programs, at (413) 748-3075, or the Admissions Office at (800) 343-1257.

Curricular Requirements-Undergraduate Major

I. ALL-COLLEGE REQUIREMENTS (47 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MAJOR REQUIREMENTS (30 s.h.)

Core Requirements

- PSYC 1 Introduction to Psychology (3 s.h.)
- PSYC 111* Introduction to Statistics (3 s.h.)
- PSYC 112* Experimental Design (3 s.h.)

Psychology Selectives

Select one of the following natural science psychology courses:

- PSYC 105 Sensation and Perception (3 s.h.)
- PSYC 201 Motivation and Learning (3 s.h.)
- PSYC 205 Physiological Psychology (3 s.h.)

Select two of the following social psychology courses:

- PSYC 9 Human Development (3 s.h.)
- PSYC 30 Personality and Personal Adjustment (3 s.h.)
- PSYC 106 Social Psychology (3 s.h.)
- PSYC 121 Abnormal Psychology (3 s.h.)
- PSYC 206 Psychology of Cultural Diversity (3 s.h.)
- PSYC 299 Psychology of the College-Age Adult (3 s.h.)

Select two of the following applied psychology courses:

- PSYC 4 Educational Psychology (3 s.h.)
- PSYC 130 Applied Psychology (3 s.h.)
- PSYC 213 Psychological Testing (3 s.h.)
- PSYC 218 Behavior Modification (3 s.h.)
- PSYC 222 Interviewing and Counseling (3 s.h.)

Select 5-6 s.h. from the following psychology in the larger world courses:

- SPCO 50 Community Service Experience (1-2 s.h.)
- PSYC 141 Supervised Experience in Psychology (2-10 s.h.)
- PSYC 202 Coordinating Seminar (3 s.h.)

If necessary, select 1 additional s.h. of psychology elective to complete 30 s.h.

III. OPTIONAL CONCENTRATIONS (6-21 s.h.)

In addition to the departmental requirements and selectives, a student may select one of the following four concentrations when completing the bachelor's degree in psychology.

A. INDIVIDUALLY DESIGNED PSYCHOLOGY (6 s.h.)

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. Requirements for this concentration are 6 s.h. of additional psychology electives at the 200 level.

B. EXPERIMENTAL PSYCHOLOGY (6 s.h.)

This concentration is primarily for those who intend to pursue advanced training in such areas as learning, perception, motivation, or one of a number of expanding areas in experimental psychology.

As part of the required selectives:

- PSYC 105 Sensation and Perception (3 s.h.)
- PSYC 205 Physiological Psychology (3 s.h.)

In addition:

- PSYC 207 History of Modern Psychology (3 s.h.)
- PSYC _ Psychology elective (3 s.h.)

PSYCHOLOGY Continued

The following electives are recommended for this concentration:

BIOL 10*	Anatomy and Physiology I (3 s.h.)
BIOL 11*	Anatomy and Physiology Laboratory I (1 s.h.)
CHEM 15*	Chemistry Survey (3 s.h.)
CHEM 16*	Chemistry Survey Laboratory (1 s.h.)
CISC 10*	Introduction to Computer Concepts (3 s.h.)
MATH 21*	College Algebra (3 s.h.)
PHYS 21*	General Physics (4 s.h.)

C. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (21 s.h.)

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. Students electing this concentration are strongly advised to earn an official minor in business management.

As part of the required selectives:

PSYC 106	Social Psychology (3 s.h.)
PSYC 130	Applied Psychology (3 s.h.)
PSYC 206	Psychology of Diversity (3 s.h.)
PSYC 213	Psychological Testing (3 s.h.)

In addition:

MGTE 26	Management Principles (3 s.h.)
MGTE 151	Organizational Design and Development (3 s.h.)
MGTE 205	Managerial Supervision (3 s.h.)
CISC 10*	Introduction to Computer Concepts (3 s.h.)
ECON 1*	Principles of Macroeconomics (3 s.h.)
ECON 2	Principles of Microeconomics (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)

D. CLINICAL COUNSELING PSYCHOLOGY (21 s.h.)

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 deal with clinical assessment, therapeutic treatment, the psychological process of normal human lifespan development, and psychological evaluation.

As part of the required selectives:

PSYC 30	Personality and Personal Adjustment (3 s.h.)
PSYC 213	Psychological Testing (3 s.h.)
PSYC 222	Interviewing and Counseling (3 s.h.)
PSYC 299	Psychology of the College Age Adult (3 s.h.)

In addition:

PSYC _ 6 s.h. of psychology electives

The following electives are recommended for this concentration:

HSAD 36	Human Behavior in Small Groups (3 s.h.)
RHDS 125	Rehabilitation Assessment and Appraisal Techniques (3 s.h.)
RHDS 190	Interviewing and Case Study Methods (3 s.h.)
RHDS 284	Treatment Methods in the Rehabilitation of the Alcoholic (3 s.h.)
SOCI 1*	Introduction to Sociology (3 s.h.)
SOCI 60	Families in Society (SOCI 1 is prerequisite; 3 s.h.)

IV. ELECTIVES (up to 53 s.h., to complete 130 s.h.)

Students are encouraged, but are not required, to select a psychology concentration (see above). Students are also encouraged to consider the following elective courses:

PSYC _	Any psychology course listed above, not used as selectives
ENGL 55	Efficient Reading (1 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.)
HLTH 155	Human Sexuality (3 s.h.)
HLTH 160	Drugs and Society (3 s.h.)
MOST 128	Psychology of Sport (3 s.h.)
RHDS 190	Interviewing and Case Studies Methods (3 s.h.)
SOCI 50	Social Organization (SOCI 1 is prerequisite; 3 s.h.)
SOCI 60	Families in Society (SOCI 1 is prerequisite; 3 s.h.)
SOCI 142	Case Management (SOCI 1 is prerequisite; 3 s.h.)

V. DUAL DEGREE PROGRAM

The Psychology Department offers a dual degree program leading to a bachelor of science or bachelor of arts degree as well as a master of education degree in one of several concentrations in youth counseling. Program concentrations at the graduate level include school guidance, school adjustment, and clinical mental health counseling.

Students complete their undergraduate requirements in three-and-a-half years, including a summer fieldwork experience between their third and fourth year. They begin their graduate program in their eighth semester and continue through the summer and the fall and spring semester. Depending on the concentration selected, students may be required to complete additional coursework during the second graduate summer. The graduate program includes coursework in group dynamics, child development and therapy, counseling diverse populations, marriage and family therapy, research, and fieldwork.

Undergraduate psychology selectives should be carefully chosen with an advisor to best prepare the student for graduate work. Dual degree students should take 18 s.h. each semester in order to complete this accelerated program. It is recommended that undergraduate electives be chosen from the following list:

ATPY 100	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
EDUC 137*	Social Justice and Diversity Education (3 s.h.)
HLTH 143	Community Health Education (3 s.h.)
HSAD 1	Introduction to Human Services (3 s.h.)
HSAD 10	Introduction to Social Welfare (3 s.h.)
HSAD 39	Groupwork (3 s.h.)
HSAD 142	Case Management (3 s.h.)
MOSK 1*	Outdoor Pursuits (1 s.h.)
PEAC 193*	Outdoor Adventure (.5 s.h.)
RHDS 284	Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RCTR 3	Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 6	Dynamics of Leadership (3 s.h.)
RCTR 15	Recreation Activities (3 s.h.)
RCTR 155	Introduction to Outdoor Recreation (3 s.h.)
SOCI 60*	Families in Society (SOCI 1 is prerequisite; 3 s.h.)
SPAN _*	Elementary, advanced elementary, intermediate, and advanced intermediate Spanish electives; also SPAN 13, Communication in Spanish
	Visual and performing arts electives

Students may be accepted into the dual degree program up to their junior year, as long as they meet eligibility requirements and their courses taken and credits earned are consistent with program requirements.

PSYCHOLOGY Continued

Program Standards

In order to be admitted to the dual degree program, students need to show evidence of being able to successfully complete a rigorous accelerated program. Once admitted, students will need to maintain a cumulative GPA consistent with entry requirements for the graduate program. More information on applicable standards is available from the Psychology Department.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample for the standard undergraduate degree (it does not reflect a dual degree program). Courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following All-College Requirements (ACRs) need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. Up to 53 s.h. of electives may be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
ACRs and electives

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)
PSYC _ Required psychology selectives below the 100-level
ACRs and electives

B. Second Year - Fall or Spring Semesters

PSYC 111* Introduction to Statistics (3 s.h.)
PSYC _ Required psychology selectives below the 200-level
(excluding PSYC 141)
SPCO 501 Community Service Experience (1-2 s.h.)
Concentration requirements, if applicable
ACRs and electives

C. Third Year - Fall or Spring Semesters

PSYC 112* Experimental Design (3 s.h.)
PSYC 1411 Supervised Experience in Psychology (2-10 s.h.)
PSYC _ Required psychology selectives below the 200-level
Concentration requirements, if applicable
ACRs and electives

D. Fourth Year - Fall or Spring Semesters

PSYC _ Required psychology selectives at or below the
200-level
Any uncompleted program or concentration
requirements, if applicable
Any uncompleted ACRs and electives to total 130 s.h.

¹ *If chosen as a selective; may also be completed during the fourth year.*

RECREATION MANAGEMENT

Recreation Management/Outdoor Recreation Management/Tourism

Springfield College has been preparing recreation and leisure professionals for almost fifty years, recognizing the contribution which recreation experiences make to the quality of life. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Parks Association. The College offers two majors in this department: recreation management and therapeutic recreation services. Recreation management majors must select a track in outdoor recreation (134 s.h.), tourism (130 s.h.), or general recreation management (130 s.h.).

Recreation management is an accredited professional program that prepares students for leadership positions in recreation programming, program design, personnel management, and basic research. Graduates of this program are employed professionally throughout the world in outdoor recreation centers, the travel business, the National Park Service, resorts, the adventure trip industry, armed forces recreation programs, campus recreation, corporate recreation services, municipal recreation, and YMCAs. The program aims to impart an understanding of the following:

- Recreation management and leadership practices in the context of human-helping professions.
- Experiential learning concepts that enhance skills in management, programming, and group dynamics.
- Current management applications, such as total quality management, team and project approaches, strategic planning, entrepreneurial strategies, the development of learning organizations, and active listening.

The Recreation and Tourism Department also manages the College's outdoor education center, located on the East Campus. Students learn in an urban wilderness setting, testing formulas for spiritual, physical, and intellectual growth. Students may also elect to attend training sessions promoted by the National Outdoor Leadership School (NOLS) and Outward Bound. Limited college credit for NOLS, study abroad, or outdoor expeditions may be arranged to supplement the student's academic program and professional development. For more information about the recreation management major, contact Dr. Matthew J. Pantera, the chairperson of the Recreation and Tourism Department at (413) 748-3693 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (37 s.h., in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL CORE REQUIREMENTS (58 s.h.)

- RCTR 3 Introduction to Recreation and Leisure Services (3 s.h.)
- RCTR 6 Dynamics of Leadership (3 s.h.)
- RCTR 15 Recreational Activities (3 s.h.)
- RCTR 16 Program Planning (3 s.h.)

(130-134 semester hours)

Requirements are subject to change.

- RCTR 82* Leisure Services for Persons with Disabilities (3 s.h.)
- RCTR 141 Undergraduate Internship (10 s.h.)
- RCTR 148 Management of Leisure Services (3 s.h.)
- RCTR 150* Public Relations (3 s.h.)
- RCTR 155 Introduction to Outdoor Recreation (3 s.h.)
- RCTR 160 Facility Design and Planning (3 s.h.)
- RCTR 177 Practicum (3 s.h.)
- RCTR 205* History and Philosophy of Leisure and Recreation (3 s.h.)
- RCTR 207 Organization and Administration of Public Recreation (3 s.h.)
- RCTR 245 Personnel Management/Human Resource Management (3 s.h.)
- RCTR 280 Legal Aspects of Leisure Services (3 s.h.)
- RCTR 285 Resort and Commercial Recreation (3 s.h.)
- RCTR 288 Undergraduate Seminar (3 s.h.)

The recreation faculty and National Recreation and Parks Association adjust the core and additional requirements from time to time in order to reflect trends and the most current accreditation standards.

III. RELATED CORE REQUIREMENTS (17 s.h.)

- ECON 1* Principles of Macroeconomics (3 s.h.)
- PSYC 1 Introduction to Psychology (3 s.h.)
- PSYC 9 Human Development (3 s.h.)
- or
- EDUC 60 Growth and Development (3 s.h.)
- PSYC 111 Introduction to Statistics (3 s.h.)
- or
- MGTE 120 Statistics for Business and Economics (3 s.h.)
- 5 s.h. of skills courses, including:*
- MOSK 1* Outdoor Pursuits (1 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
- PEAC 205* Lifeguard Training-ARC (1 s.h.)
- PEAC _* 2 s.h. of skill electives (outdoor recreation track requires specific courses)

IV. TRACK REQUIREMENTS (18-22 s.h.)

Students must select one of the tracks described below.

A. GENERAL RECREATION MANAGEMENT TRACK

Select 18 s.h., in consultation with the advisor, from the following list of selectives:

- EMSM 20 Emergency Medical Technician-MAST (4 s.h.)
- EMSM 74 Fundamentals of Search and Rescue (2 s.h.)
- ENGL 102 Business and Technical Writing (3 s.h.)
- ENGL 103 Business and Professional Speaking (3 s.h.)
- HIST 165 Environmental History of America (3 s.h.)
- HSAD 111 The YMCA: Past, Present, and Future (3 s.h.)
- HSAD 240 Proposal Writing and Fundraising (3 s.h.)
- MGTE 5 Introduction to Business (3 s.h.)
- MGTE 101 Marketing Principles (3 s.h.)
- RCTR 55 Equestrian Art I (2 s.h.)
- RCTR 56 Equestrian Art II (2 s.h.)
- RCTR 178 Customer Service (3 s.h.)
- RCTR 185 Tourism (3 s.h.)
- RCTR 189 Outdoor Leadership (3 s.h.)
- RCTR 200 Sport and Recreation Facility Management (3 s.h.)
- RCTR 219 Camp Programming (3 s.h.)
- RCTR 226 Management of Natural Resources (3 s.h.)
- RCTR 235 Program Planning (3 s.h.)

RECREATION MANAGEMENT Continued

RCTR 286	Leisure Behavior (with permission, 3 s.h.)
RCTR 306	Problem Solving (with permission, 3 s.h.)
RCTR 320	Maintenance Management (with permission, 2 s.h.)

B. OUTDOOR RECREATION TRACK (22 s.h.)

The outdoor recreation track prepares students for professional employment as outdoor leaders in recreation agencies and areas including:

- Appalachian Mountain Club
- National Park Service
- commercial rafting industry
- ski resorts
- organized camping
- adventure therapy programs
- outdoor education centers

Additional requirements for the outdoor recreation track:

BIOL 150	General Ecology (3 s.h.)
BIOL 151	General Ecology Laboratory (1 s.h.)
EMSM 20	Emergency Medical Technician-MAST (4 s.h.)
EMSM 74	Fundamentals of Search and Rescue (2 s.h.)
HIST 165	Environmental History of America (3 s.h.)
RCTR 175	Adventure Education Theory and Practice (3 s.h.)
RCTR 189	Outdoor Leadership (3 s.h.)
RCTR 226	Management of Natural Resources (3 s.h.)

To fulfill the 2 s.h. of skill electives required for the core, outdoor recreation students must take:

PEAC 101*	Boating and Canoeing (.5 s.h.)
PEAC 188*	Hiking and Backpacking (.5 s.h.)
PEAC 190	Kayaking (.5 s.h.)
PEAC 189	Mountain Biking (.5 s.h.)

C. TOURISM TRACK (18 s.h.)

Students in the tourism track explore the complex industries of travel, lodging and accommodation, consumer behavior, and recreation amenities that support the domestic and international travel experience. Graduates have pursued careers in:

- bed & breakfast innkeeping
- travel business ownership
- visitors and convention bureaus
- destination site management
- sports arenas and facilities
- convention centers

Additional requirements for the tourism track:

RCTR 178	Customer Service (3 s.h.)
RCTR 185	Tourism (3 s.h.)
HSAD 240	Proposal Writing and Fundraising (3 s.h.)
RCTR 230	Leisure Counseling (3 s.h.)

Select 6 s.h., in consultation with the advisor, from the following list of electives:

EMSM 20	Emergency Medical Technician-MAST (4 s.h.)
EMSM 74	Fundamentals of Search and Rescue (2 s.h.)
ENGL 102	Business and Technical Writing (3 s.h.)
ENGL 103	Business and Professional Speaking (3 s.h.)
HIST 165	Environmental History of America (3 s.h.)

HSAD 111	The YMCA: Past, Present, and Future (3 s.h.)
HSAD 240	Proposal Writing and Fundraising (3 s.h.)
MGTE 5	Introduction to Business (3 s.h.)
MGTE 101	Marketing Principles (3 s.h.)
MGTE 270	Advertising (with instructor's permission, 3 s.h.)
MGTE 275	Consumer Behavior (with instructors' permission, 3 s.h.)
RCTR 55	Equestrian Art I (2 s.h.)
RCTR 56	Equestrian Art II (2 s.h.)
RCTR 189	Outdoor Leadership (3 s.h.)
RCTR 200	Sport and Recreation Facility Management (3 s.h.)
RCTR 219	Camp Programming (3 s.h.)
RCTR 226	Management of Natural Resources (3 s.h.)
RCTR 235	Program Planning (3 s.h.)
RCTR 286	Leisure Behavior (with permission, 3 s.h.)
RCTR 306	Problem Solving (with permission, 3 s.h.)
RCTR 320	Maintenance Management (with permission, 2 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

In order to register for the junior and senior year sequences for any program in the Recreation and Tourism Department, the student must qualify for advanced standing. At the completion of the sophomore year, he or she must meet with the faculty to document that the following standards are met:

1. Successful completion of all first- and second- year RCTR courses with a minimum 2.500 GPA in these courses. First- and second-year RCTR courses include RCTR 3, 6, 15, 16, 82, and 155 and may also include RCTR 175,177, and 185.
2. All other classes must be completed with a passing grade and the student's overall cumulative grade point index must meet or exceed a 2.250 GPA.

The meeting is conducted as a student presentation. It is the responsibility of all recreation and tourism students to meet with their advisor to review the matriculation process in detail and to discuss the agenda for their presentation. There is a detailed information sheet regarding the advanced standing policy and procedures that all students are required to read and sign. This document details the appeals process.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample-courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years. (Outdoor recreation track students should average 16.75 s.h.)

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Sciences, Mathematics, Computer Science, Health, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

RECREATION MANAGEMENT
Continued

A. SAMPLE PROGRAM FOR GENERAL RECREATION MANAGEMENT TRACK

First Year - Fall Semester (all tracks)

ENGL 113* College Writing I (3 s.h.)
RCTR 3 Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 6 Dynamics of Leadership (3 s.h.)
RCTR 15 Recreational Activities (3 s.h.)

First Year - Fall or Spring Semesters (all tracks)

PEAC 100* Fitness for Life (1 s.h.)
PEAC 205* Lifeguarding-ARC (1 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
13-15 s.h. of ACRs

First Year - Spring Semester (all tracks)

ENGL 114* College Writing II (3 s.h.)
MOSK 1* Outdoor Pursuits (1 s.h.)

Second Year - Fall Semester (general track)

RCTR 155 Introduction to Outdoor Recreation (3 s.h.)

Second Year - Fall or Spring Semesters (general track)

PEAC_* Skill electives (2 s.h.)
PSYC 9 Human Development (3 s.h.)
or
EDUC 60 Growth and Development (3 s.h.)
3 s.h. of general track selectives
14-16 s.h. of ACRs

Second Year - Spring Semester (general track)

RCTR 16 Program Planning (3 s.h.)
RCTR 82* Leisure Services for Persons with Disabilities (3 s.h.)
RCTR 177 Practicum (3 s.h.)

Third Year - Fall Semester (general track)

ECON 1* Principles of Macroeconomics (3 s.h.)
RCTR 148 Management of Leisure Services (3 s.h.)
RCTR 160 Facility Design and Planning (3 s.h.)

Third Year - Fall or Spring Semesters (general track)

PSYC 111 Introduction to Statistics (3 s.h.)
or
MGTE 120 Statistics for Business and Economics (3 s.h.)
15 s.h. of general track selectives
4-6 s.h. of ACRs

Third Year - Spring Semester (general track)

RCTR 285 Resort and Commercial Recreation (3 s.h.)

Fourth Year - Fall Semester (general track)

RCTR 150* Public Relations (3 s.h.)
RCTR 205* History and Philosophy of Leisure and Recreation (3 s.h.)
RCTR 207 Organization and Administration of Public Recreation (3 s.h.)
RCTR 245 Personnel Management/Human Resource Management (3 s.h.)
RCTR 280 Legal Aspects of Leisure Services (3 s.h.)
RCTR 288 Undergraduate Seminar (3 s.h.)

Fourth Year - Spring Semester (general track)

RCTR 141 Undergraduate Internship (10 s.h.)

B. SAMPLE PROGRAM FOR OUTDOOR RECREATION TRACK

First Year - Follow first-year plan under general track (Section A)

Second Year - Fall Semester (outdoor track)

BIOL 150 General Ecology (3 s.h.)
BIOL 151 General Ecology Laboratory (1 s.h.)
RCTR 155 Introduction to Outdoor Recreation (3 s.h.)
RCTR 175 Adventure Education Theory and Practice (3 s.h.)

Second Year - Fall or Spring Semesters (outdoor track)

PEAC 101* Boating and Canoeing (.5 s.h.)
PEAC 188* Hiking and Backpacking (.5 s.h.)
PEAC 190 Kayaking (.5 s.h.)
PEAC 189 Mountain Biking (.5 s.h.)
PSYC 9 Human Development (3 s.h.)
or
EDUC 60 Growth and Development (3 s.h.)
PSYC 111 Introduction to Statistics (3 s.h.)
or
MGTE 120 Statistics for Business and Economics (3 s.h.)
1-3 s.h. of ACRs

Second Year - Spring Semester (outdoor track)

HIST 165 Environmental History of America (3 s.h.)
RCTR 16 program Planning (3 s.h.)
RCTR 82* Leisure Services for Persons with Disabilities (3 s.h.)
RCTR 189 Outdoor Leadership (3 s.h.)

Third Year - Fall Semester (outdoor track)

ECON 1* Principles of Macroeconomics (3 s.h.)
RCTR 148 Management of Leisure Services (3 s.h.)
RCTR 160 Facility Design and Planning (3 s.h.)
RCTR 177 Practicum (3 s.h.)
5-6 s.h. of ACRs

Third Year - Spring Semester (outdoor track)

RCTR 150* Public Relations (3 s.h.)
RCTR 205* History and Philosophy of Leisure and Recreation (3 s.h.)
RCTR 226 Management of Natural Resources (3 s.h.)
RCTR 280 Legal Aspects of Leisure Services (3 s.h.)
RCTR 285 Resort and Commercial Recreation (3 s.h.)
3 s.h. of ACRs

Fourth Year - Fall Semester (outdoor track)

EMSM 20 Emergency Medical Technician-MAST (4 s.h.)
EMSM 74 Fundamentals of Search and Rescue (2 s.h.)
RCTR 207 Organization and Administration of Public Recreation (3 s.h.)
RCTR 245 Personnel Management/Human Resource Management (3 s.h.)
RCTR 288 Undergraduate Seminar (3 s.h.)
3 s.h. of ACRs

Fourth Year - Spring Semester (outdoor track)

RCTR 141 Undergraduate Internship (10 s.h.)

RECREATION MANAGEMENT
Continued

C. SAMPLE PROGRAM FOR TOURISM TRACK

First Year - Follow first-year plan under general track
(Section A)

Second Year - Fall Semester (tourism track)

RCTR 155 Introduction to Outdoor Recreation (3 s.h.)
RCTR 185 Tourism (3 s.h.)

Second Year - Fall or Spring Semesters (tourism track)

PEAC_* Skill electives (2 s.h.)
PSYC 9 Human Development (3 s.h.)
or
EDUC 60 Growth and Development (3 s.h.)
14-16 s.h. of ACRs

Second Year - Spring Semester (tourism track)

RCTR 16 Program Planning (3 s.h.)
RCTR 82* Leisure Services for Persons with Disabilities (3
s.h.)
RCTR 177 Practicum (3 s.h.)

Third Year - Fall Semester (tourism track)

ECON 1* Principles of Macroeconomics (3 s.h.)
RCTR 148 Management of Leisure Services (3 s.h.)
RCTR 160 Facility Design and Planning (3 s.h.)
RCTR 178 Customer Service (3 s.h.)

Third Year - Fall or Spring Semesters (tourism track)

PSYC 111 Introduction to Statistics (3 s.h.)
or
MGTE 120 Statistics for Business and Economics (3 s.h.)
6 s.h. of track selectives
3-6 s.h. of ACRs

Third Year - Spring Semester (tourism track)

RCTR 226 Management of Natural Resources (3 s.h.)
or
HSAD 240 Proposal Writing and Fundraising (3 s.h.)
RCTR 230 Leisure Counseling (3 s.h.)
RCTR 280 Legal Aspects of Leisure Services (3 s.h.)
RCTR 285 Resort and Commercial Recreation (3 s.h.)

Fourth Year - Fall Semester (tourism track)

RCTR 150* Public Relations (3 s.h.)
RCTR 205* History and Philosophy of Leisure and
Recreation (3 s.h.)
RCTR 207 Organization and Administration
of Public Recreation (3 s.h.)
RCTR 245 Personnel Management/Human
Resource Management (3 s.h.)
RCTR 288 Undergraduate Seminar (3 s.h.)
Up to 3 s.h. of ACRs

Fourth Year - Spring Semester (tourism track)

RCTR 141 Undergraduate Internship (10 s.h.)

REHABILITATION AND DISABILITY STUDIES

(130 semester hours)

Requirements are subject to change.

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

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

For more information about this major, contact Professor Thomas J. Ruscio, chairperson of the Rehabilitation and Disability Studies Department at (413) 748-3318 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41-44 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (45 s.h.)

Coursework

- RHDS 25 Introduction to Rehabilitation (3 s.h.)
- RHDS 31* Psychology of Disability (3 s.h.)
- RHDS 40 Independent Living Rehabilitation (3 s.h.)
- RHDS 90 Personal and Career Exploration for Rehabilitation Personnel (3 s.h.)
- RHDS 125 Rehabilitation Assessment and Appraisal Techniques (3 s.h.)
- RHDS 130 Pediatric Rehabilitation (3 s.h.)
- RHDS 160 Medical Information in Rehabilitation (3 s.h.)
- RHDS 202 Parents and Family of the Disabled (3 s.h.)
- RHDS 270 Rehabilitation Needs of the Aging (3 s.h.)

Fieldwork

- RHDS 146* Practicum in Rehabilitation Services (total of 6 s.h., generally split into two 3-s.h. experiences)
- RHDS 195* Rehabilitation Internship (total of 12 s.h., generally split into two 6-s.h. experiences)

III. REQUIRED CONCENTRATIONS (18-27 s.h.)

Students must also select one of the following six concentrations to help prepare them to work with people in helping relationships. All courses for the concentration must be chosen with the approval of an advisor or the department chair.

A. COMMUNICATION DISORDERS (24-27 s.h.)

Students in *this* concentration prepare for careers *working at* medical, educational, or allied health and human service agencies associated with helping persons in speech, language, and/or communication disorders. This program is also intended to meet the prerequisites for graduate study and/or certification programs in speech therapy, language pathology, and audiology (advanced study is required to become licensed or certified). The concentration combines academic training with specific clinical practicum and internship in hospitals, clinics, and schools.

Select 21 s.h. from the following:

- RHDS 253 Anatomy and Physiology of Speech/Hearing Mechanisms (3 s.h.)
- RHDS 255 Introduction to Audiology (3 s.h.)
- RHDS 256 Language Acquisition Development (3 s.h.)
- RHDS 259 Phonetics for Communication Disorders (3 s.h.)
- RHDS 261 Rehabilitation in Speech and Language Disorders (3 s.h.)
- RHDS 262 Rehabilitation of the Hearing Impaired (3 s.h.)
- RHDS 268 Articulation-Process, Disorder, and Treatment (3 s.h.)

Select 6 s.h. from the following:

- RHDS 257 Clinical Procedures for Communication Disorders (can substitute for RHDS 125; 3 s.h.)
- RHDS 278* Introduction to Manual Communication/Issues of Deaf Culture (3 s.h.)
- RHDS 279 Manual Communication and Culture (RHDS 278 is prerequisite; 3 s.h.)

Recommended as prerequisites for graduate study:

- RHDS 280 Introduction to Linguistics (3 s.h.)
- RHDS 288 Speech and Hearing Science (3 s.h.)

The following electives are strongly recommended:

- RHDS 190 Interviewing and Case Study Models (3 s.h.)
- PSYC 1 Introduction to Psychology (3 s.h.)
- SOCI 1* Introduction to Sociology (3 s.h.)

B. DEVELOPMENTAL/PEDIATRIC REHABILITATION (18 s.h.)

This concentration prepares students for positions in a variety of medical, social service, or community agency settings. Emphasis is placed on equipping the child, adolescent, or adult with functional daily life skills. Additional courses in education and advanced graduate work, depending upon individual state requirements, may be required for those specifically preparing for certification as special education teachers in school settings.

- RHDS 190 Interviewing and Case Study Methods (3 s.h.)
- RHDS 242 Behavioral Techniques for the Developmentally Disabled (3 s.h.)
- RHDS 250 Action-Oriented Therapies (3 s.h.)
- or
- RHDS 261 Rehabilitation in Speech and Language Disorders (3 s.h.)
- RHDS 264 Rehabilitation of the Developmentally Disabled (3 s.h.)
- RHDS 283 Learning Disabilities (3 s.h.)
- RHDS 291 Neurological Rehabilitation (3 s.h.)
- or
- RHDS 294 Psychiatric Rehabilitation (3 s.h.)

**REHABILITATION AND
DISABILITY STUDIES
Continued**

C. INTERDISCIPLINARY DISABILITY STUDIES (18 s.h.)
This specialty allows the student to explore and prepare for a wide range of positions related to working with people with disabilities. Emphasis is placed on interdisciplinary skills needed to work within community agencies or service-coordinating programs. Students in this concentration may also emphasize areas of specialization, for example, hearing disorders, mental retardation, or substance abuse.

RHDS 190 Interviewing and Case Study Models (3 s.h.)
RHDS _ 15 s.h. of 200-level RHDS courses

D. GERIATRIC REHABILITATION (18 s.h.)
This concentration prepares students for positions in hospitals, nursing homes, and social service and community-based agencies that provide rehabilitation services for the elderly. The primary focus is on the development of applied skills in such areas as the activities of daily living, rehabilitation therapies, and independent living.

Select 18 s.h. from the following:
RHDS 190 Interviewing and Case Study Methods (3 s.h.)
RHDS 250 Action-Oriented Therapies (3 s.h.)
RHDS 271 Therapeutic Approaches with the Aging (3 s.h.)
RHDS 287 Cardiac Rehabilitation (3 s.h.)
RHDS 291 Neurological Rehabilitation (3 s.h.)
RHDS 294 Psychiatric Rehabilitation (3 s.h.)

E. MEDICAL REHABILITATION (18 s.h.)
Students selecting this concentration prepare for positions in medical, social service, or educational settings associated with helping people with disabilities develop functional capabilities for independent living. Qualified students may be selected to prepare for advanced study at the certificate or master's degree level in such areas as physical therapy, occupational therapy, speech and language therapy, cardiac rehabilitation, and other medical-related allied health careers.

RHDS 190 Interviewing and Case Study Methods (3 s.h.)
RHDS 261 Rehabilitation in Speech and Language Disorders (3 s.h.)
or
RHDS 271 Therapeutic Approaches with the Aging (3 s.h.)
RHDS 287 Cardiac Rehabilitation (3 s.h.)
RHDS 291 Neurological Rehabilitation (3 s.h.)

Select two of the following:
RHDS 275 Integrated Medicine (3 s.h.)
RHDS 284 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 299 Pain Management: Issues and Techniques (3 s.h.)

F. REHABILITATION COUNSELING AND CASEWORK (18 s.h.)
Students choosing this concentration prepare for positions as counselors who, as part of a team of physicians, psychiatrists, psychologists, and social workers, evaluate the problems of individuals with disabilities and assist them to achieve the maximum self-realization, independence, and vocational, educational, and personal adjustment.

RHDS 190 Interviewing and Case Study Methods (3 s.h.)
RHDS 242 Behavioral Techniques for the Developmentally Disabled (3 s.h.)
RHDS 292 Group Counseling Techniques in Rehabilitation (3 s.h.)
RHDS 294 Psychiatric Rehabilitation (3 s.h.)

Select two of the following:
RHDS 250 Action-Oriented Therapies (3 s.h.)
RHDS 275 Integrated Medicine (3 s.h.)
RHDS 284 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 291 Neurological Rehabilitation (3 s.h.)

IV. ELECTIVES (14-26 s.h., to complete 130 s.h.)
The following electives are strongly recommended. Students should consult with their academic advisor to determine which would be the most appropriate.

BIOL 4* Bioscience I (3 s.h.)
BIOL 6* Bioscience Laboratory I (1 s.h.)
BIOL 5 Bioscience II (3 s.h.)
BIOL 7 Bioscience Laboratory II (1 s.h.)
BIOL 10* Anatomy and Physiology I (3 s.h.)
BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11* Anatomy and Physiology II (3 s.h.)
BIOL 13* Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 1* General Chemistry I (3 s.h.)
CHEM 3* General Chemistry Laboratory I (1 s.h.)
CHEM 2 General Chemistry II (3 s.h.)
CHEM 4 General Chemistry Laboratory II (1 s.h.)
CHEM 15* Chemistry Survey (3 s.h.)
CHEM 16* Chemistry Survey Laboratory (1 s.h.)
HLTH 6 First Aid: Responding to Emergencies and Community CPR (strongly recommended; 2 s.h.)
OCTH 99 Survey of Occupational Therapy (3 s.h.)
PHYS 21* General Physics I (4 s.h.)
PHYS 22 General Physics II (4 s.h.)
PHYS 15* Physics for Movement Science (MATH 21 is prerequisite; 4 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
PSYC 9 Human Development (PSYC 1 is prerequisite; 3 s.h.)
PSYC 30 Personality and Personal Adjustment (PSYC 1 is prerequisite; 3 s.h.)
PSYC 111 Introduction to Statistics (PSYC 1 is prerequisite; 3 s.h.)
PSYC 121 Abnormal Psychology (PSYC 1 is prerequisite; 3 s.h.)
RHDS 291 Neurological Rehabilitation (3 s.h.)
RSCH 141 Guided Individual Study (2-6 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)
SOC 10 Introduction to Social Welfare (SOC 1 is prerequisite; 3 s.h.)
SOC 60 Families in Society (SOC 1 is prerequisite; 3 s.h.)

The following electives are required prerequisites for students who are seeking to be admitted to the College's graduate physical therapy program:

REHABILITATION AND DISABILITY STUDIES Continued

BIOL 90	Human Structure and Function I (prerequisites are BIOL 4 & 5 and CHEM 1 & 2; 3 s.h.)
BIOL 92	Human Structure and Function II (1 s.h.)
BIOL 91	Human Structure and Function II (3 s.h.)
BIOL 93	Human Structure and Function Laboratory (1 s.h.)

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample--courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History Social Science, Philosophy, and Religion. 14-26 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ENGL 113*	College Writing I (3 s.h.)
RHDS 25	Introduction to Rehabilitation (3 s.h.)
RHDS 31*	Psychology of Disability (3 s.h.)

First Year - Fall or Spring Semesters

6-8 s.h. of suggested electives
12-15 s.h. of ACRs

First Year - Spring Semester

ENGL 114*	College Writing II (3 s.h.)
RHDS 40	Independent Living Rehabilitation (3 s.h.)

B. Second Year - Fall Semester

RHDS 90	Personal and Career Exploration for Rehabilitation Personnel (3 s.h.)
RHDS 125	Rehabilitation Assessment and Appraisal Techniques (3 s.h.)

Second Year - Fall or Spring Semesters

6-8 s.h. of suggested electives
18-21 s.h. of ACRs

RHDS 130	Pediatric Rehabilitation (3 s.h.)
----------	-----------------------------------

C. Third Year - Fall Semester

RHDS 146*	Practicum in Rehabilitation Services I (3 s.h.)
-----------	---

Third Year - Fall or Spring Semesters

RHDS 160	Medical Information in Rehabilitation (3 s.h.)
RHDS 202	Parents and Family of the Disabled (3 s.h.)
RHDS 270	Rehabilitation Needs of the Aging (3 s.h.)
RHDS _	9 s.h. or more of concentration requirements Any uncompleted ACRs

Third Year - Spring Semester

RHDS 146	Practicum in Rehabilitation Services II (3 s.h.)
----------	--

D. Fourth Year - Fall Semester

RHDS 195*	Rehabilitation Internship I (6 s.h.)
-----------	--------------------------------------

Fourth Year - Fall or Spring Semesters

RHDS _ 9 s.h. or more of concentration requirements
Any uncompleted program requirements, ACRs or electives to complete 130 s.h.

Fourth Year - Spring Semester

RHDS 195	Rehabilitation Internship II (6 s.h.)
----------	---------------------------------------

VI. ADVANCED SENIOR PROGRAMS LEADING TO GRADUATE DEGREES

Master's Degree in Rehabilitation and Disability Studies

Undergraduate students who have an interest in pursuing an advanced degree in rehabilitation and disability studies may be eligible to apply for the advanced senior program leading to a master's degree. 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 s.h. of course work in the following areas: principles of rehabilitation, career information, medical information, psychosocial aspects of disability, interviewing, and counseling.
2. Total undergraduate cumulative grade point average and the cumulative grade point average in the major, based on a minimum of 106 semester hours of acceptable course work, should be 3.000 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, cocurricular and leadership activities, paid employment, volunteer work, and fieldwork experiences.

Undergraduate students may apply during their junior year of study for senior year acceptance. The program requires a minimum total of 72 semester hours of acceptable senior undergraduate and graduate credit with a minimum of 48 semester hours of graduate credit. A minimum of 15 semester hours of practicum and internship is also required to be eligible for the *National Certification Examination* to become a Certified Rehabilitation Counselor. The student earns a bachelor's degree and at the completion of the program, a master's degree. 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 toward the 130 semester hours of undergraduate credit required for the bachelor's degree.

Master's Degree in Occupational Therapy

An advanced senior program leading to a master's degree in occupational therapy is also available. For more information, refer to the occupational therapy program in this catalog.

SECONDARY EDUCATION CERTIFICATION

Requirements are subject to change.

The goal of the Education Department is to prepare students for teacher certification in one of the following areas: early childhood education, elementary education, teacher of students with special needs*, and secondary certification in biology, English, history, mathematics, or social studies. Students may also obtain certification as a teacher of visual arts, health studies, or physical education. All of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements.

All secondary education program candidates are required to complete a full major in the subject area in which they seek certification, as well as all required courses in the education program. Students receive dual advisement from the Education Department and the content area department. While rigorous, this preparation provides an excellent background for teaching in the secondary content area.

For more information about the secondary education certification program, contact the Education Department at (413) 748-3295 or the Admissions Office at (800) 343-1257.

** This is a new program and will be submitted to the Massachusetts Department of Education for approval. All other programs are NASDTEC and state approved*

Curricular Requirements

I. 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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major or for certification programs may also serve to fulfill or partially fulfill an ACR.

II. MAJOR REQUIREMENTS

Students seeking secondary education certification must complete one of the following majors:

- Art (studio) - for students seeking certification as a teacher of visual arts at the Pre-K-9 and/or 5-12 level
- Art therapy - for students seeking certification as a teacher of visual arts at the Pre-K-9 and/or 5-12 level
- Biology - for students seeking certification as a teacher of biology at the 5-9 and/or 9-12 level
- English - for students seeking certification as a teacher of English at the 5-9 and/or 9-12 level
- Health studies - for students seeking certification as a teacher of health at the Pre-K-9 and/or 5-12 level
- History - for students seeking certification as a teacher of history and/or a teacher of social studies at the 5-9 and/or 9-12 level
- Mathematics - for students seeking certification as a teacher of mathematics at the 5-9 and/or the 9-12 level
- Movement and Sports Studies - for students seeking certification as a teacher of physical education at the Pre-K-9 and/or 5-12 level

For information regarding requirements for these majors, see the appropriate pages in this catalog.

III. PROFESSIONAL PREPARATION REQUIREMENTS

Students majoring in biology, English, history, or mathematics who wish to pursue secondary certification must complete the following courses:

EDUC 30 Introduction to High School Teaching (2 s.h.)
EDUC 60 Growth and Development: Prenatal Through Adolescence (3 s.h.)

or

PSYC 4 Educational Psychology (3 s.h.)
EDUC 137 Social Justice and Diversity Education (3 s.h.)
EDUC 118 Tutorial Pre-Practicum (3 s.h.)
EDUC 174 Pre-Practicum-Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 185 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 271 Learning, Teaching, and Technology (3 s.h.)
EDUC 25 1 Supervised Student Teaching (14 s.h.)

or

EDUC 256 Secondary Student Teaching: High School Level (7 s.h.)

and

EDUC 257 Secondary Student Teaching: Middle School Level (7 s.h.)

EDUC 255 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

IV. ADVANCED STANDING REQUIREMENTS

Students in the secondary education program are required to submit an application for advanced standing during the spring term of the sophomore year. This form is available from their secondary education advisor. Students must be granted advanced standing before enrolling in upper-level, advanced coursework in education or beginning pre-practicum field placements.

It is imperative that students maintain their advanced standing status in their junior and senior years. Students should adhere to all requirements and responsibilities that are stipulated in the following policies and procedures.

Minimum Standards for Eligibility

1. Students must successfully complete all departmentally-required education courses (EDUC 30, EDUC 60 or PSYC 4) with a 2.500 GPA.
2. Students must successfully complete a core of courses in the field in which they seek certification and must achieve a cumulative index of 2.500 in all courses required for certification at that level.
3. Students must achieve an overall cumulative index of 2.500.
4. Students must pass the Communication and Literacy Skills portion of the Massachusetts Educator Certification Test.
5. Students must obtain the endorsement of the advisor in their major and the advisor in the education department.

**SECONDARY EDUCATION
CERTIFICATION
Continued**

Application Procedure

1. Schedule a meeting with the secondary education advisor to review current courses and cumulative indexes, and to receive an advanced standing application form.
2. Schedule a meeting with the major advisor to review completed courses and to determine if junior-level, pre-practicum experience may begin. If the student is unable to begin pre-practicum because of an insufficient background, a plan for rectifying deficiencies will be made.
3. Return the advanced standing application to the secondary education advisor. It will then be submitted to the chair of the Education Department for final approval. Written notification of advanced standing status will be sent by the department chair.

Advanced standing status must be maintained and will be reviewed in the spring of the junior year before enrollment for practicum. Advanced standing status for transfer students will be considered on a case-by-case basis.

Failure to Qualify

In order to enroll in upper-level courses, students must attain and maintain advanced standing status or receive permission from the department. Students will not be allowed to enroll without meeting this condition. If students fail to qualify for or lose advanced standing, they may file a new application when the standards of eligibility have been met.

SOCIOLOGY

(130 semester hours)

Requirements are subject to change.

Sociology is the study of human societies. It is concerned with understanding how people are influenced by the social world and how people act as creators of this world. Sociology emphasizes the study of social structure, culture, social change, and social problems that develop within societies.

Students majoring in sociology receive a broad, general education, including study in other social sciences. Opportunities for internships exist in off-campus government agencies, voluntary associations, nonprofit organizations, and businesses. Students who major in sociology find careers in many fields, some of which include education, government, civil rights, politics, human service agencies, and human resources work in business. Sociologists can make a major contribution to any organization which needs people who can identify and analyze problems and thus contribute to their resolution. Many graduates seek advanced degrees in sociology, journalism, law, criminology, law enforcement, social work, business, and religious leadership.

A student majoring in sociology may choose the generalist curriculum or complete a concentration in sociology of crime and corrections, sociology of health and aging, or sociology of inequality. Minors and double majors in related or complementary fields are encouraged (for example, political science, psychology, gerontology, etc.)

For more information about the sociology major, contact Dr. Nancy J. Ogle of the Social Sciences and Human Services Department at (413) 748-3316 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major or concentration may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CORE REQUIREMENTS (33 s.h.)

SOCI 1*	Introduction to Sociology (3 s.h.)
SOCI 10	Introduction to Social Welfare (3 s.h.)
SOCI 50	Social Organization (3 s.h.)
SOCI 120	Social Change (3 s.h.)
SOCI 130*	Social Problems (3 s.h.)
SOCI 180*	Sociological Theory (3 s.h.)
SOCI 290*	Research Methods (3 s.h.)
ANTH 1	Introduction to Anthropology (3 s.h.)
<i>or</i>	
ANTH 50	Cultural Anthropology (3 s.h.)
HIST 6	The Civil War to Modern America (3 s.h.)
POSC 10	Introduction to American Government (3 s.h.)
PSYC 111	Introduction to Statistics (3 s.h.)

