

SPRINGFIELD COLLEGE
1994-95 COLLEGE CATALOG

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SPRINGFIELD COLLEGE

1994-95

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President of the College

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

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Director of Continuing Education

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

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

A WORD OF INTRODUCTION

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

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

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

As important as tradition is to Springfield College, we also realize the importance of change. In 1994 we look forward to many changes positive changes that will add new dimension to the college experience at SC.

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

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

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

We invite you to visit our campus and to spend some time with us. We're confident that this experience will be a most friendly and positive one.
Thank you for your interest in Springfield College.

Sincerely,

Frederick O. Bartlett
Director of Admissions

SPRINGFIELD COLLEGE

The People Place

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

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

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

THE NEED IS GREAT

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

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

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

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

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

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

BEGINNING AND GROWTH

In 1885, the Rev. David Allen Reed, a young minister, founded A School for Christian Workers at Winchester Square in Springfield, Massachusetts a school based upon his conviction that a great need existed to educate young persons for community service. From this beginning, Springfield College grew steadily throughout the years retaining and strengthening its original purpose of education for service. In 1890, the name was changed to The International YMCA Training School and in 1912 to The International YMCA College. This remained the corporate name until 1953 when the institution became officially known as Springfield College.

SPRINGFIELD COLLEGE

Growth has been especially rapid since 1946. In the 1992-93 academic year, total enrollment was 3,506 full- and part-time students. Of these, 2,484 were undergraduates and 1,022 were graduate students in our Division of Graduate Studies or students in special studies.

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

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

LOCATION AND ENVIRONMENT

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

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

In addition, the Towne Student Health Center, Blake Track and Field, Benedum Field, the multi-purpose Fuller Arts Center, and Bemis Hall (Springfield's science complex) are among the facilities available on the main campus. The Visual and Performing Arts Center provides studio and classroom space for art, music, and dance students.

Computers are becoming an important part of instruction throughout the curriculum at SC. Their use extends beyond word processing to include a variety of applications including spreadsheets, databases, and instructional materials required within individual courses. Our Academic Computing Center consists of three networked PC labs. In addition, the remainder of the campus is primarily equipped with IBM or other DOS-based systems. For students considering the purchase of a computer, we recommend the following: a DOS (IBM or IBM compatible) 486 system; a minimum of a 120 MB hard drive and a minimum of 4 MB of RAM; and an SVGA monitor meeting Swedish radiation emission standards. Students should also keep in mind the College's move toward the WINDOWS operating system when considering the purchase of software. We recommend WINDOWS 3.1 and WORDPERFECT (the most widely used word processor on campus) or WORD FOR WINDOWS.

Also, the College's Writing Center is networked and provides writing, math, and computer science tutorial assistance. The Davis Hypermedia Room (105 School Hall) provides a state-of-the-art computer academic model that unleashes students' creativity and resourcefulness. Students can tap into television broadcasts from foreign countries via a satellite link and access vast libraries of reference material from their computer terminals among many other exciting possibilities.

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

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

BABSON LIBRARY

The four-level Babson Library is centrally located with ample study space. Its special subject strengths are social sciences, education, and health-related areas. It features an in-depth collection in physical education. The collection contains over 500,000 microforms; 120,000 volumes; 800 periodicals; 25,000 bound periodical volumes; plus other information items. Babson maintains complete files of Educational Resources Information Center, Human Relations Area Files, and Physical Education and Recreation microforms. A networked CD-ROM configuration provides in -Library and dial-in access to national and international databases, including SPORT Discus, PsycLIT, sociofile, ERIC, Nursing & Allied Health Literature, 1990 Census (New England), and MEDLINE.

As a member of the Cooperating Libraries of Greater Springfield, Babson Library, offers Springfield students access to eight academic libraries, a major medical center, and a major public library. It is also a member of the Central/Western Massachusetts Automated Resource Sharing (C/W MARS) network. This network primarily provides access to the library's holdings as well as locations to the 5.2 million item C/W MARS database. This is especially useful to students easing the burden of locating information.

Babson Library offers a complete Reference Service with database searching and interlibrary loans. The Reference Department enjoys an international reputation of service and understanding.

ADMISSIONS INFORMATION

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

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

EQUAL OPPORTUNITY

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

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

TIME FOR APPLYING

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

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

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

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

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

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

February 1-Admissions decision for Early Decision applicants.

February 15-Application deadline for the Physician Assistant Program.

March 1-Last Day on which all financial aid papers, including the Financial Aid Form (FAF) for Early Decision applicants, can be received.

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March 1-Last Day on which supporting credentials for Physician Assistant candidates can be received.

March 15-Financial Aid decision for Early Decision.

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

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

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

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

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

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

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

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

FRESHMAN ADMISSIONS POLICY

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

REQUIREMENTS

1. An application on the form provided by the Director of Admissions submitted within dates indicated above.
2. A record indicating satisfactory achievement in a college preparatory program in an accredited secondary school. The course distribution should show competence in English, social studies, science, and mathematics. Due to the professional nature of many of our programs, the evaluation of a candidate's high school record will be favorably affected by an emphasis upon courses which relate to the student's intended major. For instance, candidates planning to major in Biology, Chemistry/Biology, Environmental Science, Health Education, Medical Technology, Physical Education, or Physical Therapy should include additional sciences in their high school curriculum.
3. Evidence of involvement in extracurricular activities. Since Springfield seeks to educate those interested in the human service careers, involvement in out-of-class experience is not only desired, but is necessary for all candidates. This is looked upon as evidence of motivation for the major chosen. School activities (clubs and teams), community activities (churches, public, or private agencies) summer or weekend activities anything which manifests the candidate's desire for involvement with people are considered. For those anticipating the teaching field, experience as a teacher, informal though it may be and even though called by some other name (counselor, aide, leader, etc.), is appropriate. Those planning on Physical Education should show experience in athletic activities as well. Other career programs at Springfield should be preceded by appropriate relevant experience.
4. A physical examination and immunization record after acceptance. The medical form will be sent with the acceptance letter and should be returned prior to enrollment.
5. The results of the Scholastic Aptitude Test (these will be received directly from the College Entrance Examination Board) or the ACT (these will be received directly from the American College Testing Program).
6. A personal interview for each admissions applicant. Arrangements should be made with the Admissions Office.

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

TO APPLY FOR ADMISSION

1. Communicate with the Director of Admissions for necessary form.
2. File the completed application with the required \$30 application fee (non-refundable) at the Admissions Office. It should not be sent to any person other than the Director of Admissions. All credentials should be mailed to the Admissions Office, Springfield College, Springfield, MA 01109-3797.
3. All other necessary forms, including a secondary school report form for distribution and completion, are included in the 24-page application packet provided in the back of the College's Admissions Viewbook. Candidates should follow all instructions carefully, accurately, and completely. Mistakes, incomplete information, or illegible entries all serve to delay the final decision. Additional application packets can be obtained by contacting the Admissions Office, Springfield College, Springfield, MA 01109-3797.
4. While it is desirable that as many candidates visit the campus as possible, the interview may be accomplished in the applicant's community or nearby area. Springfield is fortunate to have active and sensitive alumni who are willing to serve as interviewers in their local communities. The candidate should contact the Admissions Office for an off-campus interview if this is preferable.
Appointments for on-campus interviews can be scheduled between the hours of 9:00 a.m. and 3:30 p.m. Monday through Friday. The candidate should either write or call for a definite appointment. The Admissions Office will open on Saturday mornings from 9:00 a.m. through 12:00 noon for scheduled interviews during October-March. There will be a General Information Session held for students and parents in the Admissions Office at 10:00 a.m. each Saturday. Due to a limited number of available interviews on Saturday mornings, candidates should request an appointment in advance of their visit. From February 1-April 15, only those students who have submitted their application for admission will receive a personal interview. Appointments should be made in advance.
5. Arrangements should be made to take the College Entrance Examination Board test (SAT) or the ACT. During the academic year 1993-94 the SAT will be given on the following dates (among others):

November 6, 1993
December 4, 1993
January 22, 1994

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

ADMISSIONS STAFF ACTION

The Admissions Staff begins review of applications as they become complete. Hence, it is advantageous for all candidates to complete their folders as soon as possible. Final decisions, however, will be made no later than the third week in April on all freshman candidates whose folders are completed by April 15.

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

DEFERRED ADMISSION

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

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

EARLY DECISION

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

Acceptance via the Early Decision process is binding. It is expected that applications to other colleges or universities will be withdrawn if the candidate is accepted to Springfield and, if qualified, receives a favorable financial aid award.

DEFERRED CREDIT

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

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

COLLEGE ASSIGNED CREDIT

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

TRANSFER CREDIT

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

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

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

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

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

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

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

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

A maximum of 66 semester hours of credits may be transferred from a two-year institution. Freshman Transfer If it appears that a transfer candidate will have less than 21 semester hours of credit upon enrollment, the high school transcript and the results of the Scholastic Aptitude Test or ACT should be furnished.

Courses completed 10 or more years prior to acceptance or readmission at Springfield College are subject to approval or denial as appropriate for meeting All-College Requirements, program/ major requirements, and/or elective credits following an evaluation by the Registrar in consultation with department chairperson.

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

CREDIT BEARING EQUIVALENCY OPTIONS

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

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

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

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

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

English Composition-4 credits English I (All-College Requirements)
2 credits English elective

Mathematics-3 credits Mathematics 20 and 21 elective
Natural Sciences-3 credits Science elective

Humanities-6 credits electives (All-College Requirement, Expressive Arts)

Social Science/History-6 credits non-restrictive elective
Total: 24 credits (The typical academic load for a freshman is 30-36 semester hours)

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

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

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

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

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

ALUMNI PREFERENCE

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

PROVISIONS FOR VETERANS

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

ACCREDITATION

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

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

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

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

NEW STUDENT ORIENTATION WEEK

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

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

READMISSION

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

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

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

CHANGES IN ARRANGEMENTS

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

UNDERGRADUATE STUDENT EXPENSES

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

The schedule of fees and charges described herein is not intended to indicate that charges have been finally determined for the 1994-1995 academic year or that charges and fees will not increase during the student's years at Springfield College.

The following tables give the probable cost to the average student who lives in the residence hall and takes all meals in the College dining facility for the 1993-1994 academic year.

Student Basic Charge Tuition & Fees	\$10,368
Residence Hall Room Rent	2,200
Board (Flexette Plan)	2,632*
Estimated Annual Cost	\$15,200

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

Additionally, freshmen and transfer students must pay for three items which are non-recurring. These are: Orientation Week Fee, \$52; Freshman Camp Fee, \$85; and Physical Education Uniform Fee, \$75.

APPLICATION FEE

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

ADVANCED TUITION PAYMENT

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

BOARD

The FLEX plans allow students to control their spending for meals. Students may opt for the Cheney Dining Hall, the Cafe, and various concessions. Unused funds at the end of the academic year are 100% reimbursed, however, students should note that they will be billed for *overspending* their allowance. (Unused fall term balances carry over into the spring term.) The minimum meal plan required for freshmen students is the "FLEXfavrit Plan.") The minimum meal plan required for upperclassmen who choose to live in a residence hall is the "FLEXlite Plan." (Note: This 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 halls is required of all students in the freshman, 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 1993-94 academic year, the cost of living accommodations runs from \$2,100 for most rooms to \$3,700 for some accommodations in The Living Center. Depending on a student's individual choice for room furnishings, a deposit may be required.

COURSE FEES

Students enrolled in computer, science, and skill courses are assessed a moderate laboratory fee each semester. These fees are maintained in a separate cumulative account for the purpose of purchasing sufficient expensive supplies and equipment and to pay for field trip transportation expenses to assure students a hands-on experience with modern laboratory procedures and

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apparatus. These fees also partially cover the inevitable repair and replacement costs incurred when using fragile, sophisticated devices.

NEW STUDENT ORIENTATION FEE

All freshmen and transfer students are required to attend a period of orientation activities at the beginning of their first semester at Springfield College. This extensive orientation experience is supported through a fee of \$52.

STUDENT BASIC CHARGE

Tuition & Fees

- a) The flat rate tuition fee covers 12-18 credits per semester plus basic fees. For undergraduate students this is \$10,368 per year.
- b) Part-time students (those taking 11 credits or less) and undergraduate students taking over 18 credits pay \$297 per credit.
- c) Full-time graduate students pay a flat fee of \$9,993 for tuition and fees per year. This flat fee covers 12-16 credits per semester plus basic fees.
- d) Part-time graduate students (those taking 11 credits or less) and graduate students taking over 16 credits pay \$319 per credit.

REFUND PROCEDURE

1. The Dean of Students or a designated representative shall be responsible for implementing the tuition refund policy, as well as the room & board refund policy, for credit programs. The Director of Continuing Education or a designated representative shall be responsible for implementing the tuition refund procedure, as well as the room & board refund policy, for both non-credit programs and for-credit Continuing Education programs.
2. The percentage of refund schedules below apply only to tuition . All other fees are non-refundable, except for room & board charges, which will be refunded on a pro-rated basis as determined by the date of Withdrawal.
3. The percentage of refund schedule is as follows:

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

REFUND POLICY

A. Fall and Spring Semesters:

- Canceled by the College or approved Withdrawal before 1st day of classes 100%
- Approved Withdrawal during 1st week of classes 80%
- Approved Withdrawal during 2nd week of classes 60%
- Approved Withdrawal during 3rd week of classes 40%
- Approved Withdrawal during 4th week of classes 20%
- Approved Withdrawal after 4th week of classes 0%

B. Summer Semester (i.e. six-week First Session and Second Session):

- Canceled by the College or approved Withdrawal before 1st day of classes 100%
- Approved Withdrawal during 1st week of classes 67%
- Approved Withdrawal during 2nd week of classes 33%
- Approved Withdrawal after 2nd week of classes 0%

C. Intersession and three-week Summer Mini Session:

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

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

4. Special refund procedures and percentage schedules may be determined by the Dean of Students or a designated representative for special programs and courses that do not correspond to the normal fall, spring, summer, and Intersession schedules. These refund procedures will be available in the Dean of Students Office and the Continuing Education Office during the registration period for these special programs or courses.
5. The percentage of refund is based upon the date of receipt of the appropriate Withdrawal form or notification:

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- (A) In the Office of the Dean of Students (or the office of the Dean's designated representative) for the fall and spring terms, or
- (B) In the Office of the Registrar (or the office of the Registrar's designated representative) for the Intersession and summer terms.

PAYMENTS

Tuition, fees, and other charges are payable when due. Checks or money orders should be made payable to Springfield College. There is a penalty charge of \$25.00 per check for all checks returned by the payer's bank. A late charge of \$25.00 will be charged for each month that a payment is past due.

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

STUDENT FINANCIAL AID

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

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

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

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

- Grants-The College provides non-repayable grants to students on the basis of need, academic potential, and leadership potential.
- Loans-The College is a participating member of the Perkins Loan (NDSL) Program which provides Federal funds to the College for individual loans for undergraduate students. Also available is the Federal Stafford Student Loan, a subsidized program. In addition, the College provides information on commercial organizations which loan money for educational purposes.
- Student Employment-A large number of students are employed on a part-time basis by the College. The student may also find work off campus in private nonprofit enterprises, and in public or private agencies. The College also participates in the Federal College Work-Study Program. Our Co-operative Education program is available to students in good academic standing and who have attained sophomore level or above. Students can learn career-related skills and earn approximately \$1,400 to \$1,800 per semester by working in positions with local businesses and human service agencies related to their academic programs. This is an excellent way to gain professional experience and understanding as well as earning money. The Co-op Office is located in the Career Center.

ADMINISTRATION OF FINANCIAL AID

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

TERMS OF FINANCIAL ASSISTANCE

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

- Need-In all cases where financial aid is sought, the College subscribes to the principle that the assistance should be given to the student, who, without such aid, would be unable to attend college and further that the family of a student is expected to make a maximum effort to assist with college expenses. Financial assistance from the College and other sources should be viewed only as supplementary to the efforts of the family. The total financial assistance a student receives cannot exceed need as determined by the Financial Aid Office.
- Academic Achievement-Incoming students must give evidence through academic records and the admission process of ability to achieve success in college. Upperclass candidates must be in good academic standing at the time of application.
- Leadership-The recipient shall show evidence of leadership by participation in school and/or community activities.

PROCEDURE

Required Forms: All financial aid applicants must submit the following forms to be considered for College-controlled assistance:

- Free Application for Federal Student Aid (FAFSA) (Required for all Federal/state funds.)

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- College Scholarship Service Financial Aid Form (CSS-FAF) (Required for all Springfield College funds.)
- Springfield College Financial Aid Application
- Student Federal tax return
- Parent Federal tax return (for dependent students)

NOTE: Incoming students must be accepted for admission prior to the determination of financial aid eligibility. All incoming applicants for admission will be sent a financial aid application packet.

APPLICATION DEADLINES

March 1-Early Decision freshmen

April 1-Freshmen students

May 1-Transfer and returning undergraduate students

FINANCIAL AID POLICY

The College makes admissions decisions without regard for your ability to pay educational expenses. All information in your financial aid file is considered confidential.

Unless otherwise indicated, aid is awarded on the basis of full time enrollment (minimum of 12 credit hours per semester). Aid awards are subject to adjustment and cancellation if you do not enroll full time.

The total financial assistance you receive cannot exceed your need as determined by the Financial Aid Office. You are required to advise the Financial Aid Office of outside scholarship aid. If there is a gap between your calculated need and the amount of aid in your financial aid package, your outside scholarship will be allowed to fill that unmet need. If your need has been met, outside aid will reduce the loan component of your financial aid package first.

You must make satisfactory academic progress toward your degree to continue to receive financial aid (see section on "What Is Satisfactory Academic Progress?"). An award can be canceled during the academic year for failure to meet the academic requirements of the award, for conduct inconsistent with the standards of the College, for failure to enroll, or if incorrect information was provided in the application process.

You must complete the financial aid application process for each academic year you need assistance. Renewal of awards is contingent upon the continued demonstration of financial need and availability of funds. Students who have received SC funds in the prior academic year will be given preference in the renewal process. We cannot guarantee the availability of college funds to all needy students.

You are responsible for filing properly completed forms by the published deadline dates. Failure to complete the process in the required time may jeopardize your eligibility for assistance. You must also provide all documentation requested by our Financial Aid Office. Failure to comply may result in a denial of assistance to you. All applicants must apply to the Pell Grant Program and to their home state scholarship program. Aid is awarded on the basis of financial need and academic standing subject to Federal, state, and College policies. Any change in your enrollment, financial, marital, or residential status must be promptly reported to our Financial Aid Office. 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 will be reported to the appropriate authorities.

Your account will be credited when all documentation has been submitted and verification is complete. Students on paid internships may not be eligible to receive Springfield College awarded assistance. Pell Grants and Stafford Loans may be awarded subject to program regulations. Students receiving tuition remission are not eligible for Springfield College grants.

WHAT IS SATISFACTORY ACADEMIC PROGRESS?

Recipients of need-based financial assistance must make satisfactory academic progress toward their degree. A student normally takes 30-34 credit hours per academic year. At the end of each academic year, the student's academic record is evaluated. This evaluation involves an assessment of the quantitative progress (credit hours earned) and the qualitative achievement

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(cum. index). You can receive Springfield College-controlled financial aid for eight semesters. Unusual medical or personal circumstances may extend eligibility. Requests to extend eligibility must be made in writing.

To be eligible for financial assistance, full-time students should earn 24 credits per year and meet the following standards.

Year	Cum. Index	Credit Hours Earned
Pre-sophomore	1.70	26
Pre-junior	1.85	58
Pre-senior	1.95	91

RESIDENCE LIFE

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

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

New students often start off in the large coeducational halls, Gulick or International. The many functions in these buildings facilitate the meeting of new friends. As students become juniors and seniors, they often choose to live with friends in one of the on-campus apartments for more independent living.

The Townhouse complex has twenty apartments which provide housing for 180 upperclass students. Each unit is cable-ready and air-conditioned. The combination of single bedrooms and common kitchen and living rooms provides for both privacy and socialization.

The Living Center, a coeducational complex providing apartments for 3-6 upperclass students each, is also cable-ready and air-conditioned. The Center has a single main entrance and a large lounge to facilitate student interaction and socialization. Each of the apartments is fully furnished with both single and double student rooms, a living room, and kitchenette. The meal plan is optional for residents in both the Living Center and the Townhouses.

CAREER SERVICES

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

To help students integrate classroom study with purposeful career development, Career Services offers a career mentorship program, career counseling and presentations, and skill-building workshops. This extensive resource center provides internship and job listings, employer information, and computerized career guidance software. Through these avenues, students gain direction and confidence, and enhance their overall development thus enabling them to take charge of their careers.

The Cooperative Education Program places students in paid positions relating to their academic program and career interests (see more information under "Financial Aid").

ATHLETICS AT SPRINGFIELD

Springfield College has a long and distinguished athletic tradition which encompasses over a century of athletic competition and includes outstanding student-athletes, coaches, and

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administrators. Many have been nationally known contributors to the world of sport such as James Naismith who invented the game of basketball on the SC campus in 1891; Amos Alonzo Stagg, known as "The Dean of Football Coaches;" and William G. Morgan, generally credited with the development of the game of volleyball. Even the legendary Knute Rockne taught here during the summer.

More recent graduates include current Washington Redskins General Manager Charlie Casserly; Sacramento Kings Head Coach Garry St. Jean; Ohio State Head Women's Basketball Coach Nancy Darsch; internationally recognized Dr. Mimi Murray; former Syracuse University and New England Patriots Head Coach Dick MacPherson; and the "Father of Three-Point Basket" for college basketball, the late Dr. Ed Steitz.

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

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

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

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

The College's highly-regarded women's varsity program consists of 12 sports: basketball, cross country, field hockey, golf, gymnastics, lacrosse, soccer, softball, swimming/diving, tennis, track/field (indoor and outdoor), and volleyball.

Separate sub-varsity teams compete in baseball, football, field hockey, men's and women's soccer, and softball. Students are permitted to play on one team per season and must maintain full-time undergraduate standing.

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

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

1. Graduate from high school;
2. Attain a grade-point average of 2.0 (based on a maximum of 4.0) in a successfully completed core program of at least 11 academic courses (this core curriculum includes at least three years in English, two in mathematics, two in social science, and two in natural or physical science, including at least one laboratory class, if offered by the high school);
3. Achieve a 700 combined score on the SAT verbal and math sections or a 17 composite score on the ACT.

SC currently competes on the NCAA Division II level with the exception of Division I women's field hockey. However, in keeping with the College's educational and broad-based sports programs philosophies, *all* of our varsity teams will compete in Division III by September, 1995. Springfield also offers an extensive intramural athletic program for men, women, and coed teams that features competition in basketball, 3-on-3 basketball, flag football, field hockey, floor hockey, ultimate Frisbee, box lacrosse, racquetball, soccer (indoor/outdoor), softball, team tennis, triathlon,

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volleyball, innertube water polo, wallyball, and tug-of-war. Students also have the opportunity to participate in extramural competitions and tournaments with local colleges. More than 90% of the student body participates in the intramural program at the College.

PROGRAMS OF STUDY

1994-95 All-College Requirements

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

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

Please note that a course may satisfy only one category in the All-College Requirements. Also, courses can be added to and deleted from the following menus. The Registrar's Academic Schedule (which will be available when you arrive on campus) will have further details.

"Writing Across the Curriculum" is an integral part of the ACR. Students must take one writing course in their junior year and one their senior year.

HUMANICS AND THE ALL-COLLEGE REQUIREMENTS

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

I. HUMANICS AND SCIENTIFIC ENDEAVOR (9-10 S.H.)

The educated person will know, understand, and nurture the scientific and logical dimensions of people and the environment in which they live.

One course from each subgroup:

A. NATURAL SCIENCE 3-4 S.H.

The All-College Requirement in Science is fulfilled by curricular study that provides students with general theory in the natural sciences and exposes them to critical thinking and analysis via the scientific method applied in both theory and experiment.

PHSC 1:	Physical Science & the Environment
PHYS 15:	Physics for Movement Science
PHYS 21 & 22:	General Physics
BIOL 1:	Basic Concepts of Modern Biology
BIOL 4 & 5:	Bioscience
BIOL 10:	Mammalian Anatomy & Physiology I: Functional Anatomy
BIOL 11:	Mammalian Anatomy & Physiology II: Structure & Function of Organ Systems
CHEM 1 & 2:	General Chemistry
CHEM 6:	World of Chemistry
CHEM 15:	Chemistry Survey

B. MATH 3-4 S.H.

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

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MATH 16 & 17:	Introduction to College Mathematics (for Early Childhood and Elementary Education majors)
MATH 20:	Fundamentals of Mathematics
MATH 21:	College Algebra
MATH 22:	Precalculus Mathematics
MATH 23:	Business Mathematics
MATH 25:	Calculus for Business & Social Sciences
MATH 27 & 28:	Calculus I & II

C. COMPUTER SCIENCE 3 S.H.

The All-College Requirement in Computer Science is fulfilled by curricular study that provides students with a minimum level of proficiency and understanding of the hardware components of a computer system and its use through the utilization of applications of software and elementary programming and computer ethics.

CISC 10:	Introduction to Computer Concepts
CISC 20:	Introduction to Computer-Based Management Systems
CISC 65:	Programming in BASIC
CISC 70:	Introduction to Computer Science with Pascal

II. HUMANICS, HEALTH, AND MOVEMENT (7 S.H.)

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

A. HEALTH 3 S.H.

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

HLTH 1:	Introduction to Personal Health
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B. PHYSICAL EDUCATION 4 S.H.

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

PEAC 100 or PEPC 100:	Fit For Life
Three semester hours from PEAC, PEPC, and/or PEAI courses	

III. HUMANICS AND EXPRESSIVE AND COMMUNICATIVE LIFE (14-17 S.H.)

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

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

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

ENGL 1 & 2:	Written & Oral English
ENGL 3 & 4:	Written & Oral English
ENGL 5 & 6:	Written & Oral English

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 reading, critical analysis, and discussion of literary texts.

ENGL 15:	Readings in Literature
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ENGL 41 & 42:	Survey of American Literature
ENGL 51 & 52:	Survey of Afro-American Literature
ENGL 61 & 62 & 63:	Survey of English Literature
ENGL 80:	Women & Literature
ENGL 121:	Chaucer & the Middle Ages
ENGL 125:	Survey of American Drama
ENGL 132:	The Victorian Period
ENGL 133:	English Romantic Literature
ENGL 146:	American Short Story
ENGL 149:	Modern American Poetry
ENGL 150:	Modern American Novel
ENGL 153:	American Romanticism
ENGL 156 & 157:	Readings in the English Novel
ENGL 162:	Celtic Literature

C. SECOND LANGUAGE/CULTURE 2-3 S.H.

The All-College Requirement in Second Language/Culture is fulfilled by curricular study if a significant portion of its course content is the teaching of language and elements of culture.

FREN 11 & 12:	Elementary-Advanced Elementary French
FREN 21 & 22:	Intermediate-Advanced Intermediate French
FREN 33:	The Culture of France & French-Speaking Nations
SPAN 11 & 12:	Elementary-Advanced Elementary Spanish
SPAN 21 & 22:	Intermediate-Advanced Intermediate Spanish
SPAN 33:	Peninsular Culture & Language
SPAN 34:	Latin American Culture & Language
GERM 33:	German Culture & Language
RHAB 278:	Manual Communication With the Deaf
RHAB 279:	Advanced Manual Communication

D. VISUAL AND PERFORMING ARTS 3 S.H.

The All-College Requirement in Visual and Performing Arts is fulfilled by curricular study that gives students an understanding of the creative process and exposes them to aesthetic experiences. This can be accomplished through guided exposure to and/or the creation of works of art.

ARTS 1:	Introduction to Crafts
ARTS 2:	Acting
ARTS 3:	Studio in Painting
ARTS 5:	Sensitivity & the Creative Process
ARTS 6:	Stage Production
ARTS 10:	Directing Workshops
ARTS 14:	Studio in Printmaking
ARTS 15:	Studio in Drawing
ARTS 16:	Studio in Design
ARTS 20:	Studio in Sculpture
ARTS 21 & 22:	Dramatic Workshop
ARTS 25:	Studio in Photography
ARTS 26:	Studio in Pottery
ARTS 28:	Urban Ecology & 3-D Design
ARTS 30:	Studio in Computer Graphics
ARTS 106:	Figure Drawing
ARTS 117:	European Art from Prehistory to the 18th Century
ARTS 118:	Modern European Art
ARTS 119:	American Art 1700-1900
ARTS 120:	American Art of the 20th Century
DANC 1:	Dance Appreciation
DANC 10:	Laban Movement Analysis
DANC 20:	Teaching Dance
DANC 30:	Ballet Theory & Technique I
DANC 40:	Modern & Post-Modern Dance
DANC 140:	Dance Performance Practicum

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MUSC 1:	Basic Musicianship
MUSC 8:	Music Appreciation
MUSC 12:	SC Singers
MUSC 13:	SC College Band
MUSC 15:	SC Small Ensembles
MUSC 20:	Basic Piano
MUSC 21:	Basic Guitar
MUSC 30:	Applied Music I
PEAC 127:	Ballet I
PEAC 133:	Dance-Modern
PEAC 137:	Dance-Tap
PEAC 138:	Fundamentals of Rhythm
ENGL 26:	Creative Writing
ENGL 106:	Advanced Creative Writing
ENGL 143:	Film as a Narrative Art
ENGL 144:	Special Topics in Narrative Film

IV. HUMANICS, CULTURE, AND SOCIETY (8-9 S.H.)

The educated person will know, understand, and nurture the relationship of oneself to the community and to 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

HIST 2: The Making of the Modern World

B. SOCIAL SCIENCE 3 S.H.

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

ANTH 50: Cultural Anthropology

GEOG 100: Concepts of Geography

GEOG 101: Cultural Geography

HIST 6: The Civil War to Modern America

POSC 1: People & Politics

SOCI 1: Introduction to Sociology

C. SOCIAL JUSTICE ISSUES 2-3 S.H.

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

EDUC 137: Multicultural Foundations of Education

RHAB 31: Psychology of Disability

RHAB 40: Independent Living Rehabilitation

PHED 108: Adapted PE Programming

ENGL 51: Survey of Afro-American Literature I

ENGL 52: Survey of Afro-American Literature II

ENGL 80: Women & Literature

V. HUMANICS AND THE SEARCH FOR MEANING (6 S.H.)

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

A. PHILOSOPHY 3 S.H.

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

- PHIL 3: Conflict of Ideals: Values in a Changing Society
- PHIL 5: Introduction to Philosophy
- PHIL 6: Ethics
- PHIL 8: Practical Logic

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.

- RELI 4: Religion In America
- RELI 5: Introduction to the Old Testament
- RELI 6: Introduction to the New Testament
- RELI 8: Christian Biographies
- RELI 9: Religious Experience of Humanity

NOTE: *In the sections that follow, the term "elective" refers to courses students can freely choose from throughout the College's offerings while the term "selectives" refers to choices students can make from a provided list of options.*

VISUAL AND PERFORMING ARTS

ART MAJOR

The Art Majors offer all students the opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations. Graduates of these majors will find they are well prepared for the many new professional career-oriented opportunities available to them in art. It is the underlying philosophy of this major that students maturing as artists have a responsibility to share and lead in developing a better and more meaningful society. This commitment by the Art Department, its faculty, and its students to artistic and social responsibility is the essence of the Springfield College Humanics Philosophy. The prime objectives of the Art Major are:

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

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

All students have the opportunity to select an internship/fieldwork placement early in their educations. This unique opportunity to experience the job situation in the "real" world is of great value in helping students make realistic choices about their intended future professional life. A full spectrum of studio courses affords students the development of their personal talents in the visual arts. An assortment of methods, techniques, materials, and philosophies challenge the Art majors to express themselves to their fullest potential. Advanced studio courses in painting, printmaking, sculpture, ceramics, and computer graphics can lead to graduate degree programs in each of these disciplines.

Portfolio presentation: Whenever possible, prospective students are to arrange to meet with the Chairperson of the Art Department with their art portfolios. Details of portfolio preparation and other related information can be obtained by contacting: Prof. William Blizzard, Chairman, Visual and Performing Arts Department, (413) 748-3300.

- I. ALL-COLLEGE REQUIREMENTS (see page ##)
- II. DEPARTMENTAL REQUIREMENTS (depending upon program)

AREAS OF CONCENTRATION

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

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

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

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

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

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

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

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

ART THERAPY MAJOR

(130 Semester Hours)

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

Graduates will be prepared for work in a variety of settings including private psychiatric hospitals and clinics, community mental health centers, geriatric centers, drug and alcohol clinics, nursing homes, half-way houses, and prisons. Some may choose to work in private or public schools and institutions for emotionally disturbed, learning disabled, retarded, brain damaged, deaf, blind, physically handicapped, and multiply disabled children.

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

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

II. DEPARTMENT REQUIREMENTS

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

III. ART HISTORY REQUIREMENT (choose one.)

- ARTS 117: European Art From Pre-Historic to the 18th Century
- ARTS 118: Modern European Art

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- ARTS 119: American Art 1700-1900
- ARTS 120: American Art of the 20th Century

IV. ART THERAPY REQUIREMENT

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

V. REQUIRED NON-ART COURSES

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

VI. RECOMMENDED COURSES IN PSYCHOLOGY

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

VII. RECOMMENDED COURSES IN REHABILITATION AND RECREATION & LEISURE SERVICES

- RHAB 31: Psychology of Disability
- RHAB 250: Action Oriented Therapies
- RLSR 72: Introduction to Therapeutic Recreation
- RLSR 274: Child Life Concepts & Theories in Working With the Hospitalized Child

VIII. OPTIONS TO CONSIDER IN CONSULTATION WITH ADVISOR:

Students wishing to acquire a minor in art education, psychology, or rehabilitation counseling must complete a total of 18 semester hours of specific courses in those academic areas. (Please see your advisor as soon as possible to work out details.)