In addition, students usually select one of the concentrations listed below. Concentrations, if completed, will be noted on the student's transcript.

III. OPTIONAL CONCENTRATIONS (18-24 s.h.)

A. GENERAL SOCIOLOGY (18 s.h.)

18 s.h. of sociology electives

B. SOCIOLOGY OF INEQUALITY (24 s.h.)

SOCI 131	Racial and Ethnic Relations (3 s.h.)
SOCI 165	Women in Society (3 s.h.)
SOCI 140	Social Gerontology (3 s.h.)
SOCI 141	Sociology of Economic Stratification (3 s.h.)
SOCI 191	Internship (6 s.h.)

In addition, select two of the following courses:

EDUC 137	Social Justice and Diversity Education (3 s.h.)
ENGL 52*	Survey of African American Literature II (3 s.h.)
ENGL 80*	Women and Literature (3 s.h.)
ENGL 82*	Native American Literature (3 s.h.)
HIST 10	Afro-American History I (3 s.h.)
MUSC 32*	Music as a Form of Social Protest (3 s.h.)
POSC 138	Civil Liberties (3 s.h.)
POSC 150	Politics of Development (3 s.h.)
RHDS 40	Independent Living Rehabilitation (RHDS 25 is prerequisite; 3 s.h.)
RELI 120*	Liberation Theology (3 s.h.)
SOCI 175	The Sociology of Genocide and the Holocaust (3 s.h.)

C. SOCIOLOGY OF CRIME AND CORRECTIONS (24 s.h.)

PSYC 1	Introduction to Psychology (3 s.h.)
SOCI 70	The Community in America (3 s.h.)
SOCI 135	Juvenile Delinquency (3 s.h.)
SOCI 191	Internship (6 s.h.)
SOCI 235	Criminology (3 s.h.)

In addition, select two of the following courses:

SOCI 132	Violence and Victimization (3 s.h.)
HSAD 36	Human Behavior in Small Groups (3 s.h.)
POSC 30	Public Administration (3 s.h.)
PSYC 121	Abnormal Psychology (3 s.h.)
PSYC 130	Applied Psychology (3 s.h.)
POSC 138	Civil Liberties (3 s.h.)

D. SOCIOLOGY OF HEALTH AND AGING (24 s.h.)

SOCI 60	Families in Society (3 s.h.)
SOCI 140	Social Gerontology (3 s.h.)
SOCI 145	Sociology of Death and Dying (3 s.h.)
SOCI 155	Medical Sociology (3 s.h.)
SOCI 191	Internship (6 s.h.)

In addition, select two of the following courses:

PSYC 1	Introduction to Psychology (3 s.h.)
PSYC 9	Human Development (3 s.h.)
RHDS 25	Introduction to Rehabilitation (3 s.h.)
RHDS 270	Rehabilitation Needs of the Aging (3 s.h.)
RHDS 275	Integrated Medicine (3 s.h.)
SOCI 142	Case Management (3 s.h.)

IV. ELECTIVES (32-56 s.h., to complete 130 s.h.)

SOCIOLOGY Continued

V. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRS need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History Religion, and Philosophy. 32-56 s.h. of electives will be required to complete 130 s.h.

Courses marked with an *fulfill or partially fulfill an ACR.

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100* Fit for Life (1 s.h.)
17-20 s.h. of ACRs or electives

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)
HIST 6 The Civil War to Modern America (3 s.h.)
POSC 10 Introduction to American Government (3 s.h.)

B. Second Year - Fall Semester

SOCI 130* Social Problems (3 s.h.)

Second Year - Fall or Spring Semesters

ANTH 1 Introduction to Anthropology (3 s.h.; spring)
or
ANTH 50 Cultural Anthropology (3 s.h.; fall)
PSYC 111 Introduction to Statistics (3 s.h.)
6 s.h. of concentration selectives, if applicable
ACRs or electives to total 33-36 s.h. for the year

Second Year - Spring Semester

SOCI 50 Social Organization (3 s.h.)
SOC 120 Social Change (3 s.h.)

C. Third Year - Fall Semester

SOCI 10 Introduction to Social Welfare (3 s.h.)
SOCI 180* Sociological Theory (3 s.h.)
SOCI 290 Research Methods (3 s.h.; can be delayed to
4th year)

Third Year - Fall or Spring Semesters

6-9 s.h. of concentration selectives, if applicable
ACRs or electives to total 33-36 s.h. for the year

D. Fourth Year - Fall or Spring Semesters

SOCI 191 Internship (if needed for concentration, 6 s.h.)
Any uncompleted concentration
selectives, if applicable
Any uncompleted program requirements, ACRs
or electives to complete 130 s.h.

SPORT MANAGEMENT

(132 semester hours)
Requirements are subject to change.

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

The program of study consists of three basic components: All-College Requirements, the business management core, and the sports concepts core. These program components provide a foundation for the development of knowledge and skills required for sport management. Practical experience is provided in the sports concepts core that enables students to apply what has been learned in a business setting. During the senior year, students are required to complete a fifteen-week field experience under the supervision of a qualified professional in sport management. This experience affords students the opportunity to nurture acquired skills while functioning in the business of sport. It also facilitates student entry into the employment market upon graduation.

For more information about the sport management major, contact Dr. Susan Langlois, program director, at 413-748-3809; the Exercise Science and Sports Studies Department chairperson at (413) 748-3231; or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (41 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. BUSINESS MANAGEMENT CORE (48 s.h.)

- ECON 1* Principles of Macroeconomics (3 s.h.)
- ECON 2 Principles of Microeconomics (3 s.h.)
- ECON 107* Managerial Economics I (3 s.h.)
- ECON 108* Managerial Economics II (3 s.h.)
- ECON 195 Economics of Sport (3 s.h.)
- ENGL 102 Business and Technical Writing (3 s.h.)
- MATH 21* College Algebra (3 s.h.)
- or
- MATH 23* Business Mathematics (3 s.h.)
- MGTE 11 Principles of Accounting II (3 s.h.)
- MGTE 26 Management Principles (3 s.h.)
- MGTE 100 Managerial Accounting (3 s.h.)
- MGTE 105 Financial Management (3 s.h.)
- SMGT 5 Introduction to Business (3 s.h., cross-listed as MGTE 5)
- SMGT 10 Principles of Accounting I (3 s.h., cross-listed as MGTE 10)

- SMGT 101 Marketing Principles (3 s.h., cross-listed as MGTE 101)
 - SMGT 104 Sport Marketing (3 s.h.)
 - SMGT 120 Statistics for Business and Economics (3 s.h., cross-listed as MGTE 120)
 - SMGT 205 Managerial Supervision (3 s.h., cross-listed as MGTE 205)
- III. SPORTS CONCEPT CORE (37-42 s.h.)
- COMM 111 Sports Information (3 s.h.)
 - MOST 228 Sociology of Sport (3 s.h.)
 - SMGT 124 Athletic Administration (2 s.h., cross-listed as PHED 124)
 - SMGT 128 Psychology of Sport (3 s.h., cross-listed as MOST 128)
 - SMGT 140 Pre-Practicum in Sport Management (3 s.h.)
 - SMGT 150 Public Relations (3 s.h., cross-listed as RCTR 150)
 - SMGT 188 Introduction to Sport Management (1 s.h.)
 - SMGT 200 Sports Recreation and Facility Management (3 s.h., cross-listed as RCTR 200)
 - SMGT 241 Fieldwork in Sport Management (10-15 s.h.)
 - SMGT 260 Introduction to Sport Law (3 s.h.)
 - SMGT 299 Heritage and Values of Movement and Sport (3 s.h., cross-listed as MOST 299)

IV. ADDITIONAL REQUIRED COURSES (4-6 s.h.)

- MOSK 1* Outdoor Pursuits (1 s.h.)
 - SOCI 1 Introduction to Sociology (3 s.h.)
- if needed, 1-2 s.h. of electives to complete 132

V. SPORT MANAGEMENT PRE-PRACTICUM AND FIELDWORK

All sport management majors must submit an application for both SMGT 140 and SMGT 241 at least one semester prior to enrollment in those courses. This application may be secured from and must be submitted to the sport management fieldwork 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 fieldwork coordinator. Although SMGT 241 is worth 10-15 s.h., all majors enrolled in this course are required to complete the equivalent of one full semester (15 weeks) in this experience.

VI. PROGRAM AND ADVANCED STANDING STANDARDS

Sport management majors must qualify for advanced standing in order to register for the third- and fourth-year sequences of required courses (including Pre-Practicum and Fieldwork). To qualify for advanced standing, the student must meet the following standards by the conclusion of his or her sophomore year.

1. A 2.500 GPA in professional courses (those prefaced in this plan as ECON, MGTE, and SMGT).
2. An overall GPA (all courses) of 2.250 or higher.
3. A grade of C- or better in all SMGT courses. (Grades of D+ or less are unacceptable and courses will need to be retaken).
4. Proper professional and responsible behavior is expected of each sport management student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

PORT MANAGEMENT Continued

After achieving the minimum GPA and grade standards listed above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the sport management faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

Appeal Process

A student may appeal any action taken by the department regarding his or her probation or dismissal from the major. In order to appeal, the student must submit a letter to the department chairperson requesting a review of their status. This appeal must be submitted within two weeks of the student being notified of his or her probation or dismissal. The sport management program director will call a meeting of the appropriate faculty to which the student will be invited. The student will be notified within ten days of the meeting regarding the outcome of their appeal.

VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History Social Justice, Philosophy and Religion. 1-3 s.h. of electives may be required to complete 130 s.h.

A. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)
- SMGT 5* Introduction to Business (3 s.h., cross-listed as MGTE 5)
- SMGT 188 Introduction to Sport Management (1 s.h.)

First Year - Fall or Spring Semesters

- MATH 21* College Algebra (3 s.h.)
- or
- MATH 23* Business Mathematics (3 s.h.)
- PEAC 100* Fitness for Life (1 s.h.)
- SOCI 1 Introduction to Sociology (3 s.h.)
18-21 s.h. of ACRs

First Year - Spring Semester

- MOSK 1* Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

- ECON 1* Principles of Macroeconomics (3 s.h.)
- MGTE 26 Management Principles (3 s.h.)
- SMGT 10 Principles of Accounting I (3 s.h., cross-listed as MGTE 10)

Second Year - Fall or Spring Semesters

- COMM 111 Sports Information (3 s.h.)
- ENGL 102 Business and Technical Writing (3 s.h.)
- SMGT 128 Psychology of Sport (3 s.h., cross-listed as MOST 128)
- SMGT 150 Public Relations (3 s.h., cross-listed as RCTR 150)
9 s.h. of ACRs

Second Year - Spring Semester

- ECON 2 Principles of Microeconomics (3 s.h.)
- MGTE 11 Principles of Accounting II (3 s.h.)

C. Third Year - Fall Semester

- ECON 107* Managerial Economics I (3 s.h.)
- MGTE 100 Managerial Accounting (3 s.h.)
- SMGT 101 Marketing Principles (3 s.h., cross-listed as MGTE 101)

Third Year - Fall or Spring Semesters

- ECON 195 Economics of Sport (3 s.h.)
- MOST 228 Sociology of Sport (3 s.h.)
- SMGT 120 Statistics for Business and Economics (3 s.h., cross-listed as MGTE 120)
- SMGT 124 Athletic Administration (2 s.h., cross-listed as PHED 124)
Any uncompleted ACRs

Third Year - Spring Semester

- ECON 108 Managerial Economics II (3 s.h.)
- SMGT 104 Sport Marketing (3 s.h.)
- SMGT 140 Pre-Practicum in Sport Management (3 s.h.)

D. Fourth Year - Fall Semester

- MGTE 105 Financial Management (3 s.h.)
- SMGT 205 Managerial Supervision (3 s.h., cross-listed as MGTE 205)
- SMGT 200 Sports Recreation and Facility Management (3 s.h., cross-listed as RCTR 200)
- SMGT 299 Heritage and Values of Movement and Sport (3 s.h., cross-listed as MOST 299)
- SMGT 260 Introduction to Sport Law (3 s.h.)
1-2 s.h. of electives, if needed to complete 132 s.h.

Fourth Year - Spring Semester

- SMGT 241 Fieldwork in Sport Management (this may also be completed during the previous summer or fall;
10-15 s.h.)

SPORTS BIOLOGY

(130 semester hours)
Requirements are subject to change.

This preprofessional program educates students in sports biology and prepares them for acceptance to health professions and graduate schools, as well as leadership roles in new careers in sports science and sports medicine. The program represents an expansion of the science program, which has a history of successfully placing students in health professions and graduate schools. In view of the reputation of the College in sports and the success the preprofessional science program has enjoyed, the program—which combines sports and 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 that includes working professionals presenting their experiences in preparation, careers, occupational opportunities, etc., to help students determine a career goal. In addition to the academic work, students participate in a research or shadowing program to provide some hands-on experience in one or more of the fields of sports science.

For more information about the sports biology major, contact Dr. Julie Smist of the Chemistry/Biology Department at (413) 748-3382 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (3740 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. CHEMISTRY/BIOLOGY REQUIREMENTS (38 s.h.)

- BIOL 4* Bioscience I (3 s.h.)
- BIOL 6* Bioscience Laboratory I (1 s.h.)
- BIOL 5 Bioscience II (3 s.h.)
- BIOL 7 Bioscience Laboratory II (1 s.h.)
- BIOL 80* Genetics (3 s.h.)
- BIOL 81 Genetics Laboratory (1 s.h.)
- BIOL 90 Human Structure and Function I (3 s.h.)
- BIOL 92 Human Structure and Function Laboratory I (1 s.h.)
- BIOL 91 Human Structure and Function II (3 s.h.)
- BIOL 93 Human Structure and Function Laboratory II (1 s.h.)
- CHEM 1 General Chemistry I (3 s.h.)
- CHEM 3 General Chemistry Laboratory I (1 s.h.)
- CHEM 2 General Chemistry II (3 s.h.)
- CHEM 4 General Chemistry Laboratory II (1 s.h.)
- CHEM 2 1 Organic Chemistry I (3 s.h.)
- CHEM 23 Organic Chemistry Laboratory I (1 s.h.)
- CHEM 22 Organic Chemistry II (3 s.h.)
- CHEM 24 Organic Chemistry Laboratory II (1 s.h.)

Choose one of the following sequences:

- BIOL 208 Cell and Molecular Biology (3 s.h.)
and
- BIOL 209 Cell and Molecular Biology Laboratory (1 s.h.)
- or*
- BIOL 220 Cellular Physiology (3 s.h.) *and*
- BIOL 221 Cellular Physiology Laboratory (1 s.h.)

III. CHEMISTRY/BIOLOGY SELECTIVES (7-8 s.h.)

Choose two of the following selective sequences:

- BIOL 115 General Microbiology (3 s.h.) *and*
- BIOL 117 General Microbiology Laboratory (1 s.h.)
- or*
- BIOL 116* Applied Microbiology and Immunology (3 s.h.)
and
- BIOL 118 Applied Microbiology and Immunology Laboratory II (1 s.h.)
- or*
- BIOL 170 Instrumentation and Methodology (2 s.h.) *and*
- BIOL 171 Instrumentation and Methodology Laboratory (1 s.h.)
- or*
- BIOL 181 Developmental Biology (3 s.h.) *and*
- BIOL 182 Developmental Biology Laboratory (1 s.h.)
- or*
- BIOL 208¹ Cell and Molecular Biology (3 s.h.) *and*
- BIOL 209¹ Cell and Molecular Biology Laboratory (1 s.h.)
- or*
- BIOL 211 Human Microscopic Anatomy (3 s.h.) *and*
- BIOL 212 Human Microscopic Anatomy Laboratory (1 s.h.)
- or*
- BIOL 220¹ Cellular Physiology (3 s.h.) *and*
- BIOL 221¹ Cellular Physiology Laboratory (1 s.h.)
- or*
- CHEM 32 Biological Chemistry (3 s.h.)
- or*
- CHEM 41 Analytical Chemistry (2 s.h.) *and*
- CHEM 42 Analytical Chemistry Laboratory (2 s.h.)
- or*
- CHEM 110 Physical Chemistry with Biological Applications (3 s.h.) *and*
- CHEM 111 Physical Chemistry Laboratory (1 s.h.)

¹ *if not used as part of chemistry/biology requirements*

IV. MOVEMENT STUDIES AND RELATED REQUIREMENTS (29 s.h.)

- CISC 10* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
- HLTH 151 Introduction to Nutrition (3 s.h.)
- MOST 5 Lifespan Motor Development (3 s.h.)
- MOST 103 Physiology of Exercise (3 s.h.)
- MOST 119 Kinesiology/Biomechanics (3 s.h.)
- PHYS 21 General Physics I (4 s.h.)
- PHYS 22 General Physics II (4 s.h.)

Select two of the following math courses:

- MATH 21* College Algebra (3 s.h.)
- MATH 22* Precalculus Mathematics (3 s.h.)
- MATH 24* Probability and Statistics (3 s.h.)
- MATH 27* Calculus I (3 s.h.)
- MATH 28* Calculus II (3 s.h.)

PORTS BIOLOGY Continued

V. CAREER COLLOQUIA

Students must attend a minimum of 12 career colloquia.

VI. ELECTIVES (15-18 s.h., to complete 130 s.h.)

Recommended electives (check prerequisites):

HLTH 225	Human Disease (3 s.h.)
PHED 125	Sports First Aid and Injury Prevention (3 s.h.)
PSYC 9	Human Development (3 s.h.)
PSYC 111*	Introduction to Statistics (3 s.h.)
PTMS 210	Human Anatomy I (3 s.h.)
PTMS 211	Human Anatomy II (3 s.h.)
RHDS 275	Integrated Medicine (3 s.h.)
SOCI 155	Medical Sociology (SOCI 1 is prerequisite 3 s.h.)

VII. PROGRAM STANDARDS

Sports biology majors must earn a grade of C- or better in all courses required for the major, including selectives.

VIII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample -- courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, Religion, and the second Writing-Across-the-Curriculum course. 15-18 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

BIOL 4*	Bioscience I (3 s.h.)
BIOL 6*	Bioscience Laboratory I (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
ENGL 113*	College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

MOST 5	Lifespan Motor Development (3 s.h.)
PEAC 100*	Fitness for Life (1 s.h.) 1-4 s.h. of ACRs

Two math courses from the following

sequence (first during fall and second during spring):

MATH 21*	College Algebra (3 s.h.)
MATH 22*	Precalculus Mathematics (3 s.h.)
MATH 24*	Probability and Statistics (3 s.h.)
MATH 27*	Calculus I (3 s.h.)
MATH 28*	Calculus II (3 s.h.)

First Year - Spring Semester

BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
ENGL 114*	College Writing II (3 s.h.)

B. Second Year - Fall Semester

BIOL 90	Human Structure and Function I (3 s.h.)
BIOL 92	Human Structure and Function Laboratory I (1 s.h.)
CHEM 21	Organic Chemistry I (3 s.h.)
CHEM 23	Organic Chemistry Laboratory I (1 s.h.)

Second Year - Fall or Spring Semesters

CISC 10*	Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
HLTH 151	Introduction to Nutrition (3 s.h.) 11-14 s.h. of ACRs

Second Year - Spring Semester

BIOL 91	Human Structure and Function II (3 s.h.)
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)
CHEM 22	Organic Chemistry II (3 s.h.)
CHEM 24	Organic Chemistry Laboratory II (1 s.h.)

C. Third Year - Fall Semester

BIOL 80*	Genetics (3 s.h.)
BIOL 81	Genetics Laboratory (1 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)
PHYS 21	General Physics I (4 s.h.)

Third Year - Fall or Spring Semesters

4-12 s.h. of CHEM/BIOL selectives
Up to 14 s.h. of ACRs
Up to 16 s.h. of electives

Third Year - Spring Semester

MOST 119	Kinesiology/Biomechanics (3 s.h.)
PHYS 22	General Physics II (4 s.h.)

D. Fourth Year - Fall or Spring Semesters

Choose one of the following sequences:

BIOL 208	Cell and Molecular Biology (3 s.h.) and
BIOL 209	Cell and Molecular Biology Laboratory (1 s.h.)
or	
BIOL 220	Cellular Physiology (3 s.h.) and
BIOL 221	Cellular Physiology Laboratory (1 s.h.)
	Any uncompleted CHEM/BIOL selectives
	Any uncompleted program requirements, ACRs
	or electives to total 130 s.h.

TEACHER OF STUDENTS WITH SPECIAL NEEDS CERTIFICATION

(135 semester hours)

Requirements are subject to change.

The goal of the Education Department is to prepare students for teacher certification in one of the following areas: early childhood education, elementary education, teacher of students with special needs*, and secondary certification in biology, English, history, mathematics, or social studies. Students may also obtain certification as a teacher of visual arts, health studies, or physical education. All of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements.

Students seeking certification as a teacher of students with special needs at the Pre-K-9 level complete the psychosocial dynamics of learning interdisciplinary major and the additional education courses listed below.

For more information about the teacher of students with special needs certification program, contact the chairperson of the Education Department at (413) 748-3295 or the Admissions Office at (800) 343-1257.

**This is a new program and will be submitted to the Massachusetts Department of Education for approval. All other programs are NASDTEC and state approved.*

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (34 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. PROFESSIONAL DEVELOPMENT CORE REQUIREMENTS (32 s.h.)

- EDUC 60* Growth and Development (3 s.h.)
- EDUC 128* Methods of Teaching Reading and Language Arts (3 s.h.)
- EDUC 137* Social Justice and Diversity Education (3 s.h.)
- EDUC 168 Pre-Practicum I (3 s.h.)
- EDUC 169 Pre-Practicum II (3 s.h.)
- EDUC 251 Supervised Student Teaching (14 s.h.)
- EDUC 253 Practicum Seminar (3 s.h.)

III. ADDITIONAL SPECIAL NEEDS REQUIREMENTS (23 s.h.)

- EDUC 162 Introduction to Special Education (3 s.h.)
- EDUC 177 CMO-Mathematics (2 s.h.)
- EDUC 178 CMO-Science, Social Studies, Language Arts (3 s.h.)
- EDUC 250 Principles and Practices of Classroom Management (3 s.h.)
- EDUC 266 Accommodating Student Needs in the Classroom (3 s.h.)
- RHDS 261 Rehabilitation in Speech and Language Disorders (3 s.h.)
- RHDS 283 Learning Disabilities (3 s.h.)
- EDUC 342 Educational Assessment (3 s.h.)

IV. PSYCHOSOCIAL DYNAMICS OF LEARNING (PSDL) INTERDISCIPLINARY MAJOR (46 s.h.)

A. Required Education Core (13 s.h.)

- ENGL 120 Traditional Grammar and Usage (3 s.h.)
- HIST 5 Colonial America to the Civil War (3 s.h.)
- or
- HIST 6 The Civil War to Modern America (3 s.h.)
- MATH 21* College Algebra (3 s.h.)
- PHSC 1* Physical Science and the Environment (4 s.h.)
- or
- BIOL 1* Basic Concepts of Modern Biology (3 s.h.) and
- BIOL 2* Basic Concepts Laboratory (1 s.h.)

B. Interdisciplinary Requirements (24 s.h.)

- ANTH 1 Introduction to Anthropology (3 s.h.)
- ATPY 40 Introduction to Art Therapy (3 s.h.)
- PSYC 1 Introduction to Psychology (3 s.h.)
- PSYC 4 Educational Psychology (3 s.h.)
- PSYC 30 Personality Adjustment (3 s.h.)
- PSYC 121 Abnormal Psychology (3 s.h.)
- SOCI 1* Introduction to Sociology (3 s.h.)
- SOCI 60 Families and Society (3 s.h.)
- SOCI 130 Social Problems (3 s.h.)

C. Interdisciplinary Selectives (6 s.h.)

Select a minimum of 6 s.h. from the courses below from at least two different disciplines:

- ANTH 50 Cultural Anthropology (3 s.h.)
- ATPY 100 Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
- ATPY 200 Art Therapy for Special Populations (3 s.h.)
- PSYC 9 Human Development (3 s.h.)
- PSYC 106 Social Psychology (3 s.h.)
- PSYC 206 Psychology of Diversity (3 s.h.)
- PSYC 207 History of Modern Psychology (3 s.h.)
- PSYC 208 Cognitive Psychology (3 s.h.)
- PSYC 213 Psychological Testing (3 s.h.)
- RHDS 31 Psychology of Disability (3 s.h.)
- SOCI 50** Social Organization (3 s.h.)
- SOCI 120 Social Change (3 s.h.)
- SOCI 131 Racial and Ethnic Relations (3 s.h.)
- SOCI 135 Juvenile Delinquency (3 s.h.)
- SOCI 141 Sociology of Economic Stratification (3 s.h.)
- SOCI 145 Sociology of Death and Dying (3 s.h.)
- SOCI 160 Media and Society (3 s.h.)
- SOCI 165 Women and Society (3 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

Students are required to meet qualifications for advanced standing prior to beginning fieldwork experiences. Students must continue to meet advanced standing qualifications throughout their junior and senior years. Minimum standards for advanced standing are:

1. Students must have successfully completed all departmentally-required preliminary courses within and outside the Education Department.
2. Students may not have a D or an F in any departmentally-required course (MATH 16, MATH 21, HIST 5, HIST 6, BIOL 1, or PHSC 1, depending on program requirements).
3. Students must achieve and maintain a cumulative index of 2.500 in education courses and the departmentally-required courses listed above.

**TEACHER OF STUDENTS
WITH SPECIAL NEEDS
CERTIFICATION
Continued**

4. Students must achieve an overall cumulative average of 2.200.
5. Students must meet the minimum competency standard in mathematics by achieving a B or better in MATH 21 or by passing the Math Praxis Exam.
6. Students must pass the Communication and Literacy Skills portion of the Massachusetts Educator Certification Test.
7. Students must have the signature of their department advisor, a faculty member from the area of their interdisciplinary major, and the chair of the Education Department.

The application for advanced standing must be submitted to the department chair, prior to registration for junior year coursework, for review by the department. Students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, they may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. More information and a sample application are available from the Education Department.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 17 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy and Religion.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters

MATH 21* College Algebra (3 s.h.)

PEAC 100* Fitness for Life (1 s.h.)

PSYC 1 Introduction to Psychology (3 s.h.)

PSYC 4 Educational Psychology (3 s.h.)

PHSC 1* Physical Science and the Environment (4 s.h.; fall or spring)

or

BIOL 1* Basic Concepts of Modern Biology (3 s.h.; spring)
and

BIOL 2* Basic Concepts Laboratory (1 s.h.; spring)
11-13 s.h. of ACRs

First Year - Spring Semester

EDUC 162 Introduction to Special Education (3 s.h.)

ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester

ENGL 120 Traditional Grammar and Usage (3 s.h.)

SOCI 1* Introduction to Sociology (3 s.h.)

Second Year - Fall or Spring Semesters

ATPY 40 Introduction to Art Therapy (3 s.h.)

EDUC 60* Growth and Development (3 s.h.)

EDUC 137* Social Justice and Diversity Education (3 s.h.)

HIST 5 Colonial America to the Civil War (3 s.h.; fall)

or

HIST 6 The Civil War to Modern America (3 s.h.; spring)

PSYC 30 Personality Adjustment (3 s.h.)

7-10 s.h. of ACRs

Second Year - Spring Semester

ANTH 1 Introduction to Anthropology (3 s.h.)

EDUC 177 CMO-Mathematics (2 s.h.)

C. Third Year - Fall Semester

EDUC 128* Methods of Teaching Reading and Language Arts (3 s.h.)

EDUC 168 Pre-Practicum I (3 s.h.)

EDUC 169 Pre-Practicum II (3 s.h.)

EDUC 178 CMO-Science, Social Studies, Language Arts (3 s.h.)

Third Year - Fall or Spring Semesters

PSYC 121 Abnormal Psychology (3 s.h.)

SOCI 130 Social Problems (3 s.h.)

PSDL selective (3 s.h.)

7-9 s.h. of ACRs

Third Year - Spring Semester

EDUC 250 Principles and Practices of Classroom Management (3 s.h.)

SOCI 60 Families and Society (3 s.h.)

D. Fourth Year - Fall Semester

EDUC 266 Accommodating Student Needs in the Classroom (3 s.h.)

EDUC 342 Educational Assessment (3 s.h.)

RHDS 261 Rehabilitation in Speech and Language Disorders (3 s.h.)

RHDS 283 Learning Disabilities (3 s.h.)

PSDL selective (3 s.h.)

Any uncompleted program or ACRs

Fourth Year - Spring Semester

EDUC 251 Supervised Student Teaching (14 s.h.)

EDUC 253 Practicum Seminar (3 s.h.)

THERAPEUTIC RECREATION SERVICES

(130 semester hours)
Requirements are subject to change.

Springfield College has been preparing recreation and leisure professionals for almost fifty years, recognizing the contribution which recreation experiences make to the quality of life. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Parks Association. The College offers two majors in this department: recreation management and therapeutic recreation services. Therapeutic recreation services majors can complete the optional child life specialization (requires 16 additional semester hours).

The therapeutic recreation services major is an accredited professional program which prepares students to be certified as therapeutic recreation specialists. Graduates plan, develop, implement, and evaluate therapeutic recreation services in clinical and non-clinical settings. The program explores the use of recreation services to improve or maintain physical, mental, emotional, and/or social functioning and to assist individuals to achieve and sustain self-reliant, high-quality leisure lifestyles. Students in this program may choose the optional child life specialization (requires 10 additional semester hours to complete). Employment opportunities within the therapeutic recreation profession include:

- hospitals, nursing homes, and long-term care facilities
- rehabilitation centers
- mental health and substance abuse agencies
- correctional facilities
- senior citizen centers
- camps and outdoor recreation settings
- sheltered workshops and vocational training centers
- schools

For more information about the therapeutic recreation services major, contact Dr. Matthew J. Pantera, the chairperson of the Recreation and Tourism Department at (413) 748-3693 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (36 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. DEPARTMENTAL CORE REQUIREMENTS (67 s.h.)

- RCTR 3 Introduction to Recreation and Leisure Services (3 s.h.)
- RCTR 6 Dynamics of Leadership (3 s.h.)
- RCTR 15 Recreational Activities (3 s.h.)
- RCTR 16 Program planning (3 s.h.)
- RCTR 72* Introduction to Therapeutic Recreation (3 s.h.)
- RCTR 141 Undergraduate Internship (10 s.h.)
- RCTR 148 Management of Leisure Services (3 s.h.)
- RCTR 150* Public Relations (3 s.h.)
- RCTR 155 Introduction to Outdoor Recreation (3 s.h.)
- RCTR 160 Facility Design and Planning (3 s.h.)

- RCTR 172 Processes and Techniques in Therapeutic Recreation (3 s.h.)
- RCTR 176 Practicum (3 s.h.)
- RCTR 205* History and Philosophy of Leisure and Recreation (3 s.h.)
- RCTR 207 Organization and Administration of Public Recreation (3 s.h.)
- RCTR 230 Leisure Counseling (3 s.h.)
- RCTR 245 Personnel Management/Human Resource Management (3 s.h.)
- RCTR 270 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
- RCTR 273 Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
- RCTR 280 Legal Aspects of Leisure Services (3 s.h.)
- RCTR 288 Undergraduate Seminar (3 s.h.)

The recreation faculty and National Recreation and Parks Association adjust the core and additional requirements from time to time in order to reflect trends and the most current accreditation standards.

III. RELATED CORE REQUIREMENTS (27 s.h.)

- BIOL 10* Anatomy and Physiology I (3 s.h.)
- BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
- BIOL 11 Anatomy and Physiology II (3 s.h.)
- BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
- MOSK 1* Outdoor Pursuits (1 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
- PEAC 108* Sports for the Disabled I (.5 s.h.)
- PEAC 109* Sports for the Disabled II (.5 s.h.)
- PEAC _* 1 s.h. of additional skills electives
- PSYC 1 Introduction to Psychology (3 s.h.)
- PSYC 9 Human Development (3 s.h.)
- or
- EDUC 60 Growth and Development (3 s.h.)
- PSYC 111 Introduction to Statistics (3 s.h.)
- or
- MGTE 120 Statistics for Business and Economics (3 s.h.)
- PSYC 121 Abnormal Psychology (3 s.h.)
- RHDS 160 Medical Information in Rehabilitation (3 s.h.)

N. OPTIONAL SPECIALIZATION IN CHILD LIFE (16 s.h.)

- RCTR 198 Clinical Practicum in Child Life (10 s.h.)
- RCTR 274 Child Life: Concepts and Theories in Working with the Hospitalized Child (3 s.h.)
- RCTR 276 Child Life: Clinical Issues and Techniques (3 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

In order to register for the junior and senior year sequences for any program in the Recreation and Tourism Department, the student must qualify for advanced standing. At the completion of the sophomore year, he or she must meet with the faculty to document that the following standards are met:

1. Successful completion of all first- and second- year RCTR courses with a minimum 2.500 GPA in these courses. First- and second-year RCTR courses include RCTR 3, 6, 15, 16, 82, and 155 and may also include RCTR 185 and 188.
2. All other classes must be completed with a passing grade and the student's overall cumulative grade point index must meet or exceed a 2.250 GPA.

**THERAPEUTIC
RECREATION SERVICES
Continued**

The meeting is conducted as a student presentation. It is the responsibility of all recreation and tourism students to meet with their advisor to review the matriculation process in detail and to discuss the agenda for their presentation. There is a detailed information sheet regarding the advanced standing policy and procedures that all students are required to read and sign. This document details the appeals process.

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample--courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. In general, students should take a minimum of 17 s.h. each semester to complete this major in four years. The child life specialization requires an additional semester.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Mathematics, Computer Science, Health, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Sciences, Philosophy, and Religion.

Courses marked:

¹are required for the optional child life specialization.

** fulfill or partially fulfill an ACR.*

B. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)
- RCTR 3 Introduction to Recreation and Leisure Services (3 s.h.)
- RCTR 6 Dynamics of Leadership (3 s.h.)
- RCTR 15 Recreational Activities (3 s.h.)

First Year - Fall or Spring Semesters

- PEAC 100* Fitness for Life (1 s.h.)
- PEAC _* Skill electives (1 s.h.)
- PSYC 1 Introduction to Psychology (3 s.h.)
12-15 s.h. of ACRs

First Year - Spring Semester

- ENGL 114* College Writing II (3 s.h.)
- MOSK 1* Outdoor Pursuits (1 s.h.)

B. Second Year - Fall Semester

- BIOL 10* Anatomy and Physiology I (3 s.h.)
- BIOL 12* Anatomy and Physiology Laboratory I (1 s.h.)
- PEAC 108 Sports for the Disabled I (.5 s.h.)
- PEAC 109 Sports for the Disabled II (.5 s.h.)
- RCTR 72* Introduction to Therapeutic Recreation (3 s.h.)
- RCTR 155 Introduction to Outdoor Recreation (3 s.h.)

Second Year - Fall or Spring Semesters

- PSYC 9 Human Development (3 s.h.)
- or*
- EDUC 60 Growth and Development (3 s.h.)
9-12 s.h. of ACRs

Second Year - Spring Semester

- BIOL 11 Anatomy and Physiology II (3 s.h.)
- BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
- RHDS 160 Medical Information in Rehabilitation (3 s.h.)
- RCTR 16 Program Planning (3 s.h.)

C. Third Year - Fall Semester

- RCTR 148 Management of Leisure Services (3 s.h.)
- RCTR 160 Facility Design and Planning (3 s.h.)
- RCTR 172 Processes and Techniques in Therapeutic Recreation (3 s.h.)
- RCTR 270 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
- RCTR 274¹ Child Life: Concepts and Theories in Working with the Hospitalized Child (3 s.h.)

Third Year - Fall or Spring Semesters

- PSYC 111 Introduction to Statistics (3 s.h.)
- or*
- MGTE 120 Statistics for Business and Economics (3 s.h.)
- PSYC 121 Abnormal Psychology (3 s.h.)
6 s.h. of ACRs (Child life specialists should take these in a previous or later semester)

Third Year - Spring Semester

- RCTR 150* Public Relations (3 s.h.)
- RCTR 176 Practicum (3 s.h.)
- RCTR 205* History and Philosophy of Leisure and Recreation (3 s.h.)
- RCTR 230 Leisure Counseling (3 s.h.)
- RCTR 276¹ Child Life: Clinical Issues and Techniques (3 s.h.)

D. Fourth Year - Fall Semester

- RCTR 207 Organization and Administration of Public Recreation (3 s.h.)
- RCTR 245 Personnel Management/Human Resource Management (3 s.h.)
- RCTR 273 Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
- RCTR 280 Legal Aspects of Leisure Services (3 s.h.)
- RCTR 288 Undergraduate Seminar (3 s.h.)
Any uncompleted ACRs, core, or specialization requirements

Fourth Year - Spring Semester

- RCTR 141 Undergraduate Internship (10 s.h.)

Fourth Year - Summer

- RCTR 198¹ Clinical Practicum in Child Life (10 s.h.)

UNDECLARED

Requirements are subject to change.

Although some students clearly define their academic and career direction early in their college experience, others may be less certain about their career goals and, therefore, not ready to declare a major. In keeping with its commitment to the philosophy of humanics, Springfield College offers an innovative solution for new students who are undecided.

The undeclared major gives a student time to adjust to the College's academic environment and to explore its *many* majors with the close assistance of a special academic advisor. When ready, students elect a more specific major; most decide on a *major* by the end of the first year of study.

Students in the undeclared major focus primarily on All-College Requirements that apply across the board to all majors. Undeclared majors are also required to take the following courses designed to help them prepare for their eventual majors:

- First-Year Success is a two-credit course designed to help students make a successful transition to the College environment. Study skills, time management, getting to know the campus, and developing the academic advisor/advisee relationship are emphasized.

- Career and Life Planning is a highly interactive, one-credit psychology course that assists students in exploring career options and how those options relate to student's interests, values, and skills.

Students in the undeclared major also have the opportunity to take courses in a variety of disciplines, for example, Introduction to Business or Introduction to Rehabilitation. Taking an exploratory course in another major can help a student discover new options or narrow down his or her choices.

For more information about the undeclared major, contact Professor Judy Harding at (413) 748-3379 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (53 s.h.)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR.

II. UNDECLARED MAJOR REQUIREMENTS (3 s.h.)

SPCO 5 First-Year Success (2 s.h.)
PSYC 6 Career and Life Planning (1 s.h.)

III. NEW MAJOR (to be selected)

IV. TYPICAL COURSE SCHEDULE, FIRST SEMESTER

SPCO 5 First-Year Success (2 s.h.)
PSYC 6 Career and Life Planning (1 s.h.)
ENGL 113* College Writing I (3 s.h.)
HLTH 1* Personal Health (3 s.h.)
PEAC 100* Fit for Life (1 s.h.)
An ACR, such as:
HIST 2 * The Making of the Modern World (3 s.h.)
or
CISC 10* Introduction to Computer Concepts (3 s.h.)
An introductory course, such as:
MGTE 5* Introduction to Business (3 s.h.)
or
RHDS 25 Introduction to Rehabilitation (3 s.h.)
Total: 15-18 s.h.

* fulfills or partially fulfills an ACR.

A note about applying to the undeclared major:

Before selecting the undeclared major, students should first determine if they are interested in majors at the College that have limited enrollment and special admissions deadlines. Physical therapy, for example, has an early application deadline and does not accept transfers from other majors after that deadline. Once enrolled, students cannot transfer into it. Other academic programs at the College that can be difficult to enter after the initial admissions period include athletic training, physician assistant, and sport management. These programs have limited space and special academic standards. If such a major is a definite goal, it is to the student's advantage to apply to it during the initial application period. If the student is not accepted to athletic training, physician assistant, or sport management, he or she can begin in the undeclared major and reapply to that major after completion of the first or second semester.

YOUTH DEVELOPMENT

Requirements are subject to change.
(130 semester hours)

Throughout its history, Springfield College has demonstrated a commitment to human services, by offering many related academic majors. The most recent addition to that list of majors is the youth development major offered by the Department of Social Science and Human Services Administration. Developed over a period of years, the youth development major is a result of consultation with agencies and programs across the country who focus on youth services, including the YMCA, Girls and Boys Clubs of America, Boys Scouts, and Girl Scouts. The major evolved in response to the demand from such agencies for college graduates specifically trained to work with youth.

The youth development major is anchored in the College's unique humanics philosophy, which focuses on developing the whole student in spirit, mind, and body. Students majoring in youth development will follow an interdisciplinary program, preparing them to serve the youth of our communities. The curriculum is centered in five different disciplines: human services administration, sociology, health, psychology, and recreation. The specific courses taken in this major are selected to highlight the importance of generalist skills, while the senior internship placement will allow students to hone and focus those skills in a real world setting. Students will also participate in a community service experience during their first two years.

For more information about the youth development major, contact Professor Nancy J. Ogle of the Social Science and Human Services Administration Department at (413) 748-3316 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (35-38 s.h., in addition to courses taken for the major)

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 sciences and humanities. For more information about All-College Requirements (ACRs) and courses which satisfy them, see page 23. Courses taken as part of the major may also serve to fulfill or partially fulfill an ACR. (In the program requirements listed below, selected courses that also fulfill ACRs are marked with an asterisk.)

II. MAJOR REQUIREMENTS (82-88 s.h.)

- HLTH 1* Personal Health (3 s.h.)
HLTH 6 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 155 Human Sexuality (3 s.h.)
or
HLTH 160 Drugs and Society (3 s.h.)
HSAD 1 Introduction to Human Services (3 s.h.)
HSAD 39 Groupwork (3 s.h.)
HSAD 141 Field Experience (6 s.h. is the minimum required, but the student may complete up to 12 s.h.)
HSAD 150 Management of Volunteer Programs (3 s.h.)
HSAD 159 The Community Development Process (3 s.h.)
HSAD 240* Proposal Writing and Fundraising (3 s.h.)
HIST 2* Making of the Modern World (3 s.h.)
POSC 30 Public Administration (3 s.h.)
or
RCTR 207 Organization and Administration of Public Recreation (3 s.h.)

- PSYC 1 Introduction to Psychology (3 s.h.)
PSYC 9 Human Development (3 s.h.)
PSYC 30 Personality and Personality Adjustment (3 s.h.)
PSYC 130 Applied Psychology (3 s.h.)
PSYC 222 Interviewing and Counseling (3 s.h.)
or
RCTR 230 Leisure Counseling (3 s.h.)
RCTR 3 Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 15 Recreational Activities (3 s.h.)
RCTR 72 Introduction to Therapeutic Recreation (3 s.h.)
or
RCTR 82 Leisure Services for Persons with Disabilities (3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)
SOC 10 Introduction to Social Welfare (3 s.h.)
or
HSAD 36 Human Behavior in Small Groups (3 s.h.)
SOC 60* Families in Society (3 s.h.)
or
SOC 135 Juvenile Delinquency (3 s.h.)
SOC 70 The Community in America (3 s.h.)
or
SOC 151 Cities in Societies (3 s.h.)
SOC 131* Racial and Ethnic Relations (3 s.h.)
SOC 188 Fundamentals of Youth Work (3 s.h.)
SOC 188 Senior Seminar in Youth Development (3 s.h.)
SPCO 50 Community Service Experience (2 s.h.)

III. ELECTIVES (4-13 s.h., to complete 130 s.h.)

Recommended electives:

- HSAD 111* The YMCA: Past, Present, and Future (3 s.h.)
HSAD 116* YMCA Management (3 s.h.)
POSC 138 Civil Liberties (3 s.h.)
PSYC 106 Social Psychology (3 s.h.)
PSYC 111* Introduction to Statistics (3 s.h.)
PSYC 121 Abnormal Psychology (3 s.h.)
PSYC 215 Child Development and Therapy (3 s.h.)
RCTR 6 Dynamics of Leadership (3 s.h.)
RCTR 155 Introduction to Outdoor Recreation (3 s.h.)
RCTR 172 Processes and Techniques in Therapeutic Recreation (RCTR 72 is prerequisite; 3 s.h.)
RCTR 189 Outdoor Leadership (3 s.h.)
RHDS 25 Introduction to Rehabilitation (3 s.h.)
RHDS 31 Psychology of Disability (3 s.h.)
RHDS 202 Parents and Families of the Disabled (3 s.h.)
SOC 142* Case Management (3 s.h.)
SOC 165 Women in Society (3 s.h.)
SOC 235 Criminology (3 s.h.)
and
Any selective course listed under major requirements that is not used to fulfill requirements

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.

YOUTH DEVELOPMENT CONTINUED

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, Religion, and the second Writing-Across-the-Curriculum course. 4-13 s.h. of electives will be required to complete 130 s.h.

*Courses marked with an *fulfill or partially fulfill an ACR.*

A. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)
RCTR 3 Introduction to Recreation and Leisure Services (3 s.h.)
SOC 1* Introduction to Sociology (3 s.h.)
Up to 9 s.h. of ACRs

First Year - Spring Semester

- ENGL 114* College Writing II (3 s.h.)
HSAD 1 Introduction to Human Services (3 s.h.)
PSYC 1 Introduction to Psychology (3 s.h.)
Up to 9 s.h. of ACRs

B. Second Year - Fall Semester

- HSAD 10 Introduction to Social Welfare (3 s.h.)
or
HSAD 36 Human Behavior in Small Groups (3 s.h.)
PSYC 9 Human Development (3 s.h.)