NOTE: *Students need a minimum of 12 semester hours of credit in psychology for entrance to many of the graduate schools in art therapy. They also need a portfolio of their own art work. Journals, case studies, and client art done as part of practicum and fieldwork experiences should also be presented as part of the graduate school admission package.*

VISUAL AND PERFORMING ARTS MINORS

ART MINOR

(24-26 Semester Hours)

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

I. DEPARTMENT REQUIREMENTS

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

II. ELECTIVES IN ART (choose two)

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

III. ELECTIVES IN ART (minimum of 4-6 s.h.)

- ARTS 1: Introduction To Crafts

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ARTS 25:	Studio In Photography
ARTS 26:	Studio In Pottery
ARTS 118:	Modern European Art
ARTS 150:	Advanced Studio In Art

ART THERAPY MINOR

(29 Semester Hours)

Springfield College offers a minor in art therapy for students who wish to develop these skills and utilize them in their major areas of study. The CORE includes a well-rounded curriculum of creative art, art history, and art therapy.

I. DEPARTMENT REQUIREMENTS

II. STUDIO ART REQUIREMENTS

ARTS 1:	Introduction to Crafts
ARTS 3:	Studio in Painting
ARTS 5:	Sensitivity and the Creative Process
ARTS 15:	Studio in Drawing
ARTS 16:	Studio in Design
ARTS 26:	Studio in Pottery

III. ART THERAPY REQUIREMENTS

ARTS 40:	Introduction to Art Therapy
ARTS 50:	Ethics & Assessment in Art Therapy
ARTS 100:	Methods & Materials in Art Therapy
ARTS 200:	Art Therapy with Special Needs Populations

IV. ART ELECTIVES (3 S.H. from courses listed below)

ARTS 14:	Studio in Printmaking
ARTS 20:	Studio in Sculpture
ARTS 25:	Studio in Photography
ARTS 26:	Studio in Pottery
ARTS 106:	Figure Drawing
ARTS 117:	European Art to 18th Century
ARTS 118:	Modern European Art
ARTS 119:	American Art 1700-1900
ARTS 120:	American Art of the 20th Century
ARTS 150:	Advanced Studio in Art

DANCE MINOR

(20-21 Semester Hours)

Springfield College offers a minor in dance for students who wish to continue the study of dance. The CORE of the dance minor is designed to provide a well-rounded overview and experience of dance. The electives in the dance minor require students to further their study into one area of application, i.e., teaching, therapy, or performance.

I. DEPARTMENT REQUIREMENTS

DANC 1:	Dance Appreciation
DANC 10:	Laban Movement Analysis
DANC 20:	Choreography I
DANC 30:	Ballet Theory & Technique I
DANC 40:	Modern & Post-Modern Dance
DANC 50:	Jazz Dance Theory & Technique I

II. ELECTIVES IN DANCE

DANC 100:	Teaching Dance
DANC 120:	Introduction to Dance & Somatic Movement Therapy
DANC 140:	Dance Performance Practicum
ARTS 122:	Visual & Performing Arts Production

MUSIC MINOR

(18 Semester Hours)

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Springfield College offers a minor in music for students who wish to develop their music skills and utilize music in their major areas of study.

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

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

I. DEPARTMENT REQUIREMENTS

- MUSC 1: Basic Musicianship
- MUSC 20: Basic Piano
- MUSC 30: Applied Music I

II. CONCENTRATION SELECTIVES (choose two)

- MUSC 8: Music Appreciation
- MUSC 140: Eclectic Music with Children
- MUSC 141: Eclectic Music with Special Populations

III. ENSEMBLE SELECTIVES (choose one)

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

ATHLETIC TRAINING

(132 s.h.)

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

In addition to prescribed course work, students will complete a minimum of 800 clock hours of clinical experience under the direct supervision of NATA certified athletic trainers. This practicum 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 the Springfield College athletic training rooms as well as several off-campus NATA-approved affiliate settings including high schools and colleges.

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

In addition to the All-College requirements and the Athletic Training CORE, students (with direction from their advisors) develop a Track CORE. This Track CORE (approximately 18-20 semester hours) consists of a series of courses that supports the Athletic Training major. Examples of Tracks include psychology, health/fitness, emergency medical services management, and prerequisites for graduate school. It is possible to complete a minor or a double major in specific areas, however, this may require the completion of more than 132 semester hours required for graduation.

ATHLETIC TRAINING MAJOR

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

II. ATHLETIC TRAINING CORE

- ATRN 95: Introduction to Athletic Training

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ATRN 125:	Basic Prevention & Care of Athletic Injuries
ATRN 126:	Advanced Prevention & Care of Athletic Injuries
ATRN 196 & 197:	Practicum in Athletic Training
ATRN 205:	Athletic Injury Rehabilitation & Therapeutic Exercise
ATRN 207:	Athletic Injury Rehabilitation & Therapeutic Modalities
ATRN 297:	Athletic Training Senior Fieldwork
ATRN 298:	Senior Seminar
BIOL 10 & 11	Anatomy & Physiology I & II
CHEM 15:	Chemistry Survey
HLTH 1:	Introduction to Personal Health
EMSM 5:	EMT
HFIT 130:	Health Fitness Teaching Methodology OR
PSYC 4:	Educational Psychology
HLTH 151:	Introduction to Nutrition
HLTH 160:	Drugs & Society
HLTH 275:	Stress Management
MOST 5:	Motor Learning & Development
MOST 103:	Physiology of Exercise
MOST 119:	Kinesiology & Biomechanics
MOST 210:	Assessment in Movement & Sport
PEAC 120:	Relaxation
PEPC 100:	Fit For Life
PEPC 110:	Conditioning & Fitness
PHYS 15:	Physics for Movement Science
PSYC 1:	Introduction to Psychology
PSYC 222:	Interviewing & Counseling

III. OTHER TRACK CORE (see explanation above)

- MOSK 1 Outdoor Pursuits
- Two semester hours of skills courses
- Eighteen to twenty semester hours in a specialized area

BIOLOGY MAJOR

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

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

II. DEPARTMENT REQUIREMENTS

- A. BIOL 4 & 5: Bioscience
- B. A MINIMUM OF ONE COURSE FROM EACH OF THE FOLLOWING CATEGORIES:
 - 1. Biology of the Cell/Organism
 - BIOL 80: Genetics
 - BIOL 115 & 116: Microbiology
 - BIOL 208: Cell Biology
 - 2. Biology of Plants
 - BIOL 65: Introductory Horticulture
 - BIOL 70: Plant Biology
 - BIOL 160: Plant Physiology
 - 3. Biology of Animals
 - BIOL 60: Vertebrate Biology
 - BIOL 90 & 91: Human Structure & Function
 - BIOL 181: Animal Growth & Development
 - 4. Ecology
 - BIOL 64: Flora of New England
 - BIOL 77: Field Ornithology
 - BIOL 150 : General Ecology

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- BIOL 178: Aquatic Biology
- BIOL 190: Field Ecology
- 5. Evolution
 - BIOL 188: Comparative Vertebrate Anatomy
 - BIOL 220: Comparative Cellular Physiology
 - BIOL 235: Evolution

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

C. SCIENCE AND MATHEMATICS COURSES:

- CHEM 1 & 2: General Chemistry
- CHEM 21 & 22: Organic Chemistry
- CHEM 23 & 24: Organic Chemistry Laboratory
- PHYS 21 & 22: General Physics
- MATH 21 & 22: College Algebra-Precalculus OR
- MATH 27 & 28: Calculus I & II

D. ELECTIVES (with these electives, a total of 130 semester hours is needed for graduation)

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

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

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

BIOLOGY MINOR-GENERAL

(18 s.h.)

I. CHOOSE ONE COURSE FROM EACH OF THE FOLLOWING CATEGORY:

A. INTRODUCTORY BIOLOGY

- BIOL 1: Basic Concepts in Biology
- BIOL 4 & 5: Bioscience

B. BIOLOGY OF PLANTS

- BIOL 65: Introductory Horticulture
- BIOL 70: Plant Biology
- BIOL 160: Plant Physiology

C. ANATOMY AND PHYSIOLOGY

- BIOL 10 & 11: Mammalian Anatomy & Physiology
- BIOL 90 & 91: Human Structure & Function

D. ECOLOGY

- BIOL 64: Flora of New England
- BIOL 77: Field Ornithology
- BIOL 150: General Ecology
- BIOL 178: Aquatic Biology
- BIOL 190: Field Ecology

E. CHEMISTRY

- CHEM 1 & 2: General Chemistry
- CHEM 15: Chemistry Survey

F. PHYSICS

- PHYS 15: Physics for Movement Sciences
- PHYS 21 & 22: General Physics

II. ONE BIOLOGY ELECTIVE

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

BUSINESS MANAGEMENT MAJOR

The Business Management Major addresses itself to the increasing need for managerial skills and techniques of business demanded by both the institutions of commerce and finance and the human-helping agencies. By offering a combination of the traditional business core and exposure

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to the applied and behavioral science strengths of the College, the major educates students for entry positions in a wide variety of people-oriented management careers.

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

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

II. DEPARTMENT REQUIREMENTS

Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

BUSM 202S:	Business Policy & Control
BUSM 201:	Quantitative Methods
BUSM 205:	Managerial Supervision
ECON 135:	Business, Government, & Society

III. FREE ELECTIVES (chosen in consultation with academic advisor)

CHEMISTRY/BIOLOGY

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

CHEM/BIO MAJOR

(130 Semester Hours)

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

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

II. DEPARTMENT REQUIREMENTS

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

III. SCIENCE SELECTIVES (choose a minimum of three)

BIOL 70:	Plant Biology
BIOL 90&91:	Human Structure & Function
BIOL 115&116:	Microbiology*
BIOL 150:	Ecology
BIOL 165:	Plant Physiology
BIOL 170:	Lab Instrumentation & Methodology
BIOL 181:	Animal Growth & Development
BIOL 188:	Comparative Vertebrate Anatomy
BIOL 208:	Cell Biology*
BIOL 220:	Cellular & Comparative Physiology

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

*If not used as a required course.

IV. DEMONSTRATED PROFICIENCY IN A COMPUTER LANGUAGE.

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

BIO/CHEMICAL TECHNOLOGY MAJOR

(130 Semester Hours)

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

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

II. DEPARTMENT REQUIREMENTS

BIOL 4&5:	Bioscience
BIOL 80:	Genetics
BIOL 115&116:	Microbiology
BIOL 170:	Lab Instrumentation & Methodology
CHEM 1&2:	General Chemistry
CHEM 30:	Organic Chemistry Survey
CHEM 31:	Organic Chemistry Survey Lab
CHEM 32:	Biological Chemistry
CHEM 33:	Biological Chemistry Lab
CHEM 41:	Quantitative Analysis
CHEM 42:	Quantitative Analysis Lab
MATH 21 & 22:	Algebra & Precalculus Mathematics OR
MATH 27 & 28:	Calculus I & II
PHYS 21 & 22:	General Physics

III. SCIENCE SELECTIVES (choose a minimum of three)

BIOL 70:	Plant Biology
BIOL 90 & 91:	Human Structure & Function
BIOL 150:	General Ecology
BIOL 165:	Plant Physiology
BIOL 181:	Animal Growth & Development
BIOL 188:	Comparative Cellular Physiology

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BIOL 208:	Cell Biology
BIOL 220:	Cellular & Comparative Physiology
CHEM 110:	Physical Chemistry with Biological Applications
CHEM 111:	Physical Chemistry Laboratory

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

IV. DEMONSTRATED PROFICIENCY IN A COMPUTER LANGUAGE

V. ELECTIVES

COMPUTER AND INFORMATION SCIENCES

The Computer and Information Sciences Major at Springfield College is a professional program of study which includes three tracks of study: Management Information Systems, Computer Science, and Medical Information Science. Students can postpone their decision of which track to follow until the end of the freshman year without any significant impact on their program curriculum.

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

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

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

In the Computer Systems Seminar course, students are provided with the opportunity to enrich their knowledge of computer systems by pursuing areas of study such as artificial intelligence, new programming languages, and advanced computer architecture.

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

COMPUTER AND INFORMATION SCIENCES MAJORS

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

II. DEPARTMENT REQUIREMENTS

CISC 20:	Introduction to Computer-Based Management Systems*
CISC 40:	The World of Microcomputers
CISC 70:	Introduction to Computer Science with Pascal
CISC 100:	Data Structures
CISC 110:	Database Development & Management
CISC 150:	Computer Logic Design
CISC 155:	Data Communications
CISC 205S:	Computer Systems Seminar

* All-College Requirement

III. PROGRAM TRACKS

A. MANAGEMENT INFORMATION SYSTEMS

BUSM 10 & 11:	Principles of Accounting I & II
BUSM 26:	Principles of Management

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

B. COMPUTER SCIENCE

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

C. MEDICAL INFORMATION SCIENCE

BIOL 4&5:	Bioscience
BIOL 170:	Laboratory Instrumentation & Methodology
BUSM 26:	Principles of Management
BUSM 205:	Managerial Supervision
CHEM 1 & 2:	General Chemistry
CISC 95:	Computer Organization
CISC 120:	Systems Analysis & Software Design
CISC 170:	Computer Architecture
CISC 190:	Operating Systems Analysis
HSAD 36:	Introduction to Group Dynamics
MATH 25:	Calculus for Business & Social Science
MATH 40:	Contemporary Mathematics
MATH 50:	Linear Algebra
MATH 130:	Probability & Statistics
PHYS 21 & 22:	General Physics
PSYC 1:	Introduction to Psychology
SOCI 155:	Medical Sociology

IV. ELECTIVES

COMPUTER SCIENCE MINOR

I. PREREQUISITE (at least one of the following courses)

MATH 21:	College Algebra
MATH 22:	Precalculus Mathematics
MATH 40:	Contemporary Mathematics
MATH 50:	Linear Algebra

II. DEPARTMENT REQUIREMENTS:

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

III. ELECTIVES (choose any four of the following courses)

CISC 68:	Computer Programming in FORTRAN
CISC 95:	Computer Organization

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

COMPUTER PROGRAMMING MINOR

I. PREREQUISITE (at least one of the following courses)

MATH 21:	College Algebra
MATH 22:	Precalculus Mathematics
MATH 27:	Calculus I
MATH 40:	Contemporary Mathematics
MATH 50:	Linear Algebra

II. DEPARTMENT REQUIREMENT

CISC 65:	Computer Programming in BASIC
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III. ELECTIVES (choose any five of the following courses)

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

EDUCATION

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

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

EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION PROGRAMS

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

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

NOTE: *Some required courses meet All-College requirements. Consult your advisor.*

II. DEPARTMENT REQUIREMENTS

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

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

III. PROFESSIONAL PREPARATION CORE

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

IV. EARLY CHILDHOOD CORE

EDUC 126:	Curriculum Experiences
EDUC 135:	Teaching Math Concepts

V. ELEMENTARY CORE

EDUC 177:	CMO-Mathematics
EDUC 178:	CMO-Science, Social Studies, & Language Arts

VI. INTERDISCIPLINARY STUDIES OPTIONS

There are four interdisciplinary studies options: Fine Arts Education; Psycho-social Dynamics of Learning; Science, Technology, and Mathematics; and Social Studies. Each student will select one option and meet the requirements specified in that option which are designed to provide a broad-based, interdisciplinary specialization related to pre-secondary curricula. It should be noted that some of the courses included in the All-College Requirements and the General CORE may be prerequisites to or included in a particular interdisciplinary option. While these options vary slightly in the number of required credits, all are in compliance with the specifications of the Massachusetts Bureau of Teacher Certification and the College's specifications for a major. Each option requires approximately 33 semester hours of credit, not including courses that meet All-College Requirements the or General CORE.

Option 1: FINE ARTS MAJOR

I. ART, MUSIC, LANGUAGE, AND LITERATURE INTERDISCIPLINARY MAJOR REQUIREMENTS:

ARTS 5:	Creative Process
ARTS 16:	Studio in Design
ARTS 109:	Art & Ideas
ARTS 147:	Art for Children
ENGL 195:	Structure of American English OR
ENGL 197:	History of the English Language
ENGL 220:	Traditional Grammar Usage
ENGL 41 or 42:	Survey of American Literature OR
ENGL 61, 62, or 63:	Survey of English Literature I, II, or III
MUSC 1:	Basic Musicianship
MUSC 8:	Music Appreciation (or INST music) course
MUSC 20:	Basic Piano
MUSC 140:	Eclectic Music for Children

A. CONCENTRATIONS (additional 6 S.H. required):

1. ART

ARTS 15:	Studio in Drawing
Elective course	Painting, Pottery, or Sculpture.

2. ENGLISH

ENGL 195:	Structure of American English OR
ENGL 197:	History of the English Language
ENGL 220:	Traditional Grammar & Usage
ENGL 41 or 42:	Survey of American Literature OR
ENGL 61, 62, or 63:	Survey of English Literature I, II or III

For concentration in English, students would also take Advanced Writing or Advanced Speech. Further course work would include the options above that were not selected as required courses, e.g., a student who took ENGL 41 as a requirement would elect ENGL 42, 61, 62, and/or 63.

3. MUSIC

One s.h. per semester for three semesters in Applied Music (an additional fee is charged for these) and 1 s.h. per semester for three semesters in Performing Music. For the concentration in art, students would also take ARTS 15: Studio in Drawing for 3 s.h. and would continue to specialize with courses in painting, pottery, or sculpture.

Option 2: PSYCHO-SOCIAL DYNAMICS OF LEARNING

I. PSYCHOLOGY, SOCIOLOGY, ART, ANTHROPOLOGY INTERDISCIPLINARY MAJOR REQUIREMENTS

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

II. ELECTIVES (choose two of the following)

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

Option 3: SCIENCE, TECHNOLOGY, MATHEMATICS

I. COMPUTER INFORMATION SCIENCE, MATHEMATICS, AND SCIENCES INTERDISCIPLINARY MAJOR REQUIREMENTS

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

*Only 4 s.h. are required unless the chemistry or biology concentration is selected.

A. CONCENTRATIONS (each requires 12 s.h.)

1. BIOLOGY REQUIREMENTS

BIOL 4&5:	Bioscience
BIOL 186:	Methods of Teaching Biology Laboratories

SELECTIVES (choose one)

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

OTHER ELECTIVES IN BIOLOGY

2. CHEMISTRY REQUIREMENT

CHEM 1 & 2:	General Chemistry
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ADVANCED SELECTIVES (The following are suggested)

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

3. COMPUTER INFORMATION SYSTEMS REQUIREMENTS

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

4. MATHEMATICS REQUIREMENTS

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

Option 4: SOCIAL STUDIES*

I. HISTORY, POLITICAL SCIENCE, GEOGRAPHY, SOCIOLOGY, ANTHROPOLOGY, ECONOMICS, INTERDISCIPLINARY MAJOR REQUIRED COURSES

ANTH 50:	Cultural Anthropology
ECON 1:	Principles of Macroeconomics
POLI 5&6:	American Government
POLI 17:	International Relations
SOCI 1:	Introduction to Sociology
SOCI 130:	Social Problems

Geography elective

History

One course in American history (above 100-level)

One course in European history (above 200-level)

One elective (above 200-level)

* Students in this program must take both HIST 5 and HIST 6.

SECONDARY EDUCATION CERTIFICATION PROGRAMS

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

SECONDARY EDUCATION BLOCK PLAN

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

II. PROFESSIONAL PREPARATION REQUIREMENTS

EDUC 30:	Introduction to High School Teaching
EDUC 60:	Growth & Development
EDUC 137:	Multicultural Foundations
EDUC 118&174:	Pre-Practica
EDUC 185:	Curriculum, Methods, & Organization
EDUC 251S:	Practicum
EDUC 255S:	Culminating Seminar
EDUC 270:	Group Processes in the Classroom
EDUC 281:	Tests & Measurements for the Classroom Teacher

III. LIBERAL ARTS AND SCIENCE MAJORS (See descriptions below.)

A. ART MAJOR REQUIREMENTS FOR SECONDARY EDUCATION

ARTS 1:	Introduction to Crafts
ARTS 3:	Studio in Painting
ARTS 5:	Sensitivity & the Creative Process
ARTS 14:	Studio in Printmaking
ARTS 15:	Studio in Drawing
ARTS 16:	Studio in Design
ARTS 26:	Studio in Pottery
ARTS 30:	Studio in Computer Graphics
ARTS 40:	Introduction to Art Therapy
ARTS 50:	Ethics & Aesthetics in Art Education & Art Therapy
ARTS 100:	Methods & Materials in Art Therapy
ARTS 106:	Figure Drawing
ARTS 110:	Evaluation Standards in Art Education
ARTS 150:	Advanced Studio in Art

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Choose two of the following:

- ARTS 117: European Art from the Prehistoric Period to the 18th Century
- ARTS 118: Modern European Art
- ARTS 120: American Art of the 20th Century

B. BIOLOGY MAJOR REQUIREMENTS FOR SECONDARY EDUCATION BIOL 4&5:
Bioscience*

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

1. BIOLOGY SUPPORTIVE COURSES (supportive course designation may be supplanted by higher level courses dependent upon previous preparation of the student)

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

* Denotes course requirements for gaining Advanced Standing which must be completed before students begin fieldwork.

** Denotes courses offered on alternating years. Consult your advisor.

C. CHEMISTRY MAJOR REQUIREMENTS FOR SECONDARY EDUCATION

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

D. ENGLISH MAJOR REQUIREMENTS FOR THE SECONDARY EDUCATION PROGRAM

- ENGL 1 & 2 or 3 & 4: Written & Oral English
- ENGL 9: Great Books OR
- ENGL : Elective
- ENGL 41 & 42: Survey of American Literature
- ENGL 61, 62, & 63: Survey of English Literature I, II, III
- ENGL 101: Advanced Composition
- ENGL 195: The Structure of American English OR
- ENGL 197: The History of the English Language
- ENGL 200: Seminar
- ENGL 220: Traditional Grammar & Usage
- ENGL 267 or 268: Shakespeare

Choose one of the following:

- ENGL 51: Survey of Afro-American Literature I
- ENGL 52: Survey of Afro-American Literature II
- ENGL 80: Women & Literature
- ENGL 162: Celtic Literature

Choose one of the following:

- ENGL 26: Creative Writing
- ENGL 102: Business Writing
- ENGL 103: Public Speaking for Professionals

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ENGL 104: Technical Writing
ENGL 126: Advanced Creative Writing*

**Requires permission of the instructor if ENGL 26 has not been taken.*

NOTE: For Advanced Standing in the Education Department, which qualifies students to do fieldwork, the following requirements must be met.

By the end of the sophomore year, the following coursework must be completed: ENGL 1 & 2 or 3 & 4, ENGL 9, ENGL 41 & 42, and ENGL 61, 62., & 63 By the end of the junior year, the following coursework must be completed: ENGL 80, ENGL 101, ENGL 102, and ENGL 195 or ENGL 197.

E. MATHEMATICS AND COMPUTER SCIENCE MAJOR FOR SECONDARY EDUCATION

MATH 21: College Algebra
MATH 22: Precalculus Mathematics
MATH 27 & 28: Calculus I & II
MATH 31: Calculus III
MATH 33: Elementary Differential Equations
MATH 40: Contemporary Mathematics
MATH 45: Geometry
MATH 50: Linear Algebra
MATH 110: Mathematical Analysis
MATH 130: Probability & Statistics
MATH 200S: Introduction to Discrete Mathematics
MATH 210S: Abstract Algebra
MATH 240S: Topics in Mathematics & Computer Sciences
(Methods of Research)

CISC 65: Computer Programming in BASIC
CISC 70: Introduction to Computer Science
CISC 150: Computer Logic Design

Laboratory Science Requirement: All students are required to take at least 4 s.h. of a laboratory science chosen in consultation with their faculty advisor.

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

I. COMPUTER SCIENCE MINOR (strongly recommended)

Pre-requisite: a minimum of 3 s.h. to be chosen from MATH 21, MATH 22, MATH 27, MATH 40, or MATH 50.

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

Plus any four of the following:

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

F. SOCIAL STUDIES/HISTORY MAJOR REQUIREMENTS FOR SECONDARY EDUCATION (Students in this major receive advisement from both the Social Studies/History and the Education Departments.)

I. HISTORY REQUIREMENTS

HIST 1: Survey of the History of Western Civilization
HIST 2: The Making of the Modern World
HIST 5: Colonial America to Civil War
HIST 6: Civil War to Modern America
HIST 10: Afro-American History
HIST 190: History Seminar

Two electives (6 s.h.) in American history at the 100 or 200 levels.

Two electives (6 s.h.) in non-American history at the 100 or 200 levels.

NOTE: HIST 141 cannot be used to fulfill a history elective.

II. NON-HISTORY REQUIREMENTS:

ECON 1: Principles of Economics

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POSC 5 & 6:	American Government
SOCI 1:	Introduction to Sociology
GEOG 100:	Concepts of Geography OR
GEOG 101:	Cultural Geography
ANTH 50:	Cultural Anthropology OR
POSC 150:	Politics of Development
POSC 17:	International Relations OR
POSC 177:	International Interdependence OR
POSC 220:	The United States & Contemporary World Affairs

NOTE: For Advanced Standing in the Education Department, which qualifies a student to do fieldwork, the following courses must be taken by the end of the sophomore year: four courses in history which must include HIST 5, HIST 6, and one upper-level history course; plus GEOG 100 or GEOG 101.

PROCEDURE IN EVENT OF FAILURE TO OBTAIN ADVANCED STANDING

1. If students do not qualify for Advanced Standing at the end of sophomore year, their continuation in Education will be in jeopardy. Students will not be permitted to enroll in junior-year fieldwork courses until Advanced Standing has been achieved.
2. The student's advisor, with the approval of the Department Chairperson, will make a prescription that must be met completely by the student by the end of the spring semester junior year. The prescription may include some requirements that must be met prior to the end of junior year.
3. Students will sign a copy of the prescription which will be placed in their advisement folders.
4. No student will be permitted to student teach unless Advanced Standing has been attained and maintained.
5. Students may file a new application for Advanced Standing at any time the minimum standards have been met. Students may appeal unfavorable decisions.

SUPERVISED STUDENT TEACHING

(Practicum)

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

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

EMERGENCY MEDICAL SERVICES MANAGEMENT

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

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

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

II. DEPARTMENT REQUIREMENTS

Freshman Year

BUSM 5:	Introduction to Business
BIOL 10&11:	Anatomy & Physiology I & II

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CHEM 15:	Chemistry Survey
CISC 10:	Introduction to Computer Concepts
EMSM 20:	Emergency Medical Technician-MAST
EMSM 30:	Career Planning E.M.S.
ENGL 3&4:	Written & Oral English
HLTH 1:	Personal Health
PEAC 118:	Personal Fitness
PEAC 120:	Relaxation

Sophomore Year

ATRN 125:	Basic Prevention & Care of Athletic Injuries
EMSM 40:	Continuing Education & Basic Refresher
EMSM 50:	E.M.T.-Intermediate
EMSM 60:	E.M.T.-Intermediate Clinical Affiliation
EMSM 70:	E.M.T.-Intermediate Field Internship
HIST 1:	Survey of the History of Western Civilization
MATH 20:	Fundamentals of Mathematics
PEAC 104:	Swimming
PEAC 205:	Lifesaving
PHYS 15:	Physics for Movement Science
SOCI 1:	Introduction to Sociology
SPAN 11 & 12:	Elementary & Advanced Elementary Spanish Elective

Junior Year

BUSM 10:	Principles of Accounting I
ECON 2:	Principles of Microeconomics
EMSM 100: & 110	E.M.T.-Paramedic I & II
HLTH 160:	Society & Drugs
MOST 119:	Kinesiology/Biomechanics
PEAC 122:	Weight Training
PEAC 175:	Karate
SOCI 145:	Sociology of Death & Dying

Senior Year

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

ENGLISH MAJOR

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

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

II. DEPARTMENT REQUIREMENTS

ENGL 41 & 42:	Survey of American Literature I, II
ENGL 61, 62, & 63:	Survey of English Literature I, II, III
ENGL 195:	The Structure of American English OR
ENGL 197:	The History of the English Language AND
ENGL 200:	Seminar

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ENGL 267: Shakespeare: Tragedies OR Shakespeare: Comedies

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

III. CONCENTRATIONS

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

A. CONCENTRATION IN ENGLISH LITERATURE

ENGL 121:	Chaucer & the Middle Ages
ENGL 132:	The Victorian Period
ENGL 133:	The Romantic Period
ENGL 156:	Readings in the English Novel I
ENGL 157:	Readings in the English Novel II
ENGL 160:	Literature of the Renaissance
ENGL 161:	Literature of the Augustan Age
ENGL 162:	Celtic Literature
ENGL 228:	Modern Drama
ENGL 243:	Milton & His Contemporaries

B. CONCENTRATION IN AMERICAN LITERATURE

ENGL 51 & 52:	Afro-American Literature
ENGL 125:	Survey of American Drama from 1916
ENGL 146:	The American Short Story
ENGL 149:	Modern American Poetry
ENGL 150:	Modern American Novel
ENGL 152:	American Realism & Naturalism
ENGL 153:	American Romanticism
ENGL 228:	Modern Drama
ENGL 259:	The Contemporary Novel

C. CONCENTRATION IN SPORTS JOURNALISM/PROFESSIONAL AND MEDIA COMMUNICATIONS

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

MATRICULATION IN THE SPORTS JOURNALISM/PROFESSIONAL AND MEDIA COMMUNICATIONS CONCENTRATION

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

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

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

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

SPORTS JOURNALISM INTERNSHIP

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

ENGL 24: Introduction to Journalism
ENGL 105: Introduction to Writing as a Profession
ENGL 220: Traditional Grammar & Usage

And two of the following courses:

ENGL 101: Advanced Composition
ENGL 102: Business Writing
ENGL 104: Technical Writing
ENGL 111: Sports Information
ENGL 112: Sports Writing
ENGL 119: Electronic Journalism in Sports
ENGL 270: Practicum in Sports Journalism

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

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

ENGLISH MINOR

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

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

ENVIRONMENTAL SCIENCE

The Environmental Science program addresses the need for meeting the challenge of improving the natural and working environment. Because this challenge is multi-dimensional in nature, Environmental Science is interdepartmental and interdisciplinary. As a result of this interdisciplinary approach, a students are well-prepared for a career in an environment-related field. The various areas which a student may select for a career include Environmental Technology and Analysis, Environmental Administration and Management, and Occupational Health/Industrial Hygiene.

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

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

II. DEPARTMENT REQUIREMENTS

BIOL 4&5:	Bioscience
BIOL 150:	General Ecology
CHEM 1&2:	General Chemistry
CHEM 31:	Organic Chemistry Survey
CHEM 32:	Organic Chemistry Survey Lab
CHEM 41:	Analytical Chemistry
CHEM 42:	Analytical Chemistry Lab
ENGL 102:	Business Writing
MATH 21 & 22:	College Algebra, Pre-Calculus OR
MATH 27 & 28:	Calculus
PHYS 21 & 22:	General Physics
CISC-:	Three semester hours

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

BIOL 60:	Animal Biology
BIOL 64:	Flora of New England
BIOL 65:	Horticulture
BIOL 70:	Plant Biology
BIOL 77:	Field Ornithology
BIOL 115 & 116:	Microbiology
BIOL 125:	Seminar in Biology
BIOL 160:	Plant Physiology
BIOL 170:	Laboratory Instrumentation
BIOL 178:	Aquatic Biology
BIOL 190:	Filed Ecology
CISC 10:	Introduction to Computer Concepts
CISC 40:	Microcomputers
ENSC 90:	Hazardous Waste Site Operations
ENSC 110 & 111:	Advanced Environmental Studies
ENSC 120:	Environmental Laws & Regulations
ENSC 221S:	Seminar
HIST 165:	Environmental History

GENERAL STUDIES MAJOR

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

II. HUMANICS STUDIES CORE

The Springfield College education is based on a philosophy called Humanics. While that Philosophy encompasses far more than can be summed up in any set of academic courses, the faculty has established a five-fold division of courses to express that Philosophy in a course of study. The Humanics Studies CORE builds on this division to lead students to a broad-based investigation of the meaning of Humanics.

Over and above the All-College Requirements, students are required to take three courses in each of the five areas of Humanics Studies as described in the All-College Requirements. The areas and the departments whose offerings fall within these areas are as follows:

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

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- Physical Science
- Physics
- B. Humanics, Health, and Movement
 - Athletic Training
 - Emergency Medical Services Management
 - Health Fitness
 - Health
 - Movement & Sports Studies
 - Occupational Therapy
 - Physical Education (not PEAC or PEPC)
 - Physical Therapy
 - Rehabilitation
 - Recreation and Leisure Services
 - Sports Management
- C. Humanics and Expressive and Communicative Life
 - Arts
 - Dance
 - English
 - French
 - German
 - Language
 - Music
 - Spanish
- D. Humanics, Culture, and Society
 - Anthropology
 - Business Management
 - Economics
 - Education
 - Geography
 - History
 - Human Services and Administration
 - Political Science
 - Sociology
 - Social Work
- E. Humanics and the Search for Meaning
 - Philosophy
 - Psychology
 - Religion

III. CONCENTRATIONS

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

IV. ELECTIVES

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

GERONTOLOGY MAJOR

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

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

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

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

II. DEPARTMENT REQUIREMENTS:

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

HEALTH PROMOTION DEPARTMENT

HEALTH EDUCATION MAJORS

(131 total credits-127 s.h. academic, 4 s.h. in skills)

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

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

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

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

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

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

COMMUNITY HEALTH MAJOR

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

II. DEPARTMENT REQUIREMENTS

SPRINGFIELD COLLEGE

Freshman Year:

BIOL 1:	Basic Concepts of Biology
CHEM 15:	Chemistry Survey
ENGL 3&4:	Written & Oral English
HLTH 1:	Personal Health
HLTH 2:	Personal & Community Health
PEAC 100:	Fit for Life
PSYC 1:	Introduction to Psychology
SOCI 1:	Introduction to Sociology
	One skill course

Sophomore Year:

BIOL 10&11:	Anatomy & Physiology
HLTH 6:	Standard First Aid/CPR
HLTH 102:	Methods & Materials
HLTH 110:	Consumer Health
HLTH 143:	Community Health
HLTH 160:	Drugs & Society
	Two skill electives

Junior Year:

ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
HLTH 150:	Pre-practicum
HLTH 151:	Introduction to Nutrition
HLTH 152:	Applied Nutrition
HLTH 155:	Human Sexuality
PSYC 111:	Introduction to Statistics
	Two skill electives

Senior Year:

HLTH 225:	Human Disease
HLTH 265:	Health Related Aspects of Age
HLTH 251:	Fieldwork in Community Health Education
PSYC 222:	Interviewing & Counseling
	Two selectives
	One skill elective

III. ELECTIVE COURSES (chosen in consultation with faculty advisor)

CISC 10:	Introduction to Computer Concepts
ECON 160:	Health Economics
HFIT 110:	Prevention & Intervention in Health Fitness
HLTH 270:	Women's Health Care
HSAD 283:	Communication & Community Development
PSYC 210:	Motivation & Learning
PSYC 218:	Behavior Modification
PSYC 231:	Communication & Motivation in Organizations
RLSR 150:	Public Relations
RLSR 245:	Personnel Management
SOCI 145:	Sociology of Death & Dying
SOCI 155:	Medical Sociology

IV. SUGGESTED COURSES FOR SKILL CREDIT

PEAC 120:	Relaxation
PEAC 179:	Self-Defense
PEAC 193:	Outdoor Adventure
PEAC 246:	Educational Games

HEALTH STUDIES MAJOR

SCHOOL HEALTH TEACHER PREPARATION PROGRAM

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

II. DEPARTMENT REQUIREMENTS

Freshman Year:

BIOL 1:	Basic Concepts of Modern Biology
CHEM 15:	Chemistry Survey
ENGL 1 & 3 and 2 & 4:	Written & Oral English

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HLTH 1:	Personal Health
HLTH 2:	Personal & Community Health
PEAC 100:	Fit For Life
PSYC 1:	Introduction to Psychology
	Three selectives from the All-College Requirements
	Two skill courses.