Second Year - Fall or Spring Semesters

- HIST 2* Making of the Modern World (3 s.h.)
HLTH 6 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
PSYC 30 Personality and Personality Adjustment (3 s.h.)
RCTR 15 Recreational Activities (3 s.h.)
RCTR 72 Introduction to Therapeutic Recreation (fall; 3 s.h.)
or
RCTR 82 Leisure Services for Persons with Disabilities (3 s.h.)
Up to 11 s.h. of ACRs

Second Year - Spring Semester

- SOCI 188 Fundamentals of Youth Work (3 s.h.)
SPCO 50 Community Service Experience (2 s.h.)

C. Third Year - Fall Semester

- HSAD 39 Groupwork (3 s.h.)
HSAD 150 Management of Volunteer Programs (3 s.h.)
PSYC 130 Applied Psychology (3 s.h.)
SOCI 60* Families in Society (3 s.h.)
or
SOCI 135 Juvenile Delinquency (3 s.h.)

Third Year - Fall or Spring Semesters

- HLTH 155 Human Sexuality (3 s.h.)
or
HLTH 160 Drugs and Society (3 s.h.)
Up to 18 s.h. of ACRs or electives as applicable

Third Year - Spring Semester

- SOCI 70 The Community in America (3 s.h.)
or
SOCI 151 Cities in Societies (3 s.h.)

D. Fourth Year - Fall Semester

- HSAD 141 Field Experience (3-6 s.h.)
HSAD 159 The Community Development Process (3 s.h.)
POSC 30 Public Administration (3 s.h.)
or
RCTR 207 Organization and Administration of Public Recreation (3 s.h.)
SOCI 188 Senior Seminar in Youth Development (3 s.h.)

Fourth Year - Fall or Spring Semester

Any uncompleted program requirements, ACRs or electives to total 130 s.h.

Fourth Year - Spring Semester

- HSAD 141 Field Experience (3-6 s.h.)
HSAD 240* Proposal Writing and Fundraising (3 s.h.)
PSYC 222 Interviewing and Counseling (3 s.h.)
or
RCTR 230 Leisure Counseling (3 s.h.)

MINORS

Requirements are subject to change.

Many of the courses required for minors may also fulfill or partially fulfill an ACR. For more information on which courses satisfy ACRs, See page 23. Some courses required for minors may also satisfy courses required for interdisciplinary majors. Students pursuing a minor should notify and consult with the appropriate department chair and complete the appropriate paperwork with the Registrar's Office so that it can be noted on the transcript. Requirements are listed under each minor, along with selectives (if applicable).

ART

(26 semester hours)

ARTS 5	Sensitivity and the Creative Process (2 s.h.)
ARTS 15	Studio in Drawing (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ARTS 28	Three-Dimensional Design (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)

Select two of the following:

ARTS 3	Studio in Painting (3 s.h.)
ARTS 14	Studio in Printmaking (3 s.h.)
ARTS 20	Studio in Sculpture (3 s.h.)
ARTS 106	Figure Drawing (3 s.h.)

Select two of the following:

ARTS 1	Materials and Techniques (3 s.h.)
ARTS 25	Studio in Photography (3 s.h.)
ARTS 26	Studio in Ceramics (3 s.h.)
ARTS 30	Studio in Computer Graphics (3 s.h.)
ARTS 109	Arts and Ideas (3 s.h.)
ARTS 117	Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 118	Renaissance to Modern Art (3 s.h.)
ARTS 119	American Art 1700 to 1900 (3 s.h.)
ARTS 130	Women Artists in History (3 s.h.)
ARTS 150	Advanced Studio in Art (2-3 s.h.; may be repeated for a total of 6 s.h.)
ARTS 201	Asian Arts and Culture (3 s.h.)

ART THERAPY

(33-34 semester hours)

ARTS 1	Materials and Techniques (3 s.h.)
ARTS 3	Studio in Painting (3 s.h.)
ARTS 5	Sensitivity and the Creative Process (2 s.h.)
<i>or</i>	
ARTS 28	Three-Dimensional Design (3 s.h.)
ARTS 15	Studio in Drawing (3 s.h.)
ARTS 16	Studio in Design (3 s.h.)
ARTS 26	Studio in Ceramics (3 s.h.)
ATPY 40	Introduction to Art Therapy (3 s.h.)
ATPY 51	Ethics and Aesthetics in Art Education and Art Therapy (1 s.h.)
ATPY 100	Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ATPY 140	Pre-Practicum in Art Therapy and Art Education (3 s.h.)
ATPY 200	Art Therapy With Special Needs Populations (3 s.h.)
ATPY 225	Seminar in Art Therapy (3 s.h.)

Select one of the following:

ARTS 118	Renaissance to Modern Art (3 s.h.)
ARTS 119	American Art 1700 to 1900 (3 s.h.)
ARTS 120	Contemporary Art (3 s.h.)

ATHLETIC COACHING

(36.5-37.5 semester hours)

BIOL 10	Anatomy and Physiology I (3 s.h.)
BIOL 12	Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 11	Anatomy and Physiology II (3 s.h.)
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
MOST 5	Lifespan Motor Development (3 s.h.)
MOST 24	Motor Learning and Skill Acquisition (3 s.h.)
MOST 103	Physiology of Exercise (3 s.h.)
MOST 119	Kinesiology/Biomechanics (3 s.h.)
MOST 128	Psychology of Sport (3 s.h.)
PSYC 1	Introduction to Psychology (3 s.h.)
PHED 100	Officiating Athletic Events (1 s.h.)
PHED 112	Principles and Problems of Coaching (2 s.h.)
PHED _	Coaching theory course (2-3 s.h.) and
PEPC _	Corresponding skills course (.5 s.h.)
PHED 125	Sports First Aid and Injury Prevention (3 s.h.)
PHED 149	Coaching Practicum (2 s.h.)

BIOLOGY

(40-44 semester hours)

BIOL 4	Bioscience I (3 s.h.)
BIOL 6	Bioscience Laboratory I (1 s.h.)
BIOL 5	Bioscience II (3 s.h.)
BIOL 7	Bioscience Laboratory II (1 s.h.)
CHEM 1	General Chemistry I (3 s.h.)
CHEM 3	General Chemistry Laboratory I (1 s.h.)
CHEM 2	General Chemistry II (3 s.h.)
CHEM 4	General Chemistry Laboratory II (1 s.h.)
PHYS 21	General Physics I (4 s.h.)
PHYS 22	General Physics II (4 s.h.)

Choose one sequence from each of the following categories:

Biology of Plants

BIOL 65	Introductory Horticulture (3 s.h.) <i>and</i>
BIOL 67	Introductory Horticulture Laboratory (1 s.h.)
<i>or</i>	
BIOL 70	Plant Biology (3 s.h.) <i>and</i>
BIOL 71	Plant Biology Laboratory (1 s.h.)

Anatomy and Physiology

BIOL 10	Anatomy and Physiology I (3 s.h.) <i>and</i>
BIOL 12	Anatomy and Physiology Laboratory I (1 s.h.)
<i>and</i>	
BIOL 11	Anatomy and Physiology II (3 s.h.) <i>and</i>
BIOL 13	Anatomy and Physiology Laboratory II (1 s.h.)
<i>or</i>	
BIOL 90	Human Structure and Function I (3 s.h.) <i>and</i>
BIOL 92	Human Structure and Function Laboratory I (1 s.h.) <i>and</i>
BIOL 91	Human Structure and Function II (3 s.h.) <i>and</i>
BIOL 93	Human Structure and Function Laboratory II (1 s.h.)

MINORS

Continued

Ecology

- BIOL 64 Flora of New England (3 s.h.) *and*
BIOL 66 Flora of New England Laboratory (1 s.h.)
or
BIOL 77 Field Ornithology (3 s.h.)
or
BIOL 150 General Ecology (3 s.h.) *and*
BIOL 151 General Ecology Laboratory (1 s.h.)
or
BIOL 178 Aquatic Biology (3 s.h.)
BIOL 179 Aquatic Biology Laboratory (1 s.h.)
or
BIOL 190 Field Ecology (2 s.h.)

Electives

- BIOL _ Any biology course above BIOL 13

BUSINESS MANAGEMENT

(24 semester hours)

- MGTE 5 Introduction to Business (3 s.h.)
MGTE 10 Principles of Accounting I (3 s.h.)
MGTE 11 Principles of Accounting II (3 s.h.)
MGTE 26 Management Principles (3 s.h.)
MGTE 101 Marketing Principles (3 s.h.)
ECON 1 Principles of Macroeconomics (3 s.h.)
ECON 2 Principles of Microeconomics (3 s.h.)

Choose one of the following courses:

- ECON 135 Business and Government (3 s.h.)
MGTE 195¹ Economics of Sports (3 s.h.)
MGTE 295 Corporate Social Responsibility
(PHIL 125 is prerequisite; 3 s.h.)

¹ This is the required choice for sports management majors who wish to complete this minor.

CHEMISTRY

(23-24 semester hours)

- CHEM 1 General Chemistry I (3 s.h.)
CHEM 3 General Chemistry Laboratory I (1 s.h.)
CHEM 2 General Chemistry II (3 s.h.)
CHEM 4 General Chemistry Laboratory II (1 s.h.)
CHEM 21 Organic Chemistry I (3 s.h.)
CHEM 23 Organic Chemistry Laboratory I (1 s.h.)
CHEM 22 Organic Chemistry II (3 s.h.)
CHEM 24 Organic Chemistry Laboratory II (1 s.h.)
CHEM 41 Analytical Chemistry (2 s.h.)
CHEM 42 Analytical Chemistry Laboratory (2 s.h.)

Select one of the following sequences:

- CHEM 32 Biological Chemistry (3 s.h.)
or
CHEM 110 Physical Chemistry with Biological
Applications (3 s.h.) *and*
CHEM 111 Physical Chemistry Laboratory (1 s.h.)

COMPUTER PROGRAMMING

(18 semester hours)

- CISC 10 Introduction to Computer Concepts (3 s.h.)
CISC 40 Microcomputer Applications (3 s.h.)
CISC 65 Programming in Basic (3 s.h.)
CISC 70 Introduction to Computer Science with C++
and Java (3 s.h.)
CISC 80 COBOL and File Processing (3 s.h.)
CISC 100 Data Structures Using C++ (3 s.h.)

One of the following mathematics courses is prerequisite for this minor:

- MATH 21 College Algebra
MATH 22 Precalculus Mathematics (3 s.h.)
MATH 27 Calculus I (3 s.h.)
MATH 40 Contemporary Mathematics (3 s.h.)
MATH 50 Linear Algebra (3 s.h.)

COMPUTER SCIENCE

(21 semester hours)

- CISC 70 Introduction to Computer Science with C++
and Java (3 s.h.)
CISC 150 Computer Logic Design (3 s.h.)

Select four of the following courses:

- CISC 95 Assembly Language Programming (3 s.h.) CISC
100 Data Structures Using C++ (3 s.h.)
CISC 110 Database Development and Management (3 s.h.)
CISC 170 Computer Architecture (3 s.h.)
CISC 190 Fundamentals of Operating Systems (3 s.h.)

One of the following mathematics courses is prerequisite for this minor:

- MATH 21 College Algebra
MATH 22 Precalculus Mathematics (3 s.h.)
MATH 27 Calculus I (3 s.h.)
MATH 40 Contemporary Mathematics (3 s.h.)
MATH 50 Linear Algebra (3 s.h.)

DANCE

(20-21 semester hours)

- DANC 1 Dance Appreciation (3 s.h.)
DANC 10 Laban Movement Analysis (3 s.h.)
DANC 20 Choreography I (3 s.h.)
DANC 30 Ballet Theory and Technique I (3 s.h.)
DANC 40 Modern and Post-Modern Dance
Theory and Technique I (3 s.h.)
DANC 50 Jazz Dance Theory and Technique I (3 s.h.)

Select one of the following:

- ARTS 122 Interarts Workshop (3 s.h.)
DANC 100 Teaching Dance (3 s.h.)
DANC 120 Introduction to Dance and Somatic Movement
Therapy (3 s.h.)
DANC 140 Dance Performance Practicum (2 s.h.)

MINORS Continued

ECONOMICS

(18 semester hours)

- ECON 1 Principles of Macroeconomics (3 s.h.)
- ECON 2 Principles of Microeconomics (3 s.h.)
- ECON 107 Managerial Economics I (3 s.h.)
- ECON 108 Managerial Economics II (3 s.h.)

Select two of the following courses:

- ECON 117 Money and Banking (3 s.h.)
- ECON 130 Personal Finance (3 s.h.)
- ECON 135 Business and Government (3 s.h.)
- ECON 160 Economics of Healthcare and Healthcare Reform (3 s.h.)
- ECON 190 Special Topics in Economics (3 s.h.)
- ECON 195 Economics of Sport (3 s.h.)
- ECON _ 3 s.h. of ECON elective
- MGTE 141* Field Experience (3 s.h.)

** Use of MGTE 141, Field Experience as one of the above selectives requires prior approval of the department chair in consultation with the internship director and/or the student's advisor. The internship must be in an area directly related to economics.*

ENGLISH

(18 semester hours)

This minor requires completion of a minimum of 18 s.h. beyond ENGL 113 and 114. With the guidance of a faculty advisor from the Humanities Department, students may choose to take English or communication courses to fulfill the minor.

GERONTOLOGY

(21 semester hours)

- SOCI 1 Introduction to Sociology (3 s.h.)
- SOCI 140 Social Gerontology (3 s.h.)
- SOCI 145 Sociology of Death and Dying (3 s.h.)
- SOCI 155 Medical Sociology (3 s.h.)
- RHDS 270 Rehabilitation Needs of the Aging (3 s.h.)

Select two of the following courses:

- ATPY 40 Introduction to Art Therapy (3 s.h.)
- HSAD 1 Introduction to Human Services (3 s.h.)
- HSAD 39 Groupwork (HSAD 1 and 36 are prerequisite; 3 s.h.)
- HLTH 265 Health-Related Aspects of Aging (3 s.h.)
- RHDS 271 Therapeutic Approaches with the Aging (3 s.h.)
- RCTR 72 Introduction to Therapeutic Recreation (3 s.h.)
- RCTR 270 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
- SOCI 10 Introduction to Social Welfare (3 s.h.)
- SOCI 142 Case Management (3 s.h.)

HEALTH STUDIES

(25 semester hours)

- BIOL 10 Anatomy and Physiology I (3 s.h.)
- BIOL 12 Anatomy and Physiology Laboratory I (1 s.h.)
- BIOL 11 Anatomy and Physiology II (3 s.h.)

- BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
- HLTH 1 Personal Health (3 s.h.)
- HLTH 6 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
- HLTH 143 Community Health (3 s.h.)
- HLTH 151 Introduction to Nutrition (3 s.h.)
- HLTH 155 Human Sexuality (3 s.h.)
- HLTH 160 Drugs and Society (3 s.h.)

Recommended electives:

- HLTH 102 Methods and Materials in Health Education I (3 s.h.)
- HLTH 110 Consumer Health (3 s.h.)
- HLTH 152 Applied Nutrition (3 s.h.)
- HLTH 202 Methods and Materials in Health Education II (3 s.h.)
- HLTH 205 Curriculum Construction and Instruction (3 s.h.)
- HLTH 217 Organization and Administration of School Health Programs and Curriculum Construction (3 s.h.)
- HLTH 225 Human Disease (3 s.h.)
- HLTH 242 Special Topics for the Classroom Professional-Grades Pre-K-12 (3 s.h.)
- HLTH 265 Health-Related Aspects of Aging (3 s.h.)

HISTORY

(18 semester hours)

- HIST 5 Colonial America to the Civil War (3 s.h.)
- HIST 6 The Civil War to Modern America (3 s.h.)

Select two of the following courses:

- HIST 115 Modernization and European Society (3 s.h.)
- HIST 123 History of Russia (3 s.h.)
- HIST 125 The Ancient and Classical World (3 s.h.)
- HIST 126 Medieval History (3 s.h.)
- HIST 129 Early Modern Europe (3 s.h.)
- HIST 180 Studies in History (3 s.h.)
- HIST 250 Europe Since 1900 (3 s.h.)

Select two of the following courses:

- HIST 10 Afro-American History (3 s.h.)
- HIST 135 Modern China: 1840 to Present (3 s.h.)
- HIST 160 Early American Thought and Culture (3 s.h.)
- HIST 161 Modern American Thought and Culture (3 s.h.)
- HIST 165 Environmental History of America (3 s.h.)
- HIST 180 Studies in History (3 s.h.)
- HIST 190 History Seminar (3 s.h.)
- HIST 205 The History of the Soviet Union (3 s.h.)
- HIST 281 Recent American History (3 s.h.)

HUMAN SERVICES AND ADMINISTRATION

(18 semester hours)

- HSAD 36 Human Behavior in Small Groups (3 s.h.)
- HSAD 39 Groupwork (3 s.h.)
- HSAD _ 12 s.h. of HSAD electives

MINORS Continued

MATHEMATICS

(21 semester hours)

- MATH 27¹ Calculus I (3 s.h.)
MATH 28 Calculus II (3 s.h.)
MATH 31 Calculus III (3 s.h.)
MATH 32 Calculus IV (3 s.h.)
or
MATH 33 Elementary Differential Equations (3 s.h.)

Select three of the following courses:

- MATH 24 Probability and Statistics (3 s.h.)
MATH 40 Contemporary Mathematics (3 s.h.)
MATH 45 Geometry (3 s.h.)
MATH 50 Linear Algebra (3 s.h.)
MATH 110 Mathematical Analysis (3 s.h.)
MATH 200 Introductory Discrete Mathematics (3 s.h.)

¹ *Students who have a deficiency in their mathematics preparation may be required to take MATH 21, College Algebra, and/or MATH 22, Precalculus Mathematics, before taking MATH 27, Calculus I.*

MUSIC

(18 semester hours)

- MUSC 1 Basic Musicianship (3 s.h.)
MUSC 20 Basic Piano (1 s.h.)
MUSC 30 Applied Music I (1 s.h.; repeated 4 times for a total of 4 s.h.)

Complete a total of 4 s.h. of the following ensemble electives [ensembles may be combined or repeated for a total of 4 s.h.]:

- MUSC 12 Springfield College Singers (1 s.h.)
MUSC 13 Springfield College Band (1 s.h.)
MUSC 14 Springfield College Pep Band (1 s.h.)
MUSC 15 Chamber Music Workshop (1 s.h.)

Select two of the following:

- MUSC 8 Music Appreciation (3 s.h.)
MUSC 32 Music as a Form of Social Protest (3 s.h.)
MUSC 33 Music Technology (3 s.h.)

NUTRITION

(31 semester hours)

- CHEM 1 General Chemistry I (3 s.h.)
CHEM 3 General Chemistry Laboratory I (1 s.h.)
CHEM 2 General Chemistry II (3 s.h.)
CHEM 4 General Chemistry Laboratory II (1 s.h.)
CHEM 30 Organic Survey (2 s.h.)
CHEM 31 Organic Survey Laboratory (1 s.h.)
CHEM 32 Biological Chemistry (3 s.h.)
HLTH 151 Introduction to Nutrition (3 s.h.)
HLTH 280 Advanced Nutrition (3 s.h.)
HLTH 152 Applied Nutrition (3 s.h.)
or
MSCI 240 Nutrition and Athletic Performance (3 s.h.)

Select one of the following sequences:

- BIOL 10 Anatomy and Physiology I (3 s.h.) *and*
BIOL 12 Anatomy and Physiology Laboratory I (1 s.h.)
and
BIOL 11 Anatomy and Physiology II (3 s.h.) *and*
BIOL 13 Anatomy and Physiology Laboratory II (1 s.h.)
or
BIOL 90 Human Structure and Function I (BIOL 4 and 5 and CHEM 1 and 2 are prerequisites; 3 s.h.)
and
BIOL 92 Human Structure and Function Laboratory I (1 s.h.) *and*
BIOL 91 Human Structure and Function II (3 s.h.) *and*
BIOL 93 Human Structure and Function Laboratory II (1 s.h.)

PHILOSOPHY

(18 semester hours)

- PHIL 5 Introduction to Philosophy (3 s.h.)

Select five of the following courses:

- PHIL 3 Conflict of Ideals (3 s.h.)
PHIL 6 Ethics (3 s.h.)
PHIL 8 Logic (3 s.h.)
PHIL 15 Special Topics in Philosophy (3 s.h.; can be repeated with different topics)
PHIL 125 Business Ethics (3 s.h.)
PHIL 126 Classical Political Thought -- From Plato to Machiavelli (3 s.h.)
PHIL 127 Modern Political Thought -- From Machiavelli to the Present (3 s.h.)
PHIL 180 Existentialism (3 s.h.)

In consultation with the philosophy advisor, one 3 s.h. course from another discipline may be substituted for one of the above selectives.

POLITICAL SCIENCE

(18 semester hours)

- POSC 10 Introduction to American Government (3 s.h.)
POSC 70 Introduction to International Relations (3 s.h.)
POSC 126 Political Thought-From Plato to Machiavelli (3 s.h.)
or
POSC 127 Political Thought-From Machiavelli to the Present (3 s.h.)
POSC ___ 9 s.h. of political science electives

MINORS Continued

PSYCHOLOGY

(18 semester hours)

PSYC 1 Introduction to Psychology (3 s.h.)

Select one course from each of the following categories:

Scientific Basis of Behavior

PSYC 105 Sensation and Perception (3 s.h.)

PSYC 111 Introduction to Statistics (3 s.h.)

PSYC 112 Experimental Design (3 s.h.)

PSYC 201 Motivation and Learning (3 s.h.)

PSYC 205 Physiological Psychology (3 s.h.)

PSYC 208 Cognitive Psychology (3 s.h.)

Social and Developmental Basis of Behavior

PSYC 9 Human Development (3 s.h.)

PSYC 30 Personality and Personal Adjustment (3 s.h.)

PSYC 106 Social Psychology (3 s.h.)

PSYC 121 Abnormal Psychology (3 s.h.)

PSYC 206 Psychology of Cultural Diversity (3 s.h.)

PSYC 299 Psychology of the College-Age Adult (3 s.h.)

Applied Psychology

PSYC 130 Applied Psychology (3 s.h.)

PSYC 213 Psychological Testing (3 s.h.)

PSYC 222 Interviewing and Counseling (3 s.h.)

Choose two courses from the list below or two additional courses from the list above:

PSYC 4 Educational Psychology (3 s.h.)

PSYC 207 History of Modern Psychology (3 s.h.)

PSYC 215 Child Development and Therapy (3 s.h.)

PSYC 240 Psychology of Sexual Behavior (3 s.h.)

PSYC 245 Imagery, Hypnosis, and Self-Hypnosis (3 s.h.)

REHABILITATION AND DISABILITY STUDIES

(18 semester hours)

RHDS 25 Introduction to Rehabilitation (3 s.h.)

RHDS 31 Psychology of Disability (3 s.h.)

or

RHDS 40 Independent Living Rehabilitation (3 s.h.)

RHDS 125 Assessment and Appraisal Techniques (3 s.h.)

RHDS 160 Medical Information in Rehabilitation (3 s.h.)

Select one of the following sequences:

RHDS 130 Pediatric Rehabilitation (3 s.h.) and

RHDS ___ 3 s.h. of a 200-level RHDS elective

or

RHDS ___ 6 s.h. of 200-level RHDS electives

RELIGION

(18 semester hours)

RELI 4 Religion in America (3 s.h.)

RELI 9 The Religious Experience of Humanity (3 s.h.)

RELI 5 Introduction to the Old Testament (3 s.h.)

or

RELI 6 Introduction to the New Testament (3 s.h.)

RELI ___ 6 s.h. of 200-level religion courses

Select one of the following courses:

PHIL 6 Ethics (3 s.h.)

PHIL 125 Business Ethics (3 s.h.)

RELI 222 Christianity and Modern Society (3 s.h.)

SOCIOLOGY

(21 semester hours)

SOCI 1 Introduction to Sociology (3 s.h.)

SOCI 50 Social Organization (3 s.h.)

SOCI 130 Social Problems (3 s.h.)

SOCI ___ 9 s.h. of sociology electives

ANTH 1 Introduction to Anthropology (3 s.h.)

or

ANTH 50 Cultural Anthropology (3 s.h.)

THEATRE ARTS

(18 semester hours)

DRAM 1 Introduction to Theatre (3 s.h.)

DRAM 10 Fundamentals of Acting (3 s.h.)

DRAM 20 Directing Workshop (3 s.h.)

DRAM 50 Creative Dramatics and Improvisation (3 s.h.)

Select one of the following sequences:

DRAM 30 Stage Production (3 s.h.)

or

DRAM 40 Dramatic Workshop (2 s.h.)

and

DRAM 41 Dramatic Workshop (2 s.h.)

Select one of the following courses:

ARTS 122 Interarts Workshop (3 s.h.)

DRAM 120 Scene Study (3 s.h.)

ENGL 267 Shakespeare (3 s.h.)

UNDERGRADUATE COURSE DESCRIPTIONS

Undergraduate courses at Springfield College are numbered as follows:

- 1-99 - First-year and sophomore courses
- 100-199 - Junior and senior courses
- 200-299 - Open to seniors and graduate students only

Sequence courses are indicated by a hyphen between course numbers. Academic credit is awarded on the following basis:

- Fifteen hours for 1 S.H.
- Forty-five hours for 3 S.H.
- Thirty hours for 2 S.H.
- Sixty hours for 4 S.H.

In skills and techniques courses in physical education, forty-five hours of attendance are necessary for one semester hour of academic credit. The hours required for laboratory and fieldwork courses are included in course descriptions. The listing of courses described herein is not intended to imply that offerings have been finally determined for the 1999-2000 academic year. All courses are subject to faculty availability.

ANTHROPOLOGY

ANTH 1: Introduction to Anthropology 3 S.H.

This is an introductory survey course of the field of anthropology, with emphasis upon prehistoric development of the culture and behavior of man illustrated by the simpler societies.

ANTH 50: Cultural Anthropology 3 S.H.

This course is an in-depth examination of the concept, methods, and theoretical positions of cultural anthropology. Students concentrate on reading primary materials - i.e., case studies of ethnographies, key articles, or selections in theory and method. Prerequisite: ANTH 1 or permission of instructor. Fulfills social science ACR.

APPLIED EXERCISE SCIENCE

AEXS 130: Instruction and Presentation Techniques 2 S.H.

This course is designed to acquaint students with the concepts of various types of instructional and presentation techniques common to the health/fitness field.

AEXS 140: Measurement and Evaluation 3 S.H.

This course is an introduction to the methods of measurement and evaluation in the health/fitness field. Emphasis is placed on choosing appropriate tests, calculation and interpretation of basic statistics, and practical application of measurement principles. Topics include basic research methodology, statistical tools in evaluation, reliability and validity, calibration of equipment, test administration, and evaluation of fitness tests. Prerequisite: A college-level math course or permission of instructor.

AEXS 150: Pre-Practicum in Health/Fitness 2 S.H.

This pre-practicum provides prospective health/fitness leaders with an opportunity to learn through assisting an experienced leader in health/fitness programs in clinical, agency, corporate, or institutional environments. Prerequisites: MOST 103, AEXS 160, matriculation, and PEPC 100 or PEAC 100.

AEXS 160: Exercise Testing and Prescription 3 S.H.

The purpose of this course is to present current fitness testing protocols used in various health fitness work settings. Emphasis is placed on preparation, administration, and evaluation of the UMCA test battery - sub-maximal and maximal graded tests for normal and high-risk adults. Test procedures for adults as well as for children ages 5-18 years are included. Prerequisite: MOST 103.

AEXS 170: Exercise Testing and Prescription for Special Populations 3 S.H.

This course is designed to acquaint students with the principles of exercise testing and prescription for special populations. Selection and organization of activities for a range of ages and fitness levels are covered. Prerequisite: AEXS 160 or permission of instructor.

AEXS 175: Stress Management 3 S.H.

This course provides an overview of principles and practices in stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental/physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisites: BIOL 10 and 11.

AEXS 182: On-Campus Practicum 2 S.H.

This course represents the first in a sequence of practica experiences. Students are afforded the opportunity to observe and, to a limited extent, develop techniques, methodologies, and philosophies of teaching health/fitness under the direct supervision of Springfield College faculty members.

AEXS 188: Introduction to Applied Exercise Science 1 S.H.

This introductory course in Applied Exercise Science is designed for Applied Exercise Science majors. This course provides an overview to the field of applied exercise science. The student will gain exposure to various career options and the settings for professional practice. Introduction to the curriculum, policy and procedures for the major will be provided.

AEXS 200: Management of Health/Fitness Programs 3 S.H.

This course gives students the basic skills necessary to develop and implement an employee health/fitness program. Emphasis is placed on management, facility development, programming, and leadership procedures. Prerequisite: senior status in health/fitness (99 S.H.) and/or permission of instructor. Fulfills WAC Requirement.

AEXS 254: Health/Fitness Fieldwork 10-15 S.H.

This is a supervised, field-based experience that familiarizes students with the conditions, practices, and environmental settings where the 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, AEXS 150 and 160. Not for graduate credit.

AEXS 261: Electrocardiogram Interpretation and Graded Exercise Testing 3 S.H.

This course is designed to instruct students in the acquisition and interpretation of both resting and exercise electrocardiograms. Students are taught to identify various cardiac dysrhythmias and to administer a graded exercise test according to the American College of Sports Medicine guidelines. Prerequisite: AEXS 160 or permission of instructor.

AEXS 270: Strength and Conditioning 3 S.H.

This course is designed to provide students with information for the design and implementation of a successful strength and conditioning program. Emphasis will be placed on assessment, description and analysis of sport movement, and designing weight training programs to enhance performance variables. This course will assist those students who desire to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam. However, this course is not a preparation course for the exam.

AEXS 271: Strength and Conditioning Applications 1 S.H.

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

ART**ARTS 1: Materials and Techniques 3 S.H.**

This course gives students experience in a variety of materials—metal, ceramics, woods, and cloth. Each medium is developed as a unique form of creative expression. Fulfills VAPA ACR.

ARTS 3: Studio in Painting 3 S.H.

This is a course in which the many aspects of making a painting are explored. Various painting problems are assigned in order to focus on the capacity of painting for control and scope of expression. Students are encouraged to develop and realize their personal ideas as exciting visual images. Fulfills VAPA ACR.

ARTS 5: Sensitivity and the Creative Process 3 S.H.

This course explores the creative processes of artists in the visual arts. Examples of work by the leaders of contemporary art, as well as artists of historical significance are analyzed. Slides, tapes, films, museum visits, and guest artists provide an integral part of the course. Through this examination of art, students have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own. Fulfills VAPA ACR.

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. Fulfills VAPA ACR.

ARTS 15: Studio in Drawing 3 S.H.

This course sets out to increase the student's ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials. Fulfills VAPA ACR.

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. Fulfills VAPA ACR.

ARTS 20: Studio in Sculpture 3 S.H.

This course develops the individual imaginative efforts of students working in the third dimension. Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist's statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay. Fulfills VAPA ACR.

ARTS 24: Care and Protection of Art Objects 2 S.H.

This course emphasizes the materials and techniques of an artist. Students make in-depth studies of the materials and methods that will afford them the opportunity to gain the greatest possible control over their creative process. Areas of investigation include paint pigments, chemistry of materials, and conservation of pictures.

ARTS 25: Studio in Photography 3 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. Fulfills VAPA ACR.

ARTS 26: Studio in Ceramics 3 S.H.

This course is an introduction to the various methods of pottery making. Students explore such forming methods as slab, pinch, coil, and throwing. The uses of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function are developed. Tests are conducted in differing clay bodies and glaze information. Fulfills VAPA ACR.

ARTS 28: Three-Dimensional Design 3 S.H.

This course explores our urban environment as three-dimensional design. Students are encouraged to use the urban community as a classroom for studying the aesthetic interrelationships of man and his environment. Such basic design elements as color, form, shape, texture, and scale as related to the human elements are emphasized. Fulfills VAPA ACR.

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. With the software programs employed, students are able to draw, paint, design, and create web pages of almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course. Fulfills VAPA ACR.

ARTS 31: Computer Animation 3 S.H.

This course provides the student with an in-depth study of the creation of computer animation. Each student has the opportunity to develop animated pieces from initial conception to final edited video piece, and development for the web. Students use a variety of two-dimensional software and develop skills in story boarding and editing. Prerequisite: ARTS 30 or permission of instructor.

ARTS 35: Contemporary Jewish Art 3 S.H.

This course is an overview of the lives and works of Jewish visual artists from the mid-nineteenth century to today. The effects of anti-Semitism on the themes and acceptance of Jewish artists is addressed. In addition to a didactic approach, a component of this course explores the styles and media of these artists. Artistic skill is not required, only a willingness for students to explore their creativity. Fulfills social justice ACR.

ARTS 36: Advanced Desktop Design 3 S.H.

This course provides students with the skills to compete in today's graphic job market. Layout, design, and photo manipulation are taught using industry standard programs with an overview of other currently used paint packages. Prerequisite: ARTS 30 or COMM 107.

ARTS 106: Figure Drawing 3 S.H.

This course is an in-depth study of the traditional problems of drawing the figure, working with light, weight, dimension, and color. Emphasis is placed on developing the student's sensitivity and awareness to the many possibilities and potentials that the human form possesses. Students draw directly from both

male and female models. Work is done in such media as charcoal, ink, pencil, and conti-crayon, as well as in techniques of contour, line, and work drawings. Fulfills VAPA ACR.

ARTS 109: Arts and Ideas 3 S.H.

This course is designed to combine the elements of art with art history. Through the study of the plastic elements of art and composition, students view the role of the artist from ancient times to the present day to form a better understanding of the aesthetics of our own human nature. Fulfills VAPA ACR.

ARTS 117: Arts of the Prehistory to the Renaissance 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. Fulfills VAPA ACR, or WAC.

ARTS 118: Renaissance to Modern Art 3 S.H.

This course provides a descriptive survey of painting, sculpture, decorative arts and architecture from the Renaissance to Modern Era. This course includes the development of Western styles as well as those of Africa, Asia, and South America. Slides and visual materials illustrate lectures and discussions. This course focuses on the relationship between artistic expression and societal and cultural forces during this time period. Fulfills VAPA ACR, or WAC requirement.

ARTS 119: American Art 1700-1900 3 S.H.

This course is a survey of painting, architecture, and sculpture from the early Colonial Period to the turn of the Twentieth Century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation. Fulfills VAPA ACR.

ARTS 120: Contemporary Art 3 S.H.

This course provides a survey of contemporary art from early in the Twentieth Century until the present. Illustrated by slides and other visual materials, the lectures and discussions, focus on the Modern and Post Modern Art of the Western World and also includes Art from non-Western societies. The course focuses on painting, sculpture and photography as well as art using new materials and multi-media techniques. Fulfills VAPA ACR.

ARTS 122: Interarts Workshop 3 S.H.

This course trains musicians, singers, dancers, painters, sculptors, actors, designers, and graphic artists to function as a collective in the preparation and mounting of a major stage production in an apprentice-like manner by contract with faculty coaches/directors. Prerequisites: Auditions, interviews, and permission of the company directors.

ARTS 130: Women Artists in History 3 S.H.

This course examines the achievements and contributions of European and American women artists from the middle ages to the present in terms of the culture in which they lived and worked. Fulfills VAPA ACR.

ARTS 141: Supervised Field Experience 2-10 S.H.

This course provides the opportunity for the student to become involved in the urban community as an artist in residence. The student works directly with the people of the inner city in less formal situations such as a studio, gallery, museum, or a store-front workshop. An exhibit of students' artwork in their own areas of interest is presented at the completion of the experience. This field experience requires a minimum of 450 clock hours of placement time. A minimum of 10 semester hours is required for graduation.

ARTS 150: Advanced Studio in Art 2-6 S.H.

This advanced studio provides the opportunity for students to gain an m-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 201: Asian Arts and Culture 3 S.H.

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

ARTS 213: 3-D Animation 3 S.H.

This course is designed for individuals who are interested in developing expertise in 3-D computer animation. 3-D animation theory and practice are integrated using the latest computer programs. Animation composition and the creation of storyboards are taught in addition, as a variety of graphic and digital video tools are explored. Skills in lighting, vector layout, and animation rendering are emphasized. Prerequisite: Arts 30

ARTS 250: Advanced Studio in Ceramics 3 S.H.

This is a Clay course designed to incorporate sculptural ceramics and functional ceramics. The course includes the use of the potter's wheel as a method of producing functional as well as sculptural objects. Students experiment with various materials and building techniques integrating a multicultural view in conjunction with assigned projects. The class structure incorporates lecture, video, and slide presentation demonstrations.

ART EDUCATION**ARTS 155: CMO Art Education/Pre-K-9 3 S.H.**

This course explores the stages of a child's development through art and how to teach developmentally-appropriate creative art activities in elementary, middle, and high schools. Students participate in art exercises and are required to design and critique lesson plans. Art teaching that emphasizes current research in art education is a major focus.

ARTS 230: Seminar in Teaching Art 3 S.H.

This seminar focuses on the analysis of students' ongoing demonstration of the knowledge, skills, and methodology acquired in field experiences and the exploration of selected issues in art education directed toward the student's specific needs and interests. Students engage in learning experiences that demonstrate the design implementation and critique of art evaluation methods. State and National guidelines for art competencies will be reviewed. Not for graduate credit. Fulfills WAC requirement.

ATPY 51: Ethics and Aesthetics in Art Education and Art Therapy 1 S.H.

This course provides students with the knowledge and understanding of ethics and aesthetics and their role in art education and art therapy. Contrasting views of art therapy and art education theorists and practitioners are discussed and debated. The implications of politics on aesthetics and other relevant issues in art education are addressed. Prerequisites: ATPY 40 and 110, or permission of the instructor.

ATPY 100: Methods and Materials of Art Therapy and CMO Art Education for Adolescents and Adults 3 S.H.

This course covers the range of materials, methods, and techniques employed by the art therapist and art educator. The course focuses on art therapy/art education with special needs adolescents and adults.

ATPY 140: Pre-Practicum in Art Therapy and Art Education 1-3 S.H.

This required course is 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. Prerequisites: ATPY 40 and 100. Fulfills WAC requirement.

ART THERAPY**ATPY 40: Introduction to Art Therapy 3 S.H.**

This course introduces students to the profession of art therapy, including its history and development. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals are studied. Prerequisite: PSYC 1.

ATPY 141: Practicum in Art Therapy 1-8 S.H.

This course provides students with an m-depth practicum experience in the art therapy field. Students practice observation skills, co-lead groups, and work with individual clients in agencies, schools, clinics, and other human service organizations. Students receive supervision from the College supervisor in group and individual sessions. Depending on the site, students may utilize various approaches such as art as healing, art as adjunctive therapy, or a traditional art therapy approach.

ATPY 200: Art Therapy with Special Needs Populations 3 S.H.

This course is designed for individuals who are interested in working with multi-diagnosed individuals through art therapy. Various therapeutic approaches in art therapy as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality. Fulfills WAC requirement.

ATPY 205: Art Therapy and the Elderly Client 2 S.H.

This course presents art therapy as a tool to work with the physical, psychological, and social needs of the elderly. It focuses on materials and methodologies that the art therapist uses to assist the elderly to express these needs nonverbally through the art process.

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

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

ATPY 225: Art Therapy Seminar 3 S.H.

This seminar integrates topics in art therapy applicable to entry level work in the field. Topics include multicultural aspects of art therapy, assessment and evaluation, aesthetics, new techniques, introduction to research and tools for obtaining a job. Not for graduate credit.

ATHLETIC TRAINING

ATRN 95: Introduction to Athletic Training 1 S.H.

This introductory course in athletic training is designed for athletic training majors and those considering athletic training as a career. It exposes students to the professional preparation of athletic trainers and their role as a health care professional at all levels. It also provides an introduction to the Springfield College Athletic Training Program.

ATRN 96: Introduction to Clinical Techniques in Athletic Training 1 S.H.

This course introduces the first-year athletic training major to basic clinical techniques in dealing with prevention and management of athletic injuries. Emphasis is on preventative wrapping/strapping/padding/ bracing techniques; protective equipment; and basic acute injury management (wound control, splinting, and transportation). Prerequisites: athletic training major, ATRN 95, and PHED 125.

ATRN 125: Basic Prevention and Care of Athletic Injuries 3 S.H.

This is an introductory course for athletic training majors in the prevention and management of athletic injuries. It emphasizes basic injury prevention, evaluation, and emergency care. Prerequisites: ATRN 96, BIOL 10, 11, 12, 13, PHED 125, and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 126: Advanced Prevention and Care of Athletic Injuries 3 S.H.

This is an advanced course for athletic training majors in the prevention and management of athletic injuries. It emphasizes advanced injury prevention, evaluation, management, and emergency care. In addition, athletic health care administrative and counseling issues are discussed. Prerequisites: ATRN 125 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

ATRN 150: Human Anatomy and Athletic Injury 3 S.H.

This course, for athletic training majors, provides a study of normal and pathological functions of human movement with emphasis on skeletal, articular, and muscular systems. The laboratory experience includes dissections of human cadavers. Prerequisites: BIOL 10, 11, 12-13 and ATRN 125.

ATRN 195: Sophomore Practicum in Athletic Training I 1 S.H.

This fall, sophomore-year athletic training clinical experience emphasizes the development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 96, and current CPR/FA certification.

ATRN 196: Sophomore Practicum in Athletic Training II 2 S.H.

This spring, sophomore-year athletic training clinical experience emphasizes continued development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 125, 195, and current CPR/FA certification.

ATRN 197: Junior Practicum in Athletic Training I 2 S.H.

This fall, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to either on- or off-campus settings and work as student athletic trainers providing direct team coverage under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 126, 196, and current CPR/FA certification.

ATRN 198: Junior Practicum in Athletic Training II 1 S.H.

This spring, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to either on- or off-campus settings and work as student athletic trainers providing direct team coverage under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 126, 197, and current CPR/FA certification.

ATRN 200: Internship in Sports Injury Management 5-15 S.H.

This internship, for eligible senior athletic training majors, is designed to expand the student's sport injury clinical experiences outside of the traditional high school and college/university training room setting. Students can complete internships at sports medicine rehabilitation facilities, physical fitness facilities, professional teams, etc. Prerequisites: ATRN 207 and 297.

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

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

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

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 205) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. Prerequisites: ATRN 205 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)

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

This course examines the responsibilities of the athletic trainer as an educator and administrator. Concepts of learning theory, learning styles, and instructional strategies are presented. Topics include principles of administration, budgeting, staffing, and supervision. The evolving role of athletic training in United States health care is discussed. Prerequisites: athletic training major, ATRN 197, and 207.

ATRN 297: Senior Fieldwork in Athletic Training 3 S.H.

This senior-year athletic training fieldwork experience continues to integrate athletic training skills in prevention and management of athletic injuries. On- or off-campus team assignments are completed in addition to a clinical experience in the athletic injury rehabilitation setting at Springfield

College. Prerequisites: Senior athletic training major, ATRN 198,207, and current CPR/FA certification. Fulfills WAC requirement.

ATRN 298: Seminar in Athletic Training 1 S.H.

This is a seminar for seniors in the athletic training program. Topics include low-back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. Prerequisite: ATRN 198, and 207. (Non-majors need permission of the instructor.)

BIOLOGY

BIOL 1: Basic Concepts of Modern Biology 3 S.H.

This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution and the origin of life, basic physiological procedures, behavior, genetics, and development. Human biology and the social implications of modern biology are considered throughout. Students must also register for the corresponding lab, BIOL 2. ACR natural science.

BIOL 2: Basic Concepts Laboratory 1 S.H.

This laboratory/field course illustrates the principles and applications of modern biology. Students must register for BIOL 1.

BIOL 4: Bioscience I 3 S.H.

The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for the corresponding lab, BIOL 6, unless previously taken. Prerequisite: high school biology. ACR natural science.

BIOL 5: Bioscience II 3 S.H.

Part II of BIOL 4. The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for BIOL 7, unless previously taken. Prerequisite: BIOL 4.

BIOL 6: Bioscience I Laboratory 1 S.H.

In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biochemical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 4, unless previously taken.

BIOL 7: Bioscience II Laboratory 1 S.H.

In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biochemical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 5, unless previously taken.

BIOL 10: Anatomy and Physiology I 3 S.H.

This course analyzes the structure and function of cells, tissue, and organ systems. Focus is placed on the muscular, skeletal, and circulatory systems as they relate to human movement and homeostasis. Students must also register for the corresponding lab, BIOL 12. ACR natural science.

BIOL 11: Anatomy and Physiology II 3 S.H.

This course covers the structure, function, physiology, and biochemistry of the lymphatic, respiratory, digestive, excretory, endocrine, and nervous systems. Topics covered include nutrition, disease, reproduction, sexually transmitted disease, exercise, and the use of drugs, including prescribed medicines. Students must also register for the corresponding lab, BIOL 13. ACR natural science.

BIOL 12: Anatomy and Physiology I Lab 1 S.H.

This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 10.

BIOL 13: Anatomy and Physiology II Lab 1 S.H.

This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 11.

BIOL 60: Animal Biology 3 S.H.

Lectures, laboratory, and field studies give students an understanding and appreciation of the biology of vertebrates and invertebrates. Seasonal activities that coincide with animal migrations, reproduction, behavior, development, and distributions are studied. Students learn first-hand about animal life through collections and field observations. Prerequisite: BIOL 4-5 and 6-7 or permission of instructor.

BIOL 64: Flora of New England 3 S.H.

This course involves field recognition, ecology, and use of major non-flowering and flowering plants. Identification is accomplished by a study of flowers, fruits, seeds, leaves, and winter twigs. Activities include field trip studies of major plant associations (bogs, marshes, swamps, fields, forests). Applications for teaching and environmental studies, collecting, preserving, and herbarium techniques are addressed. Students must also register for the corresponding lab, BIOL 66. Prerequisite: BIOL 4-5 and 6-7.

BIOL 65: Introductory Horticulture 3 S.H.

This course studies plant function, growth, and maintenance that includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applicants are studied. Students must also register for the corresponding lab, BIOL 67. Prerequisite: BIOL 4-5 and 6-7.

BIOL 66: Flora of New England Laboratory 1 S.H.

This lab/field course is designed to apply the principles of plant recognition, their habitats, collection, and uses. Field trips to all major New England habitats are conducted; trips to arboretums and student-directed investigations are carried out. Must register for BIOL 64.

BIOL 67: Introductory Horticulture Laboratory 1 S.H.

This is a lab/field course designed for the hands-on application of the principles of plant propagation and care. Field trips to various horticultural facilities and computer applications of landscape design are included. Must register for BIOL 65.

BIOL 70: Plant Biology 3 S.H.

This course studies the structure, function, classification, growth, development, human/social use, habitats, and environmental responses of plants. Additionally, plant-animal interactions, wildlife biology, and agricultural applications of hormones and crop improvement, with critical thinking dialogue on applications of principles are covered. The course allows for and encourages independent investigation in the laboratory and/or field. Students must also register for the corresponding lab, BIOL 71. Prerequisite: BIOL 4-5.

BIOL 71: Plant Biology Laboratory 1 S.H.

This course is designed to orient students to work with plants in the lab and field. Many field trips are conducted to observe plants in ways which illustrate the principles of plant biology. Student-directed lab/field experiences are employed to allow for ownership in one or more principles. Visits to Smith College and other arboretums are included.

BIOL 77: Field Ornithology 3 S.H.

In this course, birds are studied as an aid in teaching biology and conservation, and "bird watching" is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. Prerequisite: BIOL 4-5 and 6-7.

BIOL 80: Genetics 3 S.H.

This course encompasses a study of the principles of human genetics. Emphasis is placed on molecular and physiological genetics, as well as population genetics. A nine-unit, computer-based drill-and-practice reinforces problem-solving and data interpretation skills. Students must also register for the corresponding lab, BIOL 81. Prerequisite: BIOL 4-5 and 6-7, CHEM 1-2 and 3-4. Fulfills WAC required.

BIOL 81: Genetics Laboratory 1 S.H.

This laboratory course, designed for science majors, studies the science of Mendelian genetics using a computerized tutorial. Students use drosophila, yeast, and plants to define Mendel's laws. Students also isolate specific genes and amplify and examine their distribution through electrophoresis. Students must also register for BIOL 80.

BIOL 90: Human Structure and Function I 3 S.H.

This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for the corresponding lab, BIOL 92 unless previously taken. Prerequisites: BIOL 4-5 and 6-7, CHEM 1-2 and 3-4.

BIOL 91: Human Structure and Function II 3 S.H.

Part II of BIOL 90. This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for BIOL 93 unless previously taken. Prerequisites: BIOL 90.

BIOL 92: Human Structure and Function I Laboratory 1 S.H.

This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 90 unless previously taken. Prerequisites: BIOL 4-5 and 6-7, CHEM 1-2 and 3-4.

BIOL 93: Human Structure and Function II Laboratory 1 S.H.

Part II of BIOL 92. This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 91 unless previously taken.

BIOL 114: Introduction to Medical Microbiology 3 S.H.

The objectives of this course are to examine the structure and function of microbial human pathogens and to study their relationship to infection and disease in a lecture and laboratory format. The dynamic mechanisms of host-parasite interactions are emphasized. Special consideration is given to the problems of host-microbe association in immunosuppressed or immunocompromised patients. The actions and the selectivity of antibiotics in terms of prokaryotic and eukaryotic cellular

characteristics and the potential dangers associated with their widespread use and abuse are discussed. Prerequisites: BIOL 4-5 and 6-7, CHEM 1-2 and 3-4.

BIOL 115: General Microbiology 3 S.H.

This course studies the fundamental principles of microbiology. Students are to view and understand representatives of bacteria, viruses, fungi, algae, and protozoa, and to establish the basis of their classification, identification and activities. Emphasis is placed upon morphology, cytology, physiology and metabolism of bacteria and viruses. Students must also register for the corresponding lab, BIOL 117. Prerequisite: BIOL 4-5 and CHEM 1-2.

BIOL 116: Applied Microbiology and Immunology 3 S.H.

This course is designed to acquaint students with principles governing microbial actions, microbe utilization and control of microorganisms. Fundamentals of medical microbiology, resistance and immunity, microbial biotechnology related to the industrial and agricultural areas as well as topics of public health and environmental concerns are covered. Students must also register for the corresponding lab, BIOL 117. Prerequisite: BIOL 4-5 and CHEM 1-2. BIOL 115, although not a prerequisite, is strongly recommended.

BIOL 117-118: Microbiology I & II Laboratory 1-1 S.H.

In this course, students are provided with training in basic microbiology laboratory skills such as laboratory safety, aseptic techniques, and methods for bacterial isolation and quantitation. Laboratory exercises focus on the investigative nature of microbiology. Students are given the opportunity to design and conduct experiments on their own and are required to submit reports in the format of a scientific journal. In addition, advanced microbiology techniques are explored in workshop-style exercises. Students registered for BIOL 115 must register for BIOL 117. Students registered for BIOL 116 must register for BIOL 118.

BIOL 125: Seminar in Biology 2 S.H.

Discussion and reports on current topics in biology are presented at weekly meetings with departmental faculty. Prerequisites: BIOL 4-5 and 6-7.

BIOL 150: General Ecology 3 S.H.

This course studies the structural and functional aspects of ecosystems covering food chains, material cycling, limiting factors, populations, interactions, adaptations, succession, diversity, and world biomes. Fieldwork and competency in techniques for ecosystems analysis are stressed. WAC requirement includes keeping a log and field reports examined by the instructor and the writing center. As a social justice course, environmental issues relating to economic class, gender, religion, race, and ability are examined. Time is allocated for connecting social justice to ecological concepts. Students must also register for the corresponding lab, BIOL 151. Prerequisites: BIOL 1-2, or, 4-5, or, 6-7. Fulfills WAC requirement, or social justice ACR.

BIOL 151: General Ecology Laboratory 1 S.H.

This hands-on, lab/field course develops comfort and competency in currently acceptable methods of environmental analysis and the applications of ecological principles in real-life situations, occasionally with experts in various fields. This course is primarily field-trip oriented. Students must also register for BIOL 150.

BIOL 170: Instrumentation and Methodology 2 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. Students must also register for the corresponding lab, BIOL 171. Prerequisites: CHEM 1-2 and 3-4 or BIOL 4-5 and 6-7. Analytical chemistry and physics are recommended.

BIOL 171: Instrumentation and Methodology Laboratory 1 S.H.

This course introduces students to a wide range of modern biological laboratory techniques used in research and medicine. The laboratory provides practical experience in using instruments and equipment including electrophoresis, column chromatography, spectrophotometry, atomic absorption, gas chromatography, radioisotope measurement, and data analysis. Students must also register for BIOL 170.

BIOL 178: Aquatic Biology 3 S.H.

This course emphasizes adaptations that have evolved in aquatic organisms to allow survival in marine and freshwater environments. Students gain an appreciation of the diversity of aquatic organisms and the challenges they face. Students must also register for the corresponding lab, BIOL 179. Prerequisite: BIOL 4-5 and 6-7.

BIOL 179: Aquatic Biology Laboratory 1 S.H.

In this course, students collect and identify aquatic organisms from local freshwater habitats and perform chemical analysis on samples taken from those bodies of water. Field trips and related activities enhance understanding of marine and freshwater environments. Students must also register for BIOL 178.

BIOL 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 4-5 and 6-7, or permission of instructor.

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

This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology and recombinant DNA technology. Students must also register for the corresponding lab, BIOL 209. Prerequisites: BIOL 4-5 and 6-7, CHEM 21-22 and 23-24.

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

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

BIOL 211: Human Microscopic Anatomy 3 S.H.

The emphasis of this course is the microscopic structure of cells, tissues, and their organization into organs in the human body. The unique arrangements of tissues in each organ provides clues to understanding the functions of that organ. This course is beneficial to preprofessional students of medicine, dentistry, nursing, and allied health. Students must also register for BIOL 212. Prerequisites: BIOL 4-5 and 6-7.

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

This laboratory course is designed to be taken concurrently with BIOL 211. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 4-5 and 6-7.

BIOL 220: Cellular Physiology 3 S.H.

This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for the corresponding lab, BIOL 221. Prerequisites: BIOL 4-5 and 6-7, BIOL 90-91 and 92-93, CHEM 21-22 and 23-24.

BIOL 221: Cellular Physiology Laboratory 1 S.H.

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

CHEMISTRY**CHEM 1: General Chemistry I 3 S.H.**

This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions, states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for the corresponding lab, CHEM 3, unless previously taken. Prerequisite: High school chemistry. ACR natural science.

HEM 2: General Chemistry II 3 S.H.

Part II of CHEM I. This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions; states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for CHEM 4, unless previously taken. Prerequisite: CHEM I.

CHEM 3-4: General Chemistry I & II Laboratory 1-1 S.H.

This is a laboratory course designed to illustrate the principles and applications of General Chemistry. Students registered for CHEM 1 must register for CHEM 3. Students registered for CHEM 2 must register for CHEM 4. ACR natural science.

CHEM 15: Chemistry Survey 3 S.H.

This is an overview of the essential principles of general, organic, and biological chemistry, including the structure and behavior of atoms and molecules, an introduction to organic compounds, and the biomedical basis of physiology, bioenergetics, and nutrition. Students must also register for the corresponding lab, CHEM 16. ACR natural science.

CHEM 16: Chemistry Survey Laboratory 1 S.H.

This laboratory course is designed to compliment and illustrate the principles and applications of the Chemistry Survey course. Students must also register for CHEM 15. ACR natural science.

CHEM 21: Organic Chemistry I 3 S.H.

This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. Students must also register for the corresponding lab, CHEM 23. Prerequisite: CHEM 1-2 and 3-4.

CHEM 22: Organic Chemistry II 3 S.H.

Part II of CHEM 21. This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. Students must also register for CHEM 24. Prerequisite: CHEM 21.

CHEM 23-24: Organic Chemistry I & II Laboratory 1-1 S.H.

The laboratory assignments in this course integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation such as IR, UV, NMR, and VPC. Students registered for CHEM 21 must register for CHEM 23. Students registered for CHEM 22 must register for CHEM 24.

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 and 3-4.

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 multi-disciplinary science that employs physical, biological, and chemical principles to understand the biochemical unity displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates is examined, as is the operation of enzymes, hormones, vitamins, poisons, and drugs. Emphasis is placed on the abnormal (diseased) state, bioenergetics, genetics, and the interrelationship of biomolecules in nutrition. Prerequisite: CHEM 21-22 and 23-24 or CHEM 30-31.

CHEM 41: Analytical Chemistry 2 S.H.

This course studies the theory and techniques of analytical chemistry, including analysis of compounds using gravimetric, volumetric, and instrumental procedures. Prerequisite: CHEM 1-2 and 3-4.

CHEM 42: Analytical Chemistry Laboratory 2 S.H.

This lab course provides experience in the methods and techniques of quantitative analysis covered in CHEM 41. Prerequisite: CHEM 41 or concurrently.

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 and 3-4, PHYS 21-22.

CHEM 111: Physical Chemistry Laboratory 1 S.H.

Laboratory exercises illustrate the principles of physical chemistry. Prerequisite: CHEM 110 or concurrently.

COMMUNICATIONS/SPORTS JOURNALISM

COMM 16: Special Topics in Journalistic Ethics 3 S.H.

The material covered in this course varies from year to year. It includes topics geared to provide a broader education in the journalism/professional media field and to offer students a better understanding of mass communication in society. Topics offered include, but are not limited to, media ethics and law, media history, mass communication theory, and women, minorities, and mass media. May fulfill ACR literature if a student completes a waiver application.

COMM 24: Introduction to Journalism 3 S.H.

This course introduces students to the fundamentals of writing the news story, covering events, interviewing, and gathering information from a variety of sources. The emphasis is on writing for newspapers. Fulfills WAC requirement.

COMM 34: Introduction to Communication 3 S.H.

In this course, students examine key human communication concepts and examine how they function in personal, group, organizational, social/public, cultural, and mass communication contexts. Some of the concepts students study via reading, writing, discussion, and experiential assignments include: communication theory, perception, speech, listening, language, verbal and nonverbal messages, channels, and relationships.

COMM 107: Desktop Writing and Publishing 3 S.H.

This course teaches students to write and design documents in a desktop publishing environment. Students learn how to create and design a variety of communications using a common desktop publishing program. Particular type, graphics used in creating desktop publishing materials, and the emerging convention of electronic writing are covered. Particular attention is paid to principles of document design and the effective use of fonts, type, and graphics. Prerequisite: CISC 10 or equivalent.

COMM 111: Sports Information 3 S.H.

This course examines the basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level. Preparation of news releases; local features; hometown features; publication of programs and brochures; statistical breakdowns; dealing with local, regional, and national press; and the promotion of specific events, teams, and individuals are included. Fulfills WAC requirement.

COMM 112: Sports Writing 3 S.H.

This course introduces the student to the practice, ethics, history, and business of writing sports for newspapers. Students write the kinds of stories that appear in daily American sports sections, read and analyze samples of the best sports journalism, and study the historical development of the sports section in American newspapers. Fulfills WAC requirement.

COMM 119: Electronic Journalism in Sports 2 S.H.

This course examines the methods and techniques of radio and television broadcasting of sports activities.

COMM 124: Advanced Journalism 3 S.H.

This course requires the student to function as a professional print-medium reporter. The student generates weekly story ideas and/or is assigned a story by the editorial staff of the Springfield *Student* and the instructor. The student researches, interviews sources, and writes the story to meet the newspaper's deadline. Students write a minimum of ten full-length stories per semester. Prerequisite: COMM 24.

COMM 270: Practicum in Sports Journalism 2 S.H.

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

COMM 280: Journalism Internship 3-10 S.H.

This course provides an opportunity for students to work on an individual basis with a professor in the field of journalism. Students may be assigned to a newspaper or magazine office or to a radio station or television studio on a full-time basis for the equivalent of one term. Only six semester hours of graduate credit can be accumulated. Prerequisite: Permission of the department chair.

COMPUTER AND INFORMATION SCIENCES

CISC 10: Introduction to Computer Concepts 3 S.H.

This course emphasizes computer literacy and competency and provides a foundation for more specialized areas of computer science. The development of computer hardware is studied to gain an understanding of what a computer is and how it functions. Computer skills are developed through practical experiences with widely used operating systems, word processing, spreadsheet, and database software. Fulfills ACR computer science.

CISC 40: Microcomputer Applications 3 S.H.

This course covers microcomputer applications software within an integrated development environment designed for office productivity. Emphasis is placed upon the design of spreadsheets, graphs, databases, and professional reports and presentations. Prerequisite: CISC 10 or equivalent. Fulfills ACR computer science.

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, physical therapy major, or permission of the instructor. Fulfills ACR computer science.

CISC 70: Introduction to Computer Science with C++ and Java 3 S.H.

This course is designed to provide a basis for the technical aspects of computer science. The course begins with a study of the functional units and components of a computer system and proceeds to use basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem-solving process, including problem specification, organization, and maintenance with the use of the programming languages C++ and Java. Prerequisite: CISC 10, physical therapy major, or permission of the instructor. Fulfills ACR computer science.

CISC 80: COBOL and File Processing 3 S.H.

Programming in COBOL, syntax, semantics, and applications of COBOL and file processing including creation, updating, retrieving, and debugging are covered. Prerequisite: CISC 70 or permission of the instructor.

CISC 95: Assembly Language Programming 3 S.H.

This course deals with the detailed study of the internal instructions set, organization, and operations of the modern digital computer through the use of assembly language and machine language programming. Prerequisite: CISC 70 or equivalent.

CISC 100: Data Structures Using C++ 3 S.H.

This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. Prerequisites: CISC 70 or equivalent.

CISC 110: Database Development and Management 3 S.H.

This course introduces the student to the basic principles of applications program development in a database environment. Special emphasis is placed on loading, modifying, and querying the database using a host language. Also discussed are various storage devices, data administration, and database management. Prerequisite: CISC 100 or permission of the instructor.

CISC 120: Systems Analysis and Software Design 3 S.H.

This course introduces students to the financial, technical, and strategic aspects of computer information systems analysis and design. Emphasis is on the relationship between computer information systems planning processes and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation's current state; determining processing, staffing, software, hardware, and financing needs. Prerequisites: CISC 40 and 80.

CISC 140: Office Automation 3 S.H.

Office information and decision support systems are studied as emerging and critical elements in business data and information systems. Emphasis is given to information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieval, word processing, micro and reprographics, and telecommunications. This course discusses person/machine interfaces and appraises both current and future technological trends in office automation and their potential impact on the office environment. Prerequisite: CISC 40.

CISC 150: Computer Logic Design 3 S.H.

This course gives an essential knowledge of modern computers at the level of logic circuitry design. Topics include arithmetic of various number systems, mathematical logic, Boolean algebra, gate networks, flip-flops, and logic designs in various components of the digital computer together with their functions. Prerequisite: CISC 70 or equivalent.

CISC 155: Data Communications and Distributed Processing 3 S.H.

This course involves the study of basic features of centralized, decentralized, and distributed computer systems. Selected case studies emphasize the impact of distributed systems on the business enterprise. Technological implications of computer hardware, software, and communications as they relate to the design, development, and implementation of distributed data processing systems are also examined. Prerequisite: CISC 150.

CISC 170: Computer Architecture 3 S.H.

This course deals with a detailed study of those concepts that are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, input/output structures, channels, and interfaces. Prerequisites: CISC 95 and 150.

CISC 190: Fundamentals of Operating Systems 3 S.H.

This course studies the organization of computer software systems, principles of operating systems, batch, multiprogramming, multiprocessing and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services. Prerequisites: CISC 100 and 170.

CISC 205: Literacy, Hypermedia, and Modern Communication 3 S.H.

Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy particularly as embodied in hypertext and hypermedia. Cross-listed as ENGL 205.

CISC 210: Computer Systems Seminar 3 S.H.

This course is designed to address various current technical and managerial problems encountered in computer information systems, including those dealing with hardware architecture, systems software, and applications software.

Prerequisites: CISC 40, 100, and 155. Not for graduate credit.

CISC 241: Field Experience in Computer Information Systems-Management 3 S.H.

This course provides students with the opportunity to apply academic skills, mastered in the study of computer information systems-management, within the scope of an industrial environment. Prerequisite: Departmental approval. Not for graduate credit.

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

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

DANCE**DANC 1: Dance Appreciation 3 S.H.**

This course explores dance from primitive to contemporary times through film and lecture. The objectives include broadening one's understanding and appreciation of the dance arts and developing the ability to view dance critically. Fulfills VAPA ACR.

DANC 10: Laban Movement Analysis 3 S.H.

This course combines movement experiences, lecture, readings, and discussion focused around concepts developed by Rudolf Laban, which include Effort, Space Harmony, Labanotation, and 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. Fulfills VAPA ACR.

DANC 20: Choreography I 3 S.H.

This course explores various purposes and strategies for dance-making. Emphasis is placed on developing individual creativity, exploring the elements of choreography, and making and critiquing dances. Learning experiences include improvisation, creation of solo and group dance studies, analyzing the choreographic process, critiquing dances, and consideration of production aspects. Prerequisite: Dance experience or consent of the instructor. Fulfills VAPA ACR.

DANC 30: Ballet Theory and Technique I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experience includes technique class three times per week, dance viewing and criticism, related readings, and discussions. Prerequisite: PEAC 127 or consent of the instructor. Fulfills VAPA ACR.

DANC 40: Modern and Post-Modern Dance Theory and Technique I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in American modern and post-modern dance. Drawing from the numerous styles and philosophies associated with the development of American modern and post-modern dance, this course emphasizes the individual at the center of the dance experience. Classes include dance technique, choreographic problem solving, performance, discussion, lecture, and video. Prerequisite: PEAC 133 or consent of the instructor. Fulfills VAPA ACR.

DANC 50: Jazz Dance Theory and Technique I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in various styles of American jazz dance. It traces the origins of jazz dance from African, European, and American dance forms. Learning experiences include technique class three times a week plus some dance viewing, reading, lecture, and discussion. Prerequisite: some dance experience or permission of the instructor. Fulfills VAPA ACR.

DANC 100: Teaching Dance 3 S.H.

This course explores materials and methods for teaching dance in various contexts with diverse populations. Emphasis is placed on development of individual teaching skill and creativity, exploration of the foundations of dance, and design and implementation of an effective dance curriculum. Learning experiences include 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. Prerequisites: DANC 10, DANC 30, DANC 40, and PHED 231 or consent of the instructor.

DANC 120: Introduction to Dance and Somatic Movement Therapy 3 S.H.

This course introduces students to the professions of dance/movement therapy and somatic movement therapy. It covers the history and development of the fields, provides experiences in various approaches, and explores applications in various settings. Prerequisites: DANC 10 and some dance experience.

DANC 140: Dance Performance Practicum .5-2 S.H.

This course bridges the gap between class activity and artistic performance. Students are involved either with one of the on-campus performing dance groups or with an approved off-campus experience. Fulfills VAPA ACR.

DRAMA

DRAM 1: Introduction to the Theatre 3 S.H.

This is an introduction to the appreciation and study of theatre: playwriting, directing, acting, designing, and criticism. The course stresses the elements of drama, their interaction and integration, and their realization in theatrical production. Learning experiences include lecture/demonstrations, video viewing, small group presentations, and attendance at a professional theatre event. Fulfills VAPA ACR.

DRAM 10: Acting 3 S.H.

This course is an approach to the techniques of stage acting by classroom exercises in voice, stage movement, characterization, style, and scene study. Fulfills VAPA ACR.

DRAM 20: Directing Workshop 3 S.H.

Historical research, theory, and practice in directing for the stage, with special emphasis on scene building, is studied. Examination includes an actual performed theatrical piece. Fulfills VAPA ACR.

DRAM 30: Stage Production 3 S.H.

This course involves the study and practice of stage and lighting design. Fulfills VAPA ACR.

DRAM 40: Dramatic Workshop I 2 S.H.

In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and Best of Broadway productions. Fulfills VAPA ACR.

DRAM 41: Dramatic Workshop II 2 S.H.

In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and Best of Broadway productions. Fulfills VAPA ACR.

DRAM 50: Creative Dramatics and Improvisation 3 S.H.

Creative drama is a non-competitive group experience based on theatre games, exercises, and improvisational techniques that enable the teacher and students to explore together their five senses, imaginative powers, self-concept, interpersonal relationships, and view of the world. Students learn theatrical techniques and methods of guiding and nurturing groups in classroom or rehearsal settings as teachers or directors. Classes include group work in storytelling and readings in theory and practice of creative dramatics. Fulfills VAPA ACR.

DRAM 120: Scene Study 3 S.H.

This course offers m-depth experience in the analysis and performance styles of scenes from the Shakespearean theater, the realistic theater, and the avant-garde theater. Progress is monitored via the instructor and peer evaluations, short papers, a log, and a final live production. Prerequisite: DRAM 10 or equivalent. Fulfills VAPA ACR.

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. Fulfills social science ACR:

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. Fulfills social science ACR.

ECON 107: Managerial Economics I 3 S.H.

This course analyzes economic principles at the intermediate level. Economic principles are applied to the process of managerial decision-making. Topics covered include demand theory, consumer analysis, theory of cost and production, profit maximization, and decision-making within the various market structures of American capitalism. Prerequisites: ECON 1 and 2. Fulfills WAC requirement.

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. Fulfills WAC requirement.

ECON 117: Money and Banking 3 S.H.

This course discusses the nature and function of money, credit, and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. Prerequisites: ECON 1 and 2.

ECON 130: Personal Finance 3 S.H.

This course introduces students to the management of household finances. The topics discussed include financial record keeping, budgeting, analysis of insurance decisions, investment alternatives, taxes, consumer borrowing and credit, retirement planning, trusts, and wills. Principles of personal financial planning stressed in this course should better enable students to manage their own funds.

ECON 135: Business and Government 3 S.H.

This course deals with the structure and performance of industries in the United States, standards of economic efficiency, and government policies to improve economic efficiency. Particular attention is given to antitrust activity, public utility regulation, consumer economics, patents, and technological change. Prerequisites: ECON 1 and 2.

ECON 160: Economics of Healthcare and Healthcare Reform 3 S.H.

The economics of the healthcare industry are reviewed with reference to the production, distribution, supply, demand, and consumption of healthcare services. This course focuses on the relevance of economic analytic techniques and their application to processes of health resource allocation. Prerequisites: ECON 1 and 2.

ECON 195: Economics of Sports 3 S.H.

The central focus of this course is on models of sport leagues and what can be learned from those models to answer public policy questions concerning sports. Selected topics from the extensive literature on the economics of sports are used: e.g., franchise values, pay for performance, urban financing of stadiums, antitrust laws, and the profit motive in sport leagues. Prerequisite: ECON 1.

EDUCATION**EDUC 30: Introduction to High School Teaching 2 S.H.**

This course deals with the responsibilities, roles, and limitations of working as a high school teacher. It explores the philosophical, administrative, teaching, and personal issues and problems facing the teacher and alternative approaches for dealing with special situations. Students visit schools, interview teachers, observe classes, and explore discipline problems.

EDUC 44: Introduction to Teaching and Learning Through Ecology 3 S.H.

This course combines theoretical knowledge about instruction and learning with practical teaching experience. Students learn about the principles of ecology through inquiry, collaboration, and reflection. Students apply their new understandings about ecology and the learning process as they implement a model lesson to a group of elementary school children. Course content reflects research about "best practice" in the field.

EDUC 60: Growth and Development 3 S.H.

This course develops a fundamental understanding of the cognitive, affective, and physical growth of children and the implications of these developmental areas for curriculum planning. It includes a field experience in which students work closely with children in neighborhood schools. Students will mentor these children in specific areas of need, apply theories learned in class, and reflect upon application of theory in practice. Fulfills WAC requirement.

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 3 S.H.

This course familiarizes students with a variety of classical and contemporary prose and poetry and its ability to enrich children's lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students draw on the power of story for making connections between learning and discovery. Writing activities for extending literature across the curriculum are included in each class session. Fulfills WAC requirement.

EDUC 118: Tutorial Pre-Practicum 3 S.H.

This course gives secondary students their first field work experience. They visit schools, contact teachers, and arrange for tutorial work in their content area with pupils who require special help. Students develop and utilize teaching objectives, procedures, and tests to evaluate the achievement of objectives. Students meet regularly with College faculty to discuss their progress toward accomplishing their objectives.

EDUC 126: Curriculum Experiences for Young Children 3 S.H.

In this course, students examine constructive principles of teaching and learning in the early childhood classroom. A thematic, developmentally-based approach to curriculum planning and instruction is emphasized. Students apply and practice the ideas and instructional strategies explored in the course at their pre-practica sites.

EDUC 128: Methods of Teaching Reading and Language Arts 3 S.H.

This course includes an analysis of the reading process and of different approaches to reading instruction. Reading, writing, listening, and speaking are integrated through a whole-language approach. Topics include emergent literacy, creating literature environments, and literature-based teaching. The students are prepared to teach reading to early childhood and elementary school children. Fulfills WAC requirement.

EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children 2 S.H.

This course furthers the teacher's understanding of mathematical concepts, with emphasis on the development of these concepts as they apply to young children. Current cognitive learning theory and instructional strategies for curriculum planning, implementation, and assessment in mathematics are examined, analyzed, and practiced. Developmentally appropriate curricula and teaching methods are emphasized.

EDUC 137: Social Justice and Diversity Education 3 S.H.

This course provides students with an understanding of social justice and diversity education, its purpose and goals, and the impact of social class, gender, race, ethnicity religion, age, ability, sexual orientation, and current social issues on education. Issues of diversity and the education of children in a pluralistic society are discussed. Emphasis is placed on the importance of being able to create inclusive multicultural learning experiences. Fulfills WAC requirement or social justice ACR.

EDUC 147: Art Experiences for Pre-School Children 2 S.H.

This course focuses on the development of an experience-centered art program for children in pre-school programs. Emphasis is placed on the appropriateness of teaching techniques, the use of varied art media and their relationship, as well as the stages of development of children from the ages of three to five.

EDUC 162: Introduction to Special Education 3 S.H.

This introductory course is offered for teachers of students with special needs. The characteristics and problems of all types of exceptional children (those with disabilities and the gifted), and the differences in their learning styles within the classroom, are examined. This course provides an overview of federal and state requirements in regard to IDEA, ADA, and Chapter 766.

EDUC 168: Pre-Practica I 3 S.H.

Students are placed in three, seven-week settings designed to give them experience with a variety of grade levels, types of school structures, curricula, teaching styles/strategies, and educational philosophies. Each placement has a specific subject matter focus and professional preparation emphasis.

EDUC 170: Pre-Practica 3 S.H.

This is a voluntary educational experience in a school setting, similar to EDUC 168-169.

EDUC 171: Field Experience in a Non-School Setting 3 S.H.

This is a voluntary educational experience in a non-school setting. Typically, students work in such sites as hospitals, museums, nature preserves, child care centers, and summer camps.

EDUC 174: Pre-Practicum-Teaching and Special Issues in Secondary Education 3 S.H.

This pre-practicum provides experience in high school teaching while concurrently dealing with a range of common problems occurring in secondary schools. Issues such as students' and teachers' rights, racism, sexism, equality, and special needs of individuals are considered. The course emphasizes integration of theory with practice.

EDUC 177: CMO-Mathematics 2 S.H.

This course teaches the development of objectives, methods, and material for teaching arithmetic from kindergarten through the sixth grade and the measurement of achievement.

EDUC 178: CMO-Science, Social Studies, Language Arts 3 S.H.

This course presents students with an integrated approach to the teaching of science, social studies, and language arts for the elementary school classroom. The course emphasizes a constructivist, developmentally-based perspective for curriculum planning, instruction, and assessment. Students apply and practice the idea and teaching strategies in the course at their pre-practica sites.

EDUC 185: Curriculum, Methods, and Organization for Secondary Teachers 3 S.H.

In this course, students learn lesson plan development, methods of instruction, and curriculum organization for middle school and high school teaching. Questioning techniques, alternative teaching-learning strategies, classroom innovation, the use of technology and audiovisual media, and the organization of time and teaching material are included. Individualization of teaching is stressed.

EDUC 218: Media Methods Workshop 1-3 S.H.

This course examines the origins of instructional media traced from the eighteenth century. Modern instructional media is demonstrated with delivery systems. The opportunity to use instructional media and equipment is provided in class projects and assignments.

EDUC 236: The Microcomputer in the Elementary Classroom 3 S.H.

Students study and practice using the software and computer hardware typically utilized in the elementary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development.

EDUC 242: Introduction to Teaching Through Science and Technology 3 S.H.

This course combines theoretical knowledge about instruction and learning as applied to the teaching of Science and Technology in the elementary school. Students learn about Ecology through inquiry, collaboration, and reflection. The course also integrates technology with meaningful learning and teaching experiences. Students design and implement projects combining Science & Technology. These projects allow students to construct new knowledge about teaching methodology while also integrating subjects across content areas. Prerequisite: CISC 10 or equivalent, or permission of instructor.

EDUC 242: Assessment and Program Development 3 S.H.

This course acquaints students with formal and informal techniques for assessing and recording the performance of students. Alternative forms of assessment and traditional measurement instruments are used.

EDUC 244: Introduction to Teaching through Science and Technology 3 S.H.

This course combines theoretical knowledge about instruction and learning as applied to the teaching of Science and Technology in the elementary school. Students learn about Ecology through inquiry, collaboration, and reflection. The course also integrates technology and meaningful learning and teaching experiences. Students design and implement projects combining Science and Technology. These projects allow students to construct new knowledge about teaching methodology while also integrating subjects across content areas. Prerequisite: CISC 10 or equivalent, or permission of instructor.

EDUC 247: Literature for Young People 2 S.H.

In this course, selected young people's classics are studied for their universal appeal in content, poetic expression, and sociological and psychological insights. Prerequisite: A course in the language arts, children's literature, or equivalent.

EDUC 250: Principles and Practices of Classroom Management 3 S.H.

In this course, the student examines effective approaches to student and classroom management. Positive approaches in behavior management for the individual student and/or group are explored.

EDUC 251: Supervised Student Teaching 14 S.H.

Arrangements must be made individually with the department. Not for graduate credit.

EDUC 253: Practicum Seminar 3 S.H.

This course, taken concurrently with a practicum, is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, and professional goals and development. Not for graduate credit.

EDUC 255: 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. Not for graduate credit.

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

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

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

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

EDUC 258: Early Childhood Practicum at the Pre-K Level 7 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the preschool level (Pre-K). (Either EDUC 258S or EDUC 295S must be in a setting that includes children with special needs for part of the school day.) Prerequisite: Advanced standing in the Education Department. Not for graduate credit.

EDUC 259: Early Childhood Practicum K-3 7 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the kindergarten through third grade level. (Either EDUC 258S or 259S must be in a setting that includes children with special needs for part of the school day.) Prerequisite: Advanced standing in the Education Department. Not for graduate credit.

EDUC 262: Special Education in the Regular Classroom 2 S.H.

This course provides the regular class teacher with the understanding, concepts, and techniques necessary for successful integration of children with special needs into regular classes. The focus is on helping the successful teacher meet the special needs of atypical children in elementary schools.

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

Students examine the socio-emotional, cognitive, physical, and language development of children from birth to three years of age. Students learn about attachment, family/child practices, inclusionary programs for young children with special needs, and the role of play in developmental settings. This course fulfills part of the requirements for lead teacher qualification for the Office for Children. Prerequisite: At least one class in education, psychology, or rehabilitation.

EDUC 266: Accommodating Student Needs in the Classroom 3 S.H.

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

EDUC 267: Organization and Administration of Preschool Programs 2 S.H.

This course examines administration of day care and early childhood education programs, including program design, inclusionary programs for children with and without special needs, licensing requirements, funding and budgeting, personnel roles, management, and the day-to-day administration of a center. This course fulfills part of the requirements for Office for Children certification as a Director I day care administrator.

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

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

EDUC 281: Assessment and Evaluation for the Classroom Teacher 3 S.H.

This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of evaluative procedures to assess student learning are examined and practiced. Students practice designing alternative forms of assessment for students with special needs and diverse learning styles. Alternative forms of assessment and traditional measurement instruments are compared and contrasted. Prerequisite: None

EMERGENCY MEDICAL SERVICES MANAGEMENT

EMSM 10: CPR, Basic Cardiac Life Support Provider .5 S.H.

The CPR provider course prepares the student to mitigate those medical situations resulting in foreign-body airway obstruction and sudden cardiac arrest in adults, infants, and children, using manual, mechanical, and electronic techniques. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 20 and EMSM 11.

EMSM 11: Basic Cardiac Life Support Instructor 2 S.H.

The BCLS instructor course provides the student with the training in skills and methodology to teach all levels of basic cardiac life support under the auspices of the American Heart Association. The course includes certification at the BCLS provider level, discussion of the methodologies of teaching in various cultural settings, and a teaching practicum for one full, provider-level course with an experienced AHA-BCLS Instructor. Prerequisite: EMSM 10.

EMSM 20: Emergency Medical Technician-MAST 4 S.H.

Basic training consists of 120 hours of lecture, laboratory, and field trips, which prepares the student to be certified through the Massachusetts State and National Board Examinations. Material covered includes patient assessment, cardiopulmonary resuscitation, wound care, splinting, spine immobilization, oxygen therapy, the pneumatic anti-shock treatment, and general knowledge of the ambulance.

EMSM 30: Career Planning EMS 3 S.H.

Lectures and discussions provide an overview of EMS systems, resume Also examined are areas of specialization in EMS, legislative processes, regulatory constraints, and problem solving. Prerequisite: EMSM 10.

EMSM 35: EMS System Status Management 2 S.H.

This course uses the United States Department of Transportation's emergency dispatcher standard curriculum to provide the knowledge, skills, and tools needed to deal with the general public when rendering emergency assistance. The course also provides students with the mechanisms to direct appropriate resources to the scene of an illness or injury.

EMSM 36: Plan and Design of Emergency Vehicles and Facilities 2 S.H.

This course acquaints students with the process of planning and design of emergency medical services facilities and vehicles. A study of the managerial roles in this process is emphasized, as well as design technologies, safety, and maintenance. Select facilities and emergency medical services vehicles are studied in detail.

EMSM 40: EMS Continuing Education and Basic Refresher 2 S.H.

This course provides the basic refresher and continuing education requirements for recertification as an EMT-MAST.

EMSM 50: EMT-Intermediate 4 S.H.

This course includes detailed patient assessment, advanced treatment of shock, pre-hospital intravenous therapy, endotracheal intubation and other advanced airway control measures, and report writing and communications. Prerequisite: EMSM 20.

EMSM 60: Intermediate Clinical Affiliation 1.5 S.H.

This is a clinical practicum consisting of eighty hours of performing invasive procedures in local hospitals under the direct supervision of physicians, nurses, and technicians. Areas of affiliation include the emergency department, intravenous therapy team, respiratory therapy department, and the operating room. Students must document the successful completion of the following skills: ten endotracheal intubations, twenty intravenous insertions, ten patient assessments, ten pneumatic anti-shock garment applications, and ten esophageal gastric tube airways. Documentation of three clinical case studies is 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 pre-hospital care internship performing invasive procedures under the supervision of certified field preceptors. Students must obtain 1,000 "skill points" for successful completion of this module. Prerequisite: EMSM 60.

EMSM 74: Fundamentals of Search and Rescue 2 S.H.

FUNARS is designed to prepare the student to participate in search and rescue as a member of a search team. The course covers topics such as visual tracking, survival, wilderness first aid, land navigation, search tactics, tactical aspects of the Incident Command System, and lost person behavior. Successful completion of the course qualifies the student as a candidate for the National Association For Search and Rescue Technician II examination.

EMSM 75: Search and Rescue Management 3 S.H.

This course provides skills and materials that include decision-making practice in determining missing person detectability and survivability, and statistical, topographic, and subjective analysis of lost person behavior. The successful completion of this course results in certification from the National Association for Search and Rescue.

EMSM 100: EMT-Paramedic I 4 S.H.

This course includes instruction in the roles and responsibilities of the paramedic, legal aspects of EMS, stress management, rescue and hazardous materials training, introductory wilderness medicine, medical terminology, patient assessment, airway management, pathophysiology and treatment of shock, rapid extrication and trauma life support, respiratory therapy, burn trauma, and pharmacology. Prerequisite: EMSM 20 and permission of the instructor.

EMSM 101: Pre-Hospital Trauma Life Support 1 S.H.

This course provides a philosophic overview to prehospital trauma care, stressing the need to identify and consider the multisystem trauma patient as a unique entity with specific needs. The course also provides the prehospital provider with a specific body of knowledge related to prehospital assessment and care of the trauma patient. Successful completion of the course results in certification at the provider level. Prerequisite: EMSM 100 or permission of the instructor.

EMSM 110: EMT-Paramedic II 4 S.H.

This course includes instruction in anatomy and physiology, and assessment and management of cardiac emergencies, as well as appropriate mechanical, electrical, and pharmacological intervention according to American Heart Association advanced life support standards. Students learn electrocardiograph monitoring, dysrhythmia recognition and correction, and cardiovascular pharmacology and administration. Prerequisite: EMSM 100.

EMSM 111: Advanced Cardiac Life Support 1 S.H.

This course prepares the student to mitigate those medical situations resulting in foreign body airway obstruction and sudden cardiac arrest in adults, infants, and children using manual, mechanical, pharmaceutical, and electronic techniques. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 100 or permission of the instructor.

EMSM 120: EMT-Paramedic III 4 S.H.

This course completes the didactic portion of the paramedic program. It includes coverage of endocrine emergencies, central nervous system disorders, the acute abdomen, anaphylaxis, alcoholism, drowning, underwater diving emergencies, behavioral emergencies, and an all-course review. Prerequisite: EMSM 110.

EMSM 121: Pediatric Advanced Life Support 1 S.H.

This course prepares the student to mitigate those medical situations resulting in foreign body airway obstruction and sudden cardiac arrest in infants and children using manual, mechanical, and electronic techniques. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 120 or permission of the instructor.

EMSM 125: Management Internship 3 S.H.

In this course, students complete 135 hours or more of supervised experience divided into two or more of the following EMS concentrations: operations management, systems implementation, regulation, legislation, and product research and development. Fulfills WAC requirement.

EMSM 130: EMT-Paramedic Clinical Affiliation 4 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 anti-shock garment, esophageal airways, and pediatric endotracheal intubation. Areas of affiliation include the emergency department, the intravenous therapy team, the operating room, labor and delivery, ICU/CCU, the morgue/lab, the psychiatric unit, and pediatrics. Prerequisite: Completion of EMSM 120 with a 3.0 average or permission of the medical director.

EMSM 140: EMT-Paramedic Field Internship 4 S.H.

Students are assigned to mobile intensive care units and work with 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 anti-shock garment, defibrillation, EKG/telemetry, subcutaneous and intramuscular drug administration, endotracheal and oropharyngeal suctioning. Completion of all procedures must be documented and verified by field preceptors. Prerequisite: EMSM 130.

EMSM 145: EMSM Senior Project 3 S.H.

This guided individual study is to be completed in the final semester of the senior year. Topics must be pertinent to one or more areas of emergency medical services and are selected with the counsel of the course instructor. Fulfills WAC requirement.

ENGLISH**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 the Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it includes the literary genres of Italy, England, Germany, France, and America. At least eight to ten pieces of literature (including genres in addition to those above) are required reading. Fulfills ACR literature.

ENGL 15: Readings in Literature 3 S.H.

This course includes readings which evaluate a variety of classical and contemporary pieces organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the Eastern or Western worlds. Fulfills ACR literature.

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. Fulfills ACR literature, or VAPA ACR.

ENGL 41: Survey of American Literature I 3 S.H.

This course, covering American literature from approximately 1600 to 1865, examines the lives and works of the following authors: Bradstreet, Taylor, Franklin, Irving, Bryant, Poe, Hawthorne, Emerson, Thoreau, Melville, and others. Fulfills ACR literature.

ENGL 42: Survey of American Literature II 3 S.H.

This course, covering American literature from 1865 to the present, examines the lives and works of the following authors: Whitman, Twain, Dickinson, James, Crane, London, Wharton, Frost, Robinson, Wolfe, Eliot, Steinbeck, Hemingway, Faulkner, and others. Fulfills ACR literature.

ENGL 5 1: Survey of African American Literature I 3 S.H.

This course traces African American self-expression in autobiographical and imaginative forms from 1760 to the 1930's, noting the educational, social, economic, political, and legal limitations within which, or against which, they were produced. Fulfills ACR for social justice, or fulfills ACR literature.

ENGL 52: Survey of African American Literature II 3 S.H.

This course presents African American literary works from the 1930's into the 1980s and relates them to the literary efforts produced by other Americans and to the folklore, history, and socio-political backgrounds from which they came. Fulfills ACR for social justice, or fulfills ACR literature.

ENGL 55: Efficient Reading 1 S.H.

This course is aimed at increasing students' reading efficiency by eliminating excessive eye fixations, regression, and subvocalizing.

ENGL 61: Survey of British Literature I 3 S.H.

This course examines British literature from the Anglo-Saxon period through the eighteenth century. The focus is on how the literature reveals the forces that influence the cultural and intellectual characteristics of the periods. Fulfills WAC requirement, or ACR literature.

ENGL 62: Survey of British Literature II 3 S.H.

This course surveys British literature from the beginning of the Romantic period to the present. It examines the work of individual authors within their literary period and also explores the way the larger socioeconomic and historical contexts shaped their works. Fulfills WAC requirement, or ACR literature.

ENGL 70: American Nature Writers 3 S.H.

This course introduces the student to a selection of American nature writers. The class examines nature writing as a unique and exceptional form of writing. Students read selections from such authors as Thoreau, Austin, Leopold, Beston, Carson, and Abbey. Fulfills WAC requirement, or ACR literature.

ENGL 80: Women and Literature 3 S.H.

In this course, students read literature written by women and study the literary tradition and critical reception of women writers. The course is structured around the theme of life stages: childhood, adolescence, adulthood (work, family, society), old age, and death. This thematic structure provides a framework for discussing the depiction of female and male lives in literature. Fulfills ACR for social justice, or ACR literature.