Sophomore Year:

BIOL 10 & 11:	Anatomy & Physiology
EDUC 60:	Growth & Development-Prenatal through Adolescence
HLTH 6:	Standard First Aid
HLTH 102:	Methods & Materials in Health Education
HLTH 107:	School Health Programs
HLTH 110:	Consumer Health
HLTH 140:	Prepracticum in School Health Education-Grades N-12
HLTH 160:	Drugs & Society
	Two skill courses

Junior Year:

EDUC 137:	Multicultural Foundations of Education
HLTH 101:	Education for Family Living
HLTH 151:	Introduction to Nutrition
HLTH 152:	Applied Nutrition
HLTH 155:	Human Sexuality
	Four selectives from the All-College Requirements.
	One department selective and one general elective.
	Two skills courses

Senior Year:

EDUC 281:	Tests & Measurements for the Classroom Teacher
HLTH 225:	Human Disease
HLTH 242:	Special Health Topics for the Classroom-Grades N-12
HLTH 252:	Practicum in School Health Education-Grades N-9
HLTH 253:	Practicum in School Health Education-Grades 5-12
PSYC 222:	Interviewing & Counseling
	One department selective
	One selective from the All-College Requirements

MATRICULATION IN HEALTH EDUCATION PROGRAMS

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

Minimum standards for matriculation in Health Education include:

1. A 2.50 GPA in all Health Education courses;
2. A 2.25 GPA
3. Three favorable recommendations from faculty members (two of which must be from Health Education faculty); and
4. A completed application form.

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

SUPERVISED STUDENT TEACHING: SCHOOL HEALTH TEACHER

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

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

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

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

SUPERVISED FIELDWORK IN COMMUNITY HEALTH

Students majoring in Community Health must have completed HLTH 150: Pre-practicum in Community Health prior to planning their fieldwork experience. Matriculation must be achieved in advance of scheduling the pre-practicum and the experiences.

The process for selecting and securing a placement in HLTH 251: Fieldwork in Community Health is explained in the Community Health Handbook. The Handbook can be obtained in the Health Education Office during the junior year. Applications for fieldwork should be completed one semester prior to the fieldwork experience.

For Community Health Fieldwork experiences, the following procedures apply:

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

HEALTH/FITNESS MAJOR

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

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

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

The Health/Fitness Major is required to complete the All-College Requirements as specified by the department. Each Health/Fitness Major must also complete a 16 semester hour science block and 58-81 semester hours of major CORE including courses which lead toward selected certifications in physical fitness and aquatics. Additional courses required include a variety of business, physical education, movement studies, health education, and psychology courses as well as a practicum and fieldwork experience. Since the physical fitness/exercise leader will most likely assume administrative responsibility for health/fitness operations, it is recommended that a business management minor be considered as a complement to the major. Supplemental preparation in business management will enable the health/fitness specialist to administer a program in an

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efficient manner as well as relate on a personal/professional basis with members of the business community.

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

II. DEPARTMENT REQUIREMENTS

Freshman

BIOL 10 & 11:	Anatomy & Physiology
CHEM 15:	Chemistry Survey
CISC 10:	Introduction to Computer Concepts
ENGL 3 & 4:	Written & Oral English
HLTH 1:	Introduction to Personal Health
HLTH 6:	Standard First Aid/CPR
MOSK 1:	Outdoor Pursuits
MOST 5:	Lifespan Motor Development
PEAC 120:	Relaxation
PEPC 100:	Fit For Life
PEPC 211:	Aerobics

Sophomore

BUSM 5:	Introduction to Business
ENGL 102:	Business Writing
HFIT 130:	Health/Fitness Teaching Methods
HFIT 182:	On-Campus Practicum
HIST 1:	Survey of the History of Western Civilization OR
HIST 2:	Making of the Modern World
MATH 20:	Fundamentals of Math
MOST 103:	Physiology of Exercise
PEAC 116:	Jogging
PEPC 110:	Conditioning & Fitness
PEPC 158:	Volleyball OR
PEPC 244:	Basketball
PHSC 15:	Physics for Movement Science
PSYC 1:	Introduction to Psychology
PEPC-:	Skill Elective
PHIL-:	Philosophy Elective ACR
RELI-:	Religion Elective ACR

Junior

BUSM 101:	Principles of Marketing
HFIT 110:	Prevention & Intervention Programs in Health/Fitness Centers
HFIT 140:	Principles of Health/Fitness Evaluation & Assessment
HFIT 150:	Pre-Practicum in Health/Fitness
HFIT 160:	Physical Fitness
HLTH 151:	Introduction to Nutrition
HLTH 152:	Applied Nutrition OR
PHED 240:	Nutrition & Athletic Performance
MOST 119:	Kinesiology/Biomechanics
PEAC 115:	Fitness Swimming
PEAC 176:	Racquetball
	Skill electives
	Social science elective ACR
	English literature elective ACR
	Social justice elective ACR
	Arts elective ACR

Senior

HFIT 200:	Management of Health/Fitness Programs
HFIT 210:	Methods of Exercise Selection & Leadership of Health/Fitness

Programs

HFIT 254S:	Health/Fitness Fieldwork
HFIT 275:	Stress Management
PEAC -:	Skill elective
RELI-:	Religion elective
	Language/culture elective ACR

MATRICULATION

Matriculation is an assessment by the faculty of each student's readiness for fieldwork and professional duties. The faculty believes each student should be responsible and demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through the successful completion of the Fit for Life course. In academics, the student must be knowledgeable in the discipline and proficient at skills. Professionally, the student must exhibit appropriate behavior, appearance, and attitude.

- 1) Individual Responsibility-as demonstrated through the completion of an application by the published date.
- 2) Academic Competence-as demonstrated by meeting the following GPA standards: academic 2.25; professional 2.50; and skill 2.75. Teacher Preparation students must have a grade of C or better in their methods courses: PHED 2, PHED 26, and PHED 36.
- 3) Fitness Competence-as demonstrated by passing the Fit For Life course (PEPC 100) with a grade of B or better.
- 4) Professional competence-student appearance, attendance, preparation, academic honesty, and attitude are judged by every professor with whom courses are taken. Any student with questionable behavior will be asked to appear before the Appraisal and Retention Committee for a discussion and evaluation of the concerns the professor has before matriculation status is awarded. If negative reports are not received prior to the matriculation application, the student will be considered professionally competent. Professors are also encouraged to report excellence in students and outstanding evaluations will be shared with the student and the Appraisal and Retention Committee as well.

CRITERIA

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

- 1) have no more than one negative evaluation on file or have met the prescription requirements from the Appraisal and Retention Committee.
- 2) have a grade of B or better in the Fit For Life course.
- 3) meet or exceed a 2.25 academic cumulative index.
- 4) meet or exceed a 2.50 professional cumulative index consisting of the following courses:
 - A) Health/Fitness majors-ATRN, BUSM 5, HLTH, HFIT, MOST, PHED, PSYC 1, RLSR, PEAC, MOSK, and PEPC.
 - B) Movement and Sports Studies majors with Physical Education Teacher Preparation-ATRN, HLTH, HFIT, MOST, PHED, RLSR, PEAC, MOSK, and PEPC.
- 5) meet or exceed a 2.75 skill cumulative index.

Students who are not matriculated may not take courses numbered 200 or higher in the major nor may they register for pre-practicum, practicum, or fieldwork.

HEALTH/FITNESS FIELDWORK

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

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

For all fieldwork experiences, the following apply:

- 1) An application form must be completed;
- 2) All arrangements for fieldwork placement must be made with the knowledge and approval of the fieldwork coordinator;
- 3) An interview must be completed at the fieldwork site (wherever possible);

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

HEALTH SERVICES ADMINISTRATION

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

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

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

HEALTH SERVICES ADMINISTRATION MAJOR

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

II. PROGRAM REQUIREMENTS

Freshman Year

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

Sophomore Year

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

Junior Year:

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

Senior Year:

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

Selectives to be chosen in consultation with academic advisor

BUSM 102:	Marketing Management
BUSM 110:	Fund Accounting for Nonprofit Agencies
ECON 117:	Money & Banking
ECON 135:	Business, Government, & Society

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

HISTORY MAJOR

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

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

II. DEPARTMENT REQUIREMENTS

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

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

III. NON-HISTORY REQUIREMENT

POSC 5 & 6: American Government
 Plus a minimum of 15 semester hours in the following disciplines: political science, economics, sociology/anthropology, geography (at least one course must be taken in each area). Electives are chosen in consultation with the academic advisor.

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

HUMAN SERVICES AND ADMINISTRATION MAJOR

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

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

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

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

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

II. DEPARTMENT REQUIREMENTS

HSAD 1:	Introduction to Human Services
HSAD 36:	Human Behavior in Small Groups
HSAD 39 & 40:	Group Work Method
HSAD 141:	Supervised Fieldwork OR
HSAD 199:	Internship
POSC 1:	People & Politics
SPCO 50:	Community Services Experience OR
RSCH 141:	Independent Research Project
SOCI 1:	Introduction to Sociology
SOCI 70:	Community in America

III. SELECTIVES

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

A. HUMAN SERVICES

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

B. BUSINESS

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

C. POLITICAL SCIENCE

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

D. SOCIOLOGY

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

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

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

YMCA Professional Director -Students interested in pursuing a career in the YMCA as program, youth, family services, aquatics, or other directors may take a 15-week fieldwork, a six-month internship, or a 12-month internship. Students should take the following courses:

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

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

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

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

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

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

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

MATHEMATICS MAJOR

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

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

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

II. DEPARTMENT REQUIREMENTS

MATH 27 & 28:	Calculus I & II*
MATH 31:	Calculus III
MATH 33:	Elementary Differential Equations

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MATH 40:	Contemporary Mathematics
MATH 45:	Geometry
MATH 50:	Linear Algebra
MATH 110:	Mathematical Analysis
MATH 130:	Probability & Statistics
MATH 200S:	Introductory Discrete Mathematics
MATH 210S:	Abstract Algebra
MATH 240S:	Topics in Mathematics & Computer Sciences

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

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

MATHEMATICS MINOR

I. DEPARTMENT REQUIREMENTS

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

II. THREE COURSES TO BE CHOSEN FROM THE FOLLOWING:

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

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

MEDICAL TECHNOLOGY/LABORATORY SCIENCE MAJOR

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

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

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

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

The Medical Technology/Laboratory Science curricula, as listed, fulfill the educational requirements of the College, NAACLS, the Board of Registry of the American Society of Clinical Pathologists, and NCAMLP.

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

II. DEPARTMENT REQUIREMENTS

A. BIOLOGY

BIOL 4 & 5:	Bioscience
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BIOL 109 & 110: General Histology (lecture and laboratory) OR
BIOL 208: Cell Biology
BIOL 115 & 116: Microbiology
BIOL 170: Laboratory Instrumentation & Methodology
Biology electives*

B. CHEMISTRY

CHEM 1 & 2: General Chemistry
CHEM 30 & 32: Organic Survey (lecture and laboratory)
CHEM 31 & 33: Biological Chemistry (lecture and laboratory)

C. PHYSICS

PHYS 21 & 22: General Physics

D. MATH

Any course numbered MATH 21 or higher

III. PROGRAM TRACKS

A. MEDICAL TECHNOLOGY TRACK (Senior year)

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

B. LABORATORY SCIENCE TRACK (Senior year)

Statistics or Computer Science*
Education*
Economics*
Psychology*
Additional Electives*

*Chosen in consultation with the academic advisor.

PHYSICAL EDUCATION/HEALTH FITNESS DEPARTMENT

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

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

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

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

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

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

DEPARTMENT MAJORS AND PROGRAMS

- Athletic Training Major (see page ##)
- Health /Fitness Major (see page ##)
- Sports Management Major (see page ##)

MOVEMENT AND SPORTS STUDIES MAJOR

Movement and Sports Studies is a major designed to provide students with an in-depth knowledge of the natural and social sciences of movement and sport. Students engage in the scientific study of the foundations of movement and its cultural forms of dance, sport, games, and exercise. Movement and Sport Studies also involves the study of sport as a cultural phenomenon from sociological, psychological, philosophical, and historical perspectives. Interrelationships of movement and sport with their scientific bases and cultural manifestations are the focus for advanced study. This major prepares students to enter graduate study in movement and sport study areas, in teacher preparation, in allied health fields, and in rehabilitative areas of study.

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

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

II. DEPARTMENT REQUIREMENTS

BIOL 10 & 11:	Anatomy & Physiology
PHYS 15:	Physics Survey
PSYC 1:	Introduction to Psychology
MOST 5:	Lifespan Motor Development
MOST 28:	Sociology of Sport
MOST 103:	Exercise Physiology
MOST 119:	Kinesiology/Biomechanics
MOST 128:	Psychology of Sport
MOST 210:	Assessment in Movement & Sport
MOST 204:	Motor Learning
MOST 299:	Heritage & Values of Movement & Sport
MOSK 183:	Gymnastics I
MOSK 238:	Fundamentals of Rhythm
MOSK 1:	Outdoor Pursuits
MOSK 204:	Swimming
MOSK 263:	Track & Field I
MOSK 2:	Sports Concepts & Application
Skills and Techniques CORE (In addition to All-College Requirement skills)	

III. ELECTIVES

PHYSICAL EDUCATION TEACHER PREPARATION PROGRAM

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

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

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

III. DEPARTMENT REQUIREMENTS

PHED 2:	Instructional Strategies
PHED 26:	Elementary Design & Implementation

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PHED 36:	Secondary Design & Implementation
PHED 108:	Adapted Physical Education Program
PHED 112:	Principles & Problems of Coaching
PHED 125:	Prevention & Care of Athletic Injury
PHED 140:	Elementary Level Pre-Practicum
PHED 150:	Secondary Level Pre-Practicum
PHED -:	Any Coaching Course

IV. PRACTICUM IN PHYSICAL EDUCATION TEACHER PREPARATION

PHED 252S:	Practicum Elementary Level (N-9) AND
PHED 253S:	Practicum Secondary Level (5-12) OR
PHED 254S:	Practicum at One Level (by petition)
PHED 256S:	Coaching Practicum

V. REQUIRED SKILLS

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

Select three elementary level skills:

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

Select three secondary level skills:

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

VI. ELECTIVE SKILLS

Four PEPC/PEAC Electives

PROGRAM BY YEAR:

Freshman

BIOL 10 & 11:	Anatomy & Physiology
ENGL 3 & 4:	Written & Oral English*
HLTH 1:	Personal Health*
MOST 5:	Lifespan Motor Development
PHED 2:	Instructional Strategies
PSYC 1:	Introduction to Psychology
SOCI 1:	Introduction to Sociology*
MOSK 1:	Outdoor Pursuits
MOSK 183:	Gymnastics I
MOSK 204:	Swimming
MOSK 238:	Fundamentals of Rhythm
MOSK 263:	Track & Field I
PEPC 255:	Soccer
PEPC 251:	Flag Football
PEPC 100:	Fit For Life*

Sophomore

CISC-:	Computer Science Selective*
HIST 2:	Making of the Modern World*
MATH-:	Selective*
MOST 24:	Motor Learning

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PHED 26:	Elementary Design & Implementation
PHED 36:	Secondary Design & Implementation
PHED 112:	Principles & Problems in Coaching
PHED 125:	Sports First Aid & Injury Prevention
PHIL -:	Selective*
PHYS 15:	Physics Survey
MOSK 2:	Sports Concepts & Applications
PEPC 110:	Conditioning & Fitness
PEPC 132:	Folk Dance
PEPC 184:	Gymnastics II
PEPC 244:	Basketball
PEPC 258:	Volleyball
PEPC 264:	Track & Field II
PEPC 282:	Tennis
PEPC 293:	Outdoor Adventure

Junior

EDUC 137:	Multicultural Foundations of Education
MOST 103:	Physiology of Exercise
MOST 119:	Kinesiology/Biomechanics
MOST 128:	Psychology of Sport
PHED -:	Any Coaching Course
PHED -:	Pre-Practicum
PHED 108:	Adapted Physical Education
PEPC 256:	Softball
PEPC 284:	Wrestling
ENGL-:	Literature elective*
RELI-:	Religion elective
	Arts elective*
	Language elective*

Select three:

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

Select three:

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

Senior

MOST 204:	Motor Learning
MOST 210:	Assessment in Movement & Sport
MOST 228:	Sociology of Sport
MOST 299:	Heritage & Values
PHED 252S:	Practicum in Physical Education N-9
PHED 253S:	Practicum in Physical Education 5-12
PHED 256S:	Coaching Practicum
	Four skill electives
	Elective

* All-College Requirement

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

MATRICULATION IN PHYSICAL EDUCATION TEACHER PREPARATION

Matriculation is an assessment by the faculty of each student's readiness for fieldwork and professional duties. The faculty believes each student should be responsible and demonstrate competence in fitness, academics, and professional behavior. In fitness, the student's commitment to an active lifestyle will be displayed through the successful completion of the Fit for Life course. In academics, the student must be knowledgeable in the discipline and proficient at skills. Professionally, the student must exhibit appropriate behavior, appearance, and attitude.

- 1) Individual Responsibility-as demonstrated through the completion of an application by the published date.
- 2) Academic Competence-as demonstrated by meeting the following GPA standards: academic 2.25; professional 2.50; and skill 2.75. Teacher Preparation students must have a grade of C or better in their methods courses: PHED 2, PHED 26, and PHED 36.
- 3) Fitness Competence-as demonstrated by passing the Fit For Life course (PEPC 100) with a grade of B or better.
- 4) Professional competence-student appearance, attendance, preparation, academic honesty, and attitude are judged by every professor with whom courses are taken. Any student with questionable behavior will be asked to appear before the Appraisal and Retention Committee for a discussion and evaluation of the concerns the professor has before matriculation status is awarded. If negative reports are not received prior to the matriculation application, the student will be considered professionally competent. Professors are also encouraged to report excellence in students and outstanding evaluations will be shared with the student and the Appraisal and Retention Committee as well.

PRACTICUM IN PHYSICAL EDUCATION TEACHER PREPARATION

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

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

Students must have achieved matriculation prior to application for the practicum. In addition to matriculation, students must have met the following criteria prior to beginning the practicum: senior status, minimum cumulative academic index of 2.25 in all subjects, minimum cumulative professional index of 2.50, and the successful completion of all prerequisites.

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

PHYSICAL THERAPY MAJOR (Master of Science Degree in Physical Therapy)

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

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

The pre-professional courses include preparation in the basic sciences, social sciences, and liberal arts. The professional component includes courses in anatomy, exercise physiology, kinesiology, clinical sciences, organization and delivery of health care, research methodology, and statistics as well as full-time affiliations in approved clinical education facilities. The pre-professional and

professional components are subject to modification to 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 no less than three years of high school mathematics, English, and science courses including chemistry and biology. Calculus and physics are recommended, but not required. Direct physical therapy experience in a health care setting such as a hospital, private clinic, nursing home, or pediatric facility is required. A minimum of 50-75 contact hours is recommended. Prospective candidates must satisfy general College admission requirements which include a completed application form, letters of reference, and a personal interview with the Admissions staff. The scores of the SAT or ACT must be sent to the Admissions Office prior to the application deadline of January 15. Applications are considered for admission to the fall semester only.

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

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

PROGRAM REQUIREMENTS

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

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

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

II. PRE-PROFESSIONAL PHYSICAL THERAPY CURRICULUM

NOTE: 300-level courses are generally graduate-level. Descriptions of these courses can be found in the Graduate Catalogue. You can obtain one by writing Springfield College, Graduate Admissions Office, 263 Alden Street, Springfield, MA 01109-3797 or call (413) 748-3225.

Freshman

Fall

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

Spring

ENGL 4:	Written & Oral English
BIOL 5:	Bioscience
CHEM 2:	General Chemistry
MOSK 1:	Outdoor Pursuits
PSYC 30:	Personality Adjustment
All-College Requirement	

Sophomore

Fall

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

Spring

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

III. PROFESSIONAL COMPONENT PHYSICAL THERAPY CURRICULUM

Junior

Fall

PTMS 121: Basic Concepts in Physical Therapy I
PTMS 210: Human Anatomy
PTMS 240: Clinical Medicine/Pathology
PHED 103: Physiology of Exercise
All-College Requirement
One Selective (fall or spring)

Spring

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

Possible Electives:

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

Summer

PTMS 202: Clinical Education I

Senior

Fall

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

Spring

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

Graduate

Summer

CISC 295: Microcomputer Applications in a Clinical Setting
PTMS 303: Organ. & Delivery of Health Care
PTMS 305: Clinical Science & Practice V

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PTMS 310:	Clinical Education Seminar
<i>Fall</i>	
PTMS 311	Clinical Education III
PTMS 312:	Clinical Education IV
<i>Spring</i>	
RSCH 326:	Research Project
PTMS 320:	Administration & Management
PTMS 325:	Principles of Education & Learning
PTMS 330:	Special Topics in Physical Therapy
PTMS 331:	Clinical Science & Practice VI
PTMS 350:	Clinical Education V

PHYSICIAN ASSISTANT

The Physician Assistant program is offered jointly by Springfield College and Baystate Health Systems. SC is well-known for its Humanics Philosophy of living and practicing a commitment of service." Baystate Health Systems, with its network of facilities, provides clinical opportunities from tertiary care settings to primary care facilities and from inner-city to rural parts of the state. It includes Baystate Medical Center, an 800-bed hospital in Springfield which is the only tertiary referral center in Western Massachusetts. The two institutions are committed to educating excellent physician assistants with strong clinical skills gained in both inpatient and outpatient settings and with education and experience in the community setting oriented toward the issues of health promotion and illness prevention.

The program leading to the Bachelor of Science degree is four years. The first two are "academic years" and include completion of the All-College Requirements and the prerequisites for the subsequent two-year professional phase. The third year is an entire calendar year and consists of didactic instruction in courses that include biological and health sciences, laboratory and clinical methods and procedures, physical diagnosis, integrated medical systems, and physician assistant seminars. The fourth year, also an entire calendar year, includes clinical rotations-generally at Bay state Health Systems facilities-and seminars.

Candidates for admission to the Physician Assistant Program are expected to have completed at least three years of high school mathematics and science courses including biology and chemistry. Direct health care experience is preferred; 240 hours of such experience is required for admission to the professional phase of the program. Prospective candidates must satisfy general College admission requirements. Applicants selected as finalists are required to complete a personal interview with the Physician Assistant Admissions Committee. Admission to the College does not guarantee admission to the Physician Assistant Program.

Transfer applicants, applicants who already hold the bachelor's degree, and applicants who wish only to earn the physician assistant certificate will be considered for admission to the professional phase of the program on a space-available basis. The number of spaces is very limited. Health care experience prior to application is strongly recommended.

Students in this program are expected to meet the standards of and comply with the policies and procedures of the Physician Assistant Program. Continuation in the program requires maintenance of a minimum of a 3.0 cumulative academic index during the didactic and clinical years with no course grade below 2.75, and the meeting of all program professional conduct standards.

Coursework suggested for the Physician Assistant Program is outlined below. Components of the curriculum are subject to change in order to provide a high quality education and experience for preparation of physician assistants of excellence. The Physician Assistant Program has been issued a Letter of Review by the Accreditation Review Committee of Education for the Physician Assistant and will be eligible for accreditation candidacy after the first class of students has graduated.

I. ALL-COLLEGE REQUIREMENTS

II. PRE-PROFESSIONAL PHASE CORE

Chemistry for science majors (with lab)-2 semesters

Biology for science majors (with lab)-2 semesters

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Statistics
College Algebra
Written English-2 semesters
PA Seminar-2 semesters
Introduction to Psychology
Interviewing & Counseling

III. PROFESSIONAL PHASE REQUIREMENTS

Junior Year (Didactic Instruction-3 semesters)
Physical Diagnosis/Interview-3 semesters
Anatomy and Physiology-2 semesters
Pathophysiology
Microbiology
Laboratory Methods
Epidemiology/Public Health
Pharmacology-2 semesters
Clinical Procedures
Psychiatry and Mental Health-3 semesters
Integrated System-Clinical Medicine-2 semesters
PA Seminar-3 semesters
Senior Year (Clinical Rotations-3 semesters)
Medicine Inpatient
Medicine Outpatient
Surgery Inpatient
Surgery Outpatient
Obstetrics and Gynecology
Pediatrics
Psychiatry
Emergency Medicine
Community Preceptorship
Clinical Electives
PA Seminar-3 semesters

POLITICAL SCIENCE

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

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

II. DEPARTMENT REQUIREMENTS

POSC 5 & 6: American Government
POSC 17: International Relations
POSC 116: Political Thought-From Plato to Machiavelli OR
POSC 117: Political Thought-From Machiavelli to the Present
POSC 140: Public Administration
POSC 177: International Interdependence
POSC 190: Political Science Seminar

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

III. NON-POLITICAL SCIENCE REQUIREMENTS:

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

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

PSYCHOLOGY MAJOR

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

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

II. DEPARTMENT REQUIREMENTS

- PSYC 1: Introduction to Psychology
- PSYC 111: Introduction to Statistics
- PSYC 112 : Experimental Design

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

III. SELECTIVES

A. NATURAL PSYCHOLOGY SCIENCE CLUSTER (select one course)

- PSYC 201: Motivation & Learning
- PSYC 205: Physiological Psychology

B. SOCIAL PSYCHOLOGY SCIENCE CLUSTER (select two courses)

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

C. APPLIED PSYCHOLOGY SCIENCE CLUSTER (select two courses)

- PSYC 4: Educational Psychology
- PSYC 130: Applied Psychology
- PSYC 213: Psychological Testing
- PSYC 222: Interviewing & Counseling

D. THE LARGER WORLD (select 5-6 semester hours)

- SPCO 50: Community Service Experience
- PSYC 141: Supervised Field Experience
- PSYC 202: Coordinating Seminar

IV. ELECTIVES (choose from among those not chosen above and from among the following)

- PSYC 240: Psychology of Sexual Behavior
- PSYC 245: Imagery, Hypnosis, & Self-Hypnosis

CONCENTRATIONS

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

CONCENTRATION 1 -PSYCHOLOGY (Individually Designed)

This concentration is designed for students who wish to seek employment in human welfare occupations such as community mental health, special training schools, opportunity centers, or probation services; students who view psychology primarily as an opportunity for personal growth; and students who want to prepare for particular careers, professional programs, or graduate schools whose programs are not represented by the other three concentrations.

The courses required for the Psychology Major (Individually Designed) are:

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

CONCENTRATION 2-PSYCHOLOGY (Experimental)

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

- a. Departmental requirements including Physiological Psychology (PSYC 205)
- b. Psychology elective (3 s.h.)
- c. Other suggested electives consist of BIOL 10, CHEM 15, CISC 10, MATH 21, and PHYS 21.

CONCENTRATION 3-PSYCHOLOGY (Industrial/Organizational)

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

- a. Departmental requirements including Social Psychology (PSYC 100), Applied Psychology, (PSYC 130) Psychological Testing (PSYC 213) (30 s.h.)
- b. BUSM 26: Principles of Management
- c. BUSM 151: Organizational Design & Development
- d. BUSM 205: Managerial Supervision
- e. CISC 20: Introduction to Computer-Based Management Systems
- f. ECON 1: Principles of Macroeconomics
- g. ECON 2: Principles of Microeconomics
- h. HSAD 36: Introduction to Group Dynamics

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

CONCENTRATION 4-PSYCHOLOGY (Clinical-Counseling)

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

- a. Departmental requirements including Personality & Personal Adjustment, Psychological Testing (PSYC 30), Interviewing & Counseling, (PSYC 222), and Psychology of the College Age Adult (PSYC 299). (30 s.h.)
- b. Psychology elective (6 s.h.)
- c. Suggested non-departmental electives consist of RHAB 125 , RHAB 190 , RHAB 284, SOCI 1 , SOCI 60, SOCI 225, and HSAD 36.

PSYCHOLOGY MINOR

(18 semester hours)

I. REQUIRED COURSE

PSYC 1: Introduction to Psychology

II. SELECTIVES (select one course from each cluster.

A. SCIENTIFIC BASIS OF BEHAVIOR CLUSTER

PSYC 111: Introduction to Statistics

PSYC 112: Experimental Design

PSYC 201: Motivation & Learning

PSYC 205: Physiological Psychology

B. SOCIAL AND DEVELOPMENTAL BASES OF BEHAVIOR CLUSTER

PSYC 9: Psychology of Human Development

PSYC 30: Personality & Personal Adjustment

PSYC 106: Social Psychology

PSYC 121: Abnormal Psychology

PSYC 299: Psychology of the College Age Adult

C. APPLIED PSYCHOLOGY CLUSTER

PSYC 130: Applied Psychology

PSYC 213: Psychological Testing

PSYC 222: Interviewing & Counseling

III. ELECTIVES (choose from among those not chosen above and from among the following)

PSYC 4: Educational Psychology

PSYC 240: Psychology of Sexual Behavior

PSYC 245: Imagery, Hypnosis, & Self-Hypnosis

RECREATION AND LEISURE SERVICES

The contribution of satisfying recreation experiences to the quality of life is not a new concept at Springfield College. We have been preparing recreation and leisure professionals for almost 50

years. Graduates of this program are employed professionally throughout the world. Leadership, management, and program skills are the focus of the curriculum which is accredited by the National Recreation and Parks Association. At SC, we offer three majors in this department: Recreation Management, Therapeutic Recreation Services, and Outdoor Recreation Management.

RECREATION AND LEISURE SERVICES MAJORS

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

II. DEPARTMENT REQUIREMENTS

RLSR 3:	Introduction to Recreation & Leisure Services
RLSR 6:	Dynamics of Leadership
RLSR 15:	Recreational Activities
RLSR 16:	Program Planning
RLSR 72:	Introduction to Therapeutic Recreation OR
RLSR 82:	Leisure Services for Special Populations
RLSR 88:	Outdoor Recreation
RLSR 141:	Undergraduate Field Experience
RLSR 148:	Management of Leisure Services
RLSR 150:	Public Relations
RLSR 160:	Facility Design & Planning
RLSR 205:	History & Philosophy of Leisure & Recreation
RLSR 280:	Legal Aspects of Leisure Services

RECREATION MANAGEMENT MAJOR

This program prepares students to serve in a variety of organizations for people of all ages and backgrounds.

CONCENTRATIONS:*

Resort and Private Recreation
Community and Park Recreation
Employee Services and Recreation
Equestrian Management
Armed Forces Recreation
Tourism and Travel
Youth and Community Agencies
Campus Recreation Management
YMCA

THERAPEUTIC RECREATION SERVICES MAJOR

This program explores the use of recreation services to improve or maintain physical, mental, emotional, and social functioning and to assist individuals in maintaining independent lifestyles. Students who complete the prescribed curriculum are eligible for certification by the National Council for Therapeutic Recreation. Graduates work in a variety of settings including those for people with physical, emotional, learning, or psychiatric disabilities as well as the mentally retarded, the chronically ill and aged, those suffering from substance abuse, and others.

CONCENTRATION:*

Child Life Specialist

OUTDOOR RECREATION MANAGEMENT MAJOR

Students in the Outdoor Recreation major prepare for professional employment following one of two specified areas of study.

CONCENTRATIONS:*

Recreation Leadership
Outdoor Recreation Resource Management

*Courses within a concentration are selected in consultation with an academic advisor.

NATIONAL OUTDOOR LEADERSHIP SCHOOL

Students may also elect to attend training sessions promoted by the National Outdoor Leadership School. The program is recognized by the department and limited college credit can be arranged to supplement the student's academic program and professional development.

REHABILITATION SERVICES MAJOR

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

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

CAREER OPPORTUNITIES

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

INTERNSHIPS

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

PROGRAM CONCENTRATIONS

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

PROGRAM IN DEVELOPMENTAL PEDIATRIC REHABILITATION

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

PROGRAM IN GENERAL SERVICES AND SPECIALTY AREAS

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

PROGRAM IN GERIATRIC REHABILITATION

This concentration prepares students for positions in hospitals, nursing homes, and social service and community-based agencies that provide rehabilitation services for the elderly. Emphasis is placed upon evaluation, treatment techniques, and the prevention of the problems of old age. The primary focus is on the development of applied skills in such areas as the activities of daily living, rehabilitation therapies, and independent living.

PROGRAM IN MEDICAL OR THERAPEUTIC REHABILITATION

Students selecting this area of concentration are qualified for positions in medical, social service, or educational settings associated with helping the disabled to develop functional capabilities for independent living. Such areas are self-care hygiene, ambulation, mobility, communication,

homemaking, and other educational, pre-vocational, social, or recreational skills related to activities of daily living. Within this program, qualified students may be selected to prepare for advanced study at the certificate or master's degree level in such areas as physical therapy, occupational therapy, speech and language therapy, and related medicine careers.