ENGL 82: Native American Literature 3 S.H.

The focus of this course is on Native American oral and literary expression. Traditional Native American biographies, speeches, and legends, and contemporary Native American short stories and novels are read. Fulfills ACR for social justice, or ACR literature.

ENGL 90: Tutoring in English 1 S.H.

This course gives student peer tutors some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course also offers suggestions for helping students develop and organize content, follow directions for writing assignments, and deal with specific writing tasks, including the research paper. Prerequisite: Permission of the instructor.

ENGL 91: Tutoring in English Practicum I 1 S.H.

This course is a practicum or internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three contact hours per week throughout the semester. This course may be taken by Writing Center tutors with experience prior to the creation of ENGL 90. Prerequisites: ENGL 90 or its equivalent and permission of the instructor.

ENGL 92: Tutoring in English Practicum II 1 S.H.

This course is a practicum or internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three contact hours per week throughout the semester. This course may be taken concurrently with ENGL 91. Prerequisites: ENGL 90 or its equivalent and permission of the instructor.

ENGL 99: Student Newspaper Practicum 1-2 S.H.

This course is designed to provide students with practical experience in writing, editing, headline writing, and layout of a student newspaper. Each student receives a varied weekly assignment from the editor-in-chief of the College's student newspaper. This course may be taken for one semester hour per semester for a maximum of two semester hours.

ENGL 100: Writing Studio 1 S.H.

Writing studios are small support groups made up of three to four students that provide supplemental instruction and assistance to students who need extra help meeting the requirements of ENGL 113 and ENGL 114. Through self-assessment and writing samples, identified students enroll for one credit along with regular enrollment in ENGL 113 and ENGL 114. Grades are pass/fail and are determined by attendance and participation. This course can be repeated once.

ENGL 101: Advanced Composition 3 S.H.

This course teaches selection, organization, presentation of material, and principles of writing. Fulfills WAC requirement.

ENGL 102: Business and Technical Writing 3 S.H.

This course includes instruction in various business writing situations, including letters, memos, reports, proposals, and job application materials. Students use their own area of study for developing suitable correspondence. Prerequisite: Completion of freshman English sequence. Fulfills WAC requirement.

ENGL 103: Business and Professional Speaking 3 S.H.

Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required to make several effective oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations are stressed.

ENGL 105: Introduction to Writing as a Profession 3 S.H.

This course offers students a practical overview of writing as a career. Magazine writing is the main focus, but literary writing, technical writing, and other types of writing are also introduced. Fulfills WAC requirement.

ENGL 106: Advanced Creative Writing 3 S.H.

This advanced course is intended to develop students' skills in one area of creative writing (i.e., fiction, poetry, or drama). Students are expected to submit several written assignments during the course of the term, to prepare detailed and close peer evaluations, and to submit a significant portfolio (several stories, ten to twelve poems) at the end of the semester. Prerequisite: ENGL 26. Fulfills WAC requirement, or VAPA ACR.

ENGL 113: College Writing I 3 S.H.

This course provides instruction in the skills of written communication, including sentence structure, paragraph building, and the organization and development of expository essays. Students are introduced to strategies for critical reading, basic research methods, and documentation of sources. Computer-based writing is integral to the course. Fulfills ACR english requirement.

ENGL 114: College Writing II 3 S.H.

This course continues the work of College Writing I, but focuses on more complex expository and argumentative writing, critical textual analysis, and more sophisticated research strategies. Computer-based writing is integral to the course. Prerequisite: College Writing I or permission of the instructor. Fulfills ACR english requirement.

ENGL 116: The Athlete in Literature 3 S.H.

This course undertakes an analysis of selected prose and poetry depicting the athlete as an individual and team member. Positive values and major issues of the sport experience are explored. Such writers as Virgil, Twain, Hemingway, Lardner, Schulberg, and others are studied for their themes and literary merit. Fulfills ACR literature.

ENGL 120: 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 121: Chaucer and the Middle Ages 3 S.H.

This course involves close study of selections from *The Canterbury Tales*, and “Troilus and Criseide:” as well as other representative selections from Middle English literature. Fulfills ACR literature.

ENGL 125: Survey of American Drama 3 S.H.

This course is a study of selected playwrights representing the development of American drama from the late nineteenth century through the present. Fulfills ACR literature.

ENGL 132: The Victorian Period 3 S.H.

This course is a study of selected authors of the period, including Tennyson, Browning, Arnold, Rosseti, and Carlyle. The course will look at the social, political, and cultural trends of the period. Fulfills ACR literature.

ENGL 133: English Romantic Literature 3 S.H.

This course familiarizes the student with some of the finest poetry and prose written in early nineteenth century England. Fulfills ACR literature.

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 the adaptation of material from literature to film are explored. Fulfills VAPA ACR.

ENGL 144: Special Topics in Narrative Film 3 S.H.

Each semester it is offered, this course focuses on a specific film genre such as the war film, film comedy, or the western. 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. Fulfills VAPA ACR.

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 those writers in the most recent edition of *Best American Short Stories*. Its objective is to help students become better readers of short fiction by emphasizing class discussion and short papers. Fulfills ACR literature.

ENGL 149: Modern American Poetry 3 S.H.

This course is a survey from Dickinson to such poets as Frost, Stevens, Wilbur, and Silko. Modern poetic forms, diction, and content are emphasized. The course reflects the diversity of modern American poetry and its relevance to contemporary literary movements. Fulfills WAC requirement, or ACR literature.

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. Fulfills ACR literature.

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. Fulfills ACR literature.

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. Fulfills ACR literature.

ENGL 156: Readings in the English Novel I 3 S.H.

This course traces the rise and development of the English novel from the early eighteenth century until the mid-nineteenth century. Included in this examination are the evolution of narrative voice and structure, point of view, theme, and ideology. Fulfills ACR literature.

ENGL 157: 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 postmodernist movements and their influence on narrative voice, point of view, structure, theme, and ideology. Authors included are Eliot, Gissing, Hardy, Joyce, Lawrence: Woolf, Burgess, Sillitoe, and Golding. Fulfills ACR literature.

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'Conner. Fulfills ACR literature.

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 200: Seminar 3 S.H.

Selected topics in British and American literature are assigned. The subject of the seminar may vary from year to year. Not for graduate credit. Fulfills ACR literature.

ENGL 205: Literacy, Hypermedia, and Modern Communication 3 S.H.

Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy, particularly as embodied in hypertext and hypermedia. Cross-listed as CISC 205.

ENGL 228: Modern Drama 3 S.H.

This course explores modern trends in the development of dramatic literature, with emphasis on Realism and Theatricalism. Fulfills ACR literature.

ENGL 259: The Contemporary Novel 3 S.H.

This course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture. Fulfills ACR literature.

ENGL 267: Shakespeare 3 S.H.

This course develops the student's appreciation of Shakespeare as a master dramatist through a study of selected tragedies, comedies, and histories. The emphasis shifts yearly from the tragedies to the comedies, with histories incorporated each year. Fulfills ACR literature.

ESOL 10 English for Speakers of Other Languages- Beginning 6 S.H.

This is a low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading and writing. Students should be placed in ESOL 10 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 15/16 Conversation I and II 3 S.H.

This course is designed to improve the oral/aural communication of students whose native language is not English and who are at the beginning or intermediate level of ESOL.

ESOL 20 English for Speakers of Other Languages - Beginning 6 S.H.

This is a low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading and writing. Students should be placed in ESOL 20 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 30 English for Speakers of Other Languages - Intermediate 6 S.H.

This is an intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking reading, and writing. Students should be placed in ESOL 30 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 35 American Culture 3 S.H.

This course provides an introduction to American Culture for students in the IELI program. Topics covered include education, society, religion, politics, manners, work, and family. (Fall only)

ESOL 36 American Film 3 S.H.

This course introduces students in the IELI program to American culture through the medium of film. (Spring only)

ESOL 40 English for Speakers of Other Languages - Intermediate 3 S.H.

This is an intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking reading, and writing. Students should be placed in ESOL 40 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 50 ESOL Reading and Writing- Advanced 3 S.H.

This is an advanced level reading a writing course designed for students whose native language is not English. It focuses on developing reading and writing skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 50 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 51 ESOL Speaking and Listening - Advanced 3 S.H.

This is an advanced speaking and listening course designed for students whose native language is not English. It focuses on developing the speaking and listening skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 51 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)

ESOL 60 ESOL Reading and Writing - Advanced 3 S.H.

This is an advanced level reading and writing course designed for students whose native language is not English. It focuses on developing reading and writing skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 60 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 61 ESOL Speaking and Listening-Advanced 3 S.H.

This is an advanced speaking and listening course designed for students whose native language is not English. It focuses on developing the speaking and listening skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 51 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)

ESOL 70 Special Topics 1 S.H.

Three special topics courses are offered each semester. Topics may include TOEFL preparation, study skills, vocabulary development, pronunciation, or advanced grammar topics.

ENVIRONMENTAL SCIENCE

ENSC 90: Hazardous Waste Site Operations-Health and Safety 3 S.H.

This course provides a mandatory minimum forty-hour training certification, in accordance with OSHA Title 29 CFR 1910.210 for workers performing technical and support operational activities at hazardous waste sites subject to investigation for site characterization and implementation of various remedial technologies. Instruction emphasizes standard health and safety practices and hazardous material methodology

ENSC 110: Advanced Environmental Studies I 3 S.H.

Students undertake an in-depth study of the specific areas of water and wastewater treatment (ENSC 110), hydrology, and land use planning (ENSC 111) as they relate to environmental impact. Special emphasis is placed upon EPA/SCS/USGS methodologies currently employed in the fields of water, wastewater, hydrologic and land planning, and resource evaluation. Courses may be taken individually. Prerequisite: BIOL 4, 5, 6, 7 and CHEM 1, 2, 3, 4.

ENSC 111: Advanced Environmental Studies II 3 S.H.

Continuation of ENSC 110.

ENSC 120: Environmental Laws and Regulations 3 S.H.

This course provides instruction on the major statutes, regulations, and policies passed by Congress and promulgated by the USEPA and OSHA. Course instruction presents a discussion of environmental laws regulating pollution-causing activities to the air, waterways, drinking water, and groundwater through enforcement and the permitting process.

Prerequisite: ENSC 110.

ENSC 141: Field Experience/Practicum in Environmental Studies 2-6 S.H.

This course offers an off-campus exposure to dealing with environmental issues, including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies.

ENSC 22 1: Seminar in Environmental Studies 2 S.H.

This course is an informal session in which students, faculty, and professionals in the various fields of environmental study are brought together for mutual discussion of selected topics of environmental interest. Emphasis is placed upon research and administrative procedural reviews of air, water, noise, floral, faunal, and land use impacts.

FRENCH

FREN 11: Elementary French 3 S.H.

This course is a study of the French language, spoken and written, with emphasis on conversational ability. Students completing this course should be able to understand and speak French on a very basic level and have begun an understanding of the culture of French-speaking people. Classes are conducted in French using the video series "French in Action." Any student who offers for entrance credit three or more years of French may not enter the first-year level (FREN 11 or 12) at Springfield College. Fulfills ACR second language/culture.

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. Fulfills ACR second language/culture.

FREN 21: Intermediate French 3 S.H.

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

FREN 22: Advanced Intermediate French 3 S.H.

This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning long distance, planning a trip, writing business letters, or operating a computer terminal. The review of grammar and the acquisition of a particular vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. Prerequisites: FREN 12 with a B+ average or FREN 21 or permission of the instructor. Fulfills ACR second language/culture.

FREN 33: The Culture of France and French-Speaking Nations 3 S.H.

The course, open to all undergraduates, provides an understanding not only of the French language, but also of the many people for whom it is the major form of communication. It fulfills the language requirements, but not the requirement for a B.A. degree. Fulfills WAC requirement, or ACR second language/culture.

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. Fulfills social science ACR.

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.

Fulfills social science ACR.

GERMAN**GERM 33: German Culture and Language 3 S.H.**

This course, open to all undergraduates, provides a fundamental understanding not only of the German language, but also of the many people of Germany, Austria, and Switzerland for whom it is-the major form of communication. Fulfills the ACR second language requirement, but not the requirement for a B.A. degree.

HEALTH STUDIES**HLTH 1: Personal Health 3 S.H.**

This course is designed to provide students with a basic knowledge of current personal health concepts and applications such as health and wellness, stress management, substance use and abuse, and human sexuality. Emphasis is on decision-making skills and self-responsibility for one's own wellness. Fulfills ACR health requirement.

HLTH 6: First Aid: Responding to Emergencies and Community CPR 2 S.H.

This course is designed to prepare the student to make appropriate decisions regarding first aid care and to act on those decisions in an emergency situation before medical help arrives. Successful completion provides the student with American Red Cross Certification in First Aid: Responding to Emergencies and Community (adult, child, and infant) Cardiopulmonary Resuscitation.

HLTH 102: Methods and Materials in Health Education I 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. Fulfills WAC requirement.

HLTH 110: Consumer Health 3 S.H.

This course aids prospective health education majors, as well as interested student consumers, in attaining a better understanding of individual human rights in consumer health from conception until death and in realizing a maximum return for their money and effort spent in the pursuit of optimal wellness.

HLTH 140: Pre-Practicum in School Health Education -- Grades Pre-K-12 2 S.H.

This pre-practicum provides health education majors with experience in observing, assisting, and teaching health education in grades Pre-K-12. Prerequisite: HLTH 102.

HLTH 143: Community Health Education 3 S.H.

This course helps students become effective community health educators by increasing knowledge in community health areas and enhancing individual health skills and competencies essential to this career field. This course also provides an overview of the organization, role, and structure of community health agencies, with a specific emphasis on the health education services.

HLTH 150: Pre-Practicum in Community Health Education 2 S.H.

This course provides health education majors with experience in observing and assisting community health agency personnel in carrying out health services in the community.

HLTH 151: Introduction to Nutrition 3 S.H.

In this course students will discover how the body uses food by learning various functions of each key nutrient. An overview of digestion, absorption, and metabolism is provided. Food sources of the key nutrients and recommended intakes are explored in depth. The student's own diet is evaluated, using a computerized diet analysis.

HLTH 152: Applied Nutrition 3 S.H.

This course enables students to attain a better understanding of the dynamic relationship between nutrition and the human physiological process. This better prepares students to engage in preventive and management techniques as related to nutritional deficiencies and the human body. Prerequisite: HLTH 151.

HLTH 155: Human Sexuality 3 S.H.

This course provides open discussion, debates, and reading materials to survey the dynamics of human sexuality, and to identify and examine the basic issues in human sexuality in relation to society as a whole.

HLTH 160: Drugs and Society 3 S.H.

This course provides students with a basic knowledge of current drug use and the adverse effects of drug misuse and abuse. The use and misuse of drugs are examined from physiological, psychological, sociological, and intellectual perspectives. This course provides students with an opportunity to examine the various components and issues of drug use, misuse, and abuse in society today. Prerequisite: HLTH 1.

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

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

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

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

HLTH 217: Organization and Administration of School Health Programs and Curriculum Construction 3 S.H.

This course examines administrative relationships and procedures in the conduct of school health programs, including general policies, reliability, services, environment, and instruction. Curriculum analysis and construction is also studied. Fulfills WAC requirement.

HLTH 225: Human Disease 3 S.H.

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

HLTH 230: Public Health Administration 2 S.H.

This course acquaints the student with organization, administration, and management of public health programs. Discussion focuses on the political, social, cultural, and economic factors that determine current policies and practices.

HLTH 242: Special Health Topics for the Classroom Professional-Grades Pre-K-123 S.H.

This course gives prospective classroom professionals an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, students are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HLTH 250: Workshop in Health 2 S.H.

This workshop provides students with an understanding of the contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. NOTE: A student may register for this course for credit more than once, provided the area to be included is different each time.

HLTH 25 1: Field Work in Community Health Education 15 S.H.

This is a supervised experience in a health agency for a full semester. It includes observation of and participation in the work of the agency. Not for graduate credit.

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

This is a supervised practicum in grades Pre-K-9 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 102, 140, 217, and EDUC 137.

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

This is a supervised practicum in grades 5-12 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 102, 140, 217, and EDUC 137.

HLTH 265: Health-Related Aspects of Aging 3 S.H.

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

HLTH 280: Advanced Nutrition 3 S.H.

This course focuses on the functions of nutrients in human metabolism. Emphasis is placed on digestion, absorption, and metabolism of proteins, fats, carbohydrates, and the non-energy nutrients, vitamins, minerals, and water. Evaluation of nutritional status is also examined. Prerequisites: CHEM 1-2, 3-4, 30, 32, BIOL 10-11, 12-13, or BIOL 90-91, 92-93, and HLTH 151. Not for graduate credit.

HLTH 285: Program Planning and Design 3 S.H.

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

HISTORY

HIST 1: Survey of the History of Western Civilization 3 S.H.

This course examines the evolution of civilization from prehistoric culture through the ancient world to the seventeenth century. Emphasis is given to a global perspective, interrelationships between major world cultures, and the forces of change in political, economic, social, and intellectual institutions. Fulfills history ACR

HIST 2: The Making of the Modern World 3 S.H.

This course surveys the development of ideas, institutions, and social processes in the modern world from the seventeenth century to the present. Consideration is given to both Western tradition and the diversity and interrelationships between the various cultures that comprise our contemporary world. Fulfills history ACR.

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. Fulfills social justice ACR.

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. Fulfills social justice ACR.

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. Fulfills social justice ACR.

HIST 115: Modernization and European Society 3 S.H.

This course deals with the complex pattern of social, economic, political, and psychological changes that accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the eighteenth century and examines how leading thinkers and the masses have responded to modernity.

HIST 123: History of Russia 3 S.H.

This course begins with a brief survey of Russian history from the earliest time through the nineteenth century. It concentrates on the reforms, revolutionary movements, and the decline of imperial Russia, and concludes with an overview of the Soviet period.

HIST 125: The Ancient and Classical World 3 S.H.

This is a survey of the political, social, and economic history of the Near Eastern, Mediterranean, and Western European world between 4000 B.C. and 500 A.D. The contributions of the major religious traditions and the Grecian and Roman cultures to modern civilizations are emphasized.

HIST 126: Medieval History 3 S.H.

This course examines developments and achievements of European civilizations from 350 to 1500 A.D. The division and decline of the Roman Empire, Byzantine reorganization and expansion, feudalism, urbanization, the social role of the Christian Church in Eastern and Western Europe, the universities, new art forms, the birth of national states, and the transition to modern history are emphasized.

HIST 129: Early Modern Europe 3 S.H.

This course begins with a consideration of Renaissance and Reformation of the fifteenth and sixteenth centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment, and concludes with a study of the background to the French Revolution.

HIST 135: Modern China: 1840-Present 3 S.H.

China's transformation between the Opium War (1839-1842) and the 1970's may be seen as a progressive adjustment to the modern world or as an ever-intensifying revolution in Chinese government, society, and culture. This course combines the two approaches, exploring the problem of modernizing and revolutionary China through the eyes of participants and the debates of historians.

HIST 141: Supervised Experience in History 3-15 S.H.

This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off campus and participate in learning experiences in local, state, or national settings.

HIST 160: Early American Thought and Culture 3 S.H.

This course is a study of American ideas and culture from the Colonial Period to the mid-nineteenth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, education, and reform.

HIST 161: Modern American Thought and Culture 3 S.H.

This is a study of American ideas and culture from the early nineteenth century to the early twentieth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education.

HIST 165: Environmental History of America 3 S.H.

This course examines American attitudes toward nature, space, land, and resources from the earliest settlements to the present. The history of public land policy, the conservation movement, federal and state policies, and environmental concern are traced.

HIST 180: Studies in History 3-4 S.H.

This course deals with one or more of the great issues that have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems, with particular attention to how man dealt with them. Issues may be selected from any period of the Eastern or Western worlds. Fulfills WAC requirement.

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. Fulfills WAC requirement.

HIST 205: The History of the Soviet Union 3 S.H.

This is an analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention include education and social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and the USSR's relations with other nations of the world. Not offered every year.

HIST 250: Europe Since 1900 3 S.H.

This is an examination of the political, social, and economic development of major European nations from the prelude to World War I to the present, with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. Prerequisite: Permission of instructor.

HIST 281: Recent American History 3 S.H.

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

HUMAN SERVICES AND ADMINISTRATION

HSAD 1: Introduction to Human Services 3 S.H.

This course provides an introduction to the role of human services in meeting a variety of human needs in society. An emphasis is placed on the work of private agencies. The course provides a close examination of the roles of human services workers; the nature of helping relationships; attitudes, skills and knowledge of human service workers; value conflicts and dilemmas in the field; and organization and delivery of services.

HSAD 10: Introduction to Social Welfare 3 S.H.

This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Cross-listed as SOCI 10.

HSAD 36: Human Behavior in Small Groups 3 S.H.

This course is an introduction to the 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, including structured experiences in human relations training, in on-going small groups.

HSAD 39: Group Work Sequence 3 S.H.

This course is an introduction to group work methods. The course concentrates on teaching the essential techniques and behaviors used by group workers in a variety of settings. Individual relevant cases and examples of the application of group work techniques in community services are explored. Prerequisites: HSAD 1 and 36.

**HSAD 111: The YMCA:
Past, Present, and Future** 3 S.H.

This course provides an understanding of the development of the YMCA movement, including its past, present status, and future trends. The development of social, religious, and educational philosophies are studied along with past and present programs. Pertinent issues of the YMCA are examined as it responds to changing needs and challenges. This course is recommended for those considering a career with the YMCA. Fulfills WAC requirement.

**HSAD 116: YMCA Management
and Continuity Planning** 3 S.H.

This course is a study of present-day management concepts and practices, program development, and planning objectives for the administration and operation of the YMCA. Management models of selected YMCA's are studied. Methods and strategies pertinent to the continuation and implementation of YMCA's and other agencies are explored. Recommended for students planning a career with the YMCA. Fulfills WAC requirement.

HSAD 125: Community Research 3 S.H.

This course is an introduction to the field of social research and social surveys. Consideration is given to principles, philosophy, methods, techniques, and research designs in order to supply data for decision-making in agencies and communities. Practical application to individual studies is made by the students.

**HSAD 141: Supervised Field Experience
in Community Leadership** 3 S.H.

This course provides actual practice in working with people, under the supervision of cooperating organizations and the College. Educationally relevant experiences are found in a wide variety of settings. Assignment of field experience is made by the student's fieldwork advisor, in consultation with the student, taking into consideration the student's learning objectives and abilities. Fifteen semester hours are required for graduation. Prerequisites: HSAD 36 and 39, 45 clock hours equal 1 S.H.

**HSAD 142: Theories and Methods
of Case Management** 3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Cross-listed as SOCI 142.

**HSAD 150: Management
of Volunteer Programs** 3 S.H.

This course examines the trends and techniques for the development of training programs for volunteers and paraprofessionals. The course stresses developing techniques for effective management of volunteer programs, including recruitment, placement, training, recognition, evaluation, and supervision. Training designs to provide career opportunities for paraprofessionals in human services are also studied.

HSAD 151: Cities in Societies 3 S.H.

This course examines how local relations of class and race, together with larger economic and political forces, shape cities. The central focus is on investigation of the social factors underlying the divergent life situations facing people living in metropolitan areas. Cross-listed as SOCI 151.

**HSAD 159: The Community
Development Process** 3 S.H.

This course deals with the parallel between the community problem-solving process and the steps of scientific inquiry. It discusses the concrete functional relations between face-to-face small group processes and the processes of the macro-system.

**HSAD 195: Career Planning
for Community Service** 3 S.H.

This course includes a comparative examination of career planning in different occupational systems, focusing on the uniqueness of community settings. Strategies and methods of job hunting, goal-setting, identifying marketable skills, writing resumes, pursuing potential leads, interviewing, and negotiating are covered. Emphasis is given to utilizing these skills in managing community agencies.

**HSAD 199: Prescriptive Internship
in Community Agencies** 15 S.H.

This senior-year internship in a selected agency includes orientation to, experience with, and evaluation of a variety of agency work prescribed by the Community Service Department and guaranteed by the agency. A three-way contract (agency, College, and student) is monitored by the department to assure academically responsible interpretation of the experience.

HSAD 200: Issues in Community Service 3 S.H.

This course focuses on present problems in education and the community and the mutual relationship of education and community. Resource people are the principal source of information for the class.

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

This course introduces the concepts and processes of administration, develops an understanding of the task of executive leadership, and examines the implications of group work methods in the administration of social agencies.

HSAD 224: Strategic Planning 1-2 S.H.

This course helps executives of nonprofit organizations to acquire insight concerning the human dimensions of planning and management and to become familiar with the concepts and processes involved in strategic planning, operational planning, and implementation. Adult learning techniques are employed.

HSAD 240: Proposal Writing and Fundraising 3 S.H.
This course analyzes the methods of writing funding proposals for social agencies. Methods of identifying potential funding sources, as well as the process of drawing up proposals and fundraising events are studied. Fulfills WAC requirement.

MATHEMATICS

MATH 10: Introductory College Mathematics 0 S.H.
This course involves the study of the fundamental concepts that are essential in preparation for further study of college mathematics. The concepts include, but are not limited to, properties and operations of real numbers; ratio, proportion, and percent; solving elementary equations in one variable; and an introduction to polynomials. Students must obtain a minimum grade of C+ in order to advance to an All-College Requirement in mathematics.

MATH 16: Mathematics for Early Childhood and Elementary Education 3 S.H.
This course presents elementary concepts of mathematics in a problem-solving mode in accordance with the standards of the National Council of Teachers of Mathematics. Topics include an introduction to sets, properties, and operations of numbers in various number systems, logic, geometry, and measurement. This course includes a hands-on laboratory component. This course does not fulfill the All-College Requirement in mathematics. Fulfills WAC requirement.

MATH 20: Survey of Mathematics 3 S.H.
This is an introductory course in mathematics. It emphasizes the application of basic mathematical concepts to everyday experiences such as sports and recreation, banking and personal finance, consumer affairs, and health and medicine. Specific topics in mathematics include elementary algebra, geometry, consumer mathematics, and elementary probability and statistics. Prerequisite: MATH 10 or equivalent. Fulfills ACR mathematics.

MATH 21: College Algebra 3 S.H.
This course introduces a study of the real number system, linear and radical equations, and systems of linear inequalities in two variables. It also provides a basic introduction to exponential, logarithmic, and trigonometric functions. This course is not considered for mathematics major credit. Prerequisite: MATH 10 or equivalent. Fulfills ACR mathematics,

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. Fulfills ACR mathematics.

MATH 23: Business Mathematics 3 S.H.
Beginning with a study of basic mathematics, including algebraic operations, percents, proportions, graphical analysis, and progressions, this course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and math skills are emphasized. This course is primarily designed for business management majors. Prerequisite: MATH 21 or equivalent. Fulfills ACR mathematics.

MATH 24: Probability and Statistics 3 S.H.
This course introduces methods of collecting, organizing, analyzing, and presenting numerical data. Probability theory is used to make inferences about the populations from which the sample data are drawn. The mathematical statistics investigate types of frequency distributions, measures of central tendency, and hypotheses testing. Prerequisite: MATH 21 or equivalent. Fulfills ACR mathematics.

MATH 27-28: Calculus I-II 3-3 S.H.
This course covers functions and graphs; limits, continuity, and differentiation of rational, logarithmic, exponential, and trigonometric functions; chain rule; application of derivatives; integrals; definite integrals; and techniques of integration. Prerequisite: MATH 22 or equivalent. Each course fulfills ACR mathematics.

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, this course covers axiomatic geometry, including both Euclidean and non-Euclidean geometries, and introduces projective geometry. The relationship between various transformations and geometries is studied.

MATH 50: Linear Algebra 3 S.H.
This course includes the notation, terminology, algebra of, interpretation of, and applications of vectors and matrices. More abstract ideas, vector spaces, and characteristic roots are also covered.

MATH 110: Mathematical Analysis 3 S.H.

This course is an analysis of mathematical concepts, including: topologic set theory, the real and complex number systems, sequences and series, numerical integration, curve fitting, number presentation, and errors. Computer programs are used. Prerequisite: MATH 3 1.

MATH 141: Field Experience in Mathematics and Computer Sciences 2-10 S.H.

This course provides students with a practical, off-campus experience in the mathematics and computer science areas within the scope of a professional environment. Placement and selection of students for this course require the consultation and approval of a faculty supervisor from the department and the department chair.

MATH 200: Introductory Discrete Mathematics 3 S.H.

This course covers basic mathematical structures that are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, module arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. Prerequisite: Permission of the instructor. Not for graduate credit.

MATH 210: Abstract Algebra 3 S.H.

Topics in this course include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functions are included, and the interrelatedness of various mathematical disciplines is emphasized. Prerequisite: MATH 50 or equivalent. Not for graduate credit.

MATH 240: Applied Mathematics and Computer Technologies Through Science Learning 3 S.H.

This course provides students with technological tools in applied mathematics and computer science that can be applied to the enhancement of teaching mathematics and computing skills to middle school and high school students. This course is designed as a service learning course in which college students, under the supervision of instructors, engage in projects with pre-college students. Prerequisite: Permission of Instructor.

MANAGEMENT, BUSINESS**MGTE 5: Introduction to Business 3 S.H.**

This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as SMGT 5. Fulfills WAC requirement.

MGTE 10: Principles of Accounting I 3 S.H.

Accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivable, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as SMGT 10. Prerequisite: MGTE 5.

MGTE 11: Principles of Accounting II 3 S.H.

Accounting principles and practices developed through Accounting I are expanded upon as they apply to the partnership and corporate forms of business. The major emphasis is on the utilization of accounting data as a decision-making tool in the areas of budgets, taxation, changes in financial position, and financial statement analysis. The course also deals with nonprofit accounting. Prerequisite: MGTE 10.

MGTE 26: Management Principles 3 S.H.

This course provides a realistic knowledge of management theories, techniques, and practices. The functions of planning, organizing, directing, and controlling 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. Prerequisite: MGTE 5.

MGTE 100: Managerial Accounting 3 S.H.

This course covers policy and decision-making based on profit planning and objectives. The major topics to be covered are: budget, cost methods, pricing methods, and cost-volume profit analysis. Prerequisite: MGTE 10-11.

MGTE 101: Marketing Principles 3 S.H.

This course surveys the foundations, principles, and functions of marketing with a thorough treatment of the core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy, as well as tangible goods. Major sections are often offered in the spring, while non-majors' sections are generally offered in the fall. Prerequisite: MGTE 5.

MGTE 102: Marketing Management 3 S.H.

This course emphasizes the utilization and understanding of modern marketing strategies. Through text study, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix-product, price, place, and promotion. Through case analysis, students gather data, analyze marketing options, and prepare workable solutions. Prerequisites: ECON 2, MGTE 10, 26 and 101. Fulfills WAC requirement.

MGTE 105: Financial Management 3 S.H.

This course emphasizes basic decision-making tools and analytic processes employed by financial managers. Topics covered are: financial analysis, cash flow, pro forma, short- and long-term financing, and asset management. Prerequisites: MGTE 10, 11, and 100.

MGTE 110: Accounting for Non-Profit Agencies 3 S.H.

This course provides students with the accounting tools required to manage a non-profit business. Major emphasis is on fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and the impact of legislative actions are also covered.

MGTE 111: Intermediate Accounting I 3 S.H.

This course is designed to analyze generally accepted accounting principles, accounting theory and concepts, and the preparation of general financial statements of public corporations. Areas covered include: the accounting cycle, cash and temporary investment, current liabilities, plant and equipment, intangibles, and the time value of money. Prerequisites: MGTE 10 and 11.

MGTE 112: Intermediate Accounting II 3 S.H.

This course emphasizes application of accounting theory on problem-solving. Topics covered include: long-term liabilities, the stockholders equity of the balance sheet, errors and their correction, investments, analyzing financial statements, cash flow, and price changes. Prerequisite: MGTE 111.

MGTE 115: History of American Business 3 S.H.

This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. Prerequisite: ECON 1 and 2 or permission of instructor.

MGTE 120: Statistics for Business and Economics 3 S.H.

This is an introductory-level course in basic statistics relating to the business and economic environment. The course will cover many basic topics including the following: methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, and methods of sampling. Cross-listed as SMT 120. Prerequisite: MATH 21 or its equivalent.

MGTE 141: Business Management Field Experience 3-6 S.H.

The field experience program is a form of independent study that combines academic study with business world activity. It offers students the opportunity to test classroom theory, align career goals, develop a professional outlook, improve communication skills, and deepen the understanding of the functions of management. Academic credit is dependent on the number of hours spent at the worksite per week. The course is for senior business majors only. Proper paperwork must be completed by the student before credit is awarded.

MGTE 151: Organizational Design and Development 3 S.H.

Using a contingency approach to understanding organizational behavior, students diagnose the problems of several business settings. Based on actual business cases, classwork focuses on analysis, action, and management of change through organizational structure, operating practices, and organizational development processes.

MGTE 190: Special Topics in Business 3 S.H.

This course presents a variety of traditional and contemporary topics in business management. It provides a detailed and comprehensive analysis of an issue or problem-past, present, and future-that impacts upon society and the business community.

MGTE 201: Quantitative Methods 3 S.H.

This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem-solving so that students gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. Prerequisite: MGTE 120.

MGTE 202: Business Policy and Control 3 S.H.

This course requires students to integrate previously mastered functional disciplines. It involves competition among groups of students acting as independent companies revolving around a computer-generated simulation of a business environment. This course is the capstone course of the Business Management Degree. Prerequisite: Completion of all other CORE courses or permission of Instructor. Not for graduate credit.

MGTE 205: Managerial Supervision 3 S.H.

This course deals with the concept of management skills in the area of supervision-setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisite: MGTE 26. Fulfills WAC requirement.

MGTE 245: Personnel Management/ Human Resource Management 3 S.H.

This course examines the responsibilities of personnel managers or managers who perform the personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment. Cross-listed as RCTR 245.

MGTE 253: Income Taxes 3 S.H.

This course teaches students the principles of federal income taxation, with emphasis on the preparation of income tax returns for individuals. Students study the procedures for computing tax liability and the concepts and reasoning behind the internal revenue service regulations. This course also examines partnerships and S corporation taxation. Prerequisite: MGTE 10 or permission of the instructor.

MGTE 270: Advertising 3 S.H.

This course introduces the richness and variety of the real world of advertising. A study is made of advertising lessons in marketing, campaign objectives, creative strategy, planning, and evaluative research. Thought-provoking, real-world concepts and controversies are approached to personally involve students in the practical applications of advertising. Prerequisite: MGTE 101 or 102 or permission of the instructor.

MGTE 275: Consumer Behavior 3 S.H.

This course is designed to examine the use of consumer behavior research and theory as a central element of business strategy, especially in marketing. Students study the activities involved in obtaining, consuming, and disposing of products and services. Prerequisites: MGTE 101 or 102, ECON 2, and either PSYC 1 or SOCI 1 or permission of instructor.

MGTE 278: Business Law 3 S.H.

This course explores basic legal principles and engages in an intensive study of the law of contracts and selected aspects of business-related subjects, including sales, negotiable instruments, business organization, consumer, and anti-trust law. Examples and case studies from business, non-profit, health agencies, and professional sports are included. Prerequisite: MGTE 5.

MGTE 280: Marketing for Non-Profit Organizations 3 S.H.

This course focuses on approaches and techniques that can significantly improve the practice of marketing, a systematic approach to solving marketing problems, and an awareness and ability in using the very latest concepts and techniques from the private sector. Prerequisite: MGTE 101 or 102 or permission of the instructor.

MGTE 290: Entrepreneurial Studies 3 S.H.

This course covers the theoretical and practical points of starting new organizations. It examines financing operations, personnel management, opportunity recognition, wealth creation, sociological impact, the economics of entrepreneurialism, rates of return generated on invested capital, resource requirement planning and projections, growth management, entrepreneurial success strategies, various case studies, and the writing of an actual business plan. Prerequisites: MGTE 10 or 11, MGTE 105, ECON 1, MATH 21 or its equivalent, or permission of the instructor.

MGTE 295: Corporate Social Responsibility 3 S.H.

This course examines the multiform problems and issues that are typical of the business and society interface and the initiatives taken by business to resolve those issues. Students learn how to identify issues and stakeholders to formulate and implement social-issues strategies, and to integrate them with business strategy. Prerequisites: PHIL 125 and MGTE 5 or permission of the instructor.

**MEDICAL TECHNOLOGY/
LABORATORY SCIENCE**
(These courses are offered at affiliated hospital schools of medical technology.)**MTLS 200: 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. Not for graduate credit.

MTLS 201: 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. Not for graduate credit.

**MTLS 202: Immunology/
Immunoematology** 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. Not for graduate credit.

MTLS 203: Hematology 6 S.H.

This is a laboratory and lecture presentation of cellular components of normal and abnormal blood. Principles, procedures, and special techniques are included. Specific pathogenic cell types for a variety of blood dyscrasias are emphasized. Homeostasis and mechanisms, and methods for detection of coagulation deficiencies are included. Not for graduate credit.

MTLS 204: 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. Not for graduate credit.

MTLS 208: 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. Not for graduate credit.

MOVEMENT AND SPORT STUDIES

MOST 5: Lifespan Motor Development 3 S.H.

This is an introductory survey course in motor and perceptual development throughout the lifespan. Upon successful completion of the course, students are able to trace the path of human perceptual-motor development and to discuss the implications of general principles of motor development for the movement and sport specialist.

MOST 24: Motor Learning and Skill Acquisition 3 S.H.

This course investigates principles of human performance and the acquisition of motor skills. Attention is principally devoted to learning theories, reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills. Recent research evidence is presented in all topic areas. Prerequisites: MOST 5 and MOSK 2 or concurrent registration. Fulfills WAC requirement.

MOST 103: Physiology of Exercise 3 S.H.

This course examines changes within the human body due to the effects of acute and chronic exercise. Prerequisites: BIOL 10-11, 12-13.

MOST 150: Practicum in Movement Studies 2-4 S.H.

This practicum in movement and sport studies provides students with an opportunity to observe and assist professionals in their area of specialization. In the practicum, the student assumes increasing responsibility for work and projects. Registration limited to students in the MOST major.

MOST 119: Kinesiology/Biomechanics 3 S.H.

The focus of this course is on examining the anatomical and mechanical concepts requisite to critical assessment, description, and qualitative analysis of human exercise, sport, and locomotive activities. Prerequisites: BIOL 10-11 and PHYS 15.

MOST 128: Psychology of Sport 3 S.H.

This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as SMGT 128. Prerequisite: PSYC 1 or permission of the instructor.

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

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

MOST 228: Sociology of Sport 3 S.H.

In this course, sociological concepts and theories are used to examine sport. This course is designed to acquaint students with the relationship between sport and the society in which it is embedded. A variety of issues and controversies in sport are identified and discussed. Prerequisite: SOCI 1. Not for graduate credit.

MOST 250: Fieldwork in Disabled Sports and Movement Studies 4 S.H.

Students teach and coach in a variety of settings with individuals who have disabilities. Registration is limited to students in the DSMS major. Not for graduate credit.

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

This course is designed to teach students about the cultural heritage and values of human movement and sport, from a philosophical and historical perspective. A close examination is made of important time periods of the past that affect current attitudes, understanding, knowledge, and behavior and guide students into the future. Cross-listed as SMGT 299.

MOVEMENT AND SPORT STUDIES ACTIVITY COURSES

MOSK: Movement and Sports Studies Activity Courses

MOSK activity courses are designed for movement and sports studies majors. The content of these courses will be the development of proficiency in the fundamental movement forms and understanding of the concepts which underlie those movement forms. The MOSK activity courses serve as laboratory experiences in movement and sport activities representative of the cultural forms of sport, movement, exercise and dance.

MOSK 1: Outdoor Pursuits 1 S.H.

This is a seven-day experience in outdoor living that allows the pursuit of outdoor activities and enhances students' understanding and appreciation of individual differences of the social aspects of group living. Students engage in activities selected to increase environmental awareness, improve outdoor living skills, and serve as an introduction to resource-based pursuits.

MOSK 2: Sports Concepts and Applications 1 S.H.

This course is designed to introduce students to general principles involved in movement and gross motor skills. Students study fundamental sport tactics that enhance their recognition and the application of techniques and tactics common to sport and movement activities.

MOSK 40: Movement Concepts and Fundamental Motor Patterns 1 S.H.

This course is designed to provide a framework for understanding movement from Laban's perspective of body, space, & the qualities of movement. Developing a knowledge base of the movement framework and fundamental motor skills (locomotor, non-manipulative, and manipulative) will provide a common language and the foundation necessary for application to the many areas of physical education.

MOSK 130: Approaches to Dance Education 1 S.H.

Based upon Rudolf Laban's framework of movement analysis, this course is designed to help physical education teacher preparation majors develop skills and ability to effectively teach dance within physical education settings at the pre-K to grade 12 levels. This course expands and applies the movement concepts (Body, Effort, Space, Shape and Relationship) to teaching and creating dance, curriculum planning and development and evaluation. Prerequisites: MOSK 40 and PHED 2.

MOVEMENT SCIENCES**MSCI 145: Assistant in Movement Science Research 1 S.H.**

This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students accepted into this course (based on availability of meaningful experiences) are assigned to assist with a faculty or graduate-level research project as a member of the research team. Prerequisite: Permission of instructor.

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

This course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors

affecting body composition and weight control are covered. Prerequisites: HLTH 151, or permission of the instructor.

MSCI 245: Exercise and Aging 3 S.H.

This course provides information on the aging process and how exercise affects this process. The focus is on children and the geriatric population. Physical activity enhances an individual's ability to maintain a healthy and active retirement and fosters growth and development in children. Prerequisites: BIOL 10, 11, 12, 13 or permission of the instructor.

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

This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Students are familiarized with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. Prerequisite: MOST 119.

MUSIC**MUSC 1: Basic Musicianship 3 S.H.**

This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students in this course develop sight reading and beginning compositional skills through the study of elementary solfege, rhythmic exercises, ear training, and basic theory. Fulfills VAPA ACR.

MUSC 2: Music Theory I 3 S.H.

Students in this course develop skills in musical composition, related solfege, and related dictation. Notation, interval and chord construction, and harmonic rhythm are studied. Prerequisite: MUSC 1.

MUSC 3: Music Theory II 3 S.H.

This course is a continuation of MUSC 2. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and a musical texture are studied. Students continue the development of skills in composition, solfege, and dictation. Prerequisite: MUSC 2.

MUSC 8: Music Appreciation 3 S.H.

This is an introduction to music from the Baroque to contemporary styles. Fulfills VAPA ACR.

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. Fulfills VAPA ACR.

MUSC 13: Springfield College Band 1 S.H.
This course emphasizes the study and performance of transcriptions and original jazz compositions. Major performances include the holiday and spring concerts. The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA ACR.

MUSC 14: Springfield College Pep Band 1 S.H.
The Springfield College Pep Band performs at varsity sporting events, which include all home football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 15: Chamber Music Workshop 1 S.H.
This workshop/ensemble emphasizes rehearsal and performance of music arranged for a classical chamber music format. Enrollment is open to all instrumentalists with basic reading and playing skills. Instrumentation and size of groups vary according to the instrumentalists available. Participants are coached on a stylistic approach, instrumental technique, and working effectively as an ensemble. Performances include the Springfield College Annual Music Concert, as well as a variety of other performances both on and off campus. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA ACR.

MUSC 20: Basic Piano 1 S.H.
This course is designed for students with no prior keyboard experience. Emphasis is on developing functional skills at the keyboard and the ability to interpret musical notation for the piano. Prerequisite: MUSC 1 or concurrently, or permission of the instructor. Fulfills VAPA ACR.

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 are available. Prerequisite: MUSC 1 or concurrently, or permission of the instructor. Fulfills VAPA ACR.

MUSC 30: Applied Music I 1 S.H.
Individual voice or instrument study with an approved private instructor is pursued by each student. 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. Variable Fee. Fulfills VAPA ACR.

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.
Variable fee.

MUSC 32: Music as a Form of Social Protest 3 S.H.
This course surveys the music of those musicians who have been influential in focusing public attention on particular social causes. Students experience music through literature (books, journals, etc.), recording, and video. Fulfills VAPA ACR, or social justice ACR.

MUSC 33: Music Technology 3 S.H.
This course is an introduction to current music and audio technology tools for personal computers. This course provides an overview of computer music, audio tools, and terminology including MIDI, synthesis, sequencing, scoring, and direct-to-disk audio recording. Classes involve discussion of practical applications for this technology in multimedia productions such as video, CD-ROM, computer animation, and live performance, culminating in the preparation of recorded musical projects using a computer and synthesizer. Prerequisites: MUSC 1, CISC 10, or permission of instructor.

MUSC 140: Eclectic Music with Children 3 S.H.
This course introduces students to preschool, early childhood, and elementary music. Emphasis is placed on experiential discovery through movement, imagery, and vocal/instrumental activities to be found in the child's musical environment. Prerequisite: MUSC 1 or permission of the instructor.