PROGRAM IN REHABILITATION COUNSELING

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

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

II. DEPARTMENT REQUIREMENTS

- RHAB 25: Introduction to Rehabilitation
- RHAB 31: Psychology of Disability
- RHAB 40: Education for Independent Living
- RHAB 90: Career Exploration for Rehabilitation Personnel
- RHAB 125: Assessment & Appraisal Techniques
- RHAB 130: Pediatric Rehabilitation
- RHAB 146: Practicum
- RHAB 195: Internship
- RHAB 160: Medical Information
- RHAB 202: Parents & Family of the Disabled
- RHAB 270: Needs of the Aging

Rehabilitation Elective (must be in addition to concentration or free elective)

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

A. DEVELOPMENTAL-PEDIATRIC REHABILITATION

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

**Required for this concentration*

B. GENERAL SERVICES AND SPECIALTY AREAS

Students choose a minimum of 6 RHAB or rehabilitation-related courses consistent with career goal and selected with their advisor.

C. GERIATRIC REHABILITATION

- RHAB 250: Action Oriented Therapies
- RHAB 261: Speech & Language Disorders*
- RHAB 262: Rehabilitation of the Hearing Impaired
- RHAB 271: Treatment of Aging
- RHAB 275: Holistic Medicine
- RHAB 284: Treatment Methods of the Alcoholic
- RHAB 285: Blind & Visually Disabled
- RHAB 287: Cardiac Rehabilitation*
- RHAB 291: Neurological Rehabilitation*
- RHAB 294: Psychiatric Rehabilitation*
- RHAB 299: Pain Management

**Required for this concentration*

D. MEDICAL OR THERAPEUTIC REHABILITATION

- RHAB 250: Action Oriented Therapies
- RHAB 261: Speech & Language Disorders*
- RHAB 262: Rehabilitation of the Hearing Impaired
- RHAB 271: Treatment of Aging
- RHAB 275: Holistic Medicine

RHAB 282:	Sex, Marriage, & the Disabled
RHAB 284:	Treatment Methods of the Alcoholic
RHAB 285:	Blind & Visually Disabled
RHAB 287:	Cardiac Rehabilitation*
RHAB 291:	Neurological Rehabilitation*
RHAB 299:	Pain Management

**Required for this concentration*

E. REHABILITATION COUNSELING

RHAB 164:	Rehabilitation of the Mentally Retarded
RHAB 190:	Interviewing & Case Study Methods*
RHAB 250:	Action Therapies
RHAB 275:	Holistic Medicine
RHAB 282:	Sex, Marriage, & the Disabled*
RHAB 284:	Treatment Methods of the Alcoholic
RHAB 291:	Neurological Rehabilitation*
RHAB 292:	Group Techniques*
RHAB 294:	Psychiatric Rehabilitation
RHAB 299:	Biofeedback

**Required for this concentration*

IV. ELECTIVES (minimum 21-24 s.h.)

Students in specific pre-professional program tracks such as Physical Therapy, Occupational Therapy, Speech and Language Therapy, Rehabilitation Counseling, and others requiring further study must consult with their faculty advisors and graduate schools for specific prerequisite course requirements. These electives provide the opportunity to assure that additional prerequisite requirements not otherwise designated in a student's course plan can be completed within the bachelor's degree program.

ADVANCED SENIOR/GRADUATE PROGRAM LEADING TO A MASTER 'S DEGREE IN THE FOLLOWING REHABILITATION COUNSELING AND SERVICES PROGRAMS:

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

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

1. Students must attain senior status or the completion of a minimum of 90 semester hours of acceptable undergraduate work with either a Rehabilitation Major or minor or at least 18 semester hours of course work in the following areas: principles of rehabilitation, career information, medical information, psycho-social aspects of disability, interviewing, and counseling.
2. Total undergraduate cumulative grade point average based on a minimum of 106 semester hours of acceptable undergraduate credit should be approximately 3.0 or better. Cumulative grade point average in the major should also be approximately 3.0 or better.
3. Students should demonstrate both personal and professional potential for future success and performance measured by factors such as scholarly work, personal and professional references, co-curricular and leadership activities, paid employment, volunteer 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 48 semester hours of acceptable senior undergraduate and graduate credit with a minimum of 36 semester hours of graduate credit. A minimum of 12 semester hours of practicum and/or internship is also required to be eligible for the National Certification Examination to become a Certified Rehabilitation Counselor. At the completion of the program, the student is eligible for both the bachelor's and master's degrees. A total of 12 semester hours of approved graduate credit may be taken in the senior year. However, courses

taken for graduate credit WILL NOT be applicable towards the 130 semester hours of undergraduate credit required for the bachelor's degree.

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

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

1. Students must attain senior status or the completion of a minimum of 104 semester hours of acceptable undergraduate work including all prerequisite coursework designated by the Occupational Therapy program. The general requirements for the Rehabilitation Major must also be completed in order to be eligible for the bachelor's degree at the completion of the senior year. Due to this program's requirements, and based on the applicant's qualifications, some adjustments to the following may be considered: specific Rehabilitation requirements, Rehabilitation Needs of the Aging (RHAB 270), some practicum or internship requirements, and free electives. A minimum of 6 semester hours of internship or other course requirements may need to be completed in the Summer Session between the junior and senior years.
2. The total undergraduate cumulative grade point average based on a minimum of 104 semester hours of acceptable undergraduate credit must be 3.0 or better. Cumulative grade point average in the major must also be 3.0 or better.
3. Students must demonstrate both personal and professional potential for future success and performance as an occupational therapist measured by factors such as scholarly work, personal and professional references, co-curricular and leadership activities, volunteer and fieldwork experiences, and paid employment.

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

REHABILITATION MINOR

(29 semester hours minimum)

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

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

SOCIOLOGY MAJOR

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

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

Students who major in sociology find careers in many fields some of which are education, government, and human service agencies which need people who can make useful analyses of

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problems and who can constructively contribute to their resolution. Many graduates seek advanced degrees in sociology. Others have continued their education in law, criminology, law enforcement, journalism, social work, and the ministry.

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

II. DEPARTMENT REQUIREMENTS

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

III. ELECTIVES

IV. SUGGESTED PROGRAM FOR SOCIOLOGY GENERALIST

Freshman

ANTH 1:	Introduction to Anthropology
ENGL 3&4:	Written & Oral English
HLTH 1:	Personal Health
SOCI 1:	Introduction to Sociology
SOCI 10:	Introduction to Social Welfare
PEAC -:	Physical Education Activity
Three All-College Requirements	

Sophomore

ENGL 15:	Readings in Literature
HIST 1:	Survey of the History of Western Civilization OR
HIST 2:	The Making of the Modern World
HSAD 36:	Introduction to Group Dynamics
PSYC 1:	Introduction to Psychology
POSC 5 & 6:	American Government
PHIL 5:	Introduction to Philosophy
SOCI 50 :	Social Organization
SOCI 60:	The Family
SOCI 70:	The Community in America
PEAC-:	Physical Education Activities
One All-College Requirement	

Junior

ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
HIST 27:	The Renaissance & Reformation
PSYC 106:	Social Psychology
PSYC 111:	Introduction to Statistics
SOCI 120:	Social Change
SOCI 130:	Social Problems
SOCI 131:	Minority-Majority Relations
SOCI 135:	Women & Society
SOCI 140:	Gerontology
SOCI 180:	Sociological Theory
SOCI 191:	Supervised Experience in Sociology
PEAC-:	Physical Education Activity
One All-College Requirement	

Senior

ANTH 230:	Culture & Personality
SOCI 132:	Violence & Victimization
SOCI 135:	Juvenile Delinquency
SOCI 155:	Medical Sociology
SOCI 215:	Criminology
SOCI 250:	American Social Structure

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SOCI 290S:	Seminar in Sociology
SOCI 291:	Theories & Methods of Casework
SPCO 50:	Community Service Experience
PEAC -:	Physical Education Activity
One All-College Requirement	

SPORTS BIOLOGY MAJOR

This preprofessional program trains students in sports biology and prepares them for acceptance to health professional schools, graduate schools, and to take leadership roles in new careers in sports science and sports medicine. The program represents an expansion of an existing one which has had a history of successfully placing students in health professional schools and graduate schools. In view of the reputation of the College in sports and the success the preprofessional science program has enjoyed, the program-which combines sports and sciences-is uniquely suited to Springfield College. It is tailored particularly to those students who have an interest in science and sports, but are as yet unsure of their professional career interests.

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

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

II. DEPARTMENT REQUIREMENTS

BIOL 4 & 5:	Bioscience
BIOL 80:	Genetics
BIOL 90 & 91:	Human Structure & Function
BIOL 170:	Laboratory Instrumentation
BIOL 188:	Comparative Vertebrate Anatomy
BIOL 220:	Comparative Physiology
CHEM 1 & 2:	General Chemistry
CHEM 21 & 22:	Organic Chemistry
CHEM 23 & 24:	Organic Chemistry Laboratory
HLTH 151:	Nutrition
MATH 21 & 22:	College Algebra, Precalculus OR
MATH 27 & 28:	Calculus I & II
MOST 5:	Lifespan Motor Development
MOST 19:	Kinesiology/Biomechanics
PHYS 21 & 22:	General Physics
	Career Colloquium in Sports Biology

III. ELECTIVES

BIOL 70:	Plant Biology
CHEM 32:	Biochemistry
CHEM 33:	Biochemistry Lab
CISC 10:	Introduction to Computers
HLTH 225:	Human Disease
PHED 125:	Prevention & Care of Athletic Injuries
PSYC 9:	Human Development
PSYC 111:	Introduction to Statistics
PTMS 10:	Introduction to Physical Therapy
SOCI 155:	Medical Sociology

PROFESSIONAL OPPORTUNITIES

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

academic progress is monitored closely by the committee throughout the undergraduate career. The sports science/medicine professions include:

Research (Ph.D./M.S.)	Practice
Anatomy	Medical Doctor
Nutrition	Osteopathic Doctor
Physiology	Podiatrist
Psychology	Optometrist
Biomechanics	Nutritionist
Exercise Physiology	Chiropractic Doctor
Physical Therapist	

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

SPORTS MANAGEMENT MAJOR

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

The program of study consists of three basic components: general education (the All-College Requirements), the Business Management CORE, and the Sport 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 which enables students to apply what has been learned in a business setting. During the senior year, students are required to complete a 15-week field experience under the supervision of a qualified professional in sport management. This experience affords students the opportunity to nurture acquired skills while functioning in the "business of sport." It also facilitates student entry into the employment market upon graduation.

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

II. BUSINESS MANAGEMENT REQUIREMENTS

BUSM 5:	Introduction to Business
BUSM 10: & 11	Principles of Accounting I & II
BUSM 26:	Principles of Management
BUSM 100:	Managerial Accounting
BUSM 101:	Principles of Marketing
BUSM 105:	Financial Management
BUSM 120:	Statistics for Business & Economics
BUSM 205:	Managerial Supervision
ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
ECON 107 & 108:	Managerial Economics I & II

III. SPORT CONCEPTS CORE

ENGL 111:	Sports Information
MOST 28:	Sport Psychology
MOST 128:	Sociology of Sport
MOST 299:	Heritage & Values of Movement & Sport
PHED 112:	Principles & Problems of Coaching
PHED 124:	Athletic Administration
PHED 149:	Coaching Pre-Practicum
RLSR 150:	Public Relations
RLSR 200:	Facility Management
SMGT 140:	Pre-practicum in Sports Management
SMGT 241:	Fieldwork in Sports Management
SMGT 260S:	Sports Law
PHED -:	Any Coaching Course
Elective	

IV. SPORTS MANAGEMENT PRE-PRACTICUM AND FIELDWORK

All Sports Management majors must submit an application for both the SMGT 140: Pre-Practicum and SMGT 241: Fieldwork courses at least one semester prior to enrollment in those courses. This application may be secured from and must be submitted to the sports management 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 granted 12 to 15 credits, all majors enrolled in this course are required to complete the equivalent of one full semester in this experience.

POLICIES FOR RETENTION IN THE SPORTS MANAGEMENT MAJOR

Academic indices required of the Sports Management major each semester include a cumulative grade point average of 2.25 and a professional grade point average of 2.50. Computation of the Professional Index includes all courses with the prefix of BUSM, ECON, PHED, MOST, and SMGT.

Failure to maintain the above indices will result in action by the SMGT Major Review Committee and may include probation or dismissal from the major. No major will be allowed to enroll in or undertake the pre-practicum or fieldwork experiences while on academic probation.

TEACHER PREPARATION/CERTIFICATION PROGRAMS

Springfield College educates teachers for service in public and private schools in Massachusetts and throughout the United States and the world. The College's teacher preparation programs in early childhood education, elementary education, health education, and physical education are approved by the Massachusetts Department of Education and graduates are eligible for initial certification reciprocity in recognition of coursework by all state education departments that are members of the National Association of State Directors of Teacher Education and Certification. Teacher preparation programs in secondary education (art, biology, chemistry, elementary art, English, mathematics, social studies) are registered with the Massachusetts Department of Education. Students who successfully complete these programs, as registered, are eligible for certification in Massachusetts and should experience little or no difficulty in meeting initial certification coursework requirements in other states.

Beginning in 1994, Massachusetts will require completion of a bachelor's degree with a liberal arts and sciences or interdisciplinary major for provisional teacher certification. In addition, completion of course work and field experiences which, at minimum, approximate a college minor in education and a teaching practicum will be required. For full certification, completion of a master's degree program that includes clinical experience will be necessary. This certification model is either already utilized or is being incorporated by many other states.

The Massachusetts Department of Education specifies additional requirements for teacher certification. These are a completed application with fee, proof of U.S. citizenship or of having filed a Declaration of Intention to become a citizen, and proof of good health and sound moral character. In addition, substitution or waiver of courses for approved teacher preparation programs requires filing of the appropriate form, documentation of competency equivalency, and approval of the waiver/substitution by the Springfield College Teacher Preparation Council.

It is the policy of Teacher Preparation and Certification programs at Springfield College to enroll non-Springfield College students in practicum courses only upon their meeting the following conditions:

I. HEALTH EDUCATION AND PHYSICAL EDUCATION: Full and Half Practica

- A. Successful completion (C+ or better) of a Springfield College:
 - 1) Discipline-specific methods course or its equivalent;
 - 2) Field-based pre-practicum; and
 - 3) Non-pedagogy course in the discipline.
- B. Written verification from the State Department of Education that 27 semester hours of the 36 semester hour "Standard 1: Field of Knowledge" requirement have been approved and completed.
- C. Departmental review.
- D. Written application to the department chair and to the Coordinator of Teacher Preparation and Certification for placement in the practicum.

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This policy applies to enrollment in the following practica: HLTH 252; HLTH 253; PHED 251S; PHED 252S; PHED 253S; PHED 254S

II. EDUCATION: Full and Half Practica

A. Enrollment in EDUC 251 (full practicum)

- 1) Completion of a Springfield College pre-practicum with a grade of C or better.
- 2) Departmental review of applicant coursework to determine additional courses which may be necessary prerequisite(s).

B. Enrollment in EDUC 257 (half practicum)

- 1) Departmental review of applicant course work.
- 2) Demonstration of competence at a level satisfactory to the Education Department is required for a waiver of a pre-practicum prior to admission to a practicum.
- 3) Coursework and a pre-practicum may be required.

CERTIFICATE MAJORS AND MINORS

The arts and sciences/interdisciplinary majors for each of the College's teacher preparation programs are listed below. The program minors/second majors for each certificate are also listed by certification category. Please refer to the appropriate section of this catalogue for further detail regarding requirements for a particular teaching certificate.

CERTIFICATE (Grades)	MAJOR(S)	PROGRAM
Art (5-12) ¹	Art	Secondary Art Education
Biology (9-12) ¹	Biology	Secondary Education
Chemistry (9-12) ¹	Chemistry/Biology	Secondary Education
Early Childhood (N-3) ¹	Fine Arts Education;	Early Childhood Psycho-social Education
	Dynamics of Learning; Science, Technology, and Mathematics; or Social Studies	
Elementary (1-6) ¹	One of four interdisciplinary options above and art.	Elementary Education
English (9-12) ¹	English	Secondary Education
Health Education (N-9, 5-12) ²	Health Studies	School Health
Mathematics (9-12) ¹	Mathematics	Secondary Education
Physical Education (N-9, 5-12) ³	Movement and Sport Studies	Physical Education
Social Studies (9-12) ¹	History	Secondary Education

¹ Refer to catalogue section on EDUCATION for complete program information.

² Refer to catalogue section on HEALTH EDUCATION for complete program information.

³ Refer to catalogue section on PHYSICAL EDUCATION for complete program information.

THE SCHOOL OF HUMAN SERVICES

Our School of Human Services, with sites in Springfield; Manchester, NH; and St. Johnsbury, Vt. offer bachelor's and master's degrees in the human services field throughout the Northeast. This weekend program, designed for working adults who wish to enhance their career options, incorporates learning gained through life experience, examination of theories and ideas, and requires students to apply their knowledge to real-life problems and situations. This full-time program can be completed in 16 to 24 months. More information is available in the School of Human Services catalogue.

YMCA PROGRAMS

Since its founding in 1885 as "The School for Christian Workers," Springfield College has continued its distinctive task of training young men and women for professional careers in the YMCA. Springfield is the only YMCA Association College in the United States officially recognized by the Y movement for the preparation of professionals.

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The traditional association between Springfield College, once also known as the International YMCA Training School, and the YMCA continues. Springfield College offers a variety of educational programs in several disciplines at both the undergraduate and graduate levels. These curricula are designed to enable students to fulfill their educational and vocational objectives in anticipation of a professional career in the YMCA.

The vitality of the affiliation can be seen in the support of local and national YMCA's, the campus visits of Y professionals and national Y executives, and the students who intern at YMCA's throughout the USA and recently in Japan, England, and Denmark. We are also very proud that the YMCA has chosen Springfield College as the site for its Hall of Fame which is located in the chapel of Marsh Memorial.

The many Springfield College alumni in the YMCA are an important link. Other links are the Springfield College faculty who are YMCA consultants and training supervisors, the College's ties with Asian YMCA's, and the YMCA/Springfield College Minority Recruitment Program.

The College's YMCA Studies Director provides students with information, advice, and assistance in finding a Y internship or position by arranging on-campus interviews, and by writing and calling YMCA's in the USA and overseas.

Most YMCA students focus their specialized interest in one of the three major academic areas: Recreation & Leisure Services, Human Service & Administration, or Health & Physical Education. In each of these areas, course guidelines are available and recommended for those with a YMCA concentration.

For Human Services & Administration with focus on program planning, outreach, community development, and group work, please see page ##.

For Recreation & Leisure Services with the emphasis on recreation, youth programs, and camping, please see page ##.

Students are encouraged to cross departmental and divisional lines in selecting courses that will add to their own professional expertise in their areas of interest, and it is not unusual to find offerings in other program areas which are attractive and valuable.

All three areas provide for a minimum of a ten-week practicum-a guided-study experience that takes place in an agency. Students are encouraged to do their fieldwork in an approved YMCA that will offer an individualized, practical growth experience.

Fieldwork experience in the YMCA and other agencies is offered in Human Service & Administration, Recreation & Leisure Services, and Physical Education. Students may qualify for this learning opportunity after they complete a minimum of 90 credits and have demonstrated an ability to do self-directed learning with supervision and guidance. Some fieldwork may take the form of a paid internship under conditions worked out by the student, the College, and the agency.

RECOMMENDED COURSES

Many Springfield College majors offer the knowledge and competencies with the supervised practical experience needed for a YMCA career. The courses listed below offer additional skills. These courses may or may not be included in a student's major.

BUSM 10:	Principles of Accounting
ENGL 102:	Business Writing
HFIT 105:	Physical Education & Health Fitness Programs in Social Agencies
HSAD 36:	Introduction to Group Dynamics
HSAD 39:	Group Work Sequence
HSAD 111:	YMCA: Past, Present, & Future
HSAD 116:	YMCA Management & Continuity Planning
HSAD 240:	Proposal Writing & Fund Raising OR
HSAD 250:	Management & Volunteer Programs
PEAC 205:	Lifesaving
PEAC 206:	Teaching of Swimming & Lifesaving

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PHED 151:	YMCA Fieldwork
PSYC 222:	Interviewing & Counseling OR
RLSR 3:	Introduction to Recreation & Leisure Services
RLSR 6:	Dynamics of Leadership
RLSR 16:	Program Planning
RLSR 148:	Management of Leisure Services
RLSR 160:	Facility Design & Planning OR
RLSR 230:	Leisure Counseling
RLSR 245:	Personnel Management/Human Resource Management
SOCI 131:	Minority-Majority Relations

ACADEMIC MINORS

Springfield College offers study in a variety of areas as minors which may be incorporated with a student's course of study with careful planning. Minors are prescriptive rather than simply a compilation of a certain number of credits in a specialized field. Therefore, students interested in adding a minor should consult their academic advisors.

The following areas of study are available as minors with 18 semester hours of study from a prescriptive listing:

Biology
Computer Science
Computer Programming
English
Human Services and Administration
Music
Psychology
Rehabilitation Counseling
Religion
Sociology

NOTE: *The following areas of study are also available as minors from a prescribed listing, but with specific semester hours of study as indicated.*

Art (24-26)
Art Therapy (27)
Athletic Coaching (34-35)
Business (24)
Chemistry (22)
Dance (20-21)
History (19)
Mathematics (21)
Political Science (22)

Slight changes may occur in both the course requirements and the semester hour requirements for these minors since curriculum revision is ongoing.

SPECIAL OFFERINGS

There are special programs at Springfield College which have been established to supplement and enrich the professional areas of interest at the College.

THE INTERNATIONAL CENTER

From its founding until 1953, Springfield College carried "International" in its corporate title. Prior to World War II, the College was far ahead of most American colleges and universities in international affairs. Hundreds of alumni working effectively in their own countries testify to the success of the College's more than 100-year history of providing selected leaders and students of other nations with an education which enables them to work with and through their own people to bring about greater well-being for youth and community.

Following World War II, emphasis upon the importance of the international student in the United States took on new dimensions. Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries and to American understanding of other ways of life.

Because of the College's growing international reputation, and its special fields of youth and community leadership, recreation, and sports, it has a steady stream of distinguished educational leaders from abroad flowing through its portals financed by the State Department and various private and professional organizations and foundations.

In order to strengthen the orderly development of international concerns and to coordinate, simplify, and focus administrative responsibility, the College established the Doggett Memorial International Center in 1965.

The range of functions of the Center include:

- Orientation of students from abroad and American students going abroad.
- Coordination, encouragement, and counseling of Springfield students to study and serve abroad.
- Development and coordination of contacts, information, and resources for faculty and students on fellowships, scholarships, and programs in international affairs.
- Responsibility for the international student program.
- Coordination and development of plans for overseas affiliations and centers.
- Maintenance and cultivation of additional State Department, AID, and USIA affiliations and contacts appropriate to the College, its capabilities, interests, and future.
- Expansion and diversification of the international visitors' program, particularly persons sent to the College by agencies of the United States Government, YMCA, The Experiment in International Living, and other private agencies for varying periods of study and consultation.

OCCUPATIONAL THERAPY

Occupational therapy is the art and science of facilitating persons' active participation in meaningful and therapeutic tasks related to self-care, independent living, work, and leisure pursuits. "Occupational" in the title refers to the purposeful "occupation" of time, energy, and abilities in tasks and roles essential for productive living.

Springfield College offers a two-year Master of Science in Occupational Therapy Degree for students who have completed a baccalaureate degree in a field other than occupational therapy and wish to become occupational therapists. Although this is a master's program, five or six undergraduate students who meet all requirements may be selected to begin the professional occupational therapy coursework in their senior year while completing their undergraduate degree. These students can, in a minimum of five years, complete both their baccalaureate degree and the Master of Science in Occupational Therapy Degree; one year less than the traditional method for obtaining this combination. Competition is stringent for acceptance-students must maintain a grade point average of 3.3 while also demonstrating a significant amount of related human service experience.

Several undergraduate program offerings at Springfield College taken along with occupational therapy prerequisites provide an excellent background for the Occupational Therapy Master's

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Program. These include gerontology, psychology, therapeutic recreation, art therapy, child life, sociology, movement studies, sports biology, and others. The Medical and Therapeutic Rehabilitation Service major is especially tailored for this optional track and for preparation towards any advanced study in the field of several medical therapies. In any program, students must follow course requirements closely in order to complete all of them by the end of their junior year.

For more information, call Joan Simmons, Chair, at (413) 748-1762.

THE ACADEMIC COMPUTER CENTER

State-of-the-art computer hardware was installed at Springfield College in 1982 for general use in our academic program including undergraduate and graduate coursework and student and faculty research.

The Academic Computer Center, located in the Marsh Memorial Building, contains a Prime Computer 2755 system. This configuration currently includes a central processing unit with 4 megabytes (4,000,000) of main memory, disk storage with a capacity of 770 megabytes (7,700,000,000) for program and data storage, 2 high speed line printers for producing hard copy output, a 1600/1800 bpi magnetic tape drive, and 25 block mode CRT terminals. The current configuration may be increased in the future as the demand for this facility approaches its limitations.

In addition to our central computer, there are three micro-computer laboratories (one Apple lab and two networked IBM labs) for use in areas such as education, English, chemistry, computer sciences, physics, mathematics, biology, physiology of exercise, tests and measurements, biomechanics, research, and general use.

The total Springfield College computer system serves the comprehensive needs of our students including program development, on-line data acquisition, data storage, and statistical analysis.

EQUESTRIAN ARTS PROGRAM

The Recreation and Leisure Services Department offers a concentration in Equestrian Arts in cooperation with Porlock Vale Equestrian Center in Somerset, England.

One semester of the junior year is spent in England at Porlock Vale. While there, qualified students may prepare for, and if capable, take the B.H.S.A.I. (British Horse Society Assistant Instructor) Exam. This certification is widely recognized in the equestrian world.

Courses taken at Springfield lead to completion of a program which includes administration and business management. The intent of this unique program is to prepare the student who would like to manage an equestrian program in a private or school setting.

RESERVE OFFICERS' TRAINING CORPS

Any student attending Springfield College who desires to earn a commission in the United States Army can do so through the Army Reserve Officers' Training Corps (ROTC) program which is offered through a cooperative agreement at Western New England College in Springfield. Interested students may participate in a two-or four-year program.

Four-year program students must accumulate 90 contact hours of military science academic courses and leadership/skill training during their freshman and sophomore years. During the junior and senior years, they must take a three-credit military science academic course and leadership laboratory each semester.

Two-year program students (sophomores or students who have two academic years remaining) attend a six-week basic summer camp in lieu of the first two years of the program.

Veterans or members of the National Guard and Reserve may receive up to three years of constructive credit. Two years of credit may be awarded for previous ROTC training in either high school or college.

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In addition to classroom instruction, students participate in leadership practica, orientation visits to military bases, field trips, and briefings. Students also attend a six-week summer advanced camp at the end of the junior year which permits application of theory presented in the classroom.

Financially, cadets are paid a \$100 a month stipend during the final two years of the program and receive approximately \$500 for Advanced Camp attendance and \$500 for Basic Camp. Also, cadets may compete for one-, two-, and three-year scholarships.

Upon completion of degree and ROTC requirements, cadets are commissioned as second lieutenants in the United States Army and serve on active duty or serve with a Reserve or National Guard unit. Interested students can register for Army ROTC academic courses at Western New England College as special students through the Cooperating Colleges of Greater Springfield.

AIR FORCE ROTC

The Air Force Reserve Officers' Training Corps (AFROTC) at Springfield College does not have its own Air Force ROTC program. However, students can take the program while attending Springfield College through the Cooperating Colleges of Greater Springfield (CCGS) agreement. The agreement allows students to take one class free at any one of the other participating colleges. In this case, the AFROTC classes are taken at Western New England College (WNEC) in Springfield while the program (AFROTC Detachment) is based at the University of Massachusetts in Amherst. The freshman and sophomore courses can be taken without any commitment to the Air Force and a 2-year program is available for any interested sophomores who decide to pursue the program during the spring of that year. Upon successful completion of the program (and receipt of a bachelor's degree), graduating students will receive commissions as second lieutenants in the U.S. Air Force. Scholarships of 3 1/2, 3, 2 1/2, and 2 years paying full tuition, lab, and incidental fees, \$100/month during school, and most books are available to students in all academic majors. For additional information, contact the Professor of Aerospace Studies, (413) 545-2437/2451 at the University of Massachusetts.

PRE-PROFESSIONAL ADVISEMENT

Under the guidance of a committee consisting of three to six faculty members, students will be advised to select courses which will assist them in securing admission to professional schools. The various advisement programs are described below.

DENTISTRY-Students are advised to select courses which will best prepare them for application to dental school. These courses also give the candidates a broad foundation in the areas highlighted by the Dental Aptitude Test. The committee evaluates the students during their sophomore and junior years. The purpose of sophomore evaluation is to attempt to predict whether the candidate's academic achievement will be competitive when they reach the time to apply for admission to dental school. Junior evaluation is to aid in the preparation of letters supportive of the student's application for admission to a dental school.

LAW-This concentration is designed to provide the student with an opportunity to prepare for admission into law school. Emphasis is placed on those areas of undergraduate instruction which are fundamental to the later attainment of legal competence. Although no single course of instruction is prescribed, pre-law students, in consultation with their advisors, are required to complete courses which develop abilities in the critical understanding of human institutions and values, assist in the comprehension and the expression of words, and facilitate their ability to think clearly, concisely, and independently.

MEDICINE-Students are advised to select courses which will best prepare them for application to medical school; these courses will also give the candidates a broad foundation in the areas highlighted by the Medical College Admissions Test. The committee evaluates the students during their sophomore and junior years. The purpose of sophomore evaluation is to attempt to predict whether the candidates' academic achievement will be competitive when they reach the time to apply for admission to medical school. Junior evaluation aids in the preparation of letters supportive of the student's application for admission to a medical school.

THEOLOGY-This concentration affords interested students the opportunity to prepare for advanced education in theological school leading to careers in the ministry. While there are no specific courses which are required, it is generally expected that students, in consultation with the

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faculty committee, will plan a program which is sufficiently broad in scope and also provides a solid foundation in the disciplines of religion and philosophy.

COURSE DESCRIPTIONS

Undergraduate courses at Springfield College are numbered as follows:

1-99-Freshman and sophomore courses

100-199-Junior and senior courses

200-299-Open to seniors and graduate students only

Sequence courses are indicated by a hyphen between course numbers. Academic credit is awarded on the following basis:

1 semester hour for 15 hours of study

2 semester hours for 30 hours of study

3 semester hours for 45 hours of study

4 semester hours for 60 hours of study

In skills and techniques courses in physical education, 45 hours of attendance are necessary for 1 semester hour of academic credit.

The hours required for laboratory and field work courses are included in course descriptions.

The listing of courses described herein is not intended to imply that offerings have been finally determined for the 1994-95 academic year. All courses are subject to faculty availability.

ANTHROPOLOGY

ANTH 1: Introduction to Anthropology 3 S.H.

This is an introductory survey course of the field of anthropology with emphasis upon the prehistoric development of culture. Behavior of man illustrated by the simpler societies.

ANTH 50: Cultural Anthropology 3 S.H.

An examination in-depth of the concept and the methods and theoretical positions of cultural anthropology. Students concentrate on reading primary materials-i.e. case studies of ethnographies, key articles, or selections in theory and method. *Prerequisite: ANTH 1 or permission of instructor.*

THE VISUAL AND PERFORMING ARTS

(Art, Dance, Drama, Music)

ARTS 1: Introduction to Crafts 2 S.H.

This course gives students experience in a variety of materials-metal, ceramics, woods, and cloth. Each medium is developed as a unique form of creative expression.

ARTS 2: Acting 3 S.H.

This course is an approach to the techniques of stage acting by classroom exercises in voice, stage movement, characterization, style, and scene study. Examinations include performance before a live audience.

ARTS 3: Studio in Painting 3 S.H.

This is a course in which the many aspects of making a painting are explored. Various painting problems are assigned in order to focus on the capacity of paint for control and scope of expression. Students are encouraged to develop and realize their personal ideas as exciting visual images.

ARTS 5: Sensitivity & the Creative Process 2 S.H.

This course explores the creative processes of artists in the visual arts. Examples of work by the leaders of contemporary art as well as artists of historical significance are analyzed. Slides, tapes, films, museum visits, and guest artists are an integral part of the course. Through this examination of art, students have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own.

ARTS 6: Stage Production 3 S.H.

Study and practice in stage and lighting design.

ARTS 10: Directing Workshop 3 S.H.

Historical research, theory, and practice in directing for the stage, with special emphasis on scene building, are studied. Examination includes an actual performed theatrical piece.

ARTS 14: Studio in Printmaking 3 S.H.

This course explores the varied aspects of the printmaking media. Areas covered are intaglio, calligraphy, and lithography. Work is done using both traditional and experimental techniques in black and white and in color.

ARTS 15: Studio in Drawing 3 S.H.

This is a course in using drawing as a means to increase the student's ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials.

ARTS 16: Studio in Design 3 S.H.

This is an exploration of design as a visual language as it exists on a flat surface. Students are guided toward the understanding of the basic design elements as a means to maximize the freedom of expression in the area of communication and originality.

ARTS 20: Studio in Sculpture 3 S.H.

This course develops the individual imaginative efforts of students working in the third dimension. Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist's statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay.

ARTS 21-22: Dramatic Workshop 2 S.H.

Scenery construction and production projects are worked on as required by the Attic Players, Cultural Affairs, and Best of Broadway productions.

ARTS 24: Care & Protection of Art Objects 2 S.H.

This course emphasizes the materials and techniques of an artist. Students make in-depth studies of the materials and methods which will afford them the opportunity to gain the greatest possible control over their creative process. Areas of investigation include paint pigments, chemistry of materials, and conservation of pictures.

ARTS 25: Studio in Photography 2 S.H.

This course explores the photographic process, the use of equipment, film development, and printing. Emphasis is placed upon the use of the camera as a creative means of expression.

ARTS 26: Studio in Pottery 3 S.H.

This course is an introduction to the various methods of pottery making. Students explore such forming methods as slab, pinch, coil, and throwing. The use of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function are developed. Tests are conducted in differing clay bodies and glaze information.

ARTS 28: Urban Ecology & Three-Dimensional Design 3 S.H.

This course explores our urban environment as three-dimensional design. Students are encouraged to use the urban community as a classroom for studying the aesthetic interrelationships of man and his environment. Such basic design elements as color, form, shape, texture, and scale as related to the human elements are emphasized.

ARTS 30: Studio in Computer Graphics 3 S.H.

This is an introductory course that focuses on the technology of computer graphics. Each student has the opportunity to explore a number of graphic software programs utilizing several computer systems. Due to the advanced software programs employed, students are able to draw, paint, design, and make rapid changes in their artwork with almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course.

ARTS 40: Introduction to Art Therapy 3 S.H.

This course introduces students to the profession of art therapy. The history and development of art therapy are covered. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals are studied. *Prerequisite: PSYC 1.*

ARTS 45: Ethics & Aesthetics in Art Education & Art Therapy 1 S.H.

This course provides students with the knowledge and understanding that ethics and aesthetics play in art education and art therapy. Contrasting views of art therapy and art education theorists and practitioners are discussed and debated. The implications of politics on aesthetics and other relevant issues in art education are addressed. *Prerequisites: ARTS 40, ARTS 110, or permission of the instructor.*

ARTS 100: Materials & Methods of the Art Therapist 3 S.H.

This course covers the wide range of materials, methods, and techniques employed by the art therapist in the visual arts in working with disabled people. Areas covered include the use of both two and three-dimensional art materials. How the art therapist utilizes them to assist people in expressing themselves in a nonverbal manner are explored in depth. *Prerequisite: ARTS 40 or consent of the instructor.*

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.

ARTS 109: Arts & Ideas 3 S.H.

This course is designed to combine the elements of art with art history. Through the study of the plastic elements of art and composition, students view the role of the artist from ancient times to the present day to form a better understanding of aesthetics of our own human nature.

ARTS 110: Evaluation Standards in Art Education 2 S.H.

This course familiarizes students working toward their certification in art education in evaluation techniques in art. Current methods and research in art evaluation are stressed with an emphasis on non-biased and individual evaluation techniques that acknowledge multi-cultural differences. Field experiences and role-playing assist the students in formulating appropriate techniques in art evaluation. *Prerequisite: Enrollment in a certification program in education or permission of the instructor.*

ARTS 117: European Art from Prehistoric Period to the 18th Century 3 S.H.

This survey course examines the development of the visual arts from cave painting to the beginning of the modern era. It concentrates on the relationship between artistic expression and social and cultural forces.

ARTS 118: Modern European Art 3 S.H.

Beginning with the early Romantic era, this survey examines visual expression of revolutionary changes in the entire fabric of society.

ARTS 119: American Art 1700-1900 3 S.H.

The course is a survey of painting, architecture, and sculpture from early Colonial Period to the turn of the 20th century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation.

ARTS 120: American Art of the 20th Century 3 S.H.

The course investigates the development of a true native style and expression in the wake of modern technological advancement, global, political, and economic upheavals and the search for national cultural identity.

ARTS 121: Scene Study 3 S.H.

This course offers in-depth experience in the analysis and performance styles of scenes from the Shakespearean theater, the realistic theater, and the avant-garde theater. Progress is monitored via the instructor and peer evaluations, short papers, a log, and a final live production.

Prerequisite: ARTS 2 or equivalent.

ARTS 122: VPA Production I 3 S.H.

This course trains musicians, singers, dancers, painters, sculptors, actors, designers, and graphic artists to function as a collective in the preparation and mounting of a major stage production in an apprentice-like manner by contract with faculty coaches/directors. *Prerequisites: auditions, interviews, and permission of the company directors.*

ARTS 140: Art Therapy Pre-Fieldwork Experience 3 S.H.

This course is a required course designed for students in the art therapy concentration who need firsthand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. *Prerequisite: ARTS 40, ARTS 100.*

ARTS 141: Supervised Field Experience 2-10 S.H.

This course provides the opportunity for the student to become involved in the urban community as an artist in residence. The student works directly with the people of the inner city in less formal situations such as a studio, gallery, museum, or a store front workshop. An exhibit of students' artwork in their own areas of interest is presented at the completion of this experience.

ARTS 150: Advanced Studio in Art 2-6 S.H.

The advanced studio provides the opportunity for those students who wish to gain an in-depth study of a specific media or art form. Students work out the studio experience in consultation with the instructor of the course based on their individual interests and potential. *Prerequisite: permission of instructor.*

ARTS 155: Methods & Material in Art Education 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 200S: Art Therapy with Special Needs Populations 3 S.H.

This course is designed for individuals who are interested in working with multi-diagnosed individuals through art therapy. Various therapeutic approaches in art therapy as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality.

ARTS 220: Theory & Practice of Art Therapy 3 S.H.

This survey course covers the historical development and major theoretical trends in the art therapy field. Various therapeutic approaches in art therapy that apply to a variety of client populations comprise the essence of the course. Discussions, lectures, and experiential exercises are the foundation of the classroom experience.

DANC 1: Dance Appreciation 3 S.H.

This course explores dance from primitive to contemporary time through film showing and lecture. The objectives include broadening one's understanding and appreciation of the dance arts and to develop the ability to view dance critically.

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.

DANC 20: Choreography I 3 S.H.

This course explores various purposes and strategies for dance-making. Emphasis is placed on developing individual creativity, exploring the elements of choreography, and making and critiquing dances. Learning experiences include improvisation, creation of solo and group dance studies, analyzing the choreographic process, critiquing dances, and consideration of production aspects. *Prerequisite: dance experience or consent of the instructor.*

DANC 30: Ballet I 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experience includes technique class three times per week, dance viewing and criticism, related readings, and discussions. *Prerequisites: PEAC 127 or consent of the instructor.*

DANC 40: Modern & Post-Modern Dance 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in American modern and post-modern dance. Drawing from the numerous styles and philosophies associated with the development of American modern and post-modern dance, this course emphasizes the individual at the center of the dance experience. Classes include dance technique, choreographic problem solving, performance, discussion, lecture, and video viewing. *Prerequisite: PEAC 133 or consent of the instructor.*

DANC 50: Jazz Dance Theory & Technique 3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in various styles of American jazz dance. It traces the origins of jazz dance from African, European, and American dance forms. Learning experiences include technique class three times a week plus some dance viewing, reading, lecture, and discussion. *Prerequisite: some dance experience or permission of the instructor.*

DANC 100: Teaching Dance 3 S.H.

This course explores materials and methods for teaching dance in various contexts with diverse populations. Emphasis is placed on development of individual teaching skill and creativity,

exploration of the foundations of dance, and design and implementation of effective dance curriculum. Learning experiences include learning and teaching dance; movement exploration and problem-solving; analysis of motor development, creativity, and teaching methods; acquaintance with materials for teaching dance; and curriculum design. *Prerequisite: DANC 10, DANC 30, DANC 40, PHED 231, or consent of the instructor.*

DANC 120: Introduction to Dance & Somatic Movement 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 2 S.H.

This course bridges the gap between class activity and artistic performance. There is strong emphasis on energy level and line, form, and design with instruction in basic elements for staging choreography. A variety of dance forms are included. Students are either involved with one of the on-campus performing dance groups or an approved off-campus experience.

MUSC 1: Basic Musicianship 3 S.H.

This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students in this course develop sight reading, conducting and beginning compositional skills through the study of elementary solfege, rhythmic exercises, ear training, basic theory, and conducting technique. Programmed tapes and computer assisted instruction are utilized.

MUSC 2: Music Theory I 3 S.H.

Students in this course develop skills in musical composition, related solfege, and related dictation. Notation, interval and chord construction, and harmonic rhythm are studied. *Prerequisite: MUSC 1.*

MUSC 3: Music Theory II 3 S.H.

This course is a continuation of MUSC 2. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and musical texture are studied. Students continue the development of skills in composition, solfege, and dictation. *Prerequisite: MUSC 2.*

MUSC 8: Music Appreciation 3 S.H.

This is an introduction to music from the baroque to contemporary styles.

MUSC 12: Springfield College Singers 1 S.H.

The mixed chorus performs varied styles of music. Selected numbers are choreographed for large show-choir format. Major performances include holiday season and spring tour shows. Membership is open to all students who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 13: Springfield College Band 1 S.H.

The study and performance of transcriptions and original compositions is emphasized. In addition to individual performances, the band accompanies local and tour performances of the Springfield College singers. Major performances include the holiday and spring tour shows. The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 14: Springfield College Pep Band 1 S.H.

The Springfield College Pep Band performs at varsity sporting events which includes all home football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 15: Springfield College Small Ensembles 1 S.H.

The Springfield College Small Ensembles study, rehearse, and perform small ensemble music. Instrumentation and size of groups vary according to the instrumentalists available. Performances are given at College concerts, social events, and recitals. At least one public performance is given

each semester. Membership is open to all College instrumentalists who meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.

MUSC 20: Basic Piano 1 S.H.

This course is designed for students with no prior keyboard experience. Emphasis is on developing functional skills at the keyboard and the ability to interpret musical notation for the piano.

Prerequisite: MUSC 1 or concurrently, or permission of the instructor.

MUSC 21: Basic Guitar 1 S.H.

This course is designed for students with no prior guitar experience. Emphasis is on developing functional skills on the guitar and the ability to interpret musical notation for the guitar. Instrument rentals will be made available.

Prerequisite: MUSC 1 or concurrently, or permission of the instructor.

MUSC 30: Applied Music I 1 S.H.

Individual voice or instrument study with an approved private instructor is pursued by each student. A jury measurement is given at the beginning and end of each semester. Students perform at least one public recital each semester. Four semesters of study are required for music minors. The course is open to non-music minors who meet the minimum entrance standards. The course may be repeated for credit to a maximum of 8 semester hours. Fee required.

MUSC 31: Applied Music II 1 S.H.

Individual voice or instrument study with an approved private instructor is pursued by students who are already enrolled in MUSC 30 and who wish to study music skills in a second area. This course is pursued at the same time as MUSC 30, and, with the music department's permission, may also be repeated for credit to a maximum of 8 semester hours. A jury measurement is given at the beginning and end of each semester. Students perform at least one public recital each semester. Fee required.

MUSC 140: Eclectic Music with Children 3 S.H.

This course introduces students to preschool, early childhood, and elementary music. Emphasis is placed on experiential discovery through movement, imagery, and vocal/instrumental activities to be found in the child's musical environment. *Prerequisite: MUSC 1 or permission of the instructor.*

MUSC 141: Eclectic Music with Special Populations 3 S.H.

This course introduces students to the use of music in recreation, leisure, rehabilitation, and therapeutic settings. Emphasis is placed upon experiencing procedures and materials to be used in prescriptive activities. *Prerequisite: MUSC 1 or permission of the instructor.*

ATHLETIC TRAINING

ATRN 95: Introduction to Athletic Training 1 S.H.

This introductory course in athletic training is designed for Athletic Training majors and those considering Athletic Training as a career. It exposes students to the professional preparation of the athletic trainer and their roles as a health care professional at all levels. It also provides an introduction to the Athletic Training Program at Springfield College.

ATRN 125: Basic Prevention & Care of Athletic Injuries 3 S.H.

This is an introductory course for Athletic Training Majors in the prevention and management of athletic injuries. It emphasizes basic injury prevention, evaluation, and emergency care.

Prerequisites: BIOL 10 and 11 (or equivalent), HLTH 3 or HLTH 6 or EMSM 20, and enrollment in the Athletic Training Major.

ATRN 126: Advanced Prevention & Care of Athletic Injuries 3 S.H.

This is an advanced course for Athletic Training Majors in the prevention and management of athletic injuries. It emphasizes advanced injury prevention, evaluation, management, and emergency care. In addition, athletic health care administrative and counseling issues are discussed.

Prerequisites: ATRN 125 and enrollment in the Athletic Training Major. (Non-majors need permission of the instructor.)

ATRN 196-197: Practicum in Athletic Training Fieldwork 2-2 S.H.

This practicum is designed to teach the basic skills, support procedures, and techniques used by the trainer in handling and caring for athletic injuries. *Prerequisite for ATRN 196: ATRN 95; for ATRN 197: ATRN 196.*

ATRN 200S: 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 ATRN 297.*

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

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

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

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 205) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. *Prerequisites: ATRN 205 and enrollment in the Athletic Training Major. Non-majors need permission of the instructor.*

ATRN 297: Athletic Training Senior Fieldwork 1 S.H.

This practicum teaches the basic and advanced skills, support procedures, and techniques used by the trainer in handling and caring for athletic injuries. *Prerequisites: acceptance into the Athletic Training major, permission of instructor, and ATRN 197.*

ATRN 298S: Seminar in Athletic Training 1 S.H.

This is a seminar for seniors in the Athletic Training Program. Topics included are low back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. *Prerequisites: ATRN 197 and/or permission of instructor.*

BIOLOGY

BIOL 1: Basic Concepts of Modern Biology 4 S.H.

This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution and the origin of life, basic physiological processes, behavior, genetics, and development. Human biology and the social implications of modern biology are considered throughout.

BIOL 4-5: Bioscience 4-4 S.H.

This course is a study of the major characteristics of living organisms. Diversity of form and function, energy and material flux, movement, growth and development, and regulation from the molecular and cellular level to the organismic and population levels are covered. Discussion, lectures, and laboratory experiences present and integrate a wide variety of approaches to the problems common to all living systems. Each student is given the opportunity to develop and complete a research project under the supervision of the professor.

BIOL 10: Mammalian Anatomy & Physiology I: Functional Anatomy 4 S.H.

The course analyzes the structure and function of the muscular, skeletal, and nervous systems as they relate to human movement. Laboratory consists of regional dissection of the cat.

BIOL 11: Mammalian Anatomy & Physiology II: Structure & Function of the Organ Systems 4 S.H.

This course covers the physiology and biochemistry of muscle and the structure and function of the circulatory, respiratory, digestive, excretory, endocrine, and nervous systems.

BIOL 60: Animal Biology 3 S.H.

Lectures, laboratory, and field studies give students an understanding and appreciation of the biology of vertebrates and invertebrates. Seasonal activities that coincide with animal migrations, reproduction, behavior, development, and distributions are studied. Students learn first hand about animal life through making collections and field observations. *Prerequisite: BIOL 1 or BIOL 4 or permission of instructor.*

BIOL 64: Flora of New England 3 S.H.

Field recognition, ecology, and use of major non-flowering and flowering plants are covered. Identification is accomplished by a study of flowers, fruits, seeds, leaves, and winter twigs. Activities include field trip studies of major plant associations (bogs, marshes, swamps, fields, forests). Applications for teaching and environmental studies, collecting, preserving, and herbarium techniques are addressed.

BIOL 65: Introductory Horticulture 3 S.H.

This introduction to plant function, growth, and maintenance includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applications are covered.

BIOL 70: Plant Biology 3 S.H.

This course consists of an introductory treatment of plant structure, function, classification, growth and development, economic importance, habitats, and responses to the environment. The course allows for and encourages independent investigation in the laboratory and/or field. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

BIOL 77: Field Ornithology 3 S.H.

Birds are studied as an aid in teaching biology and conservation, and "bird watching" is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. *Prerequisite: BIOL 1 or BIOL 4-5.*

BIOL 80: Genetics 4 S.H.

This course encompasses a study of the principles of inheritance in plants and animals. Emphasis is placed on the physical basis of inheritance, Mendelian inheritance, physiological genetics, population genetics, and human heredity. *Prerequisite: BIOL 1 or BIOL 4-5.*

BIOL 90-91: Human Structure & Function 4-4 S.H.

This course gives students an opportunity to study the structure and function of the human organism. Topics covered include: cells, tissues, and the skeletal, muscular, circulatory, respiratory, digestive, excretory, endocrine, and nervous systems. The laboratory consists of regional dissection of the cat and physiology demonstrations. *Prerequisites: BIOL 4-5 or equivalents.*

BIOL 109: General Histology (Lecture) 2 S.H.

This course covers the ultrastructure of cells and histology of tissues and organs. Emphasis is placed on functional relations to morphology. *Prerequisite: BIOL 1 or BIOL 4-5.*

BIOL 110: General Histology (Lab) 2 S.H.

Students learn general microtechnique including preparation of slides, autoradiography, photomicroscopy, use of ultramicrotomes, and are introduced to the electron microscope. In addition, study of the histology and ultrastructure of specific tissues and organ systems are covered. *Prerequisite: BIOL 1 or BIOL 4-5.*

BIOL 114: Bacteriology 3 S.H.

Students study the fundamental principles of bacteriology with emphasis on the relationship of bacteria (and related microorganisms) to humanity. The role of bacteria, and their control, in water, food, soil, industrial processes, and disease production is stressed. The laboratory deals with basic techniques for studying microorganisms and their activities. *Prerequisite: BIOL 1 or BIOL 4-5. One year of chemistry is recommended preparation.*

BIOL 115-116: Microbiology 3-3 S.H.

This is a study of the structure and activities of bacteria, yeasts, molds, viruses, rickettsia, and other microorganisms. The course is designed to acquaint students with principles governing microbial actions and their control. Fundamentals of resistance and immunity including the study of reaction between antigens and antibodies with application to detection of infectious and non-infectious diseases are covered. Attention is given to those laboratory techniques essential to the isolation, classification, identification, control, and enumeration of microorganisms. *Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22 or CHEM 31-32.*

BIOL 125: Seminar in Biology 2 S.H.

Discussion and reports on current topics in biology are presented at weekly meetings with departmental faculty. *Prerequisite: Departmental approval.*

BIOL 150: General Ecology 3 S.H.

The objectives of this course are to study the structural and functional aspects of plant and animal communities in relation to the physical and biological environment. Topics include: energy flow, material cycling, limiting factors, populations and communities, organism interaction, succession, adaptations, humanity's position, and world habitats. Both lab and fieldwork are integrated with the lecture material. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

BIOL 160: Plant Physiology (Agricultural & Environmental Applications) 3 S.H.

This course develops a basic understanding of plant processes and structures in relation to photosynthesis, photorespiration, crop yield, mineral fertilizer use, growth regulation by hormones, water needs, and plant disorders, and brings such concepts into perspective with environmental and agricultural applications. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

BIOL 170: Laboratory Instrumentation & Methodology 3 S.H.

The theory and practice of modern laboratory techniques utilizing optical, electrical, chromatographic, and radioisotopic methods of measurement and analysis are covered. Principles underlying instrument design and safety in the laboratory are emphasized. *Prerequisites: CHEM 1-2, BIOL 1 or BIOL 4-5; math; or permission of instructor. Analytical chemistry and physics are recommended.*

BIOL 178: Aquatic Biology 4 S.H.

Emphasis is placed upon the collection, identification, and distribution of local freshwater flora and fauna. The biological, physical, and chemical composition of representative bodies of water are compared. Information from fish biology will be used to study nutrition, growth, and reproduction in freshwater. Attention is given to the community and recreational resources of urban lakes.

Prerequisite: BIOL 1 or BIOL 4-5.

BIOL 181: Vertebrate Embryology 4 S.H.

This course focuses on the differentiation of the vertebrate embryo with special emphasis on cellular interaction towards the development of the organ systems. Laboratory includes experimental investigation as well as microscopic study of developing embryos. *Prerequisite: BIOL 10-11 or BIOL 90-91.*

BIOL 185: History & Philosophy of Science 3 S.H.

This is a study of sciences and scientific thought with an emphasis on the historical and contemporary interaction of science with other disciplines particularly that of philosophy. The nature and scope of science as well as the scientific method as an approach to understanding the natural world are explored.

BIOL 186: Methods in Teaching Biology Laboratories 1 S.H.

This is a study of the approaches to teaching and presenting biology laboratories. Emphasis is placed on laboratory techniques and procedures as well as guides to literature applicable to the secondary school setting.

BIOL 188: Comparative Vertebrate Anatomy 4 S.H.

Subject material is a study of the structure and phylogeny of vertebrates including distribution, classification, and ecology. Laboratory work illustrates evolutionary trends and specializations through dissection of representative animals of a number of different phyla. *Prerequisite: BIOL 1 or BIOL 4-5 and BIOL 181.*

BIOL 190: Field Ecology 2 S.H.

This is an on-site study of the biological, physical, and chemical processes operating in the marine, littoral, and terrestrial environment with special attention to the role of humanity in utilizing and affecting resources. *Prerequisite: BIOL 1 or BIOL 4-5 or permission of instructor.*

BIOL 208: Cell Biology 4 S.H.

Material covered includes an analysis of the cell, molecular constituents, and structure and function of organelles. Laboratory includes microtechniques and uses of various instruments and methods in cell biology. *Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22, PHYS 21-22.*

BIOL 220: Cellular & Comparative Physiology (Models of Human Performance) 4 S.H.

Comparative studies of animal physiology and biochemistry are used as models to understand human performance. Knowledge about how lower animals move and adapt to various world environments have become powerful tools to study human performance. Laboratory experiences are applied to solving case histories of human performance as well as providing a practical understanding of cellular function-its metabolism, irritability, gas exchange, water balance, temperature regulation, and reproduction. *Prerequisites: BIOL 188 or BIOL 90-91.*

BUSINESS MANAGEMENT

BUSM 5: Introduction to Business 3 S.H.

This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector.

BUSM 10: Principles of Accounting I 3 S.H.

Accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivables, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets.

BUSM 11: Principles of Accounting II 3 S.H.

Accounting principles and practices developed through Accounting I are expanded upon as they apply to the partnership and corporate forms of business. The major emphasis is on the utilization of accounting data as a decision-making tool in the areas of budgets, taxation, changes in financial position, and financial statement analysis. The course also deals with nonprofit accounting.

Prerequisite: BUSM 10.

BUSM 26: Principles of Management 3 S.H.

This course provides a realistic knowledge of management in theories, techniques, and practices. The function of planning, organizing, directing, and control are developed in-depth. Cases and readings are utilized to provide a basis for the application of decision-making in relating back to the function of management.

BUSM 70: Business Law 3 S.H.

The emphasis of this course is on basic principles of business law and society. The major topics to be covered are: contracts, sales, commercial paper, agency, partnerships, and corporations.

BUSM 100: Managerial Accounting 3 S.H.

The course covers policy and decision-making based on profit planning and objectives. The major topics covered are: budget, cost methods, pricing methods, and cost-volume profit analysis.

Prerequisite: BUSM 10-11.

BUSM 101: Principles of Marketing 3 S.H.

This course surveys the foundations, principles, and functions of marketing with a thorough treatment of the core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy as well as tangible goods. This course is for non-Business majors only.

BUSM 102: Marketing Management 3 S.H.

This course emphasizes the utilization and understanding of modern marketing strategies. Through text study, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix—product, price, place, and promotion. Through case analyses, students gather data, analyze marketing options, and prepare workable solutions. *Prerequisites: ECON 2, BUSM 10, and BUSM 26.*

BUSM 105: Financial Management 3 S.H.

The course emphasizes basic decision-making tools and analytic processes employed by financial managers. The major topics covered are: financial analysis, cash flow, pro forma, short and long term financing, and asset management. *Prerequisites: BUSM 10-11 and BUSM 100.*

BUSM 110: Fund Accounting for Nonprofit Agencies 3 S.H.

This course provides students who plan to manage a nonprofit business with the accounting tools required. Major emphasis is upon fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and impact of legislative actions are also covered.

BUSM 115: History of American Business 3 S.H.

This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. *Prerequisite: ECON 1-2, or permission of instructor.*

BUSM 120: Statistics for Business & Economics 3 S.H.

This is an introductory-level course in basic statistics relating to the business and economic environment. The course covers basic concepts, vocabulary, and methods of probability and statistics as applied to decision-making in management. Students also gather, manipulate, and analyze data for problems in the areas of cost accounting, auditing, advertising, and marketing research.

BUSM 141: Business Management Field Experience 3-6 S.H.

The field experience program is a form of independent study which combines academic study with business world activity. It offers students the opportunity to test classroom theory, align career goals, develop a professional outlook, improve communication skills, and deepen the understanding of the functions of management. Academic credit is dependent on the number of hours spent at the worksite per week. The course is for senior business majors only. A final paper is required.

BUSM 151: Organizational Design & Development 3 S.H.

Using a contingency approach to understanding organizational behavior, students diagnose the problems of several business settings. Based on actual business cases, classwork focuses on analysis, action, and management of change through organizational structure, operating practices, and organizational development (OD) processes.

BUSM 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.

BUSM 201: Quantitative Methods 3 S.H.

This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem solving so that students gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. *Prerequisite: Reasonable facility with college math is desired.*

BUSM 202S: Business Policy & Control 3 S.H.

The course requires students to integrate previously mastered functional disciplines. It involves competition among groups of students acting as independent companies revolving around a computer generated simulation of a business environment. *Prerequisite: BUSM 201.*

BUSM 205: Managerial Supervision 3 S.H.

This course deals with the concept of management skills in the area of supervision-setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. *Prerequisite: HSAD 36, BUSM 26.*

BUSM 245: Personnel Management/Human Resource Management 3 S.H.

This course examines the responsibilities of personnel managers or managers who perform the personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment.

BUSM 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,

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resource requirement planning and projections, growth management, entrepreneurial success strategies, various case studies, and the writing of an actual business plan. *Prerequisites: BUSM 10 or 11, BUSM 105, ECON 1, algebra, or permission of the instructor.*

CHEMISTRY**CHEM 1-2: General Chemistry 4-4 S.H.**

This course studies the structure and states of matter. It also studies the structure of atoms, the formation of molecules, the nature of intermolecular forces and chemical equilibrium in terms of kinetic and thermodynamic effects, and the chemistry of aqueous solutions.

CHEM 6: The World of Chemistry 3 S.H.

This is an introductory lecture/laboratory course in chemistry designed for the liberal arts student. A common sense approach is used to develop an appreciation of the chain of events leading from the chemical fact to the chemical theory and the ingenious manipulation of materials based on these theories. A third of the course is presented on video tapes; the remainder is devoted to discussion and laboratory demonstrations using real world laboratory experiences.

CHEM 15: Chemistry Survey 4 S.H.

This is a study of the essential principles of general, organic, and biological chemistry including the structure and behavior of atoms and molecules, an introduction to organic compounds, and the biochemical basis of physiology, bioenergetics, and nutrition.

CHEM 21-22: Organic Chemistry 3-3 S.H.

This is an introduction to the chemistry of carbon compounds emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. *Prerequisites: CHEM 1-2, CHEM 23-24 or concurrently.*

CHEM 23-24: Organic Chemistry Laboratory 1-1 S.H.

The laboratory assignments integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation such as IR, UV, NMR, VPC. *Prerequisite: CHEM 21-22 or concurrently.*

CHEM 30: Organic Survey 2 S.H.

This is a brief course outlining the structure, function, and reactions of the biologically important families of organic compounds. *Prerequisite: CHEM 1-2 or CHEM 15 or equivalent.*

CHEM 31: Organic Survey Laboratory 1 S.H.

The laboratory is designed to provide experience with the basic techniques of organic chemistry and exposure to the use of modern instrumentation such as UV, IR, and GC. *Prerequisite: CHEM 30 or concurrently.*

CHEM 32: Biological Chemistry 3 S.H.

Biological chemistry is a study of the chemistry of life. It is a multidisciplinary science that employs physical, biological, and chemical principles to understand the biochemical unity displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates are examined as is the operation of enzymes, hormones, vitamins, poisons, and drugs. Emphasis is placed on the abnormal (diseased) state, bioenergetics, genetics, and the interrelationship of biomolecules in nutrition. *Prerequisite: CHEM 30-31 or CHEM 21-22.*

CHEM 33: Biological Chemistry Laboratory 1 S.H.

Laboratory exercises include the study of biological reactions as well as modern methods of separation, purification, and characterization of biologically important molecules. *Prerequisites: CHEM 32 or concurrently.*

CHEM 41: 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.

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 60: Chemistry Seminar -Applied Chemistry 1 S.H.

This is a series of lectures by invited chemists practicing in non-academic laboratories. It is sponsored jointly with the Chemistry Departments of the Cooperating Colleges of Greater Springfield. *Prerequisite: CHEM 1-2 or CHEM 15.*

CHEM 110: Physical Chemistry with Biological Applications 3 S.H.

This is a physical interpretation of the phenomena of chemical change and stability as related to biological problems. Topics include: thermodynamics, gases, liquids, solids, bioenergetics, equilibria, chemical dynamics, enzyme kinetics, electrochemistry, molecular spectroscopy, and transport phenomena. *Prerequisites: CHEM 1-2, PHYS 21-22*

CHEM 111: Physical Chemistry Laboratory 1 S.H.

Laboratory exercises illustrate the principles of physical chemistry. *Prerequisite: CHEM 110 or concurrently.*

COMPUTER AND INFORMATION SCIENCES

CISC 10: Introduction to Computer Concepts 3 S.H.

This course is designed to provide an introduction to the world of the computer as well as to serve as a foundation course for more specialized areas of computer studies. It begins with an historical development of the computer and proceeds to study its structure and function primarily by using BASIC. Syntactic and comparative analysis of languages, experience in programming, and applications are emphasized.

CISC 20: Introduction to Computer-Based Management Systems 3 S.H.

This course introduces computer hardware, software, systems, procedures, and human resources utilized in the management and implementation of computer information systems. It explores their integration and application in business and in other segments of management. It also prepares students to be intelligent users of computers and to understand the basics of successful management of information systems.

CISC 40: The World of Microcomputers 4 S.H.

The course deals with a detailed study of the concepts and applications of a microcomputer system. Emphasis is placed upon microcomputer organization, architecture, and operating systems as well as upon the extensive application of powerful commercial, word processing, spreadsheet, database, and graphics software to a variety of real-world problems. *Prerequisite: CISC 10, or CISC 20, or equivalent.*

CISC 55: RPG & Data Processing 3 S.H.

This is an introduction to data processing and its applications through the use of RPG. This course combines the general study of the representation of data to generate information with a study of a specific language. No prior knowledge beyond business math or college algebra is required.

CISC 65: Programming in BASIC 3 S.H.

In this course, students learn how to construct, edit, and execute programs written in BASIC. Emphasis is placed on language syntax, logic, and structure. Students are given a generous time allotment at the terminal. *Prerequisite: CISC 10 or permission of the instructor.*

CISC 68: Programming in FORTRAN 3 S.H.

This course is designed with the emphasis on standard algorithm development for numeric oriented problem solving. All programming elements common to FORTRAN will be discussed. *Prerequisite: CISC 10, or CISC 20, or permission of the instructor.*

CISC 70: Introduction to Computer Science with Pascal 3 S.H.

This course is designed to provide a basis for the technical aspects of computer science. The course begins with a study of the functional units and components of a computer system and uses basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem solving process including problem specification and organization, algorithms, coding, debugging, testing, documentation, and maintenance with the use of the higher level language Pascal. *Prerequisite: CISC 10, or CISC 20, or permission of the instructor.*

CISC 80: COBOL & File Processing 3 S.H.

Programming in COBOL, syntax, semantics, and applications of COBOL and file processing including creation, updating, retrieving, and debugging are covered. *Prerequisite: CISC 70 or permission of the instructor.*

CISC 85: Advanced COBOL 3 S.H.

The emphasis in this course is on structured methodology or program design, development, testing, implementation, and documentation of common business oriented applications using COBOL. It includes coverage of sequential and random access files, utilization or I/O forms, processing techniques, and development of programs and systems of programs for batch and interactive environments. Students develop the ability to design and implement programs and systems of programs that utilize advanced features of COBOL. *Prerequisite: CISC 80.*

CISC 95: Computer Organization 3 S.H.

This course deals with the detailed study of the internal instructions set, organization, and operations of the modern digital computer through the use of assembly language and machine language programming. *Prerequisite: CISC 70 or equivalent.*

CISC 100: Data Structures 3 S.H.

This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. *Prerequisite: CISC 70 or equivalent.*

CISC 110: Database Development & Management 3 S.H.

This course introduces the student to the basic principles of applications program development in a database environment. Special emphasis is placed on loading, modifying, and querying the database using a host language. Also discussed are various storage devices, data administration, and database management. *Prerequisite: CISC 100 or permission of the instructor.*

CISC 120: Systems Analysis & Software Design 3 S.H.

This course introduces students to the financial, technical, and strategic aspects of computer information systems analysis and design. Emphasis is on the relationship between computer information systems planning process and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation's current state; determining processing, staffing, software, hardware, and financing needs. *Prerequisites: CISC 40, CISC 80.*

CISC 140: Office Automation 3 S.H.

Office information and decision support systems are studied as emerging and critical elements in business data and information systems. Emphasis is given to information processing considerations at the systems level including analysis and management of support activities such as data and records management, electronic filing and retrieval, word processing, micro and reprographics, and telecommunications. This course discusses person/machine interfaces and appraises both current and future technological trends in office automation and their potential impact on the office environment. *Prerequisite: CISC 40.*

CISC 150: Computer Logic Design 3 S.H.

This course gives an essential knowledge of the operation of modern computers at the level of logic circuitry design. Topics include arithmetic of various number systems, mathematical logic, Boolean algebra, gate networks, flip-flops, and logic designs in various components of the digital computer together with their functions. *Prerequisite: CISC 70 or equivalent.*

CISC 155: Data Communications & Distributed Processing 3 S.H.

This course involves the study of basic features of centralized, decentralized, and distributed computer systems. Selected case studies emphasize the impact of distributed systems on the business enterprise. Technological implications of computer hardware, software, and communications as they relate to the design, development, and implementation of distributed data processing systems are also examined. *Prerequisite: CISC 150.*

CISC 170: Computer Architecture 3 S.H.

This course deals with a detailed study of those concepts which are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, and input/output structures, channels, and interfaces. *Prerequisites: CISC 95, CISC 150.*

CISC 190: Operating Systems Analysis 3 S.H.

Organization of computer software systems, principles of operating systems, batch, multiprogramming, multiprocessing and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services are studied. *Prerequisites: CISC 100, CISC 170.*

CISC 205S: Computer Systems Seminar 3 S.H.

This course is designed to address various current technical and managerial problems encountered in computer information systems including those dealing with hardware architecture, systems software, and applications software. *Prerequisites: CISC 40, CISC 100, CISC 155.*

CISC 241S: Field Experience in Computer Information Systems-Management 3 S.H.

This course provides students with the opportunity to apply academic skills mastered in the study of Computer Information Systems-Management within the scope of an industrial environment. *Prerequisite: Departmental approval.*

CISC 295: Special Topics in Computer & 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.*

ECONOMICS

ECON 1: Principles of Macroeconomics 3 S.H.

This course deals with the concepts of national income, monetary and fiscal policy, inflation, unemployment, and economic growth.