MUSC 141: Eclectic Music with Special Populations 3 S.H.
This course introduces students to the use of music in recreation, leisure, rehabilitation, and therapeutic settings. Emphasis is placed upon experiencing procedures and materials to be used in prescriptive activities. Prerequisite: MUSC 1 or permission of the instructor.

OCCUPATIONAL THERAPY

OCTH 99: Survey of Occupational Therapy 3 S.H.
This course provides an opportunity to survey basic concepts, theories, settings, and practices of occupational therapy. The values of occupational therapy performance and activity in prevention, treatment, and health maintenance are addressed. Roles and responsibilities encountered by current occupational therapists are explored.

OCTH 201: Occupational Therapy Fundamentals 3 S.H.
This course is a study of the historical and current philosophies of occupational therapy, with emphasis on the present scope of practices, issues, and concepts. The values of occupational performance and activity in prevention, treatment, and health maintenance are also addressed. Prerequisite: Major in occupational therapy or permission of the instructor.

OCTH 205: Preclinical Education 2 S.H.

This course provides students with observational experience in area clinics. Professional ethics, standards of practice, uniform terminology, and interpersonal skills are practiced and discussed during weekly seminars. Prerequisite: Major in occupational therapy or permission of the instructor.

OCTH 207: Group Process 1 S.H.

This course, including a laboratory experience, focuses on understanding the process of group dynamics, recognizing various types of verbal interactions among group participants, and learning appropriate techniques and interventions to promote insight and improved interpersonal interaction skills. Prerequisite: OCTH 201.

OCTH 212: Neuroscience and Occupation I 3 S.H.

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

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

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

OCTH 215: Clinical Education I 3 S.H.

This course is a combination of a series of seminars and supervised field experience in one or more health care settings where occupational therapy is practiced. It provides experience in the beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. Prerequisites: OCTH 201 and OCTH 205.

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

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

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

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

OCTH 221: Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood 4 S.H.

Through the study of human performance from preschool through school age, this course emphasizes normal and dysfunctional processes affecting growth and development, learning, self care, play and leisure, and family functioning. Techniques for assessment and intervention in sensory, perceptual motor, cognitive, emotional, and social skill development are emphasized and practiced in laboratory experiences, with particular attention to skills needed in the school system. Prerequisite: OCTH 220.

OCTH 271: Individual Study in Occupational Therapy 1-4 S.H.

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

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

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

PHILOSOPHY**PHIL 3: Conflict of Ideals 3 S.H.**

This course explores the major philosophical thinkers and value systems that have influenced twentieth century thought. Students are encouraged to explore and expand their own value systems using the tools of philosophical inquiry. Fulfills philosophy ACR.

PHIL 5: Introduction to Philosophy 3 S.H.

This course studies representative thinkers in the major areas of philosophy. Fulfills philosophy ACR.

PHIL 6: Ethics 3 S.H.

This course is a study of theories of value, along with recent discussion of significant moral problems. Fulfills philosophy ACR.

PHIL 8: Logic 3 S.H.

This course introduces students to the basics of critical thinking in the context of everyday discourse, including the structure of argument, major types of argument, criteria for evaluation of argument, common fallacies of reasoning, and the mechanics of writing an argumentative essay. Fulfills philosophy ACR.

PHIL 15: Special Topics in Philosophy 3 S.H.

Responding to changing currents in the field of philosophy, this course explores a topic of contemporary relevance. Fulfills philosophy ACR.

PHIL 125: Business Ethics 3 S.H.

This course is intended to sensitize students to ethical issues in business and to develop a capacity for moral judgment in management. Fulfills philosophy ACR.

PHIL 126: Classical Political Thought-From Plato to Machiavelli 3 S.H.

This is a survey of political thinkers and their major works, from the Greeks to the Renaissance. Fulfills philosophy ACR.

PHIL 127: Modern Political Thought-From Machiavelli to the Present 3 S.H.

This is a survey of political thinkers and their major works, from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies. Fulfills philosophy ACR.

PHIL 180: Existentialism 3 S.H.

The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, inauthentic and authentic existence, death, and freedom. Fulfills philosophy ACR.

PHYSICAL EDUCATION**PHED 2: Instructional Strategies in Physical Education** 3 S.H.

This course introduces students to generic teaching strategies and techniques in physical education. Lecture sessions focus upon conceptual foundations of teaching. Peer teaching laboratory sessions are devoted to practical applications and observational assessments of lecture concepts.

PHED 26: Physical Education Design and Implementation: Grades Pre-K-12/I 3 S.H.

This yearlong course is designed to help second year physical education teacher preparation students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. Students apply and practice developmentally appropriate activities in school-based laboratory settings. The course is open only to movement studies majors in the Physical Education Teacher Preparation program. Prerequisites: PHED 2, MOSK 40, MOST 5.

PHED 27: Physical Education Design and Implementation: Grades Pre-K-12/II 3 S.H.**PHED 100: Officiating Athletic Events** 1 S.H.

This course provides students with the opportunity to develop knowledge and skills requisite to becoming a competent official for selected interscholastic athletic events. It may be repeated for credit as long as the athletic event designated is not replicated.

PHED 108: Adapted Physical Education Programming 3 S.H.

This course provides basic information on disabling conditions and on how to provide adapted physical education programs based upon an individual's assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection, and prescription of appropriate exercise programs; and implementation of developmental activities, rhythmic, aquatic, and games. Fulfills WAC requirement.

PHED 112: Principles and Problems of Coaching 2 S.H.

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improvement of motor skills; daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as SMGT 112

PHED 113: Coaching Soccer 2 S.H.

This course emphasizes the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his/her opportunity as an educator. Prerequisite: PEAC 155 or PEPC 255, PEAI 155 or permission of the instructor.

PHED 114: Coaching Basketball 2 S.H.

This course emphasizes the methods of teaching and coaching basketball, with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. Prerequisite: PEAC 144, PEPC 244, PEAI 144, or permission of Instructor.

PHED 115: Baseball: Coaching and Fundamentals 3 S.H.

This course provides students with a basic understanding of the variables associated with the coaching of baseball on all levels. The major emphasis is on providing students with team strategy, fundamentals, and technical skills necessary to assist them in administering a successful baseball program. Two semester hours are allocated to the coaching aspects of the sport, while one semester hour is allocated to offensive and defensive fundamentals and technical skills. Prerequisite: PEAI 141, or permission of Instructor.

PHED 116: Coaching Football 2 S.H.

Course material covers the techniques and methods of coaching football, with emphasis on team play. Also included are offensive and defensive methods for the running, passing, and kicking games. Complete organization of a football program is presented. Prerequisite: PEAI 157, or permission of Instructor.

PHED 117: Track and Field Coaching 2 S.H.

This course covers the biomechanical analysis and training strategies for each track and field event. Topics such as the selection of candidates, conditioning, diet, safety procedures, and the organization and promotion of track and field are included in the course content. Prerequisite: PEPC 263, or permission of Instructor.

PHED 124: Athletic Administration 2 S.H.

This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as SMT 124.

PHED 125: Sports First Aid and Injury Prevention 3 S.H.

Within this course, basic injury prevention, evaluation, and emergency care techniques are discussed, and ARC certification in Adult CPR and standard First Aid is awarded to students meeting the requirements. Basic wrapping and strapping techniques used in injury prevention are practiced and discussed.

PHED 127: Coaching Wrestling 2 S.H.

Course material covers the essential techniques of wrestling, the development of a team, conditioning, conduct of practice sessions, weight reduction, and preparation of a team for meets and tournaments. Prerequisite: PEAI 184, PEPC 284, or permission of Instructor.

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, PEPC 256, PEAI 156, or permission of Instructor.

PHED 132: Coaching Field Hockey 2 S.H.

Techniques and materials for coaching field hockey at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAI 150, or permission of Instructor.

PHED 140: Pre-Practicum-Elementary Level 2 S.H.

This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the elementary school setting. Prerequisites: Matriculated status and PHED 26-27 or permission of the instructor.

PHED 143: Coaching Swimming and Diving 2 S.H.

This is a systematic treatment of the philosophy, principles, and techniques of teaching and coaching swimming and diving. Prerequisite: PEAI 104, PEPC 204, PEAC 206, or permission of Instructor.

PHED 149: Coaching Practicum 2 S.H.

This pre-practicum provides prospective coaches with an opportunity to assist in the coaching of interscholastic competitive athletics in grades 7-12. Prerequisite: PHED 112 or concurrent registration.

PHED 150: Pre-Practicum-Secondary Level 2 S.H.

This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the secondary school setting. Prerequisites: Matriculated status and PHED 26-27 or permission of the instructor.

PHED 162: Coaching Men'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: PEAI 171, or permission of Instructor.

PHED 163: Coaching Women's Gymnastics 2 S.H.

This course presents methods and materials of gymnastic coaching, as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. Prerequisite: PEAI 171, or permission of Instructor.

PHED 180: Coaching Volleyball 2 S.H.

This course emphasizes the teaching of volleyball skills and the role of the coach in developing advanced systems of play for competition. Emphasis is also placed on the philosophy and psychology of varsity coaching, physical training, and the use of statistics for team play. Prerequisite: PEPC 258, PEAI 158, or permission of Instructor.

PHED 182: College-Level Supervised On-Campus Teaching 1 S.H.

This course presents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. It may be repeated once. Prerequisite: Permission of the department.

PHED 223: Organization and Administration of Intramurals 2 S.H.

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

PHED 252: Practicum in Physical Education Pre-K-9 7 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the pre-K-9 level. Assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 2, 26-27, 108, and a pre-practicum. Not for graduate credit.

PHED 253: Practicum in Physical Education 5-12 7 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the 5-12 level. Site arrangements are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/ CPR Certification, PHED 2, 26-27, 108, and a pre-practicum. Not for graduate credit.

PHED 254: Practicum in Physical Education 14 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of fourteen weeks at either the K-9 or 5-12 level. Site assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, permission of the department, and the following courses: First Aid/CPR Certification, PHED 2, 26-27, 108, and a pre-practicum. Not for graduate credit.

PHED 262: Physical Education for the Mentally Retarded and 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 that affect the retarded in general. This is a theory course. Prerequisite: Senior/graduate status.

PHED 298: History of Physical Education and Sport 2 S.H.

This course explores the history of physical education and sport within the context of human cultural development. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

PHYSICAL EDUCATION ACTIVITY COURSES

PEAC: Physical Education Activity Courses .5 S.H. unless noted

PEAC skills courses are All-College activity courses designed for the general College population to satisfy the four semester-hour All-College Requirement in physical education skills.

PEAC 208	Adapted Aquatics Instructor (1 S.H.)
PEAC 111	Aerobic Dance
PEAC 161	Archery
PEAC 165	Badminton
PEAC 144	Basketball
PEAC 101	Boating and Canoeing
PEAC 167	Bowling
PEAC 197	Cross-Country Skiing
PEAC 187	Cycling
PEAC 127	Dance-Ballet 1 (can fulfill VAPA ACR)
PEAC 130	Dance-Ballroom
PEAC 132	Dance-Folk
PEAC 133	Dance-Modern (can fulfill VAPA ACR)
PEAC 135	Dance-Square 1
PEAC 137	Dance-Tap
PEAC 140	Dance-Line Dancing
PEAC 227	Dance-Ballet 2
PEAC 100	Fit for Life (1 S.H.)
PEAC 115	Fitness Swimming
PEAC 170	Golf
PEAC 173	Handball
PEAC 188	Hiking and Backpacking
PEAC 174	Horseanship 1
PEAC 274	Horseanship 2
PEAC 276	Horseanship 4
PEAC 277	Horseanship 5
PEAC 99	Independent Study
PEAC 55	Indoor Soccer
PEAC 116	Jogging
PEAC 175	Karate 1
PEAC 273	Karate 2
PEAC 190	Kayaking

PEAC 153	Lacrosse
PEAC 205	Lifeguard Training (ARC)
PEAC 147	Martial Arts
PEAC 189	Mountain Biking
PEAC 113	Variable Resistance Training
PEAC 191	Orienteering
PEAC 193	Outdoor Adventure
PEAC 118	Personal Fitness
PEAC 176	Racquetball
PEAC 120	Relaxation
PEAC 178	Rhythmic Gymnastics
PEAC 195	Rock Climbing
PEAC 30	SCUBA Certification (1 S.H.)
PEAC 179	Self Defense I
PEAC 279	Self Defense II
PEAC 280	Ski Instructor
PEAC 196	Skiing and Snowboarding 1
PEAC 296	Skiing and Snowboarding 2
PEAC 297	Skiing and Snowboarding 3
PEAC 155	Soccer
PEAC 156	Softball-Slow Pitch
PEAC 50	In-line Skating
PEAC 108	Sports for the Disabled I
PEAC 109	Sports for the Disabled II
PEAC 181	Squash
PEAC 106	Synchronized Swimming
PEAC 104	Swimming
PEAC 141	Table Tennis
PEAC 142	Team Handball
PEAC 121	Tai Chi Chuan
PEAC 123	Tai Ji Jian
PEAC 142	Tae Kwon Do I
PEAC 143	Tae Kwon Do II
PEAC 182	Tennis
PEAC 158	Volleyball
PEAC 124	Walking
PEAC 107	Water Polo
PEAC 206	Water Safety Instructor (1 S.H.)
PEAC 122	Weight Training
PEAC 199	White Water Canoeing
PEAC 145	Yoga

PEPC: Physical Education Professional Courses .5 S.H. unless noted

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.

PEPC 211	Aerobic Dance
PEPC 265	Archery/Badminton
PEPC 244	Basketball
PEPC 110	Conditioning and Fitness Programs
PEPC 150	Field Hockey
PEPC 100	Fitness for Life
PEPC 251	Flag Football

PEPC 183	Gymnastics (1 S.H.)
PEPC 146	Health Fitness Aerobics (1 S.H.)
PEPC 125	Health Fitness Aerobics Resistance Training (1 S.H.)
PEPC 253	Lacrosse (Coed)
PEPC 213	Variable Resistance Training
PEPC 254	New and Field Games
PEPC 293	Outdoor Adventure
PEPC 90	Physical Education Activities for Children
PEPC 255	Soccer
PEPC 256	Softball
PEPC 204	Swimming
PEPC 282	Tennis
PEPC 263	Track and Field I
PEPC 264	Track and Field II
PEPC 258	Volleyball
PEPC 284	Wrestling

PEAI: Intercollegiate Sports and Skills Courses .5 S.H. unless noted

Participation on a varsity team is required. These can be taken once per sport by students toward satisfaction of the four semester-hour All-College Requirement in physical education, or to satisfy a skills elective requirement. Graded on a Pass/Fail basis.

PEAI 141	Baseball
PEAI 144	Basketball M and W
PEAI 116	Cross Country M and W
PEAI 150	Field Hockey
PEAI 157	Football
PEAI 170	Golf
PEAI 171	Gymnastics M and W
PEAI 153	Lacrosse M and W
PEAI 155	Soccer M and W
PEAI 156	Softball
PEAI 104	Swimming M and W
PEAI 182	Tennis M and W
PEAI 159	Track M and W
PEAI 158	Volleyball M and W
PEAI 184	Wrestling

PHYSICAL SCIENCE

PHSC 1: Physical Science and the Environment 4 S.H.

This course studies the key concepts and theories of physical science for students with little or no prior experience. Physical science is approached both as a body of knowledge and as an on-going process of investigation in order to develop in the student an awareness of the scientist's point of view and approach to nature. Fulfills WAC requirement, or can fulfill ACR natural science.

PHYSICAL THERAPY

PTMS 110: Physical Therapy in the Healthcare System 1 S.H.

This course focuses on the roles and responsibilities of a physical therapist within the health care system. Methods of health care delivery and issues of access, availability, and financial coverage are examined. Prerequisite: Physical therapy major or permission of instructor. Fulfills WAC requirement.

PTMS 200: Clinical Concepts in Physical Therapy I 3 S.H.

This course provides an introduction to physical therapy practice skills. Theories and application of clinical concepts prepare the student for professional practice. Students are expected to attain a minimum level of competency in selected fundamental clinical skills. Prerequisite: Physical therapy major.

PTMS 201: Clinical Concepts in Physical Therapy II 2 S.H.

This is the final introductory course in physical therapy prior to the clinical science and practice sequence and a continuation of the first clinical concepts course. Topics addressed prepare the student for professional practice by covering specific diagnostic conditions and engaging the student in writing activities. In addition, students are expected to attain a minimal level of competency in the area of normal gait evaluation and goniometric measurement of joints, Prerequisite: PTMS 200. Fulfills WAC requirement.

PTMS 204: Clinical Medicine/Pathology 4 S.H.

This course is a survey of general medical and surgical disorders, including the pathophysiology of disease, clinical manifestations, and medical treatment, with emphasis on conditions encountered in physical therapy. Topics include internal disorders/disease, orthopedics, pediatrics, and neurology. Prerequisite: Physical therapy major or permission of instructor.

PTMS 210-211: Human Anatomy 3-3 S.H.

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

PTMS 215: Clinical Education Seminar 1 S.H.

This course provides physical therapy students with required information for the clinical education portion of the curriculum. Communication, ethical and moral decision-making, confidentiality, and professionalism issues are covered.

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

This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in PTMS 221 and 222.

PTMS 221: Clinical Science and Practice I 4 S.H.

Manual muscle testing, thermal agents, and clinical electrophysiology are the evaluation and treatment strategies presented in this course. The selection, application, and theories supporting these strategies are presented. Students must demonstrate competence in applying these techniques. Prerequisites: PTMS 200 and 201.

PTMS 222: Clinical Science and Practice II 4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisites: PTMS 200 and 201.

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

This course prepares students to evaluate and treat patients with acute medical conditions relating to the pulmonary, circulatory, and integumentary systems. Assessment and analysis of patient problems are used to provide a foundation for making clinical decisions. Prerequisites: PTMS 200, 220, 221, 222 and 290.

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

This course presents concepts of posture control and locomotion including strategies for physical therapy management of balance disorders. Characteristics of normal and pathological gait and strategies for management of gait dysfunction are discussed. Included are the application of orthotic and prosthetic devices to problems of the limbs, spine, conditions of limb amputation, and medical illness. Prerequisites: PTMS 220, 221, and 222.

PTMS 225: Clinical Case Competency Laboratory II 1 S.H.

This course utilizes case studies and group discussion to maximize integration and progression of physical therapy clinical theory and professional practice material, enhance comprehensive problem-solving, and promote evaluation skills. Prerequisites: PTMS 220, 221, and 222.

PTMS 250: Neuroscience 3 S.H.

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

PTMS 25 1: Clinical Applications of Neuroscience**3 S.H.**

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

PTMS 280: Topics in Physical Therapy: Cardiac Rehabilitation, Pharmacology, and Radiology**3 S.H.**

This course presents diagnostic assessment, interventions, and exercise-program planning in cardiac rehabilitation. Additional topics in basic pharmacology and radiologic assessment are covered, with an emphasis on their relationship to rehabilitation assessment and treatment planning. Prerequisite: Physical therapy major or permission of instructor.

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

This is the first clinical education experience for the physical therapy major and is to be completed as a full-time experience under the direction and supervision of a qualified physical therapist. Prerequisites: PTMS 200, 201, 204, 210, 211, 220, 221 and 222.

PTMS 303: Education in Physical Therapy Practice**3 S.H.**

Education in physical therapy occurs with patients, families, colleagues, and the public through individual, group, collaborative, and consultative presentations. The focus of this course is on the development of objectives, learning experiences, and evaluation of teaching in physical therapy practice. Students have an opportunity to develop, present, and evaluate instructional materials for use across settings in physical therapy practice. Prerequisites: PTMS 110 and 215 and final year physical therapy major or permission of instructor.

PTMS 305: Clinical Science and Practice V**4 S.H.**

This course provides the knowledge, skills, and abilities to apply neurophysiological principles and techniques to therapeutic exercise. Included are motor and reflex development, evaluation procedures, various treatment approaches, and selected physical disabilities. Prerequisites: PTMS 220-225.

PTMS 311-312: Clinical Education II-III**6-6 S.H.**

This course provides a full-time clinical practicum experience of eight weeks in an approved health facility located away from the College. This is a supervised, direct-patient care experience that allows students to put problem-solving theories into practical application and to develop effective and efficient approaches to total patient care. Prerequisites: All PTMS courses through PTMS 305.

PTMS 320: Administration and Management in Physical Therapy**3 S.H.**

This course introduces students to basic concepts and principles of management as they apply to the administration and direction of physical therapy services. Included are development planning and design, fiscal management, principles of supervision, legal issues, and quality assurance. Prerequisites: Successful completion of PTMS 311 and 312, or permission of instructor.

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

This final course in the clinical science and practice series consists of three units. The first is an integrated approach to treatment of spinal disorders which includes the epidemiology of spinal disorders, spine evaluation and treatment, TMJ disorders, chronic pain, and work hardening. The second unit presents geriatric physical therapy, and the third explores women's health issues. The student is expected to integrate prior clinical experience and learning into the development of comprehensive physical therapy programs. Prerequisites: Successful completion of PTMS 311 and 312, or permission of instructor.

PTMS 340: Advanced Orthopedics**3 S.H.**

This course examines the theoretical basis for treatment of the patient with orthopedic problems. Students design treatment strategies for orthopedic problems that are based on an understanding of advances in research in the areas of anatomy and biomechanics, tissue healing, diagnostics, and rehabilitation. Prerequisite: Physical therapy major or permission of instructor.

PTMS 341: Clinical Ergonomics**3 S.H.**

The contrast between human physical capacities and human performance requirements in the work setting are addressed. Content includes strategies to enhance interaction of workers and their environment/tools and efforts to minimize the risk of musculoskeletal disorders. Additional topics include an approach to pre-employment screening and returning injured workers to employment. Prerequisite: Physical therapy major or permission of instructor.

PTMS 342: Pediatric Neurology**3 S.H.**

This course addresses physical therapy evaluation, treatment, and management for children with neurological dysfunction. The course follows a continuum from the newborn through adolescence and young adulthood, with modification of the evaluation, analysis, and program development at the various ages based on changing developmental needs. Prerequisite: Physical therapy major or permission of instructor.

PTMS 343: Sports Physical Therapy**3 S.H.**

This course is designed for the physical therapy student interested in developing advanced skills and competence in prevention and management of sport-related injuries. Prerequisite: Physical therapy major or permission of instructor.

PTMS 344: Adult Neurology **3 S.H.**

This course explores the theoretical basis for the evaluation and treatment of patients with neurological impairments. Current theories of motor learning, motor control, and motor development are used as the framework for this process. Evaluation procedures, findings, and their implications for therapeutic intervention are discussed. Prerequisite: Physical therapy major or permission of instructor.

PTMS 350: Clinical Education Experience IV **2 S.H.**

This course provides an opportunity for the student to gain essential knowledge, specialized application, and evaluation, in the following special topic areas: cardiopulmonary physical therapy, occupational biomechanics, administration, education, orthopedics, neurology, sports physical therapy, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics. Prerequisites: PTMS 311 and 312.

PHYSICIAN ASSISTANT**PAST 11: PA Seminar I** **1 S.H.**

This is the first in a series of ten physician assistant seminar courses. This course examines the issues of provider-patient confidentiality, blood-borne pathogens, and concepts of illness and health as defined by the health-care provider and the patient. The relationships between health and culture, religion, ethnicity, and socio-economic status are discussed. The relationships between the above items and the Latino community are examined in detail. Prerequisite: Physician assistant major.

PAST 12: PA Seminar II **1 S.H.**

This seminar course examines health promotion and disease prevention issues in the general and minority populations of America. The Greater Springfield area maternal-infant mortality rate, disease prevention, and childhood health concerns are addressed. Prerequisite: PAST 11.

PAST 21: PA Seminar III **1 S.H.**

This course examines the "sick role" concept and the "medicalization" of society. The principles of health education-including the issues dealing with sexuality, patient motivation, and patient compliance-are presented. Each student designs and implements a community health project and formally reports his/her findings. Prerequisite: PAST 12.

PAST 22: PA Seminar IV **1 S.H.**

This course examines the cultural aspects involved in several health care problem areas. Health care for the homeless, Puerto Rican, Vietnamese, and Russian immigrants, substance abuse, and HIV infection/testing are presented in detail. During the last third of the semester, each student reports on his/her community project, which began in the fall semester. Prerequisite: PAST 21.

PAST 110: PA Seminar V **1 S.H.**

The major economic, political, technological, and legal issues facing the physician assistant and the health care system today are examined. Actual case studies are analyzed and critiqued. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 113, 114, 131-133, and 144.

PAST 112: History Taking and Physical Assessment I **3 S.H.**

Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 124 and 130.

PAST 113: Mental Health Issues in Primary Care **3 S.H.**

This course examines common mental health conditions seen by physician assistants in the primary care setting. The epidemiology, presenting symptoms, diagnostic criteria, differential diagnosis, and treatment modalities are presented. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 110, 114, 131-133, and 144.

PAST 114: Principles of Clinical Decision Making **1 S.H.**

This course defines and analyzes the application of biostatistics to current epidemiological studies in medicine. Students examine clinical decision-making models and analyze selected published medical study reports for the appropriateness of their conclusions. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 110, 113, 131-133, and 144.

PAST 120: PA Seminar VI **1 S.H.**

This course examines the relationships among health care and religious beliefs, spirituality, faith healing, death and dying, living will, and the end-of-life decision-making process. Prerequisites: PAST 112, 124, and 130. Co-requisites: PAST 121, 122, and 123.

PAST 121: Applied Clinical Skills I **2 S.H.**

This course is designed to teach students how to perform skills most commonly used in clinical practice. These include interpretation of EKGs, nasogastric intubation, and male and female catheterization. Prerequisites: Successful completion of PAST 112, 124, and 130. Co-requisites: PAST 120, 122, 123, and 134.

PAST 122: History Taking and Physical Assessment II 3 S.H.

Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Prerequisite: Successful completion of PAST 112, 124, and 130. Co-requisites: PAST 120, 121, 123, and 134.

PAST 123: Pharmacology I 2 S.H.

This course examines the integration of the theoretical and practical application of pharmacological principles into the organ-system approach to learning clinical medicine. Treatment modalities for the cardiovascular, respiratory, gastrointestinal, genitourinary/renal, and endocrine systems are examined in detail. Prerequisites: PAST 122, 124, and 130. Co-requisites: PAST 120, 121, 122, and 134.

PAST 124: Clinical Medicine I 5 S.H.

This course presents wellness and disease processes from an integrated organ-system approach. Specialized topics in radiology, and normal and abnormal findings in organ systems involving the eyes, ears, nose, throat, skin, lungs, and thorax are covered in this course. Prerequisite: Matriculation into the professional phase of the program. Co-requisites: PAST 112 and 130.

PAST 130: PA Seminar VII 1 S.H.

This seminar course is designed to discuss select health care topics relevant to the 1990s. Personal stress management, the impaired provider, women's and men's health issues, and patient rehabilitation are discussed. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 112 and 124.

PAST 131: Applied Clinical Skills II 2 S.H.

This course is designed to teach students how to perform skills most commonly used in clinical practice. OSHA guidelines, phlebotomy, injection, ABG and IV techniques are covered, as well as catheterization, casting and splinting, OR protocol, knot tying and suturing, and tonometry. Prerequisites: Successful completion of PAST 121, 122, 123, and 134. Co-requisites: PAST 110, 113, 114, 132, 133, and 144.

PAST 132: History Taking and Physical Assessment III 3 S.H.

Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Off-campus clinical learning experiences are an integral part of this course. Prerequisite: Successful completion of PAST 121, 122, 123, and 134. Co-requisites: Past 113, 114, 130, 131, 133, and 144. Fulfills WAC requirement.

PAST 133: Pharmacology II 2 S.H.

This course examines the integration of the theoretical and practical application of pharmacological principles into the organ-system approach to learning clinical medicine. Treatment modalities for the nervous, skin, musculoskeletal, and blood-forming systems, as well as pregnancy, childbirth, pediatrics, and medical emergencies, are examined in detail. Prerequisites: PAST 120, 121, 122, 123, and 124. Co-requisites: PAST 110, 131, 132, and 134.

PAST 134: Clinical Medicine II 5 S.H.

This course is a continuation of PAST 124. Wellness and disease processes are presented using an integrated organ-system approach. Normal and abnormal findings in systems involving the heart and vessels, gastrointestinal tract, genitourinary tract, and endocrine organs are covered in this course. Prerequisites: Successful completion of PAST 112 and 124. Co-requisites: PAST 120, 121, 122, and 123.

PAST 144: Clinical Medicine III 5 S.H.

This course is a continuation of PAST 134. Normal and abnormal findings in systems involving the nerves, muscles and bones, and blood, as well as pregnancy, pediatrics, and medical and surgical emergencies are covered in this course. Prerequisites: Successful completion of PAST 121, 122, 123, and 134. Co-requisites: PAST 110, 113, 114, 131, 132, and 133.

PAST 240: PA Seminar VIII 1 S.H.

This seminar course examines the biopsychosocial model of health and illness, approaches to the challenging patient, and concepts in risk management and quality assurance. Students begin formal Grand Rounds presentations. Prerequisites: PAST 130-134. Fulfills WAC requirement.

PAST 250: PA Seminar IX 1 S.H.

This seminar course examines the impact of national and state health care policies on the delivery of health care and the health issues associated with violent crimes. Students continue Grand Rounds presentations. Fulfills WAC requirement.

PAST 260: PA Seminar X 1 S.H.

This final seminar course presents the current state and federal policies affecting the physician assistant graduate, and reviews medical ethics through selected case studies. Students continue Grand Rounds presentations. Prerequisites: PAST 205S and 252S. Fulfills WAC requirement.

PAST 271: Inpatient Medicine 4 S.H.

The inpatient medicine clerkship is a four week clinical experience that provides the foundation for clinical evaluation and treatment of general medical patients. Training includes assessment of inpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily morning and work rounds and in-hospital overnight call. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PAST 272: Ambulatory Medicine 4 S.H.

The ambulatory medicine clerkship is a four week clinical experience that provides the principles of clinical diagnosis and management of general medical problems in the adult patient ambulatory setting. Training includes assessment of outpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily office or clinical hours (including weekends), medical coverage of hospitalized patients, and evening and weekend on-call hours. Prerequisites: Successful completion of all ACRs and all third year PAST course. Not for graduate credit.

PAST 273: General Surgery 8 S.H.

During the general surgery clerkship, students learn management of surgical patients in hospital and ambulatory settings. These experiences include presentation and work-up of common surgical problems, surgical interventions, and the care of preoperative, operative, and postoperative patients. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PAST 274: Emergency Medicine 4 S.H.

This course is a four week clerkship with the purpose of providing practical clinical experience in the care of acute medical and surgical emergencies. Students develop an understanding of the concept of triage in an emergency situation. Additionally, students have the opportunity to assess patients of all ages with a variety of problems. Attention is given to the psychosocial and economic factors influencing each patient's current and future care. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PAST 275: Obstetrics and Gynecology 8 S.H.

This is a four week clerkship with the purpose of providing practical clinical experience in the evaluation and treatment of women. Experience is gained in the areas of family planning, pre, intra, and postpartum care, as well as routine gynecological care for sexually transmitted diseases, dysmenorrhea, and menopausal health. Students come to understand the effects that sexual activity, childbearing, and menopause have on a woman's medical, emotional, and social well-being. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PAST 276: General Pediatrics 4 S.H.

Pediatrics is a four week clerkship which provides the opportunity to assess medical and surgical problems that require both inpatient and ambulatory management of children. Students spend approximately fifty to sixty hours per week in the clinical setting. Time is spent giving students practical clinical experience in the ambulatory setting managing routine childhood illness and health maintenance, and with the med-

ical team in the hospital at the time of delivery assessing the newborn and caring for children with more severe medical problems. Students learn to recognize the influences that family interactions can have on the course of the patient's development, well-being, and illness. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PAST 277: Psychiatry 4 S.H.

The purpose of the psychiatry clerkship is to provide the student with clinical experience in the varied presentations of mental illness in inpatient and ambulatory settings. Students have an opportunity to evaluate, identify, and learn management of both acute and non-acute psychiatric patients. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PAST 280: Preceptorship 8 S.H.

The preceptorship is an eight week clinical and non-clinical experience that provides opportunities in clinical evaluation and treatment of patients, and a more in-depth understanding of the daily administrative aspect of health care practices. Training includes assessment of a variety of patient populations and their health problems. Students strengthen previously developed skills of data gathering from historic information, physical assessment, and therapeutic treatment planning. A broad exposure to the administrative aspects of the practice of medicine is emphasized. Prerequisites: Successful completion of all ACRs and all third year PAST courses. Not for graduate credit.

PHYSICS**PHYS 15: Physics for Movement Science 4 S.H.**

This course is an introductory physics course that emphasizes those applications that are of importance to students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics, stress and strain of biomaterials, work, energy, machines, fluid mechanics of the human system, mechanics of breathing, heat and heat flow in the human system, practical electricity, electrical safety, basic electrical and electronic instrumentation, waves, hearing and sound, light and vision, x-rays, and radiation. Prerequisite: MATH 21 or permission of instructor. ACR natural science.

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. Prerequisite: MATH 22 or permission of instructor. ACR natural science.

POLITICAL SCIENCE

POSC 10: Introduction to American Government 3 S.H.

This course is an overview of the major topics in the American governing systems. It examines the Constitution, the participants in American politics (voters, political parties, media, interest groups), the major institutions (Congress, Presidency, Supreme Courts), and the policy-making process. Fulfills social science ACR.

POSC 30: Public Administration 3 S.H.

This course studies the executive branch of modern government as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, are stressed, with particular attention to problems of goal setting, innovation, and accountability.

POSC 70: Introduction into International Relations 3 S.H.

This course is a broad overview of the international system, including theory, the nation-state (1648-present), North and South relations, international law and organizations, and economics.

POSC 126: Classical Political Thought from Plato to Machiavelli 3 S.H.

This is a survey of political thinkers and their major works from the Greeks to the Renaissance. Fulfills ACR for philosophy, or can fulfill WAC requirement.

POSC 127: Modern Political Thought from Machiavelli to the Present 3 S.H.

This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies. Fulfills ACR for philosophy, or can fulfill WAC requirement.

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. Fulfills WAC requirement.

POSC 138: Civil Liberties 3 S.H.

This is a study of the development of the concept and law of civil liberties in American society and of the problems involved in preserving and broadening these freedoms and maintaining security. Emphasis is on such topics as racial discrimination, freedom of speech and assembly, freedom of belief, the right of association, and equal protection of the laws.

POSC 141: Supervised Experience in Political Science 3-10 S.H.

This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off-campus and participate in learning experiences in local, state, or national settings.

POSC 150: Politics of Development 3 S.H.

This is an interdisciplinary analysis of the political character and problems of the underdeveloped world. Special emphasis is given to the clash of the traditional social order with the forces of modernization and the resultant impact on national politics. Fulfills social justice ACR.

POSC 155: Modernized Political Systems 3 S.H.

This is an analysis of the nature and development of modern political systems in Britain, France, the former Soviet Union/CIS, and Germany. Emphasis is placed on the common characteristics, as well as the unique cultural and political influences. Selected developmental theories are applied.

POSC 177: International Interdependence 3 S.H.

This is an analysis of international problems emanating from the increasingly global pattern of governmental and human interdependence. Selected issues such as energy, environment, ocean resources, international trade, and the multinational corporation are considered. Prerequisite: POSC 70 or permission of instructor.

POSC 190: Political Science Seminar 4 S.H.

This is a seminar for the political science major. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem are included. Fulfills WAC requirement.

POSC 270: United States Foreign Policy 3 S.H.

This course is an overview of the forces that helped to shape America's foreign policy in the post-World War II era. It examines the institutions involved in making foreign policy (President, Congress, interest groups), the relationship the U.S. has had with the rest of the world, and present models for understanding and analyzing the policy-making process.

POSC 271: United States and Contemporary World Affairs 3 S.H.

This course studies the contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are considered. Prerequisite: POSC 270 or permission of instructor.

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

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

PSYCHOLOGY

PSYC 1: Introduction to Psychology 3 S.H.

The fundamentals of the scientific method used to study human behavior, such as maturation and development, perception, learning, and motivation, are explored and applied to such problems as failures in adjustment and conflict resolution. This course is a prerequisite for many other psychology courses.

PSYC 4: Educational Psychology 3 S.H.

Students study the psychological foundations that relate to teaching and learning. Some of the topics dealt with include: cognitive development, motivation, reinforcement theory, evaluation and measurement, social and intellectual development, and current theories of learning in the classroom setting.

PSYC 6: Career Planning for Life 1 S.H.

This course provides a comprehensive overview of the developmental career planning process. Interactive exercises and presentations challenge students to clarify their values, discover their skills, and identify academic programs and occupations that are compatible with their interests and abilities. Career exploration instruments are used.

PSYC 9: Human Development 3 S.H.

This course provides students with an overview of the human life-cycle from birth through old age, showing the interplay of forces-organic, environmental, and self-directive-from stage to stage of development. Students examine concepts and criteria for developmental tasks, maturity, and self-actualization. Prerequisite: PSYC 1.

PSYC 30: Personality and Personal Adjustment 3 S.H.

This course compares and contrasts the psychoanalytic, neopsychoanalytic, life span, humanistic, and behavioral approaches to personality adjustment and development.

PSYC 105: Sensation and Perception 3 S.H.

The five senses are scientifically and experimentally analyzed, with emphasis given to visual perception. A study of how information is gathered, coded, transmitted, and interpreted is conducted. The physiology, development, and functions of each sense are covered.

PSYC 106: Social Psychology 3 S.H.

This course studies several aspects of social psychology including: attraction, aggression, prejudice, love, conformity, and persuasion. This course also explores the effects of group membership on individual behavior. Prerequisite: PSYC 1.

PSYC 111: Introduction to Statistics 3 S.H.

This course examines elementary statistics in behavioral research. Specific topics addressed are describing and comparing raw data, the concept of the curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients, and an introduction to regression analysis. Special attention is given to interpreting psychological research. Prerequisites: PSYC 1 and a college-level course in mathematics. Fulfills WAC requirement.

PSYC 112: Experimental Design 3 S.H.

This course focuses on the discussion of methods for conducting experiments in the social sciences such as one-group and two-group designs, quasi-experimental designs, etc. The use of various statistical procedures is integrated into the discussion. Critiques of past experiments are called for, as is the designing of personal experiments. Prerequisites: PSYC 1 and 111. Fulfills WAC requirement.

PSYC 121: Abnormal Psychology 3 S.H.

This is a systematic study of various patterns of abnormal behavior. Special emphasis is placed upon the investigation of the interplay of biological, psychological, and social forces that shape the abnormal personality and current methods of treatment.

PSYC 130: Applied Psychology 3 S.H.

This course examines problems and techniques involved in the application of psychological principles in industry, business, advertising, medicine, law, and education. Prerequisite: PSYC 1 or permission of Instructor.

PSYC 141: Supervised Experience in Psychology 2-10 S.H.

This is an opportunity for students to work, on an individual basis, with a faculty member in the psychology department. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. No more than 6 S.H. of PSYC 141 count toward the basic 30 S.H. of psychology required for the major. prerequisite: junior-senior standing.

PSYC 170: Introduction to Athletic Counseling 3 S.H.

This course introduces students to the field of athletic counseling. Students gain an understanding of several crucial issues involved in working with exercisers and athletes such as life skills programming, counseling diverse populations, ethics, and professional issues.

PSYC 201: Motivation and Learning 3 S.H.

This course examines the major theories and issues from both a historical and contemporary perspective. Emphasis is placed on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analysis of classical and instrumental conditioning, reinforcement theory, and punishment, along with the contributions of Skinner, Hull, and Tolman, are a few of the areas investigated. Prerequisite: PSYC 1.

PSYC 202: Coordinating Seminar 3 S.H.

In this course, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisites: PSYC 1 and 24 semester hours of psychology.

PSYC 205: Physiological Psychology 3 S.H.

This course studies the physiological bases of a variety of behaviors. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. Prerequisite: PSYC 1. Fulfills WAC requirement.

PSYC 206: Psychology of Cultural Diversity 3 S.H.

This course examines the ways in which culture influences behavior and perception and is concerned with understanding psychological principals as either universal or culture specific. Standard areas of psychology including cognition, development, language acquisition, emotion, abnormal behavior, and social psychology, are explored from a cross-cultural perspective.

PSYC 207: History of Modern Psychology 3 S.H.

This course explores the growth and development of psychology and whether or not it is a science, a philosophy, or a loosely-connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate that allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated on to show the contributions that the College has made. Prerequisite: fifteen semester hours or permission of the instructor.

PSYC 208: Cognitive Psychology 3 S.H.

This course presents the basic concepts of cognitive psychology. Areas include psycholinguistics, cognition, and information processing. Other areas explored are memory, thought categorization, and neural networks. Current and future trends in the field are examined with special consideration of their application to problem-solving enterprises.

PSYC 213: Psychological Testing 3 S.H.

This course aims to establish an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity are considered. Not to be taken by students in CPS. Fulfills WAC requirement.

PSYC 215: Child Development and Therapy 3 S.H.

This course examines the biological, psychological, and social development of children and adolescents. Child and adolescent disorders such as autism, psychosis, behavior disorders, and others are presented in terms of developmental functioning as well as developmental deviation.

PSYC 218: Behavior Modification 3 S.H.

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

PSYC 222: Interviewing and Counseling 3 S.H.

This course helps students in education, recreation, health fitness, and psychology develop helping and listening skills. It combines lecture and practical experience in order for students to gain a conceptual framework for the use of treatment methods in counseling. Prerequisite: PSYC 1.

PSYC 240: Psychology of Sexual Behavior 3 S.H.

This course is designed to examine all forms of human sexual behavior, emphasizing attitudes and practical concerns such as interpersonal relationships, emotional involvements, and sexual difficulties, failures, and therapy.

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

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human-helping professions. Topics covered include the mind/body relationship, healing and pain management, 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 TOURISM

RCTR 3: Introduction to Recreation and Leisure Services 3 S.H.

This course introduces the student to the foundations of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.

RCTR 6: Dynamics of Leadership 3 S.H.

This course is designed to introduce the student to theories, approaches, and styles of leadership utilized in the recreation profession. Topics for study include decision-making strategies, motivation techniques, principle-centered leadership, values, and ethical considerations. Additional areas include examination of communication processes, vision, and group dynamics. Prerequisite: RCTR 3.

RCTR 15: Recreational Activities 3 S.H.

This course provides students with a wide range of social recreation activities. Various types of games, social recreation, music and drama activities, and special events are included. Committees are used to plan and lead special-event activities. Prerequisite: RCTR 3.

RCTR 16: Program Planning 3 S.H.

This course focuses on fundamentals of the program-planning process and on practice in implementing leisure services. Identification of recreation program needs, programming formats, scheduling, evaluation methods, and philosophical foundations are also addressed. Prerequisites: RCTR 3 and 15.

RCTR 55: Equestrian Art I-Massachusetts License Beginner Level 2 S.H.

This two-part course trains qualified individuals to teach equestrian skills at the beginner's level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers.

RCTR 56: Equestrian Art II-Massachusetts License Beginner Level 2 S.H.

Part II of RCTR 55. This two-part course trains qualified individuals to teach equestrian skills at the beginner's level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers.

RCTR 72: Introduction to Therapeutic Recreation 3 S.H.

This introductory survey course is offered as a means to realize and understand the history, potential, opportunities, nature, and problems of therapeutic recreation. The course addresses the concept of therapeutic recreation; persons with disabling conditions; and where, how, and why therapeutic recreation services are provided. Fulfills ACR for social justice.

RCTR 82: Leisure Services for Persons with Disabilities 3 S.H.

This course emphasizes the importance, value, and significance of recreation services for/people with disabilities. Issues of social justice, including ableism, identification of barriers and strategies for breaking barriers, program planning with "special needs" populations, sensitivity awareness, and identification of disabling conditions and diseases are included. This course is designed for the non-therapeutic recreation major. Fulfills ACR for social justice.

RCTR 141: Undergraduate Internship 10-15 S.H.

This internship provides practice, under professional supervision, in a variety of recreation and leisure service agencies. Assignment of internship is based upon the student's choice of professional career. Students complete 450-600 hours of internship work and complete all the projects required in the internship handbook. Prerequisites: A minimum of 90 semester hours of course-work or permission of the internship supervisor and a minimum GPA of 2.25.

RCTR 148: Management of Leisure Services 3 S.H.

This course examines the basic principles, theories, and applications of management and administration of the leisure delivery system. Emphasis is placed on systems development, human resources, quality control, marketing strategies, and customer service techniques. Additional areas include purpose of mission statements, TQM, project teams, organizational behaviors, and ethical considerations.

RCTR 150: Public Relations 3 S.H.

This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include public relations as a management function; the marketing, advertising, and research processes; media relations; communications; and evaluation. Emphasis is placed on case analysis, problem solving, development, presentation of student campaigns, and examination of public relations practices in modern society. Cross-listed as SMGT 150. Fulfills WAC requirement.

RCTR 155: Introduction to Outdoor Recreation 3 S.H.