ECON 2: Principles of Microeconomics 3 S.H.

This course deals with the market system, the pricing mechanism, industry market structure, and the distribution of income via the factors of production and the fundamentals of international trade.

ECON 101: History of Economic Thought 2 S.H.

This course traces the origins and development of economic principles from ancient times to the modern era. Emphasis is placed on mercantilism, the evolution of capitalistic economic thought from classical doctrine through the twentieth century marginalism, and the socialist reactions to capitalistic theory. Not offered every year.

ECON 107: Managerial Economics I 3 S.H.

This course analyzes economic principles at the intermediate level. Economic principles are applied to the process of managerial decision-making. Topics covered include demand theory, consumer analysis, theory of cost and production, profit maximization, and decision-making within the various market structures of American capitalism. *Prerequisites: ECON 1, ECON 2.*

ECON 108: Managerial Economics II 3 S.H.

This course continues to apply economic principles to additional areas of managerial decision-making. Special attention is paid to the market for economic resources, practical pricing decisions, regulatory influences on business activity, and business forecasting. Emphasis is on current issues including the special considerations posed in not-for-profit organizations and policy alternatives in responding to contemporary economic problems. *Prerequisite: ECON 107.*

ECON 117: Money & Banking 3 S.H.

This course discusses the nature and functions of money, credit and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. *Prerequisite: ECON 1-2*

ECON 130: Personal Finance 3 S.H.

This course introduces students to the management of household finances. The topics discussed include financial record keeping, budgeting, analysis of insurance decisions, investment alternatives, taxes, consumer borrowing and credit, retirement planning, trusts, and wills. Principles of personal financial planning stressed in this course should better enable students to manage their own funds.

ECON 135: Business & Government 3 S.H.

This course deals with the structure and performance of industries in the United States, standards of economic efficiency, and government policies to improve economic efficiency. Particular attention is given to antitrust activity, public utility regulation, consumer economics, patents, and technological change. *Prerequisite: ECON 1, ECON 2*

ECON 160: Health Economics 3 S.H.

The economics of the health care industry are reviewed with reference to the production, distribution, supply, demand, and consumption of health care services. This course focuses on the relevance of economic analytic techniques and their application to processes of allocation of health resources. *Prerequisites: ECON 1, ECON 2.*

ECON 190: Special Topics in Economics 3 S.H.

This course presents a variety of traditional contemporary economic issues. The course provides a detailed and comprehensive examination of topics including the historical perspectives, the contemporary concern with, and the future implications of issues presented.

EDUCATION

EDUC 30: Introduction to High School Teaching 2 S.H.

This course deals with the responsibilities, roles, and limitations of the work of a high school teacher. It explores the philosophical, administrative, teaching, and personal issues and problems facing the teacher and alternative approaches for dealing with special situations. Students visit schools, interview teachers, observe classes, and explore problems of discipline.

EDUC 40: Philosophical Foundations of Education 2 S.H.

This course acquaints students with traditional educational philosophies from the practical perspective of how these are expressed in confronting current educational concerns. Students are encouraged to reflect on their values and develop their personal philosophy of education.

EDUC 50: Societal Problems: The Child 1 S.H.

This course provides teachers with insights into the effects of various social issues on young children. Topics include the impact of hospitalization, family breakdown, death, child abuse, drugs, and media.

EDUC 60: Growth & Development-Prenatal through Adolescence 2-3 S.H.

This course develops a fundamental understanding of the cognitive, effective, and physical growth of children and the implications of these trends for curriculum planning. Students may take only the first segment, infancy through pre-adolescence, or also the second segment, which covers the adolescent years.

EDUC 66: Introduction to Elementary & Early Childhood Education 2 S.H.

This course helps students gain an understanding of the American educational system especially as it affects the elementary and early childhood years. Emphasis is on the school as a social agency and how it functions in a democratic society.

EDUC 77: Literacy Tutoring 1 S.H.

This course is an introduction to the knowledge, skills, and teaching strategies for tutoring individuals and small groups of elementary and middle school students in reading and writing. The course must be taken with SPCO 50-Community Service Experience. Six hours of direct tutoring services are required per week. The focus is on student-centered instruction, inquiry, and problem-solving strategies.

EDUC 99: Children's Literature 2 S.H.

This course familiarizes students with a diversity of classical and contemporary prose and poetry which enrich children's lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students learn to present literature in a variety of ways and to relate it to other arts.

EDUC 116: Curriculum Development & Methods in Secondary Schools 3 S.H.

This course is a study of methods, techniques, and materials used in secondary schools and of principles of curriculum development. Emphasis is on the student's area of concentration.

EDUC 117: Secondary Pre-Practicum 1-3 S.H.

The purpose of this course is to help students to become sensitive to the dynamic interrelationships between school and community. Its focus is on the teacher as a community leader. It assists the secondary school teacher in awareness of problems of the classroom and community. Each student works out practicum experience in contract form and in consultation with the coordinator of the course based on individual needs, interests, and vocational aspirations.

EDUC 118: Tutorial Pre-Practicum 3 S.H.

This course gives secondary students their first field work experience. They visit schools, contact teachers, and arrange for tutorial work in their content area with pupils who require special help. Students develop and utilize teaching objectives, procedures, and tests to evaluate the achievement of the objectives. Students meet regularly with College faculty to discuss their progress towards accomplishing their objectives.

EDUC 119: Media Methods for Physical Education 1 S.H.

Instructional media which is pertinent to physical education teachers are introduced and demonstrated in class. Laboratory assignments provide a hands-on opportunity for all participants.

EDUC 126: Curriculum Experiences for Young Children 3 S.H.

This course provides teachers of young children with an understanding of the teaching/learning process in children under eight years old. The course is correlated with a pre-practicum placement and emphasizes a developmental and unit teaching approach to curriculum planning and implementation.

EDUC 128: Teaching Basic Reading Skills 2 S.H.

This course deals with the nature of the reading process. Emphasis is placed upon principles, methods, and materials for the development of effective attitudes and skills as applied both to developmental and remedial programs.

EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children 2 S.H.

This course furthers the teacher's understanding of mathematical concepts with emphasis on the development of these concepts as they apply to young children.

EDUC 136: The Design & Production of Instructional Media 2 S.H.

This course focuses on the design of instructional media and follows it step-by-step through its use. Students will have the opportunity to design and produce instructional media. The media is field tested in an instructional setting.

EDUC 137: Multicultural Foundations of Education 2 S.H.

This course helps students become aware of their own cultures as well as become aware of similarities and differences in other cultural patterns, especially linguistic patterns. Special emphasis is placed on the problems of bilingual and bicultural students.

EDUC 140: Social Foundations of Education 1 S.H.

This course acquaints students with contemporary social issues in relation to education. Included are such topics as: dynamics of prejudice; the impact of stereotyping by race, sex, ethnicity, and religion; censorship; violence in schools; bureaucratization in education; and the role of education in a culturally-diverse society. Emphasis is placed on the awareness of students' and teachers' legal rights and responsibilities and on sensitivity in terms of student diversity.

EDUC 147: Art Experiences for Pre-School Children 2 S.H.

This course focuses on the development of an experience-centered art program for children in pre-school programs. Emphasis will be placed on the appropriateness of teaching techniques as well as the use of varied art media and their relationship, and the stages of development of children from the ages of three to five.

EDUC 162: Introduction to Special Education 1 S.H.

This course introduces students to legislation and structures used to provide for the education of special needs students.

EDUC 167: Planning & Organization 1 S.H.

This course prepares pre-practicum students for participation in their junior year field placement. Students develop skills in techniques of observation, lesson planning, classroom questioning, and recognizing different elementary school organizational structures. Required of all Teacher Education majors.

EDUC 168-169-170-171: Pre-Practica 11 S.H.

Students are placed in four 7-week settings designed to give them experience with a variety of grade levels, types of school structures, curricula, teaching styles, and educational philosophies. Each of the first three placements has a specific subject matter focus such as reading/language arts, math/science, and social studies/arts while the fourth placement allows students to experience educational components in non-school settings such as hospitals, museums, and

nature preserves. Students register for 5 semester hours in the fall and for 6 semester hours in the spring.

EDUC 174: Pre-Practicum -Teaching & Special Issues in Secondary Education 3 S.H.

This pre-practicum provides experience in high school teaching while concurrently dealing with a range of common problems occurring in secondary schools. Issues such as students' and teachers' rights, racism, sexism, equality, and special needs of individuals are considered. The course emphasizes integration of theory with practice.

EDUC 177: CMO-Mathematics 2 S.H.

This course teaches the development of objectives, methods, and material for teaching arithmetic from kindergarten through the sixth grade and the measurement of achievement.

EDUC 178: CMO-Science, Social Studies, Language Arts 3 S.H.

Students become acquainted with a typical scope and sequence of a social studies, science, and language arts curriculum for the elementary school. A variety of approaches and teaching strategies are experienced and analyzed. Teaching materials are created and utilized.

EDUC 180: Language in High School (Reading, Writing in Content Area) 2 S.H.

This course has a dual focus. It emphasizes methods of enhancing reading and writing skills while teaching in the content domains. It also emphasizes the teacher's role as a language model who uses language with clarity, precision, and sensitivity in interacting with people of diverse socio-cultural, racial, and linguistic backgrounds.

EDUC 185: Curriculum, Methods, & Organization for Secondary Teachers 3 S.H.

In this course, students learn lesson plan development, methods of instruction, and curriculum organization for middle school and high school teaching. Questioning techniques, alternative teaching-learning strategies, classroom innovation, the use of technology and audio-visual media, and the organization of time and teaching material are included. Individualization of teaching is stressed.

EDUC 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 231: International Education: Culture & Change 3 S.H.

This course takes a cross-disciplinary approach in studying the origins and growth of selected educational patterns in other countries. Emphasis is on the various factors which influence the distinctive character and development of national systems of education.

EDUC 235: Problem Solving in Elementary Arithmetic: A Workshop 2 S.H.

This workshop provides the pre-service and in-service teacher with the opportunity to learn techniques of problem solving using concrete approaches and processes. The works of Polya, Krutetskii, Piaget, and Bereiter are studied in developing problem-solving strategies.

EDUC 236: The Microcomputer in the Elementary Classroom 3 S.H.

Students study and practice using the software and computer hardware typically utilized in the elementary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development.

EDUC 237: The Microcomputer in the Secondary Classroom 3 S.H.

Students study and practice using the software and computer hardware typically utilized in the secondary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development.

EDUC 238: Curriculum Development with Logo 3 S.H.

Students develop skills working with the computer language Logo. In addition, they develop curricula involving Logo for use in public school and pre-school classroom.

EDUC 242: Educational Assessment of Children 2 S.H.

This course acquaints students with formal and non-formal techniques for assessing the development of young children and recording the findings of observations and tests. Current testing instruments, test interpretation, record-keeping, and the implications of the Family Education and Privacy Rights Act are examined.

EDUC 247: Literature for Young People 2 S.H.

Selected young people's classics are studied for their universal appeal in content, poetic expression, sociological, and psychological insights. *Prerequisite: A course in the language arts, children's literature, or equivalent.*

EDUC 250: Principles & Practices of Classroom Management 2 S.H.

In this course, students examine effective approaches to classroom management, student behavior, and school discipline. In the context of classroom groups, special attention is given to the skills needed to develop an optimal learning environment.

EDUC 251S: Supervised Student Teaching 10 S.H.

Arrangements must be made individually with the department.

EDUC 253S: Practicum Seminar 1 S.H.

This course is taken by Teacher Education Majors concurrently with the Practicum field experience. The course covers topics of relevance to student teachers such as impressions of teaching, correlation of teaching and learning styles, credibility, feedback instruments, interpersonal communications, schools as bureaucracies.

EDUC 255S: Culminating Seminar: Special Issues in Secondary Education 3 S.H.

This course, taken concurrently with the practicum, utilizes classroom techniques for educating high school students with diverse backgrounds, needs, and interests. Students have the opportunity to share experiences and draw conclusions from discussion of these experiences. Students are encouraged to engage in self-evaluation while simultaneously participating in supportive peer group interactions.

EDUC 257: Half-Practicum 3 S.H.

This is a supervised half practicum under the direct guidance of a tenured, certified public school teacher for a minimum of 150 clock hours. The course is intended to qualify students for alternate level certification within a field or for internship. Site assignments are made by the Coordinator of Teacher Preparation in consultation with the department chair. *Prerequisite: successful completion of a full practicum or approval of the Teacher Preparation Council.*

EDUC 260: Adult & Professional Development in Education 3 S.H.

This course examines key issues of adult development and socialization as they relate to an individual's professional life and growth in the educational field. A range of developmental perspectives is considered as well as issues of gender, ethnicity, and class.

EDUC 262: Special Education in the Regular Classroom 2 S.H.

This course provides the regular class teacher with the understanding, concepts, and techniques necessary for successful integration of children with special needs into regular classes. The focus is on helping the successful teacher meet the special needs of atypical children in elementary schools.

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

Students examine the social-emotional, cognitive, physical, and language development of children from birth to 3 years of age. A study of infant and toddler development provides a basis for selecting and implementing curriculum. Students learn about attachment, family/child practices, inclusionary programs for young children with disabilities, and the role of play in developmental stages. *Prerequisite: at least one class in education, psychology, or rehabilitation.*

EDUC 267: Organization & Administration of Preschool Programs 2 S.H.

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This course examines administration of day care and early childhood education programs including program design, licensing requirements, funding and budgeting, personnel roles and management, and the day-to-day administration of a center.

EDUC 270: Group Processes in the Classroom 3 S.H.

This course is designed to train future middle school and high school teachers in a range of group techniques that can be utilized in the classroom. Primary attention is given to the design, facilitation, and evaluation of learning activities such as simulations, debates, and cooperative learning. Participants also acquire skills in group process observation and the analysis of group behavior in the classroom.

EDUC 277: Individualized Reading 2 S.H.

This course focuses on conditions in the classroom for individualizing teaching of reading, development of reading power through children's interests, growth of self-motivation through independent reading, the role of evaluation and keeping of records related to reading by children and by the teacher, and methods of determining children's individual needs in reading.

EDUC 280: Whole Language in the Content Areas 3 S.H.

This course provides students with firsthand experiences in the Whole Language process. The curriculum of each content area is enhanced by the strategies taught and practiced in this course. Listening, speaking, reading, writing, and thinking are integrated in the Whole Language curriculum. The social contexts of reading and writing in the content areas are stressed throughout the semester.

EDUC 281: Tests & Measurements for the Classroom Teacher 2 S.H.

This course covers the construction, administration, use, and interpretation of evaluation instruments for classroom purposes, as well as problems of marking. *Prerequisite: four semester hours of education, including PSYC 4, or its equivalent.*

EDUC 290: Photography in Education 3 S.H.

This course provides the necessary skills for effective use of photography in teaching. It includes the use of a simple camera, a 35mm camera, and a movie camera. Students receive instruction in darkroom processes in both black & white and color. *Prerequisite: each student must have a 35mm single lens reflex camera.*

EMERGENCY MEDICAL SERVICES

EMSM 20: Emergency Medical Technician -MAST 4 S.H.

Basic training consists of 120 hours of lecture, laboratory, and field trips which prepare the student to be certified through the Massachusetts State and National Board Examinations. Material covered includes patient assessment, cardiopulmonary resuscitation, wound care, splinting, spine immobilization, oxygen therapy, the pneumatic antishock treatment, and general knowledge of the ambulance.

EMSM 30: Career Planning EMS 3 S.H.

Lectures and discussions provide an overview of EMS systems, resume and job search requirements, and practice interviews with actual employers. Also examined are areas of specialization in EMS, legislative processes, regulatory constraints, and problem solving. This course includes off-campus visits to EMS providers, central communication sites, and legislative hearings.

EMSM 35: EMS System Status Management 2 S.H.

This course uses the United States Department of Transportation 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 40: EMS Continuing Education & Basic Refresher 2 S.H.

This course provides the basic refresher and continuing education requirements for recertification as an EMT-MAST.

EMSM 50: EMT-Intermediate 4 S.H.

This course includes detailed patient assessment, advanced treatment of shock, pre-hospital intravenous therapy, endotracheal intubation and other advanced airway control measures, and report writing and communications. *Prerequisite: EMSM 20.*

EMSM 60: Intermediate Clinical Affiliation 1.5 S.H.

This is a clinical practicum consisting of 80 hours of performing invasive procedures in local hospitals under the direct supervision of physicians, nurses, and technicians. Areas of affiliation include the Emergency Department, Intravenous Therapy Team, Respiratory Therapy Department, and the operating room. Students must document the successful completion of the following skills: ten endotracheal intubations, twenty intravenous insertions, ten patient assessments, ten pneumatic antishock garment applications, and ten esophageal gastric tube airways. Documentation of three clinical case studies are also required. *Prerequisites: 3.0 average in EMSM 50 or permission of the Medical Director, health evaluation.*

EMSM 70: Intermediate Field Internship 1.5 S.H.

This course allows for 80 to 100 hours of prehospital care internship performing invasive procedures under the supervision of certified field preceptors. Students must obtain 1,000 "skill points" for successful completion of this module. *Prerequisite: EMSM 60.*

EMSM 75: Managing the Search Function 3 S.H.

This course provides skills and materials which 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 110: EMT-Paramedic II 4 S.H.

This course includes instruction in anatomy and physiology, assessment and management of cardiac emergencies as well as appropriate mechanical, electrical, and pharmacological intervention according to American Heart Association Advanced Life Support standards. Students learn electrocardiograph monitoring, dysrhythmia recognition and correction, and cardiovascular pharmacology and administration. *Prerequisite: EMSM 100.*

EMSM 120: EMT-Paramedic III 4 S.H.

This course completes the didactic portion of the paramedic program. It includes coverage of endocrine emergencies, central nervous system disorders, the acute abdomen, anaphylaxis, alcoholism, drowning, underwater diving emergencies, behavioral emergencies, and an all-course review. *Prerequisite: EMSM 110.*

EMSM 125: Management Internship 3 S.H.

In this course, students complete 135 hours or more of supervised experience divided into two or more of the following EMS concentrations: operations management, systems implementation, regulation, legislation, and product research and development.

EMSM 130: EMT-Paramedic Clinical Affiliation 2 S.H.

In this course, students must document successful performance of invasive skills under the supervision and direction of licensed hospital personnel. In addition, an on-campus skills lab is required in defibrillation, pneumatic antishock garment, esophageal airways, and pediatric endotracheal intubation. Areas of affiliation include the Emergency Department, the Intravenous Therapy Team, the Operating Room, Labor and Delivery, ICU/CCU, the morgue/lab, the Psychiatric Unit, and Pediatrics. *Prerequisite: Completion of EMSM 120 with a 3.0 average or permission of the Medical Director.*

EMSM 140: EMT-Paramedic Field Internship 2 S.H.

Students are assigned to mobile intensive care units and work under certified Paramedics performing pre-hospital treatment under their supervision. Procedures include field endotracheal intubation, intravenous administration, intravenous drug and drip administrations, application of the pneumatic antishock garment, defibrillation, ECG/telemetry, subcutaneous and intramuscular drug administration, endotracheal and oropharyngeal suctioning. Completion of all procedures must be documented and verified by field preceptors. *Prerequisite: EMSM 130.*

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 will be selected with the counsel of the course instructor.

ENGLISH

ENGL 1: Written & Oral English 4 S.H.

This course is an intensive review of grammar, editing procedures, and paragraph development with an introduction to essay writing. Class time involves lectures and workshops as well as participation in the Writing Center Laboratory.

ENGL 2: Written & Oral English 4 S.H.

This course focuses on expository and analytical communication-both oral and written-and also introduces the students to analysis of literature.

ENGL 3: Written & Oral English 3 S.H.

This course emphasizes written and oral communicative skills.

ENGL 4: Written & Oral English 3 S.H.

This course emphasizes written and oral communicative skills.

ENGL 5: Written & Oral English 3 S.H.

This course is an honors section of English. It is assumed that the students placed in this course have knowledge in writing skills well beyond the fundamentals. They are required to execute more advanced assignments in composition and the analysis of literature. The equivalent of five weeks of speech is included as well.

ENGL 6: Written & Oral English 3 S.H.

This course is the second part of honors English. Students write advanced level compositions, study literature, and present speeches.

ENGL 7: Oral English 2 S.H.

This course examines the principles and techniques of informative and persuasive public speaking. Heavy emphasis is placed upon student performance. This course is required for transfer students who have not had a speech component in their studies at other colleges.

ENGL 9: Great Books 3 S.H.

This course is a study and analysis of some of the greatest pieces of literature of our Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it includes the literary genres of Italy, England, Germany, France, and America. At least 8-10 pieces of literature (including genres in addition to those above) are required reading.

ENGL 15: Readings in Literature 3 S.H.

These readings evaluate a variety of classical and contemporary pieces organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the Eastern or Western worlds.

ENGL 24: Introduction to Journalism 2 S.H.

Basic fundamentals in writing the news story, covering events, interviews, layout, and headline writing are covered.

ENGL 26: Creative Writing 3 S.H.

This course introduces students to creative writing and includes fiction, poetry, and creative non-fiction. Students learn how to tap their lives for writing material and how to use that material in various writing forms.

ENGL 34: Introduction to Human Communication 3 S.H.

In this course, students examine key human communication concepts and examine how they function in personal, group, organizational, social/public, cultural, and mass communication contexts. Some of the concepts students study via reading, writing, discussion, and experiential assignments include communication theory, perception, speech, listening, language, verbal and nonverbal messages, channel, and relationships.

ENGL 41-42: Survey of American Literature 3-3 S.H.

This is a survey of major literary movements and the work of artists such as Freneau, Brown, Irving, Cooper, Poe, Emerson, Hawthorne, James, Clemens, Robinson, Frost, O'Neill, Wolfe, Faulkner, and Hemingway.

ENGL 51: Survey of Afro-American Literature I 3 S.H.

This course traces African-American self-expression in autobiographical and imaginative forms from 1760 to the 1930's noting the educational, social, economic, political, and legal limitations within which, or against which, they were produced.

ENGL 52: Survey of Afro-American Literature II 3 S.H.

This course presents African-American literary works from the 1930's into the 1980's, relates them to the literary efforts produced by other Americans, and to the folklore, history, and socio-political backgrounds from which they came.

ENGL 55: Efficient Reading 1 S.H.

This course is aimed at increasing students' reading efficiency by eliminating excessive eye fixations, regression, and subvocalizing.

ENGL 61: Survey of British Literature I 3 S.H.

This course examines British literature from the Anglo-Saxon period through the High Middle Ages and the Renaissance ending at 1600 A.D., the restoration of Charles I. The focus is on how the literature reveals the forces which influence the cultural and intellectual characteristics of the periods.

ENGL 62: Survey of British Literature II 3 S.H.

This course covers the period in English literature from the restoration of the English monarchy in 1660 to the beginning of Queen Victoria's reign in 1837. Topics covered include Restoration Drama, the Neoclassical Poetry of Dryden and Pope, the Augustans, and the Romantic movement.

ENGL 63: Survey of British Literature III 3 S.H.

This course surveys British literature from the end 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 context shaped their works.

ENGL 80: Women & Literature 3 S.H.

In this course, students read literature written by women and study the literary tradition and critical reception of women writers. The course is structured around the theme of life stages: childhood, adolescence, adulthood (work, family, society), old age, and death. This thematic structure provides a framework for discussing the depiction of female and male lives in literature.

ENGL 90: Tutoring in English 1 S.H.

This course gives student peer tutors who have ability in writing some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course also offers suggestions for helping students develop and organize content, follow directions for writing assignments, and deal with specific writing tasks including the research paper.

Prerequisite: permission of the instructor.

ENGL 91: Tutoring in English Practicum I 1 S.H.

This course is a practicum or internship as a peer tutor in the College Writing Center. Students will tutor for a minimum of three contact hours per week throughout the semester. This course may be taken by Writing Center tutors with experience prior to the creation of ENGL 90. *Prerequisites: ENGL 90 or its equivalent and permission of the instructor.*

ENGL 92: Tutoring in English Practicum II 1 S.H.

This course is a Practicum or Internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three (3) contact hours per week throughout the semester. This course may be taken concurrently with ENGL 91. *Prerequisites: ENGL 90 or its equivalent and permission of the instructor.*

ENGL 99: Student Newspaper Practicum 1-2 S.H.

This course is designed to provide students with practical experience in writing, editing, headline writing, and layout of a student newspaper. Each student receives a varied weekly assignment from the editor-in-chief of the College's student newspaper. One semester hour per semester for a maximum of two semester hours.

ENGL 101: Advanced Composition 3 S.H.

This course teaches selection, organization, presentation of material, and principles of writing.

ENGL 102: Business Writing 3 S.H.

This course includes instruction in various business writing situations including letters, memos, reports, proposals, and job application materials. Students use their own area of study for developing suitable correspondence. Prerequisite: completion of freshman English sequence.

ENGL 103: Public Speaking for Professionals 3 S.H.

Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required make several effective and interesting oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations is stressed.

ENGL 104: Technical Writing 3 S.H.

Students are introduced to a variety of technical writing documents including technical instructions, mechanical and process descriptions, procedures, and various reports and studies. Technical writing styles and forms are studied as they relate to the students own area of discipline. Assignments include practice in all forms of technical writing.

ENGL 105: Introduction to Writing as a Profession

This course offers students a practical overview of writing as a career. Magazine writing is the main focus, but literary writing, technical writing, and other types of writing are also introduced.

ENGL: 106: Advanced Creative Writing 3 S.H.

This advanced course is intended to develop students' skills in one area of creative writing (i.e., fiction, poetry, or drama). Student are expected to submit several written assignments during the course of the term, to prepare detailed and close peer evaluations, and to submit a significant portfolio (several stories, 10-12 poems) at the end of the semester. *Prerequisite: ENGL 26*

ENGL 107: Desktop Writing & 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 published 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.*

ENGL 111: Sports Information 2 S.H.

Basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level are examined. Preparation of news releases; local features; hometown features; publication of programs and brochures; statistical breakdowns; dealing with local, regional, and national press; and the promotion of specific events, teams, and individuals are included.

ENGL 112: Sports Writing 2 S.H.

Fundamentals and techniques of sports writing are studied. These include reporting, format, style, interviewing, feature writing, and column writing.

ENGL 116: The Athlete in Literature 3 S.H.

This course undertakes an analysis of selected prose and poetry depicting the athlete as an individual and team member. Positive values of the sport experience as well as major issues are

explored. Such writers as Virgil, Twain, Hemingway, Lardner, Schulberg, and others are studied for their themes and literary merit.

ENGL 119: Electronic Journalism in Sports 2 S.H.

This course examines the methods and techniques of radio and television broadcasting of sports activities.

ENGL 120: Oral Interpretation of Literature 3 S.H.

This is study and practice in the oral presentation of literary scripts including editing and actual oral performance as well as individual and group presentations. *Prerequisite: ENGL 3.*

ENGL 121: Chaucer & the Middle Ages 3 S.H.

Student study selections from the Canterbury Tales, and "Troilus and Criseide" as well as other representative selections from Middle English Literature.

ENGL 125: Survey of American Drama 3 S.H.

This is a study of selected playwrights representing the development of American drama.

ENGL 132: The Victorian Period 3 S.H.

This course is a study of selected authors of the period.

ENGL 133: English Romantic Literature 3 S.H.

The emphasis in this course is to make the student of literature familiar with some of the finest poetry and prose written in the early nineteenth century England.

ENGL 143: Film as a Narrative Art 3 S.H.

Narrative films such as "On the Waterfront," "All the King's Men," and "Requiem for a Heavyweight" are studied and discussed in terms of character, theme, structure, and style. Similarities between cinematic technique and literary technique and the adaptation of material from literature to film are explored.

ENGL 144: Special Topics in Narrative Film 3 S.H.

This course focuses on a specific film genre such as the war film, film comedy, or the Western each semester it is offered. Films are analyzed in terms of character, theme symbol, structure, and unique cinematic techniques. It is suggested, but not required, that students take ENGL 143, Film as a Narrative Art, prior to 144. This course may be taken for credit more than one time if different genre topics are selected.

ENGL 146: American Short Story 3 S.H.

This course examines the historical significance and the artistic achievement of such writers as Hawthorne, F. O'Connor, Hemingway, Updike, Salinger, Carver, and the most recent Best Short Stories. Its objective is to help students become better readers of short fiction by emphasizing class discussion and short papers.

ENGL 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.

ENGL 150: Modern American Novel 3 S.H.

This course examines novels by selected twentieth century American writers such as Dreiser, Fitzgerald, Anderson, Hemingway, Wolfe, dos Passos, West, Faulkner, Wright, Ellison, Baldwin, Oates, Updike, Bellow, Pynchon, and others.

ENGL 152: American Realism & Naturalism 3 S.H.

This course focuses on the literary genre, criticism, and cultural context of America from 1865 to 1914. The course includes a study of the works of the following writers: Howells, Whitman, Twain, James, Harte, Garland, London, Norris, and Crane.

ENGL 153: American Romanticism 3 S.H.

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This course focuses on the literary works of key nineteenth century authors in the American Romantic Movement: Irving, Cooper, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. Romantic themes of individualism, imagination, and intuition are stressed.

ENGL 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.

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 post-modernist movements and their influence on narrative voice, point of view, structure, theme, and ideology. Authors included are Eliot, Glissing, Hardy, Joyce, Lawrence, Woolf, Burgess, Sillitoe, and Golding.

ENGL: 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.

ENGL 195: Structure of American English 3 S.H.

This course is an introduction to the methods of descriptive analysis of contemporary American English (sounds, forms, and syntax) with special emphasis on language learning and social dialects.

ENGL 197: The History of the English Language 3 S.H.

This course analyzes the growth, structure, and development of the English language.

ENGL 200S: Seminar 3 S.H.

Selected topics in British and American Literature are assigned. The subject of the seminar may vary from year to year.

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

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

ENGL 228: Modern Drama 3 S.H.

This course explores modern trends in the development of dramatic literature with emphasis of Realism and Theatricalism.

ENGL 259: The Contemporary Novel 3 S.H.

The course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture.

ENGL 267: Shakespeare 3 S.H.

This course develops the student's appreciation of Shakespeare as a master dramatist through a study of his better tragedies, comedies, and histories. The plays selected are concerned with serious problems which have always beset mankind. The emphasis shifts yearly from the tragedies to the comedies with histories incorporated each year.

ENGL 270: Practicum in Sports Journalism 2 S.H.

This practicum provides students a professional experience in sports broadcasting, sportswriting, and sports information. *Prerequisite: 8 hours of sports journalism.*

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

This course provides an opportunity for students to work on an individual basis with a professional in the field of journalism. Students may be assigned to a newspaper or magazine office or to a

radio station or television studio on a full-time basis for the equivalent of one term. Prerequisite: permission of the department chairperson. Graduate credit for six semester hours only.

**ESOL 1-2: English for Speakers of Other Languages -Communication Skills 1-2 2-2
S.H.**

This is two-semester low to intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading, and writing. Students should be placed in ESOL 1 through the placement exam or with the recommendation of an ESOL instructor.

**ESOL 3-4: English for Speakers of Other Languages -Communication Skills 3-4 2-2
S.H.**

This is two-semester intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include listening, speaking, reading, and writing. Students should be placed in ESOL 3 through the placement exam or with the recommendation of an ESOL instructor.

**ESOL 5-6: English for Speakers of Other Languages -Communication Skills 5-6 2-2
S.H.**

This is two-semester advanced ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function effectively in an academic setting. The skills taught include listening, speaking, reading, and writing. Students should be placed in ESOL 5 through the placement exam or with the recommendation of an ESL instructor.

ENVIRONMENTAL SCIENCE

ENSC 90: Hazardous Waste Site Operations -Health & Safety 3 S.H.

This course provides a mandatory minimum 40-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 110-111: Advanced Environmental Studies 3-3 S.H.

Students undertake an in-depth study of the specific areas of Water and Wastewater Treatment (ENSC 110) and 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: permission of instructor.*

ENSC 120: Environmental Laws & Regulations 3 S.H.

This course provides instruction on the major statutes, regulations, and policies passed by Congress and promulgated by the USEPA and OSHA. Course instruction presents a discussion of environmental laws regulating pollution-causing activities to the air, waterways, drinking water, and groundwater through enforcement and the permitting process.

ENSC 141: Field Experience/Practicum in Environmental Studies 2-6 S.H.

This course offers an off-campus exposure dealing with environmental issues including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies, etc.

ENSC 221: Seminar in Environmental Studies 2 S.H.

An informal session in which students, faculty, and professionals in the various fields of environmental studies are brought together for mutual discussion of selected topics of environmental interest. Emphasis is placed upon research and administrative procedural reviews of air, water, noise, floral, faunal, and land use impacts.

FRENCH

FREN 11: Elementary French 3 S.H.

This course is a study of the French language, spoken and written, with emphasis on conversational ability. Students completing this course should be able to understand and speak French on a very basic level and have begun an understanding of the culture of French-speaking people. Classes are conducted in French using the video series "French in Action." Any student who offers for entrance credit three or more years of French may not enter the first year level (FREN 11 or 12) at Springfield College.

FREN 12: Advanced Elementary French 3 S.H.

This course is a continuation of French 11. Students completing this course should be able to understand and speak French on a simple conversational level. *Prerequisite: FREN 11 or two years of high school French.*

FREN 21: Intermediate French 3 S.H.

This course is an advanced study of the French language, a review of all verb forms, and concentrates on conversational ability. Literary and cultural studies are used as a basis for conversation. Students completing this course should be able to take part in fairly sophisticated discussions in the French language and should appreciate cultural differences. Classes are conducted entirely in French using the video series "French in Action." *Prerequisite: FREN 12, or 3-4 years of high school French.*

FREN 22: Advanced Intermediate French 3 S.H.

This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning long distance, planning a trip, writing business letters, or operating a computer terminal. The review of grammar and the acquisition of a particular vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. *Prerequisites: FREN 12 with a B+ average or FREN 21 or permission of the instructor.*

FREN 33: The Culture of France & French-Speaking Nations 3 S.H.

The course, open to all undergraduates, provides an understanding not only of the French language, but also of the many people for whom it is the major form of communication. It fulfills the language requirement, but not the requirement for a B.A. degree.

FREN 101: French Existentialism

This course explores French Existentialism as it is manifested in literature. Students read, in translation, the works of Sartre, Camus, de Beauvoir, and other, secondary, figures of this philosophical and literary school. The course particularly focuses on the themes of freedom and commitment as treated by the three authors.

GEOGRAPHY

GEOG 100: Concepts of Geography 3 S.H.

This is a basic introductory course organized to develop a knowledge and appreciation of the nature of geography, including a study of the earth and its features and its effects on human activity.

GEOG 101: Cultural Geography 3 S.H.

This course examines the cultural factors that condition the way different peoples-ethnic groups of the world-perceive, organize, and use their habitats and how these factors affect the relation of each group with others.

GERMAN

GERM 33: German Culture & Language 3 S.H.

This course, open to all undergraduates, provides a fundamental understanding not only of the German language, but also of the many people of Germany, Austria, and Switzerland for whom it is the major form of communication. It fulfills the language requirement, but not the requirement for a B.A. degree.

HEALTH SERVICES ADMINISTRATION

HADM 99: Computer Applications in Health Care 3 S.H.

Health care professionals and students in the health sciences are introduced to and gain "hands on" experience in computer attitudes and values, hardware systems and software, with specific emphasis on application to health care including clinical and physiological monitoring, health information systems, acuity indices, quality assurance systems, diagnosis systems, and patient records.

HEALTH EDUCATION

HLTH 1: Personal Health 3 S.H.

This course is designed to provide students with a basic knowledge of current personal health concepts and applications such as health and wellness, stress management, substance use and abuse, and human sexuality. Emphasis is on decision-making skills and self-responsibility for one's own wellness.

HLTH 2: Personal & Community Health 3 S.H.

This course provides the student with current information and basic concepts in the areas of environment, infectious and non-communicable disease, death and dying, population, and consumer health to assist the student in making daily decisions affecting personal health.

HLTH 3: Advanced First Aid & CPR 3 S.H.

This course is designed to provide the student with the skills needed in the emergency care of the sick and injured. Successful completion provides the student with American Red Cross Certification in Advanced First Aid Emergency Care and Cardiopulmonary Resuscitation.

HLTH 6: Standard First Aid & CPR 3 S.H.

This course is designed to provide the student with the skills needed in the emergency care of the sick and injured. Successful completion provides the student with American Red Cross Certification in Standard First Aid Emergency Care and Cardiopulmonary Resuscitation.

HLTH 101: Education for Family Living 3 S.H.

This course offers scientific bases for understanding and dealing with problems involved in preparing for marriage, marriage itself, and family living. It includes a study of the social, biological, and psychological factors involved.

HLTH 102: Methods & Materials in Health Education 3 S.H.

This course presents fundamental methods of health teaching as applied to school and public health education. There is also consideration of materials applicable to health education, evaluation techniques, preparation of health teaching units and bibliographies, and a survey of current literature in the field of health education.

HLTH 107: School Health Programs 3 S.H.

This course focuses on the responsibilities of a health teacher in the school health program. It includes the three major components in the development of a school health program and addresses common health problems of the school-aged student. The role of the school health program within the school community and family is explored. *Prerequisite: HLTH 1-2.*

HLTH 110: Consumer Health 3 S.H.

This course aids prospective health education majors plus interested student consumers to attain a better understanding of individual human rights in consumer health from conception until death and to realize a maximum return for their money and effort spent in the pursuit of optimal wellness.

HLTH 140: Pre-Practicum in School Health Education -Grades N-12 2 S.H.

This pre-practicum provides Health Education majors with experience in observing, assisting, and teaching health education in grades N-12. *Prerequisites: HLTH 102 or HLTH 107.*

HLTH 143: Community Health Education 3 S.H.

This course helps students become effective community health educators by increasing knowledge in community health areas and enhancing individual health skills and competencies essential to this career field. This course also provides an overview of the organization, role, and structure of community health agencies with a specific emphasis on the health education services.

HLTH 150: Pre-Practicum in Community Health Education 2-4 S.H.

This course provides health education majors with experience in observing and assisting community health agency personnel in carrying out health services in the community.

HLTH 151: Introduction to Nutrition 3 S.H.

The course facilitates the understanding of the processes involved in nourishing the body by integrating the biological sciences with a study of nutrients and their physiological functions, their inter-relationships within the body, and the nutritional quality of diet. Behavioral sciences are also strongly integrated.

HLTH 152: Applied Nutrition 3 S.H.

This course enables students to attain a better understanding of the dynamic relationship between nutrition and the human physiological process. This better prepares students to engage in preventive and management techniques as related to nutritional deficiencies and the human body. *Prerequisite: HLTH 151.*

HLTH 155: Human Sexuality 3 S.H.

This course provides the student with an overview of the various components of human sexuality-biological, spiritual, psychological, and cultural dimensions. This course goes beyond the transmission of "facts" and allows students an opportunity to explore their own feelings regarding sexuality as well as learning how others regard their sexuality.

HLTH 160: Drugs & Society 3 S.H.

This course provides 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 217: Organization & Administration for the School Health Program 3 S.H.

This course examines administrative relationships and procedures in conduct of school health programs including general policies, state responsibility, annual health examinations, examinations for athletes, follow-up services, clinics, classes for handicapped, sanitation of school plant, duties of personnel, record and report forms, services of outside agencies, and community relationships. There is an opportunity to consider specific problems encountered during school or public health education experience. *Prerequisite: HLTH 102.*

HLTH 225: Human Disease 3 S.H.

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

HLTH 230: Public Health Administration 2 S.H.

This course acquaints the student with organization, administration, and management of public health programs. Discussion focuses on the political, social, cultural, and economic factors that determine current policies and practices.

HLTH 242: Special Health Topics for the Classroom -Grades N-12 3 S.H.

This course gives prospective classroom professionals an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, prospective teachers are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HLTH 250: Workshop in Health 2 S.H.

This workshop provides students with an understanding of contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. Note: A student may register for this course for credit more than once provided the area to be included is different each time.

HLTH 251: Field Work in Community Health Education 15 S.H.

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

HLTH 252: Practicum in School Health Education -Grades N-9 7 S.H.

This is a supervised practicum in grades N-9 of a public school which includes observation of, and participation in, the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. *Prerequisites: Health Studies major, matriculation, permission of the department, and the following courses: HLTH 102, HLTH 107, HLTH 140, and EDUC 137.*

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

This is a supervised practicum in grades 5-12 of a public school which includes observation of, and participation in, the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. *Prerequisites: Health Studies major, matriculation, permission of the department, and the following courses: HLTH 102, HLTH 107, HLTH 140, and EDUC 137.*

HLTH 265: Health-Related Aspects of Aging 3 S.H.

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

HLTH 270: Women's Health Care 3 S.H.

This course considers those personal health topics of special interest and applicability to women. The focus is on the role of self-understanding and self-help in promotion of health and well-being.

HEALTH/FITNESS

HFIT 105: Physical Education & Health/Fitness Programs in Social Agencies 2 S.H.

This is a study of the program of Physical Education and Health/Fitness in the YMCA including selection of activities, teaching techniques, program planning, scheduling, facilities, and sources of materials and evaluation.

HFIT 110: Prevention & Intervention Programs in Health/Fitness Centers 3 S.H.

This course examines the source, content, methods, and materials of conducting health/fitness center programs associated with non-infectious chronic health hazards. Specifically reviewed are the resources and design of programs to impact the problems of excess weight, hypertension, lower back problems, alcoholism, neuromuscular hypertension, and smoking. The use of biofeedback as it is utilized in the health/fitness environment is also covered.

HFIT 130: Health Fitness Teaching Methodology 3 S.H.

This course highlights the teaching/instruction process within various health fitness settings. Exercise class and program development, teaching methods, class management and control, instructional media and materials, and self-evaluation are presented.

HFIT 140: Principles of Health/Fitness Evaluation & Assessment 2 S.H.

This course is an introduction to the methods and techniques of evaluation and assessment of human needs, interests, and performance in the health/fitness field. Topics included are survey research methodology, instrument administration, data analysis techniques, and analysis interpretation and presentation. *Prerequisite: a math course or permission of instructor.*

HFIT 150: Pre-Practicum in Health/Fitness 2-4 S.H.

This pre-practicum provides prospective health/fitness leaders with an opportunity to learn through assisting an experienced leader in health/fitness programs in clinical, agency, corporate, or institutional environments. *Prerequisites: MOST 103, HFIT 160, matriculation, and PEPC 100 or PEAC 100.*

HFIT 160: Physical Fitness Through Selected Activities 3 S.H.

The purpose of this course is to present current fitness testing protocols used in the various health fitness work settings. Emphasis is placed on preparation, administration, and evaluation of the UMCA test battery-sub-maximal and maximal graded tests for normal and high risk adults. Test procedure for adults as well as for children aged 5-18 years are included. *Prerequisite: MOST 103.*

HFIT 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.

HFIT 200: Management of Health/Fitness Programs 3 S.H.

This course gives students the basic skills necessary to develop and implement an employee health/fitness program. An emphasis is placed on management, facility development, programming, and leadership procedures. *Prerequisite: senior status in health/fitness (99 s.h.) and/or permission of instructor.*

HFIT 210: Methods of Exercise Selection & Leadership in Health/Fitness Programs 3 S.H.

Students are exposed to methods of leadership and exercise selection specific to preventative exercise prescription for people without disease, with controlled diseases, and medically cleared company patients. Particular attention is directed to principles of selecting and organizing innovative activities for individuals of various ages and fitness levels. Lecture and lab time is included. *Prerequisite: HFIT 160.*

HFIT 254S: Health Fitness Fieldwork 10-14 S.H.

SPRINGFIELD COLLEGE

This is a supervised field-based experience which 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, HFIT 150, and HFIT 160.*

HFIT 275: Stress Management 3 S.H.

This course covers the concept, sources, symptoms, and related disorders of stress and tension. Emphasis is given to the holistic approach to program management including social, psychological, and physical techniques. Project and laboratory experiences include individual and group techniques applicable to the educational, sports, agency, and corporate settings.

HEALTH, PHYS EDUCATION, RECREATION, AND PHYSICAL THERAPY

HPER 1: Outdoor Pursuits 1 S.H.

This is a one-week (seven day) experience in outdoor living which allows pursuit of outdoor activities and enhances students' understanding and appreciation of individual differences and of the societal aspects of group living. Students engage in activities selected to increase environmental awareness, improve outdoor living skills, and serve as an introduction to resource based pursuits.

HPER 2: Outdoor Adventure Leadership Practicum 2 S.H.

This course is a practicum which will teach students how to plan, implement, and evaluate outdoor adventure experiences for groups. Students have the opportunity for supervised practical experience in group leadership. Instruction utilizes the ropes course as a tool for working with groups. In addition, other areas of adventure programming (such as rock climbing, wilderness trip leading, canoeing) are covered. Topics such as group dynamics, leadership styles, equipment, and safety are also stressed. *Prerequisite: PEAC 193 or PEPC 293.*

HISTORY

HIST 1: Survey of the History of Western Civilization 3 S.H.

This course examines the evolution of civilization from prehistoric culture through the ancient world to the 17th Century. Emphasis is given to a global perspective, interrelationships between major world cultures, and the forces of change in political, economic, social, and intellectual institutions.

HIST 2: The Making of the Modern World 3 S.H.

This course surveys the development of ideas, institutions, and social processes in the modern world from the 17th Century to the present. Consideration is given to both Western tradition and the diversity and interrelationships between the various cultures that comprise our contemporary world.

HIST 5: Colonial America to the Civil War 3 S.H.

This is a survey of America's history from the period of earliest explorations to the Civil War. Colonial settlement, the nature of the Revolution and U.S. Constitution, western settlement, and slavery are among the many areas covered.

HIST 6: The Civil War to Modern America 3 S.H.

This is a survey of America's history from the Civil War period to the present. The impact of industrialization, America's emergence as a world power, the New Deal, and more recent cultural, social, political, and economic trends are emphasized.

HIST 10: Afro-American History 3 S.H.

This survey of Afro-American history includes the following topics: the Atlantic slave trade, pre-Civil War conditions, lives and contributions of enslaved and free people, Civil War and Reconstruction doubts and hopes, post-Reconstruction struggles between Euro- and Afro-Americans through the 1950's, and the Civil Rights activism of the 1960's and early 1970's.

HIST 115: Modernization & European Society 3 S.H.

This course deals with the complex pattern of social, economic, political, and psychological changes which accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the 18th century, and examines how leading thinkers and the masses have responded to modernity.

HIST 123: History of Russia 3 S.H.

The course begins with a brief survey of Russian history from the earliest time through the 19th Century. It concentrates on the reforms and revolutionary movements, the decline of imperial Russia, and concludes with an overview of the Soviet period.

HIST 125: The Ancient & Classical World 3 S.H.

This is a survey of the political, social, and economic history of the Near Eastern, Mediterranean, and Western European World between 4000 B.C. and 500 A.D. The contributions of the major religious traditions and the Grecian and Roman Cultures to modern civilization are emphasized.

HIST 126: Medieval History 3 S.H.

This course examines developments and achievements of European civilization from 350-1500 A.D. The division and decline of the Roman Empire, Byzantine reorganization and expansion, feudalism, urbanization, the social role of the Christian Church in Eastern and Western Europe, the universities, new art forms, the birth of national states, and the transition to modern history are emphasized.

HIST 129: Early Modern Europe 3 S.H.

This course begins with a consideration of Renaissance and Reformation of the 15th and 16th Centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment, and concludes with a study of the background to the French Revolution.

HIST 135: Modern China: 1840-Present 3 S.H.

China's transformation between the Opium War (1839-1842) and the 1970's may be seen as a progressive adjustment to the modern world or as an ever-intensifying revolution in Chinese government, society, and culture. This course combines the two approaches, exploring the problem of modernizing and revolutionary China through the eyes of participants and the debates of historians.

HIST 141: Supervised Experience in History 3-15 S.H.

This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off campus and participate in learning experiences in local, state, or national settings.

HIST 160: Early American Thought & Culture 3 S.H.

This is a study of American ideas and culture from the Colonial Period to the mid-Nineteenth Century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, education, and reform.

HIST 161: Modern American Thought & Culture 3 S.H.

This is a study of American ideas and culture from the early Nineteenth Century to the early Twentieth Century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education.

HIST 165: Environmental History of America 3 S.H.

This course examines American attitudes toward nature, space, land, and resources from the earliest settlements to the present. The history of public land policy, the conservation movement, federal and state policies, and environmental concern are traced.

HIST 180: Studies in History 3-4 S.H.

This course deals with one or more of the great issues which have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems with particular attention to how man dealt with them. Issues may be selected from any period of the Eastern or Western worlds.

HIST 190: History Seminar 3-4 S.H.

This is a seminar for history majors. Studies of historians, historiography, and professional demands are made. A major research paper is required. *Prerequisite: permission of instructor.*

HIST 205: The History of the Soviet Union 3 S.H.

This is an analysis of communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention 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 the First World War to the present with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. *Prerequisite: permission of instructor.*

HIST 281: Recent American History 3 S.H.

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

HUMAN SERVICES 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. A close examination is undertaken of the roles of human services workers; the nature of the helping relationships; attitudes, skills and knowledge of human service workers; value conflicts and dilemmas in the field; and organization and delivery of services.

HSAD 36: Introduction to Group Dynamics 3 S.H.

This course is an introduction to the inter-disciplinary study of human behavior in groups. The contributions from a range of applied and theoretical sources are examined and the implications of these contributions for utilization in groups are explored. Theory is learned by reflecting upon experiences in on-going small groups including structured experiences in human relations training.

HSAD 39: Group Work Sequence 3 S.H.

This course is an introduction to group work methods. The course concentrates on teaching the essential techniques and behaviors used by group workers in a variety of settings. Individual relevant cases and examples of the application of group work techniques in community services are explored. *Prerequisites: HSAD 36, HSAD 1.*

HSAD 40: Group Work Sequence 3 S.H.

This course concerns the application of group work techniques in supervisory positions in community development agencies.

HSAD 111: The YMCA: Past, Present, & Future 3 S.H.

This course provides an understanding of the development of the YMCA movement including its past, present status, and future trends. The development of social, religious, and educational philosophies are studied along with past and present programs. Pertinent issues of the YMCA are examined as it responds to changing needs and challenges. This course is recommended for those considering a career with the YMCA.

HSAD 116: YMCA Management & Continuity Planning 3 S.H.

This course is a study of present day management concepts and practices, program development, and planning objectives for the administration and operation of the YMCA. Management models of selected YMCA's are studied. Methods and strategies pertinent to the continuation of and implementation of YMCA's and other agencies are explored. Recommended for students planning a career with the YMCA.

HSAD 125: Community Research 3 S.H.

This course is an introduction to the field of social research and social surveys. Consideration is given to principles, philosophy, methods, techniques, and research designs in order to supply data for decision making in agencies and communities. Practical application to individual studies is made by the students.

HSAD 141: Supervised Field Experience in Community Leadership 3-15 S.H.

This course provides actual practice of working with people supervised by cooperating organizations and the College. Educationally relevant experiences are found in a wide variety of settings. Assignment of field experience is made by the student's fieldwork advisor in consultation with the student taking into consideration the student's learning objectives and abilities. Fifteen semester hours are required for graduation. *Prerequisites: HSAD 36, HSAD 39-40. 45 clock hours equal 2 S.H.*

HSAD 125: Community Research 3 S.H.

This course is an introduction to the field of social research and social surveys. Consideration is given to principles, philosophy, methods, techniques, and research designs in order to supply data for decision making in agencies and communities. Practical application to individual studies is made by the students.

HSAD 150: Management of Volunteer Programs 3 S.H.

This course examines the trends and techniques for the development of training programs for volunteers and paraprofessionals. The course stresses developing techniques for effective management of volunteer programs including recruitment, placement, training, recognition, evaluation, and supervision. Training designs to provide career opportunities for paraprofessionals in human services are also studied.

HSAD 159: The Community Development Process 3 S.H.

This course deals with the parallel between the community problem-solving process and the steps of scientific inquiry. It discusses the concrete functional relations between face-to-face small group processes and the processes of the macro-system.

HSAD 195: Career Planning for Community Service 3 S.H.

This course includes a comparative examination of career planning in different occupational systems focusing on the uniqueness of community settings. Strategies and methods of job-hunting, goal-setting, identifying marketable skills, writing resumes, pursuing potential leads, interviewing, and negotiating are covered. Emphasis is given to utilizing these skills in managing community agencies.

HSAD 199: Prescriptive Internship in Community Agencies 30 S.H.

This senior year internship in a selected agency includes orientation to, experience with, and evaluation of a variety of agency work prescribed by the CS Department and guaranteed by the agency. A three-way contract (agency, College, and student) is monitored by the department to assure academically responsible interpretation of the experience.

HSAD 200: Issues in Community Service 3 S.H.

This course focuses on present problems in education and the community and the mutual relationship of education and community. Resource people are the principal source of information for the class.

HSAD 220: Urbanology 3 S.H.

This course examines the problems of planning, education, transportation, politics, economics, and group conflicts in urban and metropolitan areas. Special attention is given to the complexities of inter-dependent and inter-related forces and to ongoing attempts to improve the situation and quality of urban life.

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

This course introduces the concepts and process of administration, develops an understanding of the task of executive leadership, and examines the implications of group work methods in the administration of social agencies.

HSAD 224: Strategic Planning 1-2 S.H.

This course assists executives of nonprofit organizations to acquire insight concerning the human dimensions of planning and management and to become familiar with the concepts and processes involved in strategic planning, operational planning, and implementation. Adult learning techniques are employed.

HSAD 240: Proposal Writing & 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.

INTERDISCIPLINARY STUDIES

INST 1-2: Introduction to Social Sciences 3-3 S.H.

Through the methods and perspectives of the social sciences, students view the evolution of values, institutions, and human creativity responsible for the creation of our modern, interdependent world. Emphasis is on the character and extent of change emanating from the human and institutional conflict born of new ideas, conditions, and needs of society.

INST 3-4: Introduction to the Humanities 5-5 S.H.

Through selected readings and presentations, students learn about the methodologies of and relationship among art, literature, music, philosophy, and religion. Emphasis is on utilizing the content to explore our cultural heritage and to study how human beings express an understanding of their world.

INST 5: Freshman Humanics Seminar 2 S.H.

This course emphasizes the Humanics Philosophy, its relation to the meaning of higher education, and to the students' purposes for attending college. It assists students to expand their skills in areas necessary for success in higher education. It focuses on the exploration of academic offerings of Springfield College in relation to potential career interests of the students.

MATHEMATICS

MATH 16-17: Introduction to College Mathematics 3-3 S.H.

This course is aimed primarily at elementary concepts of mathematics such as sets, inequalities, different number bases, a survey of properties and operations of the number systems from natural numbers to reals, elementary topics of geometry, number theory, and problem solving. This course is designed primarily for teacher education majors.

MATH 20: Fundamentals of Mathematics 4 S.H.

Essentials of the arithmetic of real numbers, algebra, geometry, trigonometry, and analytic geometry constitute the course content. Topics include scientific notation, error analysis, literal equations, simultaneous linear equations and inequalities, orientation of planes, laws of sines and cosines, vectors, and graphing. Applications are drawn from physics, kinesiology, physiology of exercise, and tests and measurements. Successful completion meets the All-College Requirement for mathematics.

MATH 21: College Algebra 3 S.H.

This is a review and extension of fundamental operations, quadratic equations, series, complex numbers, partial fractions, progressions, and the elements of theory of equations. This course is not considered for math major credit.

MATH 22: Precalculus Mathematics 3 S.H.

This course consists of the essentials of trigonometry and analytic geometry. It gives a foundation for further study in calculus topics including circular and logarithmic functions, their graphs and applications, polar coordinates, and conic sections. This course is not considered for math major credit. *Prerequisite: MATH 21 or equivalent.*

MATH 23: Business Mathematics 3 S.H.

Beginning with a study of basic mathematics including algebraic operations, percents, proportions, graphical analysis, and progressions, the course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and math skills are emphasized. This course is primarily designed for business management majors.

MATH 25: Calculus for Business & Social Science 3 S.H.

This course offers certain topics of calculus and their application to business and social science. Changes in economic and social environment are continuous and are studied by the use of calculus to construct mathematical models and to use quantifying techniques. *Prerequisites: high school algebra and geometry.*

MATH 27-28: Calculus I-II 3-3 S.H.

This course covers functions and graphs; limits, continuity, and differentiation of rational, logarithmic, exponential, and trigonometric functions; chain rule; application of derivatives; integrals; definite integrals; and techniques of integration.

MATH 31-32: Calculus III-IV 3-3 S.H.

This course offers more on the techniques of differential and integral calculus, partial differentiation, multiple integration, sequences and series, three dimensional vector calculus, and surface and line integrals and their applications. *Prerequisite: MATH 27-28.*

MATH 33: Elementary Differential Equations 3 S.H.

This course considers ordinary differential equations with applications. *Prerequisite: MATH 31 or equivalent.*

MATH 40: Contemporary Mathematics 3 S.H.

This course is a keystone to understanding introductory elements and concepts of contemporary mathematics and its applications to the various fields of the modern world. Topics include set theory, elementary symbolic logic, permutations, combinations, probability, linear systems, and introductory matrix algebra with applications.

MATH 45: Geometry 3 S.H.

After a rapid review of plane geometry, the course covers axiomatic geometry including both Euclidean and non-Euclidean geometries and introduces projective geometry. The relationship between various transformations and geometries is studied.

MATH 50: Linear Algebra 3 S.H.

This course includes the notation, terminology, algebra of, interpretation of, and applications of vectors and matrices. More abstract ideas, vector spaces, and characteristic roots are also covered.

MATH 110: Mathematical Analysis 3 S.H.

This is an analysis of mathematical concepts both learned in previous mathematics courses as well as those taught in the present course: topologic set theory, the real and complex number systems, sequences and series, numerical integration, curve fitting, number presentation, and errors. Computer programs are used. *Prerequisite: MATH 31*

MATH 130: Probability & Statistics 3 S.H.

Topics include sample spaces, conditional probability, Bayes' theorem, expectation, limit theorems, random variables, density function, distribution functions, and Markov chains. The mathematical statistics include estimation, confidence intervals, testing hypotheses, regression, and correlation. *Prerequisite: MATH 28 or equivalent.*

MATH 141: Field Experience in Mathematics & Computer Sciences 2-10 S.H.

This course provides students with a practical, off-campus experience in the mathematics and computer science areas within the scope of a professional environment. Placement and selection of students for this course requires the consultation and approval of a faculty supervisor from the department and the department chair.

MATH 200S: Introductory Discrete Mathematics 3 S.H.

This course covers basic mathematical structures which are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. *Prerequisite: permission of the instructor.*

MATH 210S: Abstract Algebra 3 S.H.

Topics include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functors are included. The interrelatedness of various mathematical disciplines is emphasized. *Prerequisite: MATH 50 or equivalent.*

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

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

MEDICAL TECHNOLOGY/LABORATORY SCIENCE

(Courses offered at affiliated hospital schools of medical technology)

MTLS 200S: Clinical Microbiology 8 S.H.

This course is a laboratory and lecture presentation in the isolation and identification of clinically significant microorganisms found in all types of clinical specimens utilizing biochemical, immunological, and serological techniques. Determination of antimicrobial susceptibilities is included. Areas covered include bacteriology, parasitology, virology, mycology, and routine serology. Correlation of laboratory findings with disease states is emphasized.

MTLS 201S: Clinical Chemistry 8 S.H.

This course includes laboratory and lecture presentation of methods and instruments used for analysis of body fluids for biochemical constituents in health and disease. Variation in levels of constituents in metabolic disorders and acute and chronic disease is emphasized. Students gain practical experience in operation, maintenance, and repair of instruments used for analysis as well as manual methods of analysis.

MTLS 202S: Immunology/Immunohematology 4 S.H.

This is a laboratory and lecture presentation covering basic theory and application of the immune response. Special emphasis is placed on the laboratory identification of human blood groups and types as applied to transfusion/transplantation therapy and preparation of blood fractions. Problem solving is emphasized.

MTLS 203S: Hematology 6 S.H.

This is a laboratory and lecture presentation of cellular components of normal and abnormal blood. Principles, procedures, and special techniques are included. Specific cell types pathognomic for a variety of blood dyscrasias is emphasized. Hemostasis and mechanisms and methods for detection of coagulation deficiencies is included.

MTLS 204S: Clinical Microscopy 1 S.H.

This is a laboratory and lecture presentation of the physical, chemical, and cellular examination of body fluids. Correlation of the presence of specific components with particular disease entities is emphasized.

MTLS 208S: Special Topics in Medical Technology 3 S.H.

This is a composite offering of laboratory management including theories and practice; clinical pathology emphasizing correlation of the diagnostic role of laboratory testing with pathological processes in organ systems; and education including theories and application in medical technology. These offerings consist of lecture presentations and investigations of a special medical technology subject or related topic.

MOVEMENT AND SPORTS STUDIES

MOST 5: Lifespan Motor Development 3 S.H.

This is an introductory survey course in motor and perceptual development throughout the lifespan. Upon successful completion of the course, students are able to trace the path of human perceptual-motor development and to discuss the implications of general principles of motor development for the movement and sport specialist.

MOST 24: Motor Learning 3 S.H.

This course is designed to present information concerning the basic concepts in motor learning and control. Theories are discussed including recent research evidence on topics involving skill acquisition, neurological bases, motor integration, feedback, motor memory, conditions of practice, attention, and perception. Laboratory sessions are designed to enhance the understanding of the topics covered. *Prerequisite: MOST 210 or concurrent registration.*

MOST 103: Physiology of Exercise 3 S.H.

Changes within the human body due to the effects of acute and chronic exercise are examined within the context of this course. *Prerequisites: BIOL 10-11, CHEM 15.*

MOST 119: Kinesiology/Biomechanics 3 S.H.

The focus of this course is on examining the anatomical and mechanical concepts requisite to critical assessment, description, and qualitative analysis of human exercise, sport, and locomotive activities. *Prerequisites: BIOL 10-11, PHYS 15.*

MOST 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 and help explain the phenomena of sport performance.

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

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

MOST 228: Sociology of Sport 3 S.H.

This course is designed to acquaint students with the reciprocal relationship between sport and the society in which it is embedded. Specific attention is given to societal values, governance, discrimination, technology, education, and sport structures in societies. Both the positive and negative consequences are considered. *Prerequisite: SOCI 1*

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

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

MOVEMENT AND SPORTS STUDIES ACTIVITY COURSES

MOSK 1: Outdoor Pursuits 1 S.H.

This is a seven day experience in outdoor living which 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 & 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 which enhance their recognition and the application of techniques and tactics common to sport and movement activities.

OCCUPATIONAL THERAPY

OCTH 99: Survey of Occupational Therapy 3 S.H.

An opportunity to survey basic concepts, theories, settings, and practices of occupational therapy is offered. 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 215: Clinical Education I 3 S.H.

This course is a combination of supervised field experience in one or more health care settings where occupational therapy is practiced, and a series of seminars. It provides experience in the beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. *Prerequisites: OCTH 201 and OCTH 205.*

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

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

OCTH 221: Performance, Dysfunction, & Occupational Therapy Adaptation in Childhood 4 S.H.

Through the study of human performance from preschool through school age, emphasis is given to normal and dysfunctional processes affecting growth and development, 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.*

PHILOSOPHY

PHIL 3: Conflict of Ideals: Values in a Changing Society 3 S.H.

This course explores the major philosophical thinkers and value systems which have influenced 20th Century thought. Students are encouraged to explore and expand their own value systems using the tools of philosophical inquiry.

PHIL 5: Introduction to Philosophy 3 S.H.

This course is an introduction to the major areas of philosophy, the problems encountered, and studies representative thinkers in those areas.

PHIL 6: Ethics 3 S.H.

This course is a study of theories of value along with recent discussion of significant moral problems.

PHIL 8: Practical Logic 3 S.H.

This course introduces students to the basics of critical thinking in the context of every day discourse including the structure of argument, major types of argument, criteria for evaluation of argument, common fallacies of reasoning, and the mechanics of writing an argumentative essay.

PHIL 125: Business Ethics 3 S.H.

This course sensitizes students to ethical issues in business and to develops a capacity for moral judgment in management.

PHIL 180: Existentialism 3 S.H.

The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, unauthentic and authentic existence, death, and freedom.

PHYSICAL EDUCATION

PHED 2: Instructional Strategies in Physical Education 3 S.H.

This course introduces students to teaching strategies and techniques which are generic in physical education. Lecture sessions focus upon conceptual foundations of teaching. Peer teaching laboratory sessions are devoted to practical applications and observational assessments of lecture concepts.

PHED 26: Elementary School Physical Education Program 3 S.H.

The course helps students develop their knowledge and understanding of the planning, organization, and teaching included in physical education at the elementary school level. Laboratory practice in instructional activities, including appropriate teaching methods and techniques, is provided. The practical application of theories is provided for by an actual teaching experience in the elementary schools of Springfield. *Prerequisite: PHED 2 or permission of the instructor.*

PHED 36: Secondary Physical Education: Design & Implementation 3 S.H.

This course is designed to introduce students to the principles of curriculum development for secondary school physical education. Students develop age-appropriate physical education curricular units for implementation in field-based laboratory settings. *Prerequisite: PHED 2 or permission of the instructor*

PHED 77: Studies in Physical Education 2-3 S.H.

This course provides an analysis dealing with selected problems, issues, or special topics in the field of physical education, sports, and athletics.

PHED 100: Officiating Athletic Events 1 S.H.

This course provides students the opportunity to develop knowledge and skills requisite to becoming a competent official for selected interscholastic athletic events. It may be repeated for credit as long as the athletic event designated is not replicated.

PHED 108: Adapted Physical Education Programming 3 S.H.

This course provides basic information on disabling conditions and how to provide adapted physical education programs based upon an individual's assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection, and prescription of appropriate exercise programs; and implementation of developmental activities, rhythmic, aquatics, and games.

PHED 112: Principles & Problems of Coaching 2 S.H.

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improving of motor skills; daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests.

PHED 113: Coaching Soccer 2 S.H.

Emphasis is on the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his opportunity as an educator. *Prerequisite: PEAC 155 or PEPC 255.*

PHED 114: Coaching Basketball 2 S.H.

Emphasis is on the methods of teaching and coaching basketball with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. *Prerequisite: PEAC 144 or PEPC 244.*

PHED 115: Baseball: Coaching & 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 to provide students with team strategy,

fundamentals, and technical skills necessary to assist them in administering a successful baseball program. Two semester hours are allocated to the coaching aspects of the sport while one semester hour is allocated to offensive and defensive fundamentals and technical skills.

PHED 116: Coaching Football 2 S.H.

Course material covers the techniques and methods of coaching football with emphasis on team play. Also included are offensive and defensive methods for the running, passing, and kicking games. Complete organization of a football program is presented. *Prerequisite: PEAI 157.*

PHED 117: Track & Field Coaching 2 S.H.

The biomechanical analysis and training strategies for each track and field events are covered in this course. Topics such as the selection of candidates, conditioning, diet, safety procedures, and the organization and promotion of track and field are included in the course content. *Prerequisites: PEPC 264.*

PHED 118: Coaching of Racket Sports 2 S.H.

Course materials include the application of scientific principles to the grips, service, and strokes; fundamentals of strategy and position play for singles and doubles; and the organization of team practices, clinics, and tournaments. *Prerequisite: PEAC 182 or PEPC 282.*

PHED 124: Athletic Administration 2 S.H.

This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college level. Consideration is given to the problems and standards associated with such programs.

PHED 125: Sports First Aid & Injury Prevention 3 S.H.

Within this course, basic injury prevention, evaluation, and emergency care techniques are discussed, ARC certification in Adult CPR and Standard First Aid are awarded to students meeting the requirements. Basic wrapping and strapping techniques used in injury prevention are practiced and discussed.

PHED 127: Coaching Wrestling 2 S.H.

Course material covers the essential techniques of wrestling, the development of a team, conditioning, conduct of practice sessions, weight reduction, and preparation of a team for meets and tournaments. *Prerequisite: PEAI 184.*

PHED 131: Coaching Softball 2 S.H.

Techniques and materials for coaching softball at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. *Prerequisite: PEAC 156 or PEPC 256.*

PHED 132: Coaching Field Hockey 2 S.H.