This course includes a detailed examination of the meaning, scope, and value of outdoor education/recreation. Emphasis is given to the historical and philosophical foundations of outdoor education/recreation, the direct application to instructional procedures for providing outdoor education/recreation, and the planning and administration of such programs. Significant trends and existing outdoor education programs are also examined. This course utilizes practical experiences.

RCTR 160: Facility Design and Planning 3 S.H.

This course acquaints the student with the process of planning and designing indoor and outdoor facilities. A study of the recreator's role in this process is emphasized, as are design techniques, safety, and maintenance. Select facilities are studied, and regularly scheduled visits to facilities are an integral part of this course.

RCTR 172: Processes and Techniques in Therapeutic Recreation 3 S.H.

This course is designed to provide an overview of processes and techniques used in treatment-oriented programs. Processes include assessing, establishing behavioral objectives, activity analysis and selection, documentation, charting terms, and evaluation. Techniques covered include, but are not limited to, behavior modification, recreation counseling, and group methodology. Prerequisite: RCTR 72.

RCTR 175: Adventure Education Theory and Practice 3 S.H.

This course is a practicum that teaches how to plan, implement, and evaluate adventure education experience groups in outdoor settings. Students have the opportunity for supervised practical experience in group leadership. Instruction utilizes the ropes course as a tool for working with groups. Topics such as experimental education, adventure education, group dynamics, leadership styles, equipment, and safety are also stressed. Prerequisite: PEAC 193 and PEPC 293.

RCTR 176: Clinical Practicum In Therapeutic Recreation 3 S.H.

This practicum will be primarily directed at the student gaining practical experiences. Emphasis will be on students gaining familiarity with the client population. The agency/institution philosophy, treatment approaches and general procedures. Student learning will focus on the development of observational skills, client characteristics and initial leadership experience.

RCTR 177: Practicum In Recreation/Outdoor Recreation Management 3 S.H.

This practicum is directed at students gaining practical experience in their chosen areas of emphasis. Students become familiar with the client population and the agency/institution philosophy, programming approaches and general procedures. Students develop observational skills, gain understanding of client characteristics and practice initial leadership skills. Prerequisites: RCTR 3, RCTR 6, RCTR 15. Prerequisite & Concurrent: RCTR 16.

RCTR 178: Customer Service 3 S.H.

This course is designed to prepare students to demonstrate comprehension and application of quality customer service strategies, theories and initiatives. Students identify and analyze contemporary issues, cycles of service, and service strategy models. The dynamics of effective communication techniques and design and implementation of service delivery systems are appraised and synthesized. Analysis of service delivery enterprises are utilized.

RCTR 185: Tourism 3 S.H.

This course explores the economic, social, and environmental impact of the domestic and international travel and tourism industry. The principal components of tourism, such as attractions, transportation, accommodations, and geography, are included. Major emphasis focuses on the motivation for travel, marketing techniques, principles, procedures of tour, convention management, services for the disabled traveler, and planning as a means of establishing quality services. Prerequisite: RCTR 16 or permission of instructor.

RCTR 189: Outdoor Leadership 3 S.H.

This course is designed to introduce the student to methods and materials used in outdoor leadership in a variety of settings and situations. Emphasis is placed on planning, conducting, organizing, and evaluation of programs and activities in the outdoors.

RCTR 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.

RCTR 200: Sports and Recreation Facility Management 3 S.H.

The course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership-partnership, corporation, sales proprietorship, entrepreneurships, salaried employment, management process regarding facility design, personnel management, marketing, and feasibility-are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as SMGT 200.

RCTR 205: History and Philosophy of Leisure and Recreation 3 S.H.

In this course, students review and discuss the evolution of leisure beginning with the Greek philosophers and including the noted writings of selected leisure theorists. The works of Aristotle, DeGrazia, Huizinga, Kando, Kaplan, Kraus, Murphy, and others are explored. Students are required to conceptualize and present their own concise philosophy of leisure.

RCTR 207: Organization and Administration of Public Recreation 3 S.H.

This course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, collaborative teams, organizational structure, and facility operations are included.

RCTR 219: Camp Programming and Administration 3 S.H.

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

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

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

RCTR 230: Leisure Counseling 3 S.H.

This course is designed to provide an examination of the historical, philosophical, and developmental aspects of leisure counseling and its relationship to leisure education. An analysis of personal attitudes, values, and self-concepts is combined with an overview of the functions of the counselor, models of techniques of leisure counseling, and guidelines for developing a leisure counseling program in a variety of settings.

RCTR 245: Personnel Management/ Human Resources Management 3 S.H.

This course examines the responsibilities of personnel managers who perform personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered include employee recognition, employee-assistance programs, burnout, and sexual harassment.

RCTR 270: Therapeutic Recreation for the Older Adult and Persons with Chronic Illness 3 S.H.

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

RCTR 273: Therapeutic Recreation Programming for Persons with Disabilities 3 S.H.

This course is designed to familiarize and prepare the student with the essential principles and elements involved in planning, organizing, conducting, supervising, and promoting therapeutic recreation programs. General modifications and adaptations necessary in facilities, equipment, and program design are examined for individuals with mental retardation; physical, social, or emotional disability; learning disability; mental illness; chronic illness; and the older adult. Emphasis is placed on practical application in a variety of settings to better meet the needs, interests, and potential of persons with disabilities.

RCTR 274: Child Life: Concepts and Theories in Working with the Hospitalized Child 3 S.H.

This course is designed to introduce the field of child life by focusing on its evolution and modern-day concepts, as well as theories related specifically to its implementation in a health care setting. Concepts include child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and working with children and families under stress. Prerequisite: RCTR 72 or permission of instructor.

RCTR 276: Child Life: Clinical Issues and Techniques 3 S.H.

This course is designed to provide an overview of clinical issues and practical techniques related to the delivery of child life services and the specialized needs of hospitalized children, adolescents, and their families. Prerequisites: RCTR 72 and 274 or permission of instructor.

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

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

RCTR 285: Resort and Commercial Recreation 3 S.H.

This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. Historical development and planning, development, management, and marketing of the commercial recreation business will be the focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.

RCTR 286: Recreation and Leisure Behavior 3 S.H.

This course examines the behavior of individuals and populations involved in recreation and leisure. Students explore the concepts developed in behavioral theories that apply to recreation and leisure. Social and psychological aspects of leisure are explored through recreation and behavioral research.

RCTR 287: Community Based Therapeutic Recreation Service 3 S.H.

This course is designed to provide an understanding of the management and development of community based therapeutic recreation service. Emphasis is placed on legislation, community based protocols, inclusion, rights, and needs of persons with disabilities for therapeutic recreation service. A practical professional field assignment/project is required.

RCTR 306: Problem Solving 3 S.H.

This course is designed to provide students with an understanding of higher order thinking processes associated with successful problem solving. Students visit major recreation enterprises and evaluate their operating systems. Emphasis is placed on the application of problem-solving methods in classroom and laboratory settings as they apply to these operating systems. Prerequisite: Undergraduates must receive permission from the instructor.

REHABILITATION AND DISABILITY STUDIES

RHDS 25: Introduction to Rehabilitation 3 S.H.

This course is an introduction to the rehabilitation process of persons with disabilities, including history and background, related legislation, basic principles, and philosophy. Also considered are the steps in the rehabilitation process, historical attitudes toward persons with disabilities, the medical model, independent living programs, the nature of the helping process, and the range of professions in the field of rehabilitation.

RHDS 31: Psychology of Disability 3 S.H.

The purpose of this course is to increase students' knowledge of the psycho-social aspects of disability and to assist them in gaining an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability. Fulfills social justice ACR.

RHDS 40: Independent Living Rehabilitation 3 S.H.

This course stresses a task analysis approach to rehabilitation instruction of individuals with impairments and multiple handicaps. Students are exposed to designs which are used to motivate, facilitate, support, and monitor the growth of individuals with disabilities toward the ultimate criterion of independent living. Prerequisite: RHDS 25. Fulfills social justice ACR.

RHDS 90: Personal and Career Exploration for Rehabilitation Personnel 3 S.H.

In this course, students are provided an introduction to issues of personal and career development. Personal values and their relationship to career decision-making are considered. Also investigated is the range of job-seeking skills, career-readiness training, and career-development theories. This is essentially an experiential course and requires active participation by the students.

RHDS 125: Rehabilitation Assessment and Appraisal Techniques 3 S.H.

In this course, students familiarize themselves with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of consumers with disabilities. Various measurements of behavior, intelligence, aptitude, achievement, and personality are considered.

RHDS 130: Pediatric Rehabilitation 3 S.H.

In this course, students are provided with an understanding of the interdisciplinary primary-care and community-based services required for the practical management of children with physical disabilities, multiple-handicaps, and chronic illnesses from birth through childhood. Attention is given to the screening, diagnosis, and evaluation of the high-risk infant; behavioral and emotional implications of terminal illness; development of comprehensive early intervention treatment and educational plans; and support mechanisms that are helpful to families. Prerequisites: Rehabilitation major and RHDS 90.

RHDS 146: Practicum in Rehabilitation Services 3-6 S.H.

This course is an individually contracted, practical experience under professional supervision in a rehabilitation setting. It is intended to assist the student in exploring and confirming career goals. Students engage in forty-five to fifty clock hours of supervised practicum per semester hour of credit. Prerequisites: Rehabilitation major and RHDS 90. Fulfills WAC requirement.

RHDS 160: Medical Information in Rehabilitation 3 S.H.

This course is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.

RHDS 190: Interviewing and Case Study Methods 3 S.H.

In this course, students are provided with both a familiarization and skill development of a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to persons with different disabilities. This course is designed primarily as a prerequisite for rehabilitation fieldwork assignments with consumers who have handicaps and disabilities.

RHDS 195: Rehabilitation Internship 6-18 S.H.

This course is an individually contracted work experience as a member of a rehabilitation team. It is intended to provide students with an opportunity to apply theory in the design, provision, and administration of client services. Supervision is provided in conjunction with qualified rehabilitation agency personnel. Prerequisites: RHDS 146 and departmental chair-person approval. Fulfills WAC requirement.

RHDS 202: Parents and Family of the Disabled 3 S.H.

This course assists human services practitioners in understanding the implications of being a parent, child, sibling, or spouse of a disabled person. A family systems approach is used to examine problems in readjustment to disability and the effectiveness of coping strategies. The goals of the interventions examined include support of the family unit and its individual members.

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

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

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

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

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

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

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

This course introduces physical factors and techniques as they affect the quality of the interpretation process. Interpreting vs. transliteration, the profession of sign language/English interpreting, the role and function of interpreters as cross-cultural mediators, team interpreting, the Registry of Interpreters for the Deaf (R.I.D.) and the National Association of the Deaf (N.A.D.) Code of Ethics, and the meaning and application of "professionalism" are explored.

RHDS 236: American Sign Language III 3 S.H.

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

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

This course encourages students to utilize a nonverbal language structure to talk about people in a more abstract way and to talk about environments removed from the classroom. Students also learn to locate things around the house, ask for solutions to everyday problems, tell about life events, describe objects, and talk about specialized areas. Prerequisite: RHDS 236 or permission of instructor.

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

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

RHDS 242: Behavioral Techniques for the Developmentally Disabled 3 S.H.

This course is an introduction to the principles of applied behavior analysis, with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHDS 250: Action-Oriented Therapies 3 S.H.

This course provides an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting including, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. Prerequisites: RHDS 25 and PSYC 1 or equivalent.

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

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

RHDS 255: Introduction to Audiology 3 S.H.

This is an introduction to the profession of audiology. The education and training requirements to become an audiologist are presented. Theories of hearing, clinical testing instrumentation, and assistive devices are explored in detail. Students administer basic hearing tests and explore audiogram interpretation. Off-site observations are required.

RHDS 256: Language Acquisition Development 3 S.H.

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

RHDS 257: Clinical Procedures for Communication Disorders 3 S.H.

This course is an introduction to the professions of speech/language pathology and audiology. Management issues related to the clinical process, as well as ethical practices, are introduced and developed. The course topics include: the referral process, the clinical interview, therapy procedures, counseling concurrent with clinical service, and report writing and formats.

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

This course is used to familiarize the student with the anatomy and physiology of vowels and consonants of the English language. Students learn broad transcription of spoken language and how to recognize dialectal variance as well as variance arising from a variety of medically disabling conditions. Students are introduced to manner and place theory of articulation and are presented with laboratory experiences in which they are given transcription tapes to analyze.

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

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

RHDS 262: Rehabilitation of the Hearing Impaired 3 S.H.

This course provides a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.

RHDS 264: Rehabilitation of the Developmentally Disabled 3 S.H.

This course is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with mental retardation, autism, cerebral palsy, epilepsy, TBI, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.

RHDS 265: Practicum in Interpreting 3 S.H.

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

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

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

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

Students gain practical experience assuming the role and responsibilities of a professional interpreter in a structured setting which provides on-going feedback. Students are placed under the guidance of a professional interpreter and assume complete responsibilities of the mentor at a mutually agreed upon time. In addition, the students attend regular recitations with campus faculty. Prerequisites: RHDS 235,238, and permission of the instructor.

RHDS 270: Rehabilitation Needs of the Aging 3 S.H.

Aging is associated in our society with a variety of special medical, social, and psychological needs. Students explore these needs, as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community. There is a short field experience required for all students.

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

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

RHDS 275: Integrated Medicine 3 S.H.

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

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

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

RHDS 278: Introduction to Manual Communication/Issues of Deaf Culture 3 S.H.

Designed as an introduction to sign language, fingerspelling, and deaf culture, this course presents a brief history of American sign language and related systems. Students learn etiologies of hearing loss and develop an appreciation for an alternative culture as they develop beginning sign language skills. Fulfills ACR second language/culture.

RHDS 279: Manual Communication and Culture 3 S.H.

This course promotes advanced skill development in the use of visual/ gestural sign language for a clearer understanding of the rule structure of American sign language. The dynamics and cultural mores of deaf culture are further explored. Students attain mastery of syntax and pragmatics with manual/gestural language. Prerequisite: RHDS 278 or equivalent. Fulfills ACR second language/culture.

RHDS 280: Special Topics: Workshop in Special Issues and Techniques in Rehabilitation 2-3 S.H.

This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. This course may be taken up to a maximum of 6 semester hours of credit. Prerequisites: RHDS 25, RHDS 131, or equivalent.

RHDS 281: Pathological Gambling 3 S.H.

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

RHDS 283: Learning Disabilities 3 S.H.

This course examines theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on those adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

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

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

RHDS 287: Cardiac Rehabilitation 3 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.

**RHDS 288 (01): Vocational Evaluation:
Principles and Philosophy 1-3 S.H.**

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

**RHDS 288 (02): Vocational Evaluation:
Report Development and Communication 3 S.H.**

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

RHDS 291: Neurological Rehabilitation 3 S.H.

This course is intended to familiarize students with the major issues in the field of neurological rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 25 or equivalent.

**RHDS 292: Group Counseling Techniques
in Rehabilitation 3 S.H.**

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

RHDS 294: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies are also discussed.

RHDS 295: Cognitive Rehabilitation 3 S.H.

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

**RHDS 299: Pain Management:
Issues and Techniques 3 S.H.**

This course is an introduction to the issues and techniques of pain management. The nature and types of pain are explored. A spectrum of pain management techniques is considered, including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management that fosters self-help and independent functioning is emphasized. Prerequisites: RHDS 25, 160, PSYC 1, or permission of instructor

RELIGION

RELI 4: Religion in America 3 S.H.

This course is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country, from the seventeenth century to the present. Fulfills religion ACR.

**RELI 5: Introduction to the
Old Testament 3 S.H.**

This course introduces students to the content of the Old Testament and, through a study of literary, historical, and theological issues, focuses on the Old Testament's contribution to Western culture. Fulfills religion ACR.

**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. Fulfills religion ACR.

**RELI 9: The Religious Experience
of Humanity 3 S.H.**

This course is an introduction to the major non-Western religious traditions of the world. These traditions are viewed in both their historical and contemporary settings and are assessed in terms of their contributions to the spiritual growth of humanity. Traditions studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam. Fulfills religion ACR.

**RELI 10: Religions of Ancient
and Classical India 3 S.H.**

This course is a religion-culture study of the Indian sub-continent, with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it. Fulfills religion ACR.

RELI 15: Special Topics in Religion 3 S.H.

Responding to changing currents in the field of religion, this course explores a topic of contemporary relevance. Fulfills religion ACR.

RELI 20: Indian Buddhism and the Buddhist Tradition**3 S.H.**

This course introduces the student to the history, philosophy, and culture of Buddhism. The critique of Brahmanical and non-Brahmanical systems, the life of the Buddha, the rise of the monastic institution, and the development of philosophical and meditational theories are presented. In addition, discussion focuses on the emergence of the Buddhist tradition in Sri Lanka, Burma, Thailand, and China, as well as on the relationship of Buddhism to contemporary life. Fulfills religion ACR.

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. Fulfills religion ACR.

RELI 110: Contemporary Catholicism**3 S.H.**

This course focuses on the development of Catholicism from a broadly cultural perspective: political, social, economic, artistic, philosophical, and theological. This course deals with the fundamental principles for the Catholic Christian adult in the twenty-first century. A review of pre-Vatican II theology and a sense of Catholicism in a post-Vatican II world are included. Fulfills religion ACR.

RELI 210: Liberation Theology**3 S.H.**

This course invites students to reflect primarily on the call to Christian non-violence. This call is studied through scripture, contemporary church documents, movements, and personalities. The special focus is on Central America, Latin America, Africa, and the Caribbean. Issues include poverty, rights, distributive justice, feminist movement, the Christian Base Community, and American presence in third world developing nations. Fulfills social justice ACR, or religion ACR.

RELI 222: Christianity and Modern Society**3 S.H.**

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

RELI 224: The Life and Teachings of Jesus**3 S.H.**

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

RELI 225: Spirituality and Healing**3 S.H.**

This course examines the influence of spirituality and its concrete expressions in the form of faith communities, on cultural understanding of disease, illness, healing, health and wellness. Fulfills religion ACR.

RESEARCH**RSCH 141: Guided Individual Study****2-6 S.H.**

This course provides undergraduate students the opportunity to work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for two semester hours per semester. Prerequisite: Approval by the chairperson of the department concerned and by the instructor who has agreed to act as supervisor.

SOCIOLOGY**SOCI 1: Introduction to Sociology****3 S.H.**

This course provides an introduction to sociological thought, research, concepts, and theory. Fulfills social science ACR.

SOCI 10: Introduction to Social Welfare**3 S.H.**

This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Cross-listed as HSAD 10. Prerequisite: SOCI 1.

SOCI 50: Social Organization**3 S.H.**

This course is an introduction to the nature and forms of organized relationships. Attention is given to problems of order and deviance in the context of social institutions. Offered during alternate years. Prerequisite: SOCI 1.

SOCI 60: Families in Society**3 S.H.**

This course focuses on the sociological analysis of the family, its development as a social institution, its relationship to society, and its contribution to personality. Fulfills WAC requirement. Prerequisite: SOCI 1.

SOCI 70: The Community in America**3 S.H.**

This course is concerned with sociological theories of the spatial and social dimensions of the community-development process and the historical and contemporary trends in community development. Prerequisite: SOCI 1.

SOCI 110: Population and Human Ecology**3 S.H.**

This course is an introduction to the spatial distribution of population and institutions. Analysis of theories of population growth and examination of ecological processes in selected typical and contrasting population areas are examined. Attention is given to the relations of population to other social, economic, and political variables. Not offered every year. Prerequisite: SOCI 1.

SOCI 120: Social Change 3 S.H.

This course is an analysis of the various processes of social change associated with different historical periods and forms of social organization. Particular attention is given to historical and contemporary trends as they relate to substantive changes in the structure of society. Prerequisite: SOCI 1.

SOCI 130: Social Problems 3 S.H.

This course examines specific social problems in the context of social structure and culture, with special attention given to issues of social justice. Fulfills ACR for social justice. Prerequisite: SOCI 1.

SOCI 131: Racial and Ethnic Relations 3 S.H.

This course examines U.S. racial and ethnic relations by using sociological concepts and theories. Explanations of racial and ethnic oppression are emphasized. Fulfills ACR for social justice. Prerequisite: SOCI 1.

SOCI 132: Violence and Victimization 3 S.H.

This course identifies and analyzes individual and group violence as well as victimization from sociological, anthropological, and social-psychological perspectives. Prerequisite: SOCI 1.

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. Prerequisite: SOCI 1.

SOCI 140: Social Gerontology 3 S.H.

Social gerontology is concerned with the demography of aging and its impact on social interaction and the social structure. The course reviews current theories and research methodologies used in social gerontology. Attention is given to cross-cultural comparisons of aging, and an examination is made of the political and social issues surrounding aging in contemporary societies. Fulfills ACR for social justice, or can fulfill WAC requirement. Prerequisite: SOCI 1.

SOCI 141: Sociology of Economic Stratification 3 S.H.

This course begins by documenting economic inequality and discussing myths that prevent people from fully comprehending this inequality. A variety of sociological concepts and theories is used to analyze the causes and consequences of the economic inequality. Sociological analysis and critique of the mechanics of the capitalist system in the United States are a central focus of the class. Fulfills ACR for social justice. Prerequisite: SOCI 1.

SOCI 142: Theories and Methods of Case Management 3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Cross-listed as HSAD 142. Prerequisite: SOCI 1.

SOCI 145: Sociology of Death and Dying 3 S.H.

This course examines death as an institution by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings; e.g., hospitals, mental hospitals, nursing homes, etc. Dying is studied as a social process, with attention given to the theoretical perspectives in sociology used to study death, grief, and bereavement. Sociological concepts and current research in the field are reviewed. Prerequisite: SOCI 1.

SOCI 151: Cities in Societies 3 S.H.

This course examines how local relations of class and race, together with larger economic and political forces, shape cities. The central focus will be investigating social factors underlying the divergent life situations facing people living in metropolitan areas. Cross-listed as HSAD 151. Prerequisite: SOCI 1.

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. Prerequisite: SOCI 1.

SOCI 160: Media and Society 3 S.H.

This course is focused on the mass media, including television, film, newspapers, magazines, and radio. A variety of sociological theories is employed to understand the relationship between media texts, production, and consumption. The class examines the relationship between society and the mass media, especially in regard to issues of power. The students analyze the studies of others and perform their own analyses. Offered during alternate years. Prerequisite: SOCI 1.

SOCI 165: Women and Society 3 S.H.

This class focuses on sociological analysis of gender relations. Sociological concepts and theories help to explain both differences and inequalities between men and women in United States society. Fulfills ACR for social justice. Prerequisite: SOCI 1.

SOCI 175: The Sociology of Genocide and the Holocaust 3 S.H.

This course analyzes the causes of and ways to prevent genocide which is based upon hatred of ethnic, racial, and religious categories. Special attention is given to the Nazi Holocaust, which descended upon the Jews of Europe. Not offered every year. Fulfills ACR for social justice. Prerequisite: SOCI 1.

SOCI 180: Sociological Theory 3 S.H.

This class focuses on both classical and contemporary sociological theory. Sociological theories are examined, critiqued, and applied to examples in the empirical world. Offered during alternate years. Fulfills WAC requirement. Prerequisite: SOCI 1.

SOCI 191: Supervised Experience/Internship in Sociology/Criminal Justice/Social Work 3-9 S.H.

This course provides an opportunity for the student to apply sociocultural theory and 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 organizations; e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This provides students with career choices, future employment contacts, and pre-professional experience. Prerequisite: SOCI 1.

SOCI 235: Criminology 3 S.H.

Criminal law and the causation, control, and prevention of adult crime are topics discussed in this course. Offered alternate years. Prerequisites: twelve semester hours of sociology, psychology, or other social sciences and permission of instructor. Prerequisite: SOCI 1.

SOCI 250: American Social Structure 3 S.H.

This course examines American society as a network of social institutions, including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structure. Prerequisite: SOCI 1.

SOCI 290: Research Methods 3 S.H.

This course examines methods of social research. An introduction is made to research procedures such as research design, methods of data collection, and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students is conducted. Limited enrollment. Suggested prerequisite: PSYC 111. Not for graduate credit. Fulfills WAC requirement. Prerequisite: SOCI 1.

SPANISH

SPAN 11: Elementary Spanish 3 S.H.

This course emphasizes the development of basic listening, speaking, reading, and writing skills in Spanish. Learning to communicate effectively in Spanish and introducing Spanish-American and Peninsular cultures is another major course objective. Active classroom participation and laboratory experience are required. Any student who offers for entrance credit three or more years of high school Spanish may not enter the first-year level (SPAN 11 or 12) at Springfield College. Fulfills ACR second language/culture.

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. Fulfills ACR second language/culture.

SPAN 13: Communication in Spanish 3 S.H.

This course is designed for students who have an interest in a pragmatic application for the language and who are interested in communicating orally with native speakers, enhancing career opportunities, and increasing cultural awareness. Its content is tailored for students majoring in health-related professions, education, and social sciences. Fulfills ACR for language. Prerequisite: SPAN 11 or permission of Instructor. Fulfills ACR second language/culture.

SPAN 21: Intermediate Spanish 3 S.H.

This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class is conducted in Spanish. Prerequisite: SPAN 12, three or more years of high school Spanish, or permission of instructor. Fulfills ACR second language/culture.

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. Fulfills ACR second language/culture.

SPAN 33: Peninsular Culture and Language 3 S.H.

This course provides a fundamental understanding of Peninsular culture, history, and language. Fulfills ACR for second language, but not the requirement for a B.A. degree.

SPAN 34: Latin American Culture and Language 3 S.H.

This course provides a fundamental understanding of the Spanish language, as well as the history and cultures of the Spanish-speaking people of the Americas. Fulfills ACR for second language, but not the requirement for a B.A. degree.

SPECIAL COURSES

SPCO 2: Study Skills 1 S.H.

Study skills are primarily information-processing procedures that facilitate the learning, retention, and application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note-taking, surveying texts, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.

SPCO 5: First-Year Success 2 S.H.

This course aids in the transition from high school to college, provides knowledge of campus resources, and assists in the development of a strong and helpful relationship between students and their advisors. This course also teaches the development of time management, use of textbooks, note taking, review of course materials, and studying for examinations. Required for students in the undeclared major, may be taken by other first-year students as an elective.

SPCO 50: Community Service Experience**1-2 S.H.**

This course is an assignment characterized by humane service in the community surrounding the College. The assignment must be approved by a faculty member and is scheduled to include forty-five clock hours per credit patterned in any feasible way agreed upon by the student, the faculty designate, and the community unit related to the humane service to be performed. Papers, conferences, interviews, readings, or other devices for interpretation of the experience may be required. SPCO 50 can be taken for 2 semesters, but the total credits cannot exceed two semester hours.

SPORT MANAGEMENT**SMGT 5: Introduction to Business** **3 S.H.**

This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as MGTE 5.

SMGT 10: Principles of Accounting I **3 S.H.**

Accounting principles and practices are developed through a procedural examination of the accounting cycle, with an emphasis on financial statements and how they are affected by receivables, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as MGTE 10.

SMGT 101: Marketing Principles **3 S.H.**

This course surveys the foundations, principles, and functions of marketing with a thorough treatment of core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy, as well as tangible goods. This course is for non-business majors only. Cross-listed as MGTE 101.

SMGT 104: Sport Marketing **3 S.H.**

This course examines the application of marketing principles to the sport industry with an emphasis on event and athlete marketing, corporate sponsorship, and marketing research. Prerequisite: MGTE 101 or permission of instructor

SMGT 112: Principles and Problems of Coaching **2 S.H.**

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and the team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improvement of motor skills, daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as PHED 112.

SMGT 120: Statistics for Business and Economics**3 S.H.**

This is an introductory-level course in basic statistics relating to the business and economic environment. The course covers methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, and methods of sampling. Cross-listed as MGTE 120.

SMGT 124: Athletic Administration **2 S.H.**

This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as PHED 124.

SMGT 128: Psychology of Sport **3 S.H.**

This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as MOST 128. Prerequisite: PSYC 1 or permission of the instructor.

SMGT 140: Pre-Practicum in Sport Management **3 S.H.**

This course provides current sports management majors with an opportunity to observe and assist experienced professional managers in the sport environment. Students are required to complete at least seventy-five clock hours of satisfactory work under the direct supervision of a qualified professional and to attend scheduled pre-practicum seminars. Prerequisites: Junior standing, MGTE 10-11, ECON 1-2, PHED 124, and consent of instructor.

SMGT 150: Public Relations **3 S.H.**

This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include: public relations as a management function; the marketing, advertising, and research process; media relations; communications; and evaluation. Emphasis is placed on cases analysis, problem solving, development, presentation of student campaigns, and examination of public relation practices in modern society. Cross-listed as RCTR 150. Fulfills WAC requirement.

SMGT 200: Sports Recreation and Facility Management **3 S.H.**

This course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership-partnership, sales proprietorship, entrepreneurship, salaried employment, management processes regarding facility design, personnel management, marketing, and feasibility-are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as RCTR 200.

SMGT 205: Managerial Supervision 3 S.H.

This course deals with the concept of management skills in the area of supervision-setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisites: HSAD 36 and MGTE 26. Cross-listed as MGTE 205.

SMGT 241: Fieldwork in Sport Management 10-15 S.H.

This is a supervised field experience under the direct guidance of a qualified professional manager for a period of fifteen weeks. Assignments are made in consultation with and by the permission of the coordinator of field experience for sports management. Prerequisites: Senior status, MGTE 101, SMGT 140, pre-practicum in sports management, and consent of instructor.

SMGT 260: Introduction to Sport Law 3 S.H.

This course is an exploration of the current relationship of the law to organized secondary school, collegiate, and professional sports. It provides professionals in athletics with basic knowledge of a wide range of legal principles that relate to the performance of their duties. A major focus of the course is a review of judicial opinions on legal issues that have frequently arisen in cases involving organized athletics. Not for graduate credit.

TRUSTEES

J. Rockwell Allen ('69)

Financial Consultant, Sagement Consulting, Inc.

Peter Andruszkiewicz ('80)

Senior Vice President, National Accounts
CIGNA Health Care

Helen D. Blake (G'67)

Somers, CT

Douglass L. Coupe ('66)

Vice President, State Street Global Investor
Services

***Daniel J. Fitzgerald**

President and CEO,
MassMutual International, Inc.

Richard B. Flynn

President, Springfield College

Timothy T. T. Fok

Managing Director, H.Y.T. Fok Group
of Companies, Hong Kong

Paula L. Gavin

CEO, YMCA of Greater New York

Don E. N. Gibson

Executive Vice President and Chief Operating
Officer, Basketball Hall of Fame

Donald H. Gregory, Jr. ('68)

National Account Manager, QSP, Inc.

Sally M. Griggs

Northampton, MA

Benjamin Harwood

Student Trustee

M. Dale Janes

Regional Executive, BankBoston

Herbert H. Jervis ('64)

Vice President and Chief Intellectual Property
Counsel, Pioneer Hi-Bred International

Patricia R. LeShane ('76)

CEO, Sullivan and LeShane, Inc.

Susan E. Lundin ('70)

Director, Public Programs,
Conn. Department of Mental Retardation

William B. Marsh

Chairman of the Board,
The YMCA Retirement Fund

***David R. Mercer**

Chief Executive Officer
YMCA of the USA

Edwin C. Moses

Financial Consultant,
The Robinson-Humphrey Company

John A. Odierna ('64)

Attorney, Odierna and Beaumier

Carl J. Pavano ('69)

Director of Claim Operations,
Metropolitan Life Insurance Co.

Thane A. Pressman ('67)

President and CEO, Tone Brothers, Inc.

James R. Rein ('66)

Dean, Vocational Independence Program,
New York Institute of Technology

T. George Silcott ('52)

President/CEO, Silcott Management
and Consultation Service, Inc.

Harold C. Smith

President/CEO, CIO, The YMCA
Retirement Fund

William H. Spelman ('65)

President, Spelman & Johnson Group

H. Todd Stitzer

Chief Strategy Officer
Cadbury Schweppes

Robert F. Tousignant ('68)

Executive Vice President,
Phoenix Investment Partners, Ltd.

Robert W. Van Camp ('54)

President, Van Camp Group, Inc.

Hal A. Vasvari ('66)

Potomac, MD

James E. Walsh ('64)

Partner, Baystate Environmental
Consultants, Inc.

Michael A. West ('65)

Attorney, President, Michael A. West, P.C.

***Thomas B. Wheeler**

Chairman and CEO, MassMutual Life Insurance
Company

R. Lyman Wood

Follett Higher Education Group

Melvin Zuckerman

Founder and CEO, Canyon Ranch, Inc.

*(Retired)

ADMINISTRATIVE AND PROFESSIONAL STAFF

Charlene Adams (1999)

Admissions/Recruitment Coordinator
SHS-San Diego
B.A., San Diego State University
M.S., San Diego State University

Lita Adams (1989)

Director of Purchasing
B.A., Brandeis University 1981
M.B.A., University of Massachusetts, 1987

Arlinda Amos (1999)

Assistant Director for Administration
B.A., Rollins College, 1978
M.A., P.H.D., Southern Illinois University, 1980

Donna Anderson-Yarrington (1988)

Assistant Director for Administration,
School of Human Services
B.S., New Hampshire College, 1985
M.S., Springfield College, 1991

Karen Heath Anti (1996)

Career Development Specialist
B.A., Trinity College, 1992
M.A., University of Connecticut

Merylina Asselin (1993)

Assistant Director
of Undergraduate Admissions
B.S., Springfield College, 1992

Darlene Avisata (1996)

Head Preschool Teacher
B.A., State University of New York, Stony Brook
M.Ed., University of Massachusetts

Paula Bak (1997)

Bursar
B.S., Elms College, 1992

M. Catherine Banks (1979)

Associate Dean of Students/
Director of Residence Life
B.S., North Adams State College, 1963
M.Ed., Springfield College, 1980

William Banks (1973)

Captain, Campus Police
B.S., Springfield College, 1992

Colette Bidus (1999)

Preschool Teacher
B.A., University of Massachusetts, 1997

Denise Biron-Vazquez (1996)

Business Services Coordinator,
School of Human Services
B.A., Springfield College, 1993

Ellen Demos Bletsos (1975)

Accounts Payable Supervisor
B.S., Springfield College, 1983
M.S., 1987

Michael Boulden (2000)

Admissions Counselor
B.S., Springfield College, 1996
M.Ed., Springfield College, 1998

John Brickner

Research Associate-Psychology

Gretchen Brockmeyer (1979)

Acting Vice President
of Academic Affairs and Provost
B.A., Luther College, 1965
M.S., Springfield College, 1966
Ed.D., University of Georgia, 1979

George Brooks (1998)

Production Manager
B.A., Westfield State College, 1980

Daniel Brown

Director ECAC.com@SC

Mary Buck (1997)

Business Services Coordinator
B.S., San Diego State University, 1988

Barbara Burgos (1998)

Registered Nurse

Claire Burns (1997)

Media Relations Director
B.A., College of Mt. St. Vincent, 1969

Maria F. Bush (1996)

Assistant Director for Administration,
School of Human Services
B.S., Nova University 1988
M.S., National-Lewis University 1992

Kinser Cancelmo (1989)

Assistant Director of Financial Aid
B.A., University of Massachusetts, 1988

Jodi Carrier (1998)

Toddler Teacher
B.A., University of Massachusetts

Kenneth J. Cerino (1986)

Director of Sports Information
B.A., St. Bonaventure University, 1974

Michael Chernoff (1997)

Assistant to the President
B.A., Northwestern University 1967
M.A.T., Duquesne University, 1970
M.A., University of Chicago, 1972
Ph.D., University of Massachusetts, 1977

Marc Ciciarella (1998)

Associate Director of Alumni Relations
B.S., Springfield College, 1994

Jean Collins (1995)

Registered Nurse

Christopher Conlon (1998)

Director of Outdoor Programs

Ann Marie Connor (1996)

Undergraduate Admissions Counselor
B.A., University of Massachusetts-
Dartmouth, 1993
M.Ed., Springfield College, 1996
C.A.G.S., 1996

John H. Coons

Acting Director of Development
B.S., Springfield College, 1950
M.S., 1956

Janet Cope

Coordinator, Human Anatomy Laboratory
B.S., University of New Hampshire, 1980
M.S., Springfield College, 1994

Allen E. Cornelius (1996)

Research Scientist
B.A., Franklin and Marshall College, 1978
M.F.S., George Washington University 1980
M.A., University of North Carolina, Chapel Hill
Ph.D., 1995

Tom Corso (1995)

Clinical Coordinator,
Physician Assistant Program
B.S., University of Oklahoma
P.A., Surgical Post-Grad Residency,
Yale New Haven/Norwalk Hospital

Virginia Costello (1989)

Superintendent of Custodial Services

Marisol Cruz (1991)

Director of Administration,
School of Human Services
B.S., Springfield College, 1994
M.S., 1997

Allene Begley Curto (1993)

Financial Aid Counselor,
School of Human Services

Maria D'Agostino-Crawford (1999)

Assistant Director of Alumni Relations
B.S., Springfield College, 1991
M.B.A., University of Massachusetts, 1995

Linda Dagradi (1988)

Director of Financial Aid
B.A., American International College, 1971
M.Ed., Springfield College, 1975
C.A.S., 1977
Ed.D., University of Massachusetts, 1992

Gerald F. Davis (1968)

Director of Babson Library
B.S., Syracuse University, 1967
M.S., 1968
M.Ed., Springfield College, 1978

Mary E. De Angelo (1984)

Director of Undergraduate Admissions
B.A., Bridgewater State College, 1982
M.Ed., Springfield College, 1984

Deborah H. Dickens (1993)

Director of Student Support Services
B.S., Central Connecticut State University
M.S., Southern Connecticut State University

Donna DiLullo (1996)

Laboratory Instructor in Chemistry
A.B., College of the Holy Cross, 1990

Clayton S. Dimock (1995)

Programmer/Analyst, ITS
B.S., Springfield College, 1975
M.Ed., 1977

Michael Dobise (1998)

Internal Auditor
B.S., C.W. Post College, 1969

Ann Drennan (1999)

Assistant Director of Field Education
Social Work

Mary Lou Dyjak (1996)

Special Assistant to the President/
Assistant Secretary to the Board of Trustees

Karen A. Ecke (1991)

Assistant Director, School of Human Services
B.A., Grove City College, 1969

Tatyana Ekstrand (1994)

Senior Technical Services Librarian
A.S., Jamestown Community College, 1982
B.A., Kenyon College, 1985
M.L.S., University of Buffalo, 1987

Camille Elliott (1988)

Coordinator of Student Services,
School of Human Services
B.S., Springfield College, 1990
M.S., 1992

Charlene Elvers (2000)

Director, Student Volunteer Programs
B.A., Northwestern State University of
Louisiana, 1984
M.A., Framingham State College, 1987

Gary Enright (1994)

Associate Director of Counseling Center,
Career Development Specialist
B.S., Springfield College, 1979
M.Ed., 1987

Diane Erickson (1995)

Director of Continuing Education
B.S., University of Wisconsin, 1982
M.S., Cornell University, 1987

Lloyd G. Fasset Jr. (1965)

Chief Technology Officer

Robert Felicetti (1985)

Technical Coordinator

Mary G. Ferreira (1997)

Director of Human Resources
A.B., Wheaton College, 1988
J.D., Western New England College
School of Law, 1994

Barbara Fetkenhauer (1999)

Admissions and Recruitment Coordinator
B.S., Mount Senario College, 1998

Carl Fetteroll

Program Director United States Sports
and Fitness Center for the Disabled

Salvin Ficara (1997)

Assistant Program Director United States Sports
and Fitness Center for the Disabled
B.S., Springfield College, 1984

Richard B. Flynn (1999)

President
B.S., MacMurray College, 1964
M.Ed., Ohio University, 1965
Ed.D., Columbia University, 1970

Ann Marie Frisby (1994)

Assistant Director of
Undergraduate Admissions
B.A., St. Michael's College, 1993

Darshan Gencarelle (1996)

Manager of Network Operations, ITS

Thomas Ghazil (1968)

Media Services Coordinator

Eneida Gonzalez (1990)

Assistant Director of Teacher Preparation
and Certification
B.S., Springfield College, 1994

Linda Gourlay (1999)

Director of the Health Center
B.S., University of Iowa School of Nursing, 1982
M.S., Yale University School of Nursing, 1986

Vanessa Gray (1998)

Assistant Director of Admissions
B.A., Indiana University, 1992

Cynthia Herlihy (1978)

Coordinator of Academic Affairs
Operations and Services

Laurie Herron (1999)

Career Development Specialist

Regina Hicks (2000)

Admissions/Recruitment Coordinator
SHS Boston
B.S., Springfield College, 1999

Michael Hill (1993)

Career Development Specialist
and Systems Manager
B.A., University of Connecticut, 1986
M.Ed., 1990

Jennifer Hixon (1997)

Service Learning Coordinator
B.S., Springfield College, 1979
PA., Hahnemann University, 1985

Rev. Leo J. Hoar (1989)

Interim Director of Campus Ministry
A.B., St. Anselm's College, 1962
M.Ed., Springfield College, 1970
Ed.D., University of Massachusetts, 1976

M. Ben Hogan (2000)

Vice President for Student Affairs and
Dean of Students
B.A., St. Francis College, 1975
M.S., University of Southern Maine, 1977
Ed.D., Vanderbilt University 1992

Gay Holliday (1996)

Director of Student Activities and
Campus Programs
B.S., Indiana University, 1966
M.S., 1967
Ed.D., University of Massachusetts, 1992

Keith Ingalls (2000)

Associate Registrar/Systems Coordinator
B.S., UMASS, Amherst, 1975

L. Judy Jackson (1974)

Chief of Campus Police

Allan Johnson (2000)

Computer Support Technician
A.A., Springfield Technical Community College, 1972
B.S., San Jose State University, 1976

Barbara Kautz (1987)

Director of Career Services
B.S., University of Connecticut, 1972
M.A., American International College, 1986

Carol Keeney (1996)

Registered Nurse

J. Tamari Kidess Lucey (1986)

Director of Alumni Relations
B.S., Springfield College, 1981
M.Ed., 1982

John Kindzerske (1999)

Vice President for Institutional Advancement
M.S., Simmons College, 1976
B.A., Fordham University, 1972

Robert Kudlay (1989)

Reference Instruction Coordinator
B.A., Westfield State College, 1970
M.L.I.S., State University of New York
at Geneseo, 1972

Eunice LaFate (1997)

Student Services Coordinator,
School of Human Services
B.A., University of Wisconsin
M.S., Springfield College, 1997

Stephen Lafever (1988)

Director of Facilities and Campus Services
B.A., Castleton State College, 1984

Pamela Lamson (1998)

Assistant Director of Accounting
B.S., American International College, 1995

Amy La Pointe (1997)

Head Preschool Teacher
B.S., Lesley College, 1996

Thomas F. Larkin (1985)

Senior Director of Networking, ITS
Academic and Client Computing
B.S., Springfield College, 1975
C.S.C.P., University of Massachusetts, 1984

Julie A. Le Duc (1980)

Director of Administrative Training
and Operations, ITS
A.S., Springfield Technical Community
College, 1973

Mary A. Lee (1995)

Admissions Coordinator,
School of Human Services
B.F.A., Massachusetts College of Art, 1971
M.Ed., Suffolk University 1975

Debra J. LeMay (1994)

Director of Accounting

Glenn Lowery (1998)

Assistant Director of SAGE Program
B.S., Westfield State College, 1989
M.Ed., University of Massachusetts, 1995
Ph.D., 1999

Amy Luby

Associate Registrar
B.A., St. Joseph College, 1997

John Mailhot (1988)

Interim Vice President
for Administration and Finance
B.S., American International College, 1983
M.B.A., 1987

Mary Anne Malinowski (1995)

Head Toddler Teacher
B.S., Fitchburg State College, 1985

Susan Manseau (1996)

Registered Nurse

Linda L. Marston (1994)

Grants Officer
B.A., University of Massachusetts-Amherst, 1975
M.A., Tufts University, 1982
Ph.D., University of Massachusetts-Amherst, 1989

Linda F. Matson (1995)

Reference Technology Librarian
B.A., Case Western Reserve University, 1973
M.L.S., University of Oklahoma, 1994

Janine McGahan (1995)

Assistant Director of the Annual Fund
A.A., Bay Path College, 1989
B.A., Our Lady of the Elms College, 1992

Susan McIntyre (1999)

Assistant Registrar

Robert M. McMaster (1982)

Superintendent of Grounds
A.S., Springfield Technical Community
College, 1982

Paul K. Meyfohr (1994)

Assistant Director
of Undergraduate Admissions
B.S., Springfield College, 1992
M.S., 1994

Robert Mosca

Associate Director of Annual Fund
B.S., Springfield College, 1997
M.A., SUNY at Stony Brook, 1999

Rachael Naismith (1995)

Senior Reference Librarian
B.A., University of Massachusetts-Amherst, 1975
M.L.S., State University of New York-
Albany, 1981
M.A., Carnegie-Mellon University, 1993

Donna Kay Ness (1997)

Director of Fitness Facilities
B.S., Springfield College, 1985

Allen L. Noble (1998)

Manager of Employment
and Equal Opportunity Officer
B.S., California Polytechnic State University

Suzanne Nowlan (1992)

Assistant Director of Residence Life
B.A., Western New England College, 1984

Mary C. O'Connell (1996)

Help Desk Manager, ITS
B.A., St. Joseph College, 1977

John A. Odatto (1984)

Manager of Off-Campus Housing

Regina Patterson

Admissions/Recruitment Coordinator
SHS Wilmington
B.S., Cheyney University, 1980
M.H.S.A., Springfield College, 1999

Mary N. Pilch (1988)

Director of Cooperative Education
B.S.N., St. Joseph College, 1958
M.A., American International College, 1981

Mwanvuwa Ramazani (1997)

Student Services Coordinator,
School of Human Services
B.A., Institut Supérieur Pédagogique
de Bukavu, 1988
M.S., New Hampshire College, 1993

Robert Raum (1997)

Director of Advancement Research
B.F.A., Central Connecticut State University, 1983

Ann M. Reilly (2000)

Manager of Benefits and Payroll
B.A., Elms College, 1980

Carol Richardson (1999)

Director of Physician Assistant Program
Medical Director of Physician Assistant Program
B.A., College of the Holy Cross, 1987
M.D., University of Rochester,
School of Medicine and Dentistry, 1991

Irene Rios (1998)

Registrar
B.S., Rochester Institute of Technology, 1984;
M.S., 1989

Elizabeth Russell (1988)

Assistant Director of Academic Services,
School of Human Services
B.S., New Hampshire College, 1983
M.S., Antioch University, 1989

Kathleen Saltis (1998)

Equipment Room and Facilities Manager
B.A., University of California, Berkeley, 1991
M.S., American International College, 1999

Jennifer Seydel (1997)

Director, S.A.G.E. M.Ed. Program
B.A., University of Iowa, 1978
M.S., Lesley College, 1986

Donald J. Shaw, Jr. (1974)

Director of Graduate Admissions
B.S., Springfield College, 1969
M.Ed., 1970

Henry Singleton (1999)

Admissions and Recruitment Coordinator
A.A., Central Florida Community College, 1995
B.A., St. Leo University, 1997
M.S., Springfield College, 1998

Jacqueline Smith (1988)

Student Services Coordinator,
School of Human Services
B.S., New Hampshire College

Katherine A. Smith (1986)

Coordinator of Conferences and Special Events
B.S., Western New England College, 1982

Sheri Sochrin (1994)

Reference and Distance Learning Librarian
B.A., Brandeis University 1988
M.L.S., Simmons College, 1993

William Stetson (1993)

Reference Librarian
B.A., Amherst College, 1983
M.L.S., State University at Albany, 1990

D'Mont Stith (1999)

Prior Learning Coordinator,
School of Human Services
A.A.S., Community College of Philadelphia, 1976
B.A., Antioch University, 1989
M.S.Ed., Cheyney University, 1992

Rosemary Stocks (1983)

Project Manager
B.S., Fitchburg State, 1968
M.Ed., Springfield College, 1989

Patricia Swoboda True (1990)

Coordinator of Enrollment and Student
Services, School of Human Services
B.S., Springfield College, 1991
M.Ed., 1994

Andrea Taupier (1993)

Associate Director of Babson Library
B.A., St. Olaf College, 1980
M.S.L.S., Columbia University, 1981

Theresa A. Vecchio (1993)

Director of Drug/Alcohol Education
M.S.W., University of Connecticut, 1991

Richard Veres (1995)

Undergraduate Admissions Counselor
B.S., Springfield College, 1995
M.Ed., 1997

Luis F. Vitorino (1985)

Manager of Facilities Operations
A.S., Springfield Technical Community
College, 1985
B.S., Springfield College, 1994

Timothy Volkmann (1999)

Assistant Director of Sports Information
B.A., University of New York College
at Cortland, 1997

Sandra Waller (1989)

Assistant Director for Academic Support,
School of Human Services
B.S., Russell Sage, 1964
M.Ed., Boston College, 1967

Judith Wass (1988)

Registered Nurse

Sarah Wheeler (1982)

Associate Director of Financial Aid
A.A., Lasell Junior College, 1972
B.A., Springfield College, 1993

Wende Wheeler (1998)

Director of Advancement Services
B.A., Smith College, 1982

Ann Whittall (1985)

Associate Director of Counseling Center
B.A., Earlham College, 1977
M.S.W., Smith College, 1983

Richard A. Whiting (1970)

Director of Counseling Center
B.A., Springfield College, 1966
M.S., 1967
C.A.G.S., 1968
Ed.D., University of Massachusetts, 1980

John W. Wilcox (1970)

Executive Director of Enrollment Management
B.A., Springfield College, 1967
M.Ed., 1969

Michael E. Williamson (1993)

Assistant Director for Telecommunications

Nancy Willson (1995)

Registered Nurse

John Wilson (1976)

Director of Multicultural Student Affairs

A.A., Holyoke Community College, 1969

B.A., University of Massachusetts, 1971

M.A., 1974

Roberta Youmans (1993)

Business Services Coordinator,

School of Human Services

B.S., Springfield College, 1998

Mark Zaborowski (1990)

Director of Administration Systems

and Programming

A.S., Springfield Technical Community

College, 1981

Ronald Ziemba (2000)

Director of Marketing and Communications

B.A., Amherst College, 1964

FACULTY

Michael P. Accordino (1998)

Assistant Professor of Rehabilitation and Disability Services
B.S., The Pennsylvania State University, 1987
M.Ed., The Pennsylvania State University, 1992
D.Ed., The Pennsylvania State University 1998

Robert Accorsi (1990)

Assistant Professor of Recreation and Tourism
B.S., Westfield State College, 1977
M.Ed., Springfield College, 1980

Mulugeta Agonafer (1992)

Associate Professor of Human Services
B.S., Purdue University, 1978
B.A., Indiana University, 1979
M.A., Western Washington University, 1981
Ph.D., University of Massachusetts, 1990

Sherri Vanden Akker (1999)

Assistant Professor of Human Services
B.A., Mount Holyoke College, 1987
M.A., University of Massachusetts, 1991

Mary C. Allen (1988)

Associate Professor of Education
B.A., Regis College, 1972
M.Ed., Westfield State College, 1976
Ed.D., University of Massachusetts, 1991

Deborah Alm (1993)

Assistant Professor of English (ESOL)
B.A., State University of New York at Potsdam, 1977
M.Ed., University of Massachusetts, 1988

Simone Alter-Muri (1991)

Associate Professor of Art
B.A., University of Massachusetts, 1976
M.Ed., Lesley College, 1979
Ed.D., University of Massachusetts, 1990

Richard Andersen (1996)

Associate Professor of Human Services
B.A., Loyola University of Los Angeles, 1968
M.A., City University of New York, 1971
Ph.D., New York University, 1977

Ruth Arnold (1999)

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

Daryl Arroyo (1990)

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

Robert C. Barkman (1969)

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

Mary G. Barnum (1990)

Assistant Professor of Physical Education
B.S., East Carolina University, 1987
M.Ed., Springfield College, 1990

Leslie Beale (1994)

Associate Professor of Health Studies
B.A., University of Massachusetts, 1976
M.Ed., Boston University School of Education, 1987
Ed.D., 1987

Joseph J. Berger (1992)

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

Stephen D. Berger (1988)

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

Robert J. Bergquist (1971)

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

Britton Brewer (1991)

Associate Professor of Psychology
Men's Cross Country Coach
B.A., University of Washington, 1986
M.A., Arizona State University 1988
Ph.D., 1991

Charles Brock (1998)

Associate Professor of Physical Education
Men's Basketball Coach
B.S., Springfield College, 1976
M.S., 1980

Gretchen A. Brockmeyer (1979)

Associate Vice President for Academic Affairs
Professor of Physical Education
B.A., Luther College, 1965
M.S., Springfield College, 1966
Ed.D., University of Georgia, 1976

Roy Bryan (1994)

Assistant Professor of English
B.A., Michigan State University, 1968
M.A., University of Massachusetts, 1989

Keith D. Bugbee (1985)

Associate Professor of Physical Education
Men's Lacrosse Coach
B.S., Keene State College, 1979
M.Ed., Springfield College, 1984

Clifton Bush, Jr. (1988)

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

David R. Carlson (1967)

Professor of English
B.S., Upsala College, 1957
M.A., University of Massachusetts, 1966
Ph.D., 1973

Clifford Carlson (1996)

Assistant Professor of English
B.A., Upsala College
M.Ed., University of Maine, 1973
M.A., School of International Training, 1992

Delight E. Champagne (1984)

Professor of Psychology
Distinguished Springfield Professor of Humanics
B.A., Boston University, 1969
M.A., University of Connecticut, 1981
Ph.D., 1983

Steveda Chepko (1992)

Professor of Physical Education
B.S., West Virginia University, 1971
Ed.D., Temple University, 1987

Julia Chevan (1993)

Associate Professor of Physical Therapy
B.S., Boston University 1985
M.P.H., University of Massachusetts, 1988
Board Certified Physical Therapy Specialist in
Orthopedics, 1994
M.S., Quinnipiac College, 1995

Daniel S. Chrzan (1981)

Associate Professor of Business Management
B.B.A., University of Massachusetts, 1970
M.B.A., Western New England College, 1975
C.A.G.S., 1982

William J. Considine (1976)

Dean, School of Physical Education
and Recreation
Professor of Physical Education
Buxton Chair of Physical Education
B.S., Western Illinois University, 1964
M.S., Illinois State University 1966
P.E.D., Indiana University, 1970

Deborah Collins Cook (1998)

Assistant Professor of Rehabilitation
and Disability Studies
B.S., University of Massachusetts-
Amherst, 1976
M.S., 1980

Mary Ann Coughlin (1993)

Associate Professor of Research and Statistics
B.S., Plymouth State College, 1977
M.S., Springfield College, 1984
C.A.G.S., 1984
D.P.E., 1987

Stephen C. Coulon (1998)

Associate Professor of Physical Education
B.S., Slippery Rock State College, 1980
M.A., The Ohio State University, 1985
Ph.D., 1987

Lynn E. Couturier (1988)

Associate Professor of Physical Education
Women's Lacrosse Coach
B.S., Springfield College, 1981
M.S., University of Illinois, 1985
D.P.E., Springfield College, 1986

Sandra Coyne-Crowley (1999)

Assistant Professor of Business Management
B.S., Western New England College, 1991
M.B.A., 1995

Claudette Crawford-Brown (1999)

Associate Professor of Social Work
B.S., University of the West Indies, 1976
M.S.W., Howard University, 1978
Ph.D., Rutgers University, 1993

Allison A. Cumming-McCann (2000)

Assistant Professor of Rehabilitation
and Disability Studies
B.S., Colorado State University, 1990
M.A., University of Northern Colorado, 1992
Ph.D., 1999

Eileen Cyr (1988)

Chair, Education Dept.
Associate Professor of Education
B.S., Bridgewater State College, 1982
M.B.A., American International College, 1988
Ed.D., University of Massachusetts, 1999

Richard D. Davila (1988)

Director, School of Human Services
Tampa Campus
Associate Dean for External Campuses
Professor of Human Services
B.A., Beacon College, 1975
MS.W., University of Connecticut, 1978
Ph.D., 1992

Laurel R. Davis (1992)

Associate Professor of Sociology
B.S., Springfield College, 1984
M.A., University of Iowa, 1987
Ph.D., 1992

V. Paul Deare (1999)

Instructor in Human Services
B.A., Howard University, 1968
M.S., Columbia University, 1974

Joel Dearing (1989)

Associate Professor of Physical Education
Distinguished Springfield Professor
of Humanics
Women's Volleyball Coach
B.S., Springfield College, 1979
M.S., Bridgewater State College, 1982

J. Patrick Decoteau (1990)

Professor of Rehabilitation and Disability
Studies
B.A., University of New Hampshire, 1973
M.Ed., Plymouth State College, 1978
Ph.D., University of Illinois, 1988

Linda Delano (1992)

Director of Teacher Preparation
and Certification
Associate Professor of Physical Education
B.S., Northern Illinois University, 1975
M.S., 1980
Ph.D., University of Iowa, 1988

Michael C. Delong (1981)

Associate Professor of Physical Education
Head Football Coach
B.S., Springfield College, 1974
M.S., University of North Carolina, 1978

Dale DeMeuse (1999)

Director, School of Human Services,
Milwaukee Campus
Assistant Professor of Human Services
B.A., University of Wisconsin, 1973
M.S., Indiana University, 1974

Joann S. Dewrance (1992)

Assistant Professor of Human Services
B.S., Long Island University, 1974
M.S., 1978
Ed.D., American International College, 1996

Thomas Digby (1997)

Professor of Philosophy
A.B., William Jewell College, 1967
M.A., Northwestern University, 1968
Ph.D., University of Colorado, 1982

Donna Dilullo (2000)

Instructor in Chemistry
A.B., College of Holy Cross, 1990
M.Ed., Elms College, 2000

Nina Dini (1989)

Associate Professor of Computer Science
B.S., Nice Institute of Technology Nice,
France, 1974
M.S., Illinois Institute of Technology, 1981

Martin Dobrow (1999)

Assistant Professor of English
B.A., Wesleyan University, 1983
M.A., University of Massachusetts, 1989

Holly E. Dolan-Rourke (1997)

Assistant Professor of Education
B.S., Springfield College, 1986
M.Ed., 1990

John J. Doyle, Jr. (1976)

Professor of Economics
B.A., Boston College, 1966
M.A., Northeastern University, 1968
Ph.D., Clark University, 1976

Elizabeth E. Evans (1971)

Professor of Physical Education
Distinguished Springfield Professor
of Humanities
B.S., Springfield College, 1962
M.Ed., 1970
Certificate of Physical Therapy, University
of Pennsylvania, 1971
Ph.D., University of Connecticut, 1983

Robert A. Fiore (1980)

Associate Professor of Business Management
B.A., University of Massachusetts, 1976
M.B.A., 1980

William T. Fisher, Jr. (1996)

Assistant Professor of Human Services
and Administration
B.S., University of Connecticut, 1979
M.Ed., University of Massachusetts, 1983
M.A., Columbia University, 1986
M.L.S., Southern Connecticut State University, 1991
M.S.W., University of Connecticut, 1997
Ed.D., Columbia University 1989

David L. Foster (1996)

Associate Professor of Social Work
B.A., Oberlin College, 1968
M.S.W., Case Western Reserve University, 1971
Ph.D., Case Western Reserve University, 1981

Daniel Fraizer (1995)

Associate Professor of English
B.S., University of Kansas, 1978
M.A., University of Massachusetts-Boston, 1986
Ph.D., Michigan State University, 1993

Thaddeus J. France (1994)

Assistant Professor of Physical Education
B.S., Springfield College, 1991
M.S., 1993

Joseph R. Ganesin (1996)

Assistant Professor of Social Work
B.A., Colorado State University, 1984
M.S.W., University of California, 1978
Ph.D., University of Denver, 1995

John H. Gibson (2000)

Assistant Professor of Physical Education
Women's Soccer Coach
B.Ed., St. Luke's College, 1977
M.S., Marshall University, 1985
Ph.D., The Ohio State University, 1989

Dennis Gildea (1994)

Associate Professor of English
B.A., Villanova University, 1966
M.A., Penn State University
Ph.D., 1998

Patrice Gilliam-Johnson (1998)

Assistant Professor of Human Services
B.A., Morgan State University
M.A., University of Maryland
Ph.D., University of Maryland

Fernando Gonzalez De Leon (1992)

Associate Professor of History
B.A., Rutgers College, 1981
M.A., University of Virginia, 1984
M.A., The Johns Hopkins University, 1985
Ph.D., 1991

Dennis Gouws (1999)

Assistant Professor of English
B.A., University of Whitewatersand, 1987
M.A., Northeastern University, 1990
Ph.D., University of Connecticut, 2000

Bernard J. Graney (1990)

Associate Professor of Rehabilitation
and Disability Studies
B.A., State University of New York
at Brockport, 1969
M.S., Syracuse University, 1974
Ph.D., 1979

Naomi Graves (1991)

Assistant Professor of Physical Education,
Women's Basketball Coach
B.A., University of Rhode Island, 1982
M.Ed., Springfield College, 1985

Jeannette Hafey (1996)

Instructor in Biology
B.A., St. Joseph College, 1968
M.S., University of Delaware, 1971

Peter M. Haley (1985)

Associate Professor of Physical Education
Men's Soccer Coach
B.S., Springfield College, 1977
M.Ed., 1978

John J. Hangasky, Jr. (1993)

Associate Professor of Allied Health Sciences
B.A., University of Bridgeport, 1974
M.S., 1979

Roberta Harro (1990)

Associate Professor of Human Services
B.A., Lebanon Valley College, 1970
M.S., Marywood College, 1977
Ed.D., University of Massachusetts, 1986

Judy Hartling (1996)

Director, Academic Advising Services
Assistant Professor for Student Development
B.A., Central Connecticut State College, 1980
M.A., Saint Joseph College, 1986

Christopher Haynes (1993)

Assistant Professor of Music
B.A., Berklee College of Music, 1979
M.A., Ithaca College, 1988

Samuel Headley (1992)

Associate Professor of Physical Education
B.A., Birmingham University, London, 1982
M.S., Kings College, London, 1985
Ph.D., Temple University, 1991

Mary D. Healey (1981)

Dean, School of Arts, Sciences,
and Professional Studies
Professor of Biology
B.S., Springfield College, 1978
M.Ed., 1980
M.S., University of Connecticut, 1986
Ph.D., 1993

Tara Hengeveld (1994)

Assistant Professor of Occupational Therapy
B.S., Tufts University, 1973
M.B.A., University of Lowell, 1989

Mary Jo Hetzel (1989)

Associate Professor of Human Services
B.A., New School for Social Research, 1969
M.Ed., University of Pennsylvania, 1971
M.A., University of Washington, 1975
Ph.D., University of Massachusetts, 1985

Robert L. Hewes (1997)

Assistant Professor of Rehabilitation
and Disability Studies
B.S., Ohio State University, 1991
M.S., Springfield College, 1995
C.A.S., 1995
Rh.D., Southern Illinois University, 1998

Ellen Hewett (1988)

Director, School of Human Services
St. Johnsbury & Manchester Campuses
Associate Professor of Human Services
B.A., McGill University, 1979
M.S.H.S., New Hampshire College, 1981

Steven G. Hinds (1992)

Assistant Professor of Human Services
B.A., Dartmouth College, 1968
M.Ed., St. Michael's College, 1981

Helene His (1999)

Assistant Professor of Human Services
B.A., University of Massachusetts, 1983
M.A., 1984

Lethuy Hoang (1992)

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

John M. Holik (1993)

Assistant Professor of Physical Education
Assistant Football Coach
B.A., Trinity College, 1975
M.P.Ed., Springfield College, 1982

Robert J. Hopkins (1987)

Assistant Professor of Emergency Medical
Services Management
B.A., University of Massachusetts, 1976
M.S., Springfield College, 1994

Shu-An Hu (1996)

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

Mary Hurdle (1999)

Instructor in Human Services
B.S., Mills College
M.A., New York University

Jason Irizarry (1999)

Director of Project SPIRIT
Assistant Professor of Education
B.A., Siena College, 1996
M.A., State University of New York-
Albany, 1998

Barbara E. Jensen (1970)

Professor of Physical Education
Distinguished Springfield Professor
of Humanics
B.S., Springfield College, 1957
M.S., University of Iowa, 1963
Ph.D., 1965

Susan Joel (1995)

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

Joni Jones (1999)

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

Margaret T. Jones (1995)

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

Gina Joseph-Collins (1993)

Assistant Professor of Human Services,
Associate Dean for Curriculum Instruction
B.A., Smith College, 1975
M.B.A., University of North Carolina, 1977
M.A., American International College, 1993

Jonathan Kahane (1972)

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

Regina Kaufman (1998)

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

Susan A. Keys (1994)

Associate Professor of Biology
B.A., Wellesley College, 1969
M.S., University of Massachusetts, 1983
Ph.D., 1998

Hai Kinal (1998)

Assistant Professor of Biology
B.S., State University of New York, 1987
M.A., 1990
Ph.D., 1993

Kenneth H. Klatka (1970)

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

Bryon H. Koh (1968)

Associate Professor of English
A.B., Middlebury College, 1959
M.A., Boston University, 1965
Ph.D., University of Massachusetts, 1972

Susan E. Langlois (1999)

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

Joan Granucci Lesser (1992)

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

Paul A. Levy (1990)

Associate Professor of Human Services
B.A., Amherst College, 1965
M.S., Case Western University, 1967
J.D., Georgetown University, 1971
D.S.W., Columbia University 1990

John Liu (1999)

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

Margaret G. Lloyd (1987)

Chair, Humanities Department
Professor of English
Distinguished Springfield Professor
of Humanics
B.A., University of Rochester, 1967
Ph.D., University of Leeds, 1975

Zenobia Lojewska (1989)

Associate Professor of Physics and Mathematics
M.S., Marie Curie Skdowska University, 1974
Ph.D., 1983

Diane Crawley Lorenzo (1994)

Assistant Professor of Physical Education
B.A., Elon College, 1972
M.A., Appalachian State University, 1990
Ed.D., University of Massachusetts, 1996

Patricia Lucas (1991)

Instructor in Biology
B.A., University of Massachusetts, 1963
M.A., 1968

Robert N. Lussier (1978)

Professor of Business Management
B.S., Salem State College, 1972
M.Ed., Suffolk University, 1974
M.B.A., 1975
C.A.G.S., Boston College, 1978
Sc.D., University of New Haven, 1993

Laura Maggio (1987)

Professor of Psychology
B.S., St. Bonaventure University 1974
M.A., Miami University, 1977
Ph.D., 1984

Ronald J. Maggio (1987)

Chair, Visual and Performing Arts Department
Associate Professor of Art
B.A., State University of New York-
Fredonia, 1974
M.E.A., Miami University, 1976

Amelia Mallona (1998)

Assistant Professor of Human Services
B.A., Universidad Centroamericana, 1984
M.A., University of Missouri, 1987
Ph.D., Boston College, 1998

Barbara D. Mandell (1986)

Professor of Psychology
Chair, Psychology Department
B.S., North Adams State College, 1966
M.Ed., American International College, 1972
Ed.D., University of Massachusetts, 1987

Kathleen Mangano (1991)

Associate Professor of Physical Education
Softball Coach
B.S., Springfield College, 1986
M.Ed., 1988

Ignatius A. Maniscalco (1971)

Professor of Chemistry and Computer Science
B.S., Manhattan College, 1965
Ph.D., Fordham University, 1971

Betty L. Mann (1984)

Dean of the School of Graduate Studies
Professor of Physical Education
B.S.E., North Adams State College, 1967
M.Ed., Springfield College, 1974
D.P.E., 1984

Tina M. Manos (1993)

Associate Professor of Applied Exercise Science
B.S., University of California, 1980
M.A., Columbia University, 1986
Ed.D., 1993

Marjorie Marcotte (1998)

Assistant Professor of Psychology
B.A., Mount Holyoke College, 1973
M.A., Mount Holyoke College, 1980
Ed.D., American International College, 1993

Verne McArthur (1988)

Professor of Human Services
B.A., Oberlin College, 1964
Ph.D., Yale University, 1974

Susan McCarthy-Miller (1992)

Associate Professor of Education
B.A., University of Massachusetts, 1973
M.Ed., 1977
Ed.D., 1981

Christopher McKenney (1991)

Assistant Professor of Physical Education
Assistant Football Coach
B.S., Springfield College, 1984
M.Ed., 1986

David J. Miller (1993)

Professor of Physical Therapy
B.A., Stockton State College, 1974
Certificate in Physical Therapy,
Emory University, 1977
M.S., University of North Carolina, 1983
Ph.D., University of Massachusetts, 1993

Carol E. Mitchell (1975)

Professor of English
B.A., University of Massachusetts, 1968
M.A., 1971
Ph.D., 1978

Missy-Marie Montgomery (1999)

Assistant Professor of English
B.F.A., Bowling Green State University, 1981
M.F.A., University of Massachusetts-
Amherst, 1990

Judith Ann Moore (1989)

Chair, Emergency Medical Services
Management Department
Assistant Professor of Emergency
Medical Services
B.A., American International College, 1970
M.S., Springfield College, 1994

Anna L. Moriarty (1996)

Assistant Professor of Psychology
B.S., Springfield College, 1972
M.Ed., 1973
C.A.G.S., 1974
Ph.D., United States International University, 1979

Mildred C. Murray (1967)

Professor of Physical Education
B.S., Springfield College; 1961
M.S., 1967
Ph.D., University of Connecticut, 1976

Cynthia N. Noble (1990)

Associate Professor of Dance
B.A., San Francisco State University, 1977
M.A., Ohio State University, 1979
Ed.D., Temple University, 1996

Daniel Nussbaum (1992)

Dean, School of Human Services
Professor of Human Services
B.A., Swarthmore College, 1969
M.A., University of Pennsylvania, 1974
M.S., Hartford Graduate Center, 1990
Ph.D., Brandeis University, 1978

Jeanne M. O'Brien (1993)

Assistant Professor of Physical Education
B.S., Springfield College, 1986
M.S., 1992

Nancy J. Ogle (1980)

Professor of Sociology and Anthropology
B.S., Phillips University 1959
M.A., Kansas State University, 1967
Ph.D., Oklahoma State University, 1972

Margarita R. O'Neill-Arana (1994)

Associate Professor of Human Services
B.A., University of Puerto Rico, 1978
M.Ed., Boston State College, 1979
Ed.D., University of Massachusetts, 1990

William Oswald (1988)

Director, School of Human Services
San Diego Campus
Associate Professor of Human Services
B.A., Marist College, 1975
M.A., 1980
Ph.D., University of Rhode Island, 1988

Derek W. Paar (1986)

Associate Professor of Psychology
B.S., Springfield College, 1972
M.Ed., Idaho State University, 1973
Ph.D., United States International
University, 1980

Matthew J. Pantera (1994)

Chair, Recreation and Tourism Department
Associate Professor of Recreation and Tourism
B.S., Boston University, 1972
M.Ed., 1976
Ed.D., 1984

Vincent Paolone (1989)

Associate Professor of Physical Education
B.S., West Chester State College, 1968
M.Ed., Temple University, 1982
Ed.D., 1988

Joel J. Parrish (1987)

Chair, Department of Management
and Economics
Associate Professor of Business Management
B.S.B.A., New York University, 1970
M.B.A., Western New England College, 1980

Deborah Pelletier (1994)

Assistant Professor of Physical Therapy
B.S., University of Connecticut, 1981
M.S., Rensselaer Polytechnic Institute, 1994

James W. Pennington (1984)

Assistant Professor of Physical Education
Women's Track-and-Field and
Cross-Country Coach
B.S., Townson State College, 1974
M.Ed., University of Georgia, 1979

Andrew B. Perry (1999)

Assistant Professor of Mathematics and
Computer and Science
B.A., Williams College, 1992
Ph.D., Oklahoma State University, 1999

Albert J. Petitpas (1978)

Professor of Psychology
B.A., Bridgewater State College, 1968
M.Ed., Northeastern University 1971
Ed.D., Boston University, 1981

Michael L. Phelan III (1999)

Assistant Professor of Recreation and Tourism
B.S., Western New England College, 1994
M.Ed., Springfield College, 1996

Leona Phillips (1988)

Professor of Human Services
B.A., Brown University, 1964
M.A., Antioch University, 1979
Ed.S., Stanford University
Ph.D., 1983

Craig F. Poisson (1996)

Assistant Athletics Director
Assistant Professor of Physical Education
B.S., Southern Connecticut State
University, 1988
M.Ed., Springfield College, 1990
D.P.E., 1999

Peter J. Polito (1970)

Chair, Math/Physics/Computer
Science Department
Professor of Computer Science and Physics
Distinguished Springfield Professor
of Humanics
B.A., Northeastern University, 1965
M.S., 1967
Ph.D., 1971

Stephen E. Posner (1982)

Associate Professor of Physical Education
Men's Gymnastic Coach
B.S., University of California at Berkeley 1976
M.A., Syracuse University, 1980
Ph.D., University of Connecticut, 1999

Katherine M. Post (1992)

Chair, Occupational Therapy Department
Assistant Professor of Occupational Therapy
B.A., Upsala College, 1974
M.S., College of Physicians and Surgeons at
Columbia University 1976
F.A.O.T.A., 1994

Robert E. Price (1979)

Professor of Religion and Philosophy
A.B., Columbia College, 1965
B.D., Union Theological Seminary 1969
Ph.D., Duke University 1977

James L. Ragonnet (1971)

Professor of English
B.A., St. John's University, 1966
M.A., Niagara University, 1967
Ph.D., Rensselaer Polytechnic Institute, 1981

Ellen Rainville (1990)

Assistant Professor of Occupational Therapy
B.S., Tufts University, 1976
M.S., Lesley College, 1987
F.A.O.T.A., 1990

Malvina T. Rau (1974)

Professor of Human Services
B.S., East Stroudsburg State College, 1964
Ph.D., Temple University, 1973

Cheryl A. Raymond (1980)

Assistant Professor of Physical Education
Women's Gymnastic Coach
B.A., Bethany College, 1974
M.Ed., Springfield College, 1982

Charles B. Redington (1969)

Professor of Biology
B.S., Baldwin- Wallace College, 1964
M.S., Rutgers University, 1966
Ph.D., 1969

Charles J. Redmond (1969)

Chair, Exercise Science and Sport
Studies Department
Associate Professor of Physical Education
B.S., Springfield College, 1968
M.Ed., 1971
M.S.P.T, Boston University, 1981

Gordon M. Robinson (1997)

Assistant Professor of Sociology
B.A., Oakland University, 1977
M.A., University of Detroit, 1978
Ph.D., Michigan State University, 1996

Wayne Rodrigues (1987)

Assistant Professor of Physical Education
B.S., Bridgewater State College, 1983
M.Ed., Springfield College, 1985

Anne M. Rothschild (1993)

Associate Professor of Recreation and Tourism
B.S., The Ohio State University, 1970
M.A., University of Oregon, 1983
Ph.D., Indiana University, 1993

Ann Roy (1993)

Associate Professor of Social Work
B.A., Ohio Wesleyan University, 1973
M.S.W., School of Social Welfare, Louisiana
State University, 1980
Ph.D., Mandell School of Applied Social Sciences,
Case Western Reserve University, 1985

Thomas J. Ruscio (1968)

Chair, Rehabilitation and Disability Studies Department
Professor of Rehabilitation and Disability Studies
B.A., American International College, 1964
M.Ed., Springfield College, 1965
C.A.S., 1966

Daniel M. Russell (1984)

Professor of Social Sciences
B.S., University of New Orleans, 1971
M.A., 1977
Ph.D., University of Massachusetts, 1986

Catherine A. Schane-Lydon (1996)

Instructor in Music
B.A., Simons Rock College
M.Ed., Springfield College, 1999

H. Joseph Scheuchenzuber (1974)

Professor of Physical Education
B.S., West Chester State College, 1968
M.S., Pennsylvania State University, 1970
Ph.D., Indiana University, 1974

Dietrich H. Schlobohm (1969)

Professor of History
B.S., State University Maritime College of New York, 1961
M.A., Michigan State University, 1965
Ph.D., 1970

Cathie Ann Schweitzer (1996)

Associate Professor of Physical Education
Associate Athletic Director
B.S., University of Akron, 1973
M.A., Bowling Green State University, 1975
Ph.D., University of Iowa, 1993

Christopher Scott (1998)

Assistant Professor of Emergency Medical Services Management
B.S., Springfield College, 1996
M.Ed., 1998

Jennifer Seydel (2000)

Assistant Professor of Education
Director S.A.G.E., M.Ed. Program
B.A., University of Iowa, 1978
M.S., Lesley College, 1986

Thomas J. Shea (1970)

Professor of Economics
A.B., Boston College, 1963
M.A., Northeastern University, 1968

Deborah A. Sheehy (1997)

Assistant Professor of Physical Education
B.S., Union University, 1984
M.Ed., University of Memphis, 1986
University of Massachusetts, 1993

Martin Shell (1993)

Associate Professor of Theater Arts
B.S., Northwestern University, 1977
M.F.A., Carnegie Mellon University, 1993

Joanne Silver-Jones (1988)

Professor of Human Services
B.A., University of California-Santa Barbara, 1968
B.S.W., California State University
M.S.W., University of Calgary, 1973
Ed.D., University of Massachusetts, 1985

Mark A. Simeone (1996)

Assistant Professor of Physical Education
Baseball Coach
B.S., Springfield College, 1987
M.S., 1996

Joan Simmons (1989)

Assistant Professor of Occupational Therapy
B.A., Keene State College, 1977
M.S., Virginia Commonwealth University, 1984

Julianne Smist (1982)

Associate Professor of Chemistry
B.A., College of Our Lady of the Elms, 1972
M.S., Boston College, 1974
Ph.D., University of Connecticut, 1997

John Smith (1989)

Associate Professor of Health Studies
Chair, Health Studies Department
B.S., Bowling Green State University, 1973
M.S., Old Dominion University 1978
Ph.D., University of Miami, 1983

Donald R. Snyder (1982)

Professor of Recreation and Tourism
B.S., Southern Connecticut State University, 1973
M.S., 1978
Ed.D., New York University, 1989

Judith Stang (1999)

Assistant Professor of Human Services
B.A., Slippery Rock State College
D.P.A., Nova Southeastern University, 1992

Joseph F. Stano (1978)

Professor of Rehabilitation and Disability Studies
B.A., Assumption College, 1972;
M.A./C.A.G.S., 1974
Ph.D., University of Connecticut, 1982

Wendy St. Jean (1999)

Assistant Professor of History
B.A., Yale University, 1993
M.A., University of Virginia, 1994

Charles Sullivan (1998)

Assistant Professor of Physical Education
Men's Volleyball Coach
B.S., Springfield College, 1991
M.Ed., 1997

Michael Surette (1999)

Assistant Professor of Psychology
B.A., Roger Williams University, 1986
M.A., Radford University, 1988
Ph.D., University of Rhode Island, 1991

Joyce L. Szweczynski (1988)

Associate Professor of Modern Languages
B.A., Westfield State College, 1970
M.A., University of Massachusetts, 1985
Ed.D., 1998

John Taffe (1991)

Assistant Professor of Physical Education
Men's and Women's Swimming Coach
B.S., University of Rhode Island, 1985
M.A., East Carolina University, 1988

Gerald Thomas (1999)

Assistant Professor of Human Services
B.S., University of Georgia, 1992
M.Ed., 1994
D.B.A., University of Sarasota

Brian Thompson (1998)

Assistant Professor of Athletic Training
Director of Research for the United States Sports and Fitness Center for the Disabled
B.S., Ball State University, 1991
M.S., University of Illinois, 1993
Ph.D., 1998

Frank J. Torre (1973)

Chair, Chemistry/Biology Department
Professor of Chemistry
B.S., Monmouth College, New Jersey 1967
Ph.D., Rutgers University, 1971

Corrie Trattner (1991)

Assistant Professor of Occupational Therapy
 B.S., Boston University, 1971
 M.S., 1981

Linda J. Tsoumas (1986)

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

Forrest C. Tyson (1971)

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

Fides P. Ushe (1996)

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

Marjeanne Vacco (1988)

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

Judy Van Raalte (1990)

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

Loretta M. Vecchiarelli (1995)

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

Francine J. Vecchiolla (1990)

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

Kenneth Wall (1983)

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

Katherine Walsh-Burke (1993)

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

Carol A. Wargula (1997)

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

Elizabeth J. Wark (1990)

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

Sharon J. Washington (1996)

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

Jean Crothers Wells (1986)

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

Robert Welles (1994)

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

Ruth West (1999)

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

William V. Wheeler (1998)

Assistant Professor of Human Services
 B.A., University of Chicago, 1968
 M.A., University of Chicago, 1971
 M.S.W., University of Georgia, 1976

Cecilia Douthy Willis (1997)

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

Christa R. Winter (1996)

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

Joseph Wronka (1992)

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

Chun-Kwun Wun (1990)

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

Nancy Zare (1994)

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

Dorothy J. Zenaty (1970)

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

Herbert Zettl (1969)

Chair, Social Sciences Department
 Associate Professor of History/Distinguished
 Springfield Professor of Humanics
 B.A., Alderson-Broaddus College, 1963
 M.A., University of Vermont, 1965

Daniel Zuckergood (1996)

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

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

ADJUNCT FACULTY**Chuck Abel**

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

Paula Abrahamson

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

Leslie Abrams

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

B. Raymond Alm

Psychology
M.S., Springfield College, 1986

Gaetano J. Amato

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

Gretchen J. Antonelli (1997)

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

Robert C. Antonelli (1997)

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

Glen Benson-Lewis

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

Wayne Carpenter

Psychology
Ph.D., Syracuse University, 1988

Samson Cham

Exercise Science & Sport Studies
B.S., Cheltenham & Gloucester College, 1998

Peggy Choi

Exercise Science & Sport Studies
B.A., Hong Kong Baptist University

Brandon Claycomb

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

Allen Cornelius

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

James Duffy

Psychology
Ph.D., University of Michigan

Frank Fu

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

Burton Gigués

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

Christine J. Gorman

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

Zahi Haddad

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

Paul Kalill

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

Elaine P. Kirschling

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

Allyn R. Michalek

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

John F. Moriarity

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

Samuel Muri

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

Holly Murray

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

Kin-Sun Ng

Exercise Science & Sport Studies
B.S., National Taiwan Normal University, 1974
M.A., University of Santa Barbara, 1992

John Phillips

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

Alan J. Pickering

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

John A. Provost

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

Melissa Mason Shea (1993)

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

Joan H. Ramos

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

Timothy Reilly

Recreation and Tourism
B.A., University of Massachusetts, 1990
J.D., Catholic University, 1994

Karen Marie Rossi

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

Kevin Rushton

Exercise Science and Sport Studies
B.A., Dalhousie University, 1987
M.A., Victoria University of Technology, 1999

Torbjorn Stockfelt

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

John P. Sullivan

Psychology
M.S., Springfield College, 1995

Yenn-er Ida Tang

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

JoAnne Welch

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

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

B.S., University of Puerto Rico, 1982

Janet Cope

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

Carol Stoddard

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

Joyce Yaffa

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

Athletic Training**Ronald Agnes**

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

Joseph M. Boyle

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

Thomas Clark

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

Andrew S. Dunn

B.S., Springfield College, 1996
D.C.M.Ed., New York Chiropractic College, 1999

Jay Grant

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

Cary Gray

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

Noble Hanson

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

Steven B. Holsten

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

Ellen Perrella

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

Leonard Wagner

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

Emergency Medical Services Management**Raymond F. Conway**

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

Kim B. Krach

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

Stephen A. Lieberman

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

Gregory S. McDonald

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

John P. Santoro

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

**Laboratory Science/
Medical Technology****Dorothy A. Lakoma**

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

Ralph M. Otto

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

William Patten

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

Physician Assistant**Marilee C. Elliott**

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

Robert M. Fishman

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

Thomas Hewitt

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

Nicholas Kolbida

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

Mary M. Powers

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

Mark E. Quigley

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

Richard A. Shuman

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

Henryk Jan Szewczynski

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

Edward G. Tessier

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

Philip J. Yanni

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

Physical Therapy**Cathleen Bastible**

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

Cheryl Elinsky

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

Debra Rudnick Ellis

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

Diane Fisher-Katz

Clinical Assistant Professor of Physical Therapy
B.A., Colgate University, 1983
M.S., Boston University, 1986

Eileen Frink

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

Ryan Kalman

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1996
M.S., 1997

Kimberly Nowakowski

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1990;
M.S., 1991

John O'Sullivan

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

Amy Powers

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1995
M.S., 1996

Robert Reed

Clinical Assistant Professor of Physical Therapy
A.S., Springfield Technical Community
College, 1968
B.S., Northeastern University, 1975
M.S., Boston University, 1979

Michelle R. Quirk

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

Sports Biology**Cathleen Bastible**

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

Mark E. Chrusz

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

Conrad A. Henrich

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

Kent B. Pandolf

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

**ASSOCIATE
PRACTITIONERS****James Athearn**

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

Martin Barrett

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

Joseph Boyle

Chiropractic
B.S., Springfield College, 1978
D.C., Palmer College of Chiropractic, 1983

Susan Holmes Brady

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

Lisa Burnett

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

John L. Coccia

Physical Education
B.S., SUNY-Cortland, 1992
M.S., Springfield College, 1998

Rebecca Cohen

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

Patricia Colkos

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

Robert Conklin

Physical Education
B.S., Springfield College, 1976

Michael R. Deary

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

Marian Dippel

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

Heidi Eriksen

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

Estelle A. Gross

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

Laura Guerin

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

Susan E. Hershey

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

Marilyn A. Higgins

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

Rich Juskalian

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

Gloria S. Lash

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

Karen Limero

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

Kristina E. Manniello

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

Elaine M. Mastronardi

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

Ralph McCaroll

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

Cathy Meader

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

Anne Milkowski

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

Linda A. Morell

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

Mark Parent

Physical Therapy
B.S., Northeastern University, 1989

C. Brie Quartin

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

Richard Record

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

George Rosch

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

Larry K. Saex

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

C. Tom Sawyer

Applied Exercise Science
B.S., Springfield College, 1968
M.S., 1973

Patricia St. Laurent

Physical Education
B.S., Lyndon State College, 1981

Michael D. Tillyer

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

Robert Trahan

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

Sandra R. Vella

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

FACULTY EMERITI**Archie P. Allen**

Professor of Physical Education

Louis J. Ampolo

Assistant Professor of Physical Education

Dorothy Anderson

Associate Professor of Physical Education

Allan D. Austin

Professor of English and Black Studies

Thomas L. Bernard

Professor of Education and Psychology

L. William Blizard

Professor of Art Education

Edward R. Bilik

Director of Athletics
Professor of Physical Education

Carroll Britch

Professor of Drama and English

Mary Lord Brown

Associate Professor of Human Services
and Administration

Frances P. Casey

Professor of Rehabilitation & Disability Studies

Josephine L. Cecco

Distinguished Springfield Professor
of Humanics
Professor of Education

Joel R. Cohen

Distinguished Springfield Professor
of Humanics
Professor of Biology and Health Sciences

Paul U. Congdon

Distinguished Springfield Professor
of Humanities
Professor of Education

Philip W. Conklin

Associate Professor of Business Management

John J. Costello

Associate Professor of Physical Education

John C. Cox

Distinguished Springfield Professor
of Humanities
Professor of Psychology

Leon Doleva

Professor of Education

Martin L. Dosick

Distinguished Springfield Professor
of Humanities
Professor of Sociology

Wayne S. Doss

Professor of Physical Education

Edward T. Dunn

Distinguished Springfield Professor
of Humanities
Professor of Health Education

Mattie S. Edwards

Professor of Education

Mark A. Ehman

Professor of Religion

Janice C. Eldridge

Distinguished Springfield Professor
of Humanities
Professor of Chemistry

Lora M. Ewing

Assistant Professor of English

James E. Genasci

Distinguished Springfield Professor
of Humanities
Professor of Humanities

Gerard A. Harrison

Professor of Recreation and Leisure Services

Thomas W. Hay

Assistant Professor of Physical Education

Roberta B. Heston

Associate Professor of Education

Miriam F. Hirsch

Professor of Sociology

Laura Jo Judd

Assistant Professor of Recreation

Allen R. Kaynor

Professor of Psychology

Clifford E. Keeney

Professor of Biology

Gertrude Lamb

Instructor in Physical Therapy

Roger Lind

Professor of Human Services

Robert E. Markarian

Professor of Education

Merle K. Miller

Professor of Psychology

Valerie Montgomery

Professor of Modern Languages

Nicholas P. Moutis

Professor of Physical Education

John L. Neumann

Associate Professor of Physical Education

Thomas O'Conner

Professor of Political Science

Mason Olds

Professor of Philosophy

Bruce Oldershaw

Associate Professor of Education

John O'Neill

Professor of Human Services

Henry J. Paar

Distinguished Springfield Professor
of Humanities
Professor of Psychology

Douglas E. Parker

Professor of Physical Education

Diane L. Potter

Distinguished Springfield Professor
of Humanities
Professor of Physical Education

Robert B. Resnick

Professor of English

Young H. Rhie

Professor of Mathematics and Computer
and Information Sciences

James Robertson

Distinguished Springfield Professor
of Humanities
Associate Professor of Physical Education

Jean F. Ross

Distinguished Springfield Professor
of Humanities
Professor of Biology

Charles N. Roys

Associate Professor of Physical Education

Emery W. Seymour

Buxton Professor of Physical Education

Sherrod Shaw

Professor of Physical Education

Edward J. Sims

Distinguished Springfield Professor
of Humanities
Professor of English

Charles J. Smith

Associate Professor of Physical Education
Director of the International English
Language Institute

William J. Sullivan

Dean, School of Graduate Studies
Professor of physical Education

Edward H. Thiebe

Associate Professor of Music

Margaret Thorsen

Professor of Physical Education

Gilbert T. Vickers

Director of Music
Professor of Music Education

Charles F. Weckwerth

Distinguished Springfield Professor
of Humanics
Professor of Recreation

Frank A. Wolcott

Assistant Director of Athletics
Professor of Physical Education

PRESIDENTS EMERITI

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