Techniques and materials for coaching field hockey at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. *Prerequisite: PEAI 150 or PEPC 250.*

PHED 140: Pre-Practicum -Elementary Level 2 S.H.

This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the elementary school setting. *Prerequisites: Matriculated status and PHED 26 or permission of the instructor.*

PHED 143: Coaching Swimming & Diving 2 S.H.

This is a systematic treatment of the philosophy, principles, and techniques of teaching and coaching swimming and diving.

PHED 145: Assistant in Movement Science Research 1 S.H.

This course is designed to provide the students with hands-on research experience as they assist with 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.*

PHED 149: Coaching Pre-Practicum 2 S.H.

This practicum provides prospective coaches with an opportunity to assist in the coaching of interscholastic competitive athletics in grades 7-12. *Prerequisite: PHED 112 or concurrent registration.*

PHED 150: Pre-Practicum -Secondary Level 2 S.H.

This pre-practicum provides prospective physical education teachers with experience in observing, assisting, and teaching physical education in the secondary school setting. *Prerequisites: Matriculated status and PHED 26 or permission of the instructor.*

PHED 162: Coaching Men's Gymnastics 2 S.H.

This course presents analysis of skills fundamental to competitive gymnastics. *Prerequisite: PEAC 271.*

PHED 163: Coaching Women's Gymnastics 2 S.H.

This course presents methods and materials of gymnastic coaching as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. *Prerequisite: PEAC 271.*

PHED 180: Coaching Volleyball 2 S.H.

This course emphasizes the teaching of volleyball skills and the role of the coach in developing advanced systems of play for competition. Emphasis is also placed on the philosophy and psychology of varsity coaching, physical training, and the use of statistics for team play.

PHED 182: College Level Supervised On-Campus Teaching 1 S.H.

This course represents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. It may be repeated once. *Prerequisite: permission of the department.*

PHED 209: Physical Education for Atypical Children 3 S.H.

This course discusses basic materials, methods, and principles for a graded program. Also included are programs of general class activities and special adaptive education and therapeutics of recreation for the disabled and handicapped. The laboratory provides practical experience in individual and group methods for conducting developmental conditioning and corrective exercises in the appraisal of postural deviations and in prescriptive guidance for correction.

PHED 220: Sport & Art 3 S.H.

The historical and contemporary relationships of sport and art are explored by examining sport as the subject matter of the artist's work, selected pieces of testimony and essays which reveal the occurrence of aesthetic experiences in sport, sport as the medium to produce a work of art, and questions posed by scholars about the nature of sport and art and their possible relationship.

PHED 221: Organization & Administration of Education & Physical Education 3 S.H.

The basic principles and patterns of organization and administration as manifested in educational institutions are analyzed in this course. Topics such as class scheduling, fiscal management, policy information, education funding, teacher unions, and legal liability are explored. *Prerequisite: concurrent registration in PHED 151 or permission of instructor.*

PHED 222: Organization & Administration of Aquatics 2 S.H.

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers; financing; publicity; motivating attendance; and legal relations.

PHED 223: Organization & Administration of Intramurals 2 S.H.

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

PHED 225: Curriculum Development in Physical Education 2 S.H.

Students in this course are exposed to principles of curriculum development and frameworks for decision-making in physical education. Particular attention is directed to principles of selecting and organizing content appropriate for students of varying age levels. The processes of change and school politics form the basis for study of the implementation phase of curriculum development.

PHED 240: Nutrition & 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, permission of the instructor.*

PHED 245: Exercise & 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, BIOL 11, or permission of the instructor.*

PHED 250: Workshop in Physical Education 1-2 S.H.

This course provides an opportunity for group thinking and discussion of problems of organization, administration, and conduct of programs of physical education. Provisions are made for students to work individually or in small groups toward the solution of problems of their own choosing. NOTE: students may register for this course for credit more than once provided the area included is different each time. *Prerequisite: undergraduate major in physical education or permission of instructor.*

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

Qualitative biomechanical concepts of human and related animal movements are examined. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Students are familiarized with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. *Prerequisite: PHED 119.*

PHED 252S: Practicum in Physical Education N-9 7 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of 7 weeks at the N-9 level. Assignments are made in consultation with and with the permission of the coordinator of teacher preparation. *Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 2, PHED 26, PHED 36, PHED 108, and a pre-practicum.*

PHED 253S: Practicum in Physical Education 5-12 7 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of 7 weeks at the 5-12 level. Site assignments are made in consultation with and with the permission of the coordinator of teacher preparation. *Prerequisites: MOST major, matriculation, meeting student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 2, PHED 26, PHED 36, PHED 108, and a pre-practicum.*

PHED 254S: Practicum in Physical Education 14 S.H.

This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of 14 weeks at either the K-9 or 5-12 level. Site assignments are made in consultation with and with the permission of the coordinator of teacher preparation. *Prerequisites: MOST major, matriculation, meeting student teaching requirements, permission of the department, and the following courses: First Aid/CPR Certification, PHED 2, PHED 26, PHED 36, PHED 108, and a pre-practicum.*

PHED 256S: Coaching Practicum 2 S.H.

This is a monitored practicum in which the student acts as an assistant or a head coach of an interscholastic athletic team for a minimum of 7 weeks. Site assignments are made in consultation with and with the permission of the coordinator of teacher preparation. *Prerequisites: MOST Major, matriculation, concurrent registration in PHED 252S/253S/245S, and PHED 112, PHED 125, and one coaching course.*

PHED 262: Physical Education for the Mentally Retarded & Those with Associated Disorders 2 S.H.

Characteristics and needs of the mentally retarded are studied. Disorders associated with mental retardation are presented. Focus is on current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. This is a theory course. *Prerequisite: senior/graduate status.*

PHED 270: Sociology of Sport 2 S.H.

This course examines the study of sport within a sociological context. Theories of sport and society will be examined in an attempt to analyze and explain various relationships existing between sport and social groups, processes, forces, and institutions.

PHED 295S: Senior Seminar in Physical Education 1 S.H.

Contemporary issues in education and physical education as well as personal and professional conflicts germane to the entry level professional are explored in this course. Topics such as current or proposed legislation, teacher burnout, and future career planning are included.

PHED 298: History of Physical Education & Sport 2 S.H.

This course explores the history of physical education and sport within the context of man's cultural development.. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

SKILLS COURSES

MOSK: Movement and Sports Studies Activity Courses

(See page ## for individual course descriptions.)

MOSK skills courses are designed for the Movement and Sports Studies Majors to satisfy the 4 semester-hour MOST CORE requirement for skills. This requirement is in addition to the 4 semester-hour All-College Requirement in physical education skills. The content of these courses will be the development of proficiency in the fundamental movement forms and understanding of the concepts which underlie those movement forms. The MOSK skill courses serve as laboratory experiences in movement and sport activities representative of the cultural forms of sport, movement, exercise, and dance.

PEAC: Physical Education Activity Course

PEAC skills courses are All-College activity courses designed for the general College population to satisfy the 4 semester hour All-College Requirement in physical education skills. These courses may be taken by the physical education teacher preparation student for satisfaction of the "Selective Skills CORE." PEAC courses are intended to support the development of student commitment to, and skills needed for, lifelong participation in movement activity.

PEPC: Physical Education Professional Course

PEPC skills courses are professional courses designed for the physical education teacher preparation student. Content includes skill development, teaching methods, and application of the activity to differing age levels.

PEAI: Intercollegiate Sports

Participation on a varsity team is required. These can be taken once per sport by non-physical education teacher preparation students toward satisfaction of the 4 semester hours All-College Requirement in physical education. Graded on a Pass/Fail basis.

MOSK: Skills CORE (4 s.h.)

MOSK 1 Outdoor Pursuits	1.0 s.h
MOSK 2 Sports Concepts & Application	1.0 s.h
MOSK 183 Gymnastics I	5 s.h
MOSK 238 Fundamentals of Rhythm	5 s.h
MOSK 204 Swimming	5 s.h
MOSK 263 Track & Field I	5 s.h

PEAC: Physical Education Activity Courses (.5 s.h. credit unless noted)

PEAC 208 Adapted Aquatics Instructor (1 s.h.)

PEAC 111 Aerobic Dance

PEAC 161 Archery

PEAC 165 Badminton

PEAC 144 Basketball

PEAC 101 Boating & Canoeing

PEAC 167 Bowling

PEAC 197 Cross Country Skiing

PEAC 187 Cycling

PEAC 127 Dance-Ballet 1

PEAC 227 Dance-Ballet 2

PEAC 130 Dance-Ballroom

PEAC 133 Dance-Modern

PEAC 135 Dance-Square 1

PEAC 235 Dance-Square 2

PEAC 137 Dance-Tap

PEAC 100 Fit for Life (1 s.h.)

PEAC 115 Fitness Swimming

PEAC 138 Fundamentals of Rhythm

PEAC 170 Golf

PEAC 173 Handball

SPRINGFIELD COLLEGE

PEAC 188 Hiking & Backpacking
PEAC 174 Horsemanship 1
PEAC 274 Horsemanship 2
PEAC 275 Horsemanship 3
PEAC 276 Horsemanship 4
PEAC 277 Horsemanship 5
PEAC 99 Independent Study
PEAC 55 Indoor Soccer
PEAC 116 Jogging
PEAC 175 Karate 1
PEAC 275 Karate 2
PEAC 190 Kayaking
PEAC 153 Lacrosse
PEAC 205 Lifeguard Training (ARC)
PEAC 209 Lifeguard Training (ARC/YMCA)
PEAC 113 Nautilus Personal
PEAC 191 Orienteering
PEAC 193 Outdoor Adventure
PEAC 118 Personal Fitness
PEAC 176 Racquetball
PEAC 120 Relaxation
PEAC 178 Rhythmic Gymnastics
PEAC 195 Rock Climbing
PEAC 30 SCUBA Certification (1 s.h.)
PEAC 179 Self Defense 1
PEAC 279 Self Defense 2
PEAC 280 Ski Instructor
PEAC 196 Skiing 1
PEAC 296 Skiing 2
PEAC 297 Skiing 3
PEAC 155 Soccer
PEAC 156 Softball-Slow Pitch
PEAC 50 Special Topics
PEAC 181 Squash
PEAC 104 Swimming
PEAC 121 Tai Chi Chuan
PEAC 123 Tai Ji Jian
PEAC 182 Tennis
PEAC 158 Volleyball
PEAC 124 Walking
PEAC 107 Water Polo
PEAC 206 Water Safety Instructor (1 s.h.)
PEAC 122 Weight Training
PEAC 199 White Water Canoeing

PEPC: Physical Education Professional Courses (.5 s.h. credit unless noted)

PEPC 211 Aerobic Dance
PEPC 244 Basketball
PEPC 110 Conditioning & Fitness Programs
PEPC 231 Educational Dance
PEPC 246 Educational Games
PEPC 248 Educational Gymnastics
PEPC 150 Field Hockey
PEPC 247 Fitness for Children
PEPC 100 Fitness for Life
PEPC 251 Flag Football
PEPC 232 Folk Dance
PEPC 184 Gymnastics 2
PEPC 125 Health Fitness Conditioning (1 s.h.)
PEPC 253 Lacrosse (Coed)
PEPC 213 Nautilus Professional

SPRINGFIELD COLLEGE

PEPC 254 New & Field Games
PEPC 293 Outdoor Adventure
PEPC 25 Self Defense/Wrestling
PEPC 255 Soccer
PEPC 256 Softball
PEPC 282 Tennis
PEPC 264 Track 2
PEPC 258 Volleyball

PEAI: Intercollegiate Skills Courses

(.5 s.h. credit)

PEAI 141 Baseball
PEAI 144 Basketball M&W
PEAI 116 Cross Country M&W
PEAI 150 Field Hockey
PEAI 157 Football
PEAI 170 Golf
PEAI 171 Gymnastics M&W
PEAI 153 Lacrosse M&W
PEAI 155 Soccer M&W
PEAI 156 Softball
PEAI 104 Swimming M&W
PEAI 182 Tennis M&W
PEAI 159 Track M&W
PEAI 158 Volleyball M&W
PEAI 184 Wrestling

PHYSICAL SCIENCE

PHSC 1: Physical Science & the Environment 4 S.H.

This course studies the key concepts and theories of physical science for students with little or no prior experience in them. Physical science is approached both as a body of knowledge and an on-going process of investigation in order to develop in the student an awareness of the scientist's point of view and approach to nature.

PHYSICAL THERAPY

PTMS 10: Introduction to Physical Therapy 1 S.H.

This course introduces students to the role and responsibilities of a physical therapist in today's society. Included is the organization, structure, and function of the American Physical Therapy Association, areas of specialization, and ethical standards of practice and patient-therapist interactions. *Prerequisite: Physical therapy major or permission of instructor.*

PTMS 121: Basic Concepts in Physical Therapy I 2 S.H.

This course provides an introduction to physical therapy practice. Topics addressed include medical terminology, vital signs, identification of body landmarks, transfer training, range of motion exercises, introduction to evaluation, clinical decision making, and documentation. An integration of evaluation, goal setting, treatment planning, and documentation is emphasized. *Prerequisite: PTMS 10.*

PTMS 122: Basic Concepts in Physical Therapy II 2 S.H.

This is the final introductory course in physical therapy prior to the Clinical Science and Practice sequence. Topics addressed prepare students for an initial clinical experience. These include the principles of isolation procedure, postural assessment and scoliosis screening, gait analysis, assistive devices, wheelchair selection and use, and relaxation techniques. Students are required to read and abstract professional literature in the APTA format. *Prerequisites: PTMS 10, 121.*

PTMS 202: Clinical Education I 2 S.H.

This is the initial clinical experience that is structured to provide students with insights into the practice of physical therapy through patient contact and closely supervised administration of basic physical therapy techniques. *Prerequisites: PTMS 121, 122, 210, 211, 240, MOST 103, 119.*

PTMS 210-211: Human Anatomy 3-3 S.H.

This course provides a comprehensive study of the structure and functions of human movement with emphasis on the skeletal, articular, and muscular systems. The focus is on the understanding of the development, maturation, and aging processes of these systems. Both microscopic and gross functions are discussed. *Prerequisites: BIOL 4-5, 90-91, and permission of instructor.*

PTMS 221: Clinical Science & Practice I 4 S.H.

This is the initial course in the clinical science and practice sequence. The clinical evaluation techniques of goniometry and manual muscle testing are presented. Treatment approaches are introduced. These include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. *Prerequisites: PTMS 10, 121, 122.*

PTMS 222: Clinical Science & Practice II 4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. *Prerequisites: PTMS 10, 121, 122.*

PTMS 223: Clinical Science & Practice III 4 S.H.

Evaluation and physical therapy management of patients with peripheral nerve lesions, cardiac, pulmonary, and vascular disorders are presented in this course. The topics included are electrodiagnosis, electrotherapy, and cardiac and pulmonary rehabilitation. *Prerequisites: PTMS 10, 121, 122, 221, 222.*

PTMS 224: Clinical Science & Practice IV 4 S.H.

This course includes an analysis of muscle and joint action present in normal gait and evaluation and treatment of abnormal gait. Topics include physical therapy intervention and management of patients with spinal cord injury, amputations, cancer, and hand problems. In addition, there is instruction on orthotics and prosthetics. *Prerequisites: PTMS 10, 121, 122, 221, 222.*

PTMS 240: Clinical Medicine/Pathology 4 S.H.

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This course is a survey of general medical and surgical disorders, including the pathophysiology of disease, clinical manifestations, and medical treatment with emphasis on conditions encountered in physical therapy. Topics include internal disorders/disease, orthopedics, pediatrics, and neurology. *Prerequisite: Physical therapy major or permission of instructor.*

PTMS 250-251: Neuroscience 2-2 S.H.

This course deals with both structure and function of the nervous systems and is aimed at building a better understanding of both normal and abnormal movement. Emphasis is on the central nervous system, its specific functions, and on the integration of these functions in motor activity. Certain disabilities and lesions are discussed as well as the neurological basis behind treatment procedures. *Prerequisites: PTMS 10, 121, 122.*

PHYSICS

PHYS 15: Physics for Movement Science 4 S.H.

This course is an introductory physics course which emphasizes those applications which are of importance to those students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics, stress and strain of biomaterials, work, energy, machines, fluid mechanics of the human system, mechanics of breathing, heat and heat flow in the human system, practical electricity, electrical safety, basic electrical and electronic instrumentation, waves, hearing and sound, light and vision, x-rays, and radiation. *Prerequisite: MATH 20 or permission of instructor.*

PHYS 21-22: General Physics 4-4 S.H.

This course gives students an understanding of the subject matter, method, purposes, and philosophy of classical physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized.

POLITICAL SCIENCE

POSC 1: People & Politics 3 S.H.

This course is an examination of the expanding role of government and politics in people's lives. Focus is on the political attitudes, processes, and institutions that shape issues as well as the political results for the individual and society.

POSC 5-6: American Government 3-3 S.H.

This course is an examination of American politics and governmental institutions at the national, state, and local levels. Particular attention is given to the interrelationships of institutions and the individual's relationship to the system as a whole.

POSC 17: International Relations 3 S.H.

This course is a survey of basic factors in international relations such as political nationalism, geography, population and food, natural resources, imperialism, international law and organization, collective security, and an outline of the important concrete problems of the world at the present time.

POSC 116: Political Thought -From Plato to Machiavelli 3 S.H.

This is a survey of political thinkers and their major works from the Greeks to the Renaissance.

POSC 117: Political Thought -From Machiavelli to the Present 3 S.H.

This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies.

POSC 135: Party Politics in the United States 3 S.H.

This course is an analysis of the roles of political parties and the party system in American government including the study of party organization, campaigns and elections, voting behavior of the electorate, the influence of pressure groups, and the strengths and weaknesses of the two-party system.

POSC 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 140: Public Administration 3 S.H.

The executive branch of modern government is studied as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, are stressed with particular attention to problems of goal setting, innovation, and accountability.

POSC 141: Supervised Experience in Political Science 3-10 S.H.

This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off-campus and participate in learning experiences in local, state, or national settings.

POSC 150: Politics of Development 3 S.H.

This is an interdisciplinary analysis of the political character and problems of the underdeveloped world. Special emphasis is given to the clash of the traditional social order with the forces of modernization and the resultant impact on national politics.

POSC 155: Comparative Government: Modernized Political Systems 3 S.H.

This is an analysis of the nature and development of modern political systems in Britain, France, the Soviet Union, and West Germany. Emphasis is placed on the common characteristics, as well as the unique cultural and political influences. Selected developmental theories are applied.

POSC 177: International Interdependence 3 S.H.

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This is an analysis of international problems emanating from the increasingly global pattern of governmental and human interdependence. Selected issues such as energy, environment, ocean resources, international trade, and the multinational corporation are considered.

POSC 190: Political Science Seminar 4 S.H.

This is a seminar for political science majors. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem are included.

POSC 210: Soviet Foreign Policy 3 S.H.

This is the study of the geographic, economic, and ideological forces that have enduring impact on Soviet foreign policy. Special attention is given to current problems and trends arising from the Cold War experience.

POSC 220: United States & Contemporary World Affairs 3 S.H.

This is the study of contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are considered.

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

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

PSYCHOLOGY

PSYC 1: Introduction to Psychology 3 S.H.

The fundamentals of the scientific method used to study human behavior such as maturation and development, perception, learning, and motivation are explored and applied to such problems as failures in adjustment and conflict resolution. This course is a prerequisite for all further work in psychology.

PSYC 4: Educational Psychology 3 S.H.

Students study the psychological foundations that relate to teaching and learning. Some of the topics dealt with include cognitive development, motivation, reinforcement theory, evaluation and measurement, social and intellectual development, and current theories of learning in the classroom setting.

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 & Personal Adjustment 3 S.H.

Who am I? This course is a search to understand our many puzzling thoughts and feelings. Who am I becoming? It tries to identify some of the joys and fears in the journey of becoming. Who could I be? We take a look at who we could be if we were free to grow and know.

PSYC 106: Social Psychology 3 S.H.

Attraction, aggression, prejudice, love, conformity, persuasion, and many other aspects of social psychology are studied. This course also explores the effects of group membership on individual behavior. *Prerequisite: PSYC 1.*

PSYC 111: Introduction to Statistics 3 S.H.

This course examines elementary statistics in behavioral research. Specific topics addressed are describing and comparing raw data, the concept of normal curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients, and an introduction to regression analysis. Special attention is given to interpreting psychological research. *Prerequisites: PSYC 1, a college-level course in mathematics.*

PSYC 112: Experimental Design 3 S.H.

Methods for conducting experiments in the social science are discussed such as one group and two group designs, quasi-experimental designs, etc. The use of various statistical procedures is integrated into the discussion. Critiques of past experiments are called for as well as the designing of personal experiments. *Prerequisites: PSYC 1, PSYC 111.*

PSYC 121: Abnormal Psychology 3 S.H.

This is a systematic study of various patterns of abnormal behavior. Special emphasis is placed upon the investigation of the interplay of biological, psychological, and social forces which shape the abnormal personality and current methods of treatment.

PSYC 130: Applied Psychology 3 S.H.

Problems and techniques involved in the application of psychological principles in industry, business, advertising, medicine, law, and education are examined.

PSYC 141: Supervised Experience in Psychology 2-10 S.H.

This is an opportunity for students to work on an individual basis with a faculty member in the Department of Psychology. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. No more than 6 s.h. of PSYC 141 will count toward the basic 30 S.H. of psychology required for the major. *Prerequisite: junior-senior standing.*

PSYC 201: Motivation & Learning 3 S.H.

An examination of the major theories and issues is covered from both an historical and contemporary perspective. Emphasis is placed on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analyses of classical and instrumental conditioning, reinforcement theory, and punishment along with the contributions of Skinner, Hull, and Tolman are a few of the areas investigated. *Prerequisite: PSYC 1.*

PSYC 202: Coordinating Seminar 3 S.H.

Students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. *Prerequisites: PSYC 1, 24 s.h. of psychology.*

PSYC 205: Physiological Psychology 3 S.H.

The physiological bases of a variety of behaviors are studied. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. *Prerequisite: PSYC 1.*

PSYC 213: Psychological Testing 3 S.H.

This course aims to establish an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity are considered. Not to be taken by students in CPS.

PSYC 222: Interviewing & Counseling 3 S.H.

This course helps students in education, recreation, health fitness, and psychology develop helping and listening skills. It combines lecture and practical experience in order for students to gain a conceptual framework for the use of treatment methods in counseling. *Prerequisite: PYSC 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, & Self-Hypnosis 3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human helping professions. Topics covered include the mind/body relationship, healing and pain management, neurolinguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.

PSYC 260: Rituals in Families 3 S.H.

This course provides an overview of the function of rituals as well as a model of assessment. Daily events such as tucking a toddler into bed, holiday celebrations, family traditions, and cultural/religious rites of passage are highlighted. The power of these rituals to create and shape reality, express values and emotions, facilitate transitions, and promote healing is demonstrated through lecture, the use of popular movies, and class participation.

PSYC 299: Psychology of the College Age Adult 3 S.H.

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

RECREATION AND LEISURE SERVICES

RLSR 3: Introduction to Recreation & Leisure Services 3 S.H.

The course introduces the student to the field of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.

RLSR 6: Dynamics of Leadership 3 S.H.

Methods for effective leadership are explored. Leadership theories, developmental characteristics of various age groups, variations in the role of the leader as a function of program area, and motivation as a function of leadership are topics included. *Prerequisite: RLSR 3.*

RLSR 10: Survey of Leisure Services 2 S.H.

This overview of the recreation movement explores its significance and function as it relates to contemporary society. Issues and factors germane to the delivery of community leisure services are also discussed.

RLSR 15: Recreational Activities 3 S.H.

This course provides students with a wide range of social recreation activities. Various types of games, music activities, drama activities, banquets, and special events are included. Committees are utilized to plan and produce actual party situations. *Prerequisite: RLSR 3.*

RLSR 16: Program Planning 3 S.H.

Identification and classification of recreation program areas and settings with emphasis on the fundamentals of planning and implementing leisure services. Philosophical foundations of programming are explored. *Prerequisite: RLSR 3.*

RLSR 25: Introduction to Employee Services & Recreation 3 S.H.

This course is an introduction to employee services in corporations (formerly called industrial recreation.) Employee services include recreation, health fitness, and education programs and facilities provided for their employees (and often their families) by corporations. The benefits, the relationship of employee services to the corporation, programs, facilities, finance, staffing, legal structure, professional preparation, and opportunities are the major topics included.

RLSR 55-56: Equestrian Arts -Massachusetts License Beginner Level 2-2 S.H.

This two-part course trains qualified individuals to teach horsemanship at the beginner's level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equitation teachers.

RLSR 72: Introduction to Therapeutic Recreation 3 S.H.

This course serves as an introduction to the utilization of recreation programs in hospitals, nursing homes, detention centers, and other therapeutic environments. Terminology, trends and issues, and use of adaptive equipment are explored.

RLSR 82: Leisure Services for Special Populations 3 S.H.

An overview of developments pertaining to therapeutic recreation is presented. Philosophical and historical developments, current issues, and trends facing future professionals pertaining to special populations are discussed. The importance, value, and significance of therapeutic recreation are the primary emphasis of this course. Program planning with "special needs" populations, sensitivity awareness, identification of disabling conditions, and diseases are included. This course is designed for the non-therapeutic recreation major.

RLSR 88: Outdoor Recreation 3 S.H.

The focus of the course is on the natural resources of America and the public and private entities that administer them for recreational purposes. Consideration is given to the visitors (demand); the resources (supply); and the philosophies, policies, and administrative techniques of today plus the changes that increasing demand will necessitate in the future.

RLSR 141: Undergraduate Field Experience 10-15 S.H.

The field experience provides practice under professional supervision in leadership skills in a variety of recreation agencies. Assignment of field experience is based upon the student's choice of professional career. One semester hour of credit is given for 45 clock hours of supervised field experience. A minimum of ten semester hours is required for graduation.

RLSR 148: Management of Leisure Services 3 S.H.

Basic principles of organization and administration for the delivery of leisure services are presented. The course emphasizes management of financial and human resources. Marketing of leisure services is also included.

RLSR 150: Public Relations 3 S.H.

This course is designed to provide students with the basic knowledge of public relations through examination of its processes, identification of the publics, and actual practices. Primary concepts include communication, marketing, advertising, research, ethics, and evaluation. Emphasis is placed on case study analysis, development and presentation of student public relations campaigns, and the examination of public relations practices in modern society.

RLSR 155: Outdoor Education 3 S.H.

This course includes a detailed examination of the meaning, scope, and value of outdoor education. Emphasis is given to the historical and philosophical foundations of outdoor education, the direct application of instructional procedures for providing outdoor/environmental education, and the planning and administration of such programs. Significant trends and existing outdoor education programs are also examined.

RLSR 160: Facility Design & Planning 3 S.H.

This course acquaints the student with the required process that is necessary for planning facilities. The material deals specifically with the role of the recreator in the planning process. Course requirements permit the student to select a facility in detail. The material is oriented to indoor facilities and outdoor facilities that are supportive. Regularly scheduled visits to facilities are an integral part of this course.

RLSR 172: Processes & Techniques in Therapeutic Recreation 3 S.H.

Processes and techniques utilized in treatment-oriented programs are explored. Processes include assessing, establishing behavioral objectives, activity analysis and selection, and evaluation. Techniques covered include behavior modification, recreation counseling, and discussion groups. *Prerequisite: RLSR 72.*

RLSR 185: Tourism 3 S.H.

The course explores the economic, social, and environmental impact of this dynamic industry. Discussion of the major components of tourism such as attractions, services, and transportation are included. Major emphasis is placed on the importance of tourism planning as a means of establishing quality services. *Prerequisite: RLSR 16 or permission of instructor.*

RLSR 189: Outdoor Leadership 3 S.H.

This course analyzes outdoor leadership techniques with a concern for a variety of age groups and special populations. Emphasis is placed on the planning, organizing, conducting, and evaluation of programs and activities in the outdoors. Special concern is given to practical activities and experiences through labs, outings, and field trips.

RLSR 198: Clinical Practicum in Child Life 3-9 S. H.

This course is designed to provide therapeutic recreation/child life students with opportunities for observing, assisting, and utilizing child life interventions in a clinical child life setting. This course is contracted under professional supervision and assists students in defining career options as well as qualifying students for child life certification.

RLSR 200: Sports & Recreation Facility Management 3 S.H.

The course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership: partnership, corporation, sales proprietorship, entrepreneurship vs. salaried employment are included. Also, the management process regarding facility design, personnel management, marketing, and feasibility

are discussed. Identification and understanding of business related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases.

RLSR 205: History & Philosophy of Leisure and Recreation 3 S.H.

The course content includes development of the recreation movement and its cultural, social, and economic background in the new leisure milieu. Philosophies of significant people in the field of recreation are explored and a personal philosophy of recreation is developed by the student.

RLSR 207: Organization & Administration of Public Recreation 3 S.H.

The course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, cooperation with other governmental agencies, office management, and facility planning are included.

RLSR 225: Park & Natural Resource Management 3 S.H.

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

RLSR 230: Leisure Counseling 3 S.H.

The course includes the historical and philosophical aspects of leisure education and leisure counseling, a review of existing programs, descriptions of methods, techniques and instruments utilized, and methods for developing the leisure profile of an individual.

RLSR 245: Personnel Management/Human Resource Management 4 S.H.

This course examines the responsibilities of personnel managers and managers who perform the personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment.

RLSR 270: Therapeutic Recreation with the Chronically Ill & Aged 3 S.H.

The course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to the chronically ill and the aged.

RLSR 273: Recreation Programs for Special Populations 3 S.H.

The course explores therapeutic recreation programs designed for persons with social, emotional, and physical handicaps. Programs for geriatric populations are included. Areas covered are athletics and sports, arts and crafts, music and drama, and other activities.

RLSR 274: Child Life: Concepts & Theories in Working with the Hospitalized Child 3 S.H.

This course is designed to introduce the field of child life by focusing on its implication in a health care setting. Concepts include child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and involvement with children and families under stress. *Prerequisite: RLSR 72 or permission of instructor.*

RLSR 276: Child Life: Clinical Issues & Practical Techniques 3 S.H.

This course provides an overview of clinical issues and practical techniques related to the delivery of child life services in health care settings dealing with children and adolescents. *Prerequisites: RLSR 72, RLSR 274 or permission of instructor.*

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

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

RLSR 281: Law Enforcement & Security 2 S.H.

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The course is an introduction to police operations, police duty, traffic enforcement and direction, communications, and alarm systems. Included in the course are the principles of obtaining oral and written statements, interrogation, and processing investigative accident and incident reports.

RLSR 285: Resort & Commercial Recreation 3 S.H.

This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. An historical development is presented. The planning, development, management, and marketing of the commercial recreation business will be the prime focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.

RLSR 286: Recreation & Leisure Behavior

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 and develop an understanding of recreation and leisure behavioral research.

REHABILITATION

RHAB 25: Introduction to Rehabilitation 3 S.H.

This is an introduction to the rehabilitation process of disabled persons including history and background, related legislation, basic principles, and philosophy. Also considered are the steps in the rehabilitation process, historical attitudes toward the disabled, the medical model, independent living programs, the nature of the helping process, and the range of professions in the field of rehabilitation.

RHAB 31: Psychology of Disability 3 S.H.

This course increases students' knowledge of the psycho-social aspects of disability and to assist in the gaining of an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability.

RHAB 40: Independent Living Rehabilitation 3 S.H.

This course stresses the task analysis approach to rehabilitation instruction of disability impaired and multiply handicapped individuals. It incorporates a designed to motivate, facilitate, support, and monitor growth toward the ultimate criterion of independent living. *Prerequisite: RHAB 25.*

RHAB 90: Personal & Career Exploration for Rehabilitation Personnel 3 S.H.

This course provides an introduction to the issues in the area of personal and career development. Personal values and their relationship to career decision-making are considered. Also investigated are the range of job seeking skills, career readiness training, and career development theories. This is essentially an experiential course which presumes active participation by the students.

RHAB 125: Rehabilitation Assessment & Appraisal Techniques 3 S.H.

This course familiarizes students with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of disabled clients. Various measurements of behavior, intelligence, aptitude, achievement, and personality are considered.

RHAB 130: Pediatric Rehabilitation 3 S.H.

This course provides students with an understanding of the interdisciplinary primary care and community based services required for the practical management of the physically disabled, multiply handicapped, and chronically ill child from birth through childhood. Attention is given to the screening, diagnosis, and evaluation of the high risk infant; behavioral and emotional implications of terminal illness; development of comprehensive early intervention treatment and educational plans; and support mechanisms which are helpful to families. *Prerequisite: RHAB 25.*

RHAB 146: Practicum in Rehabilitation Services 3-6 S.H.

This course is an individually contracted practical experience under professional supervision in a rehabilitation setting. It is intended to assist the student in exploring and confirming career goals. Student contract for 45-50 clock hours of supervised practicum per semester hour of credit. *Prerequisites: rehabilitation major, RHAB 90.*

RHAB 160: Medical Information in Rehabilitation 3 S.H.

This is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.

RHAB 190: Interviewing & Case Study Methods 3 S.H.

This course provides familiarization and skill development with a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to different disability groups. Designed primarily as a prerequisite for rehabilitation fieldwork assignments with handicapped and disabled clients.

RHAB 195: Rehabilitation Internship 6-18 S.H.

This course is an individually contracted work experience as a member of a rehabilitation team. It is intended to provide students with an opportunity to apply theory in the design, provision, and

administration of client services. Supervision is provided in conjunction with qualified rehabilitation agency personnel. *Prerequisites: RHAB 146, departmental chairperson approval.*

RHAB 202: Parents & Family of the Disabled 3 S.H.

This course assists human services practitioners in understanding the implications of being a parent, child, sibling, or spouse of a disabled person. A family systems approach is used to examine problems in readjustment to disability and the effectiveness of coping strategies. The goals of the interventions examined include support of the family unit and its individual members.

RHAB 242: Behavioral Techniques for the Developmentally Disabled 3 S.H.

This course is an introduction to the principles of applied behavior analysis with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHAB 250: Action Oriented Therapies 3 S.H.

This course provides an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are sorted out and resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. *Prerequisites: RHAB 25, PSYC I or equivalent.*

RHAB 261: Rehabilitation in Speech & Language Disorders 3 S.H.

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

RHAB 262: Rehabilitation of the Hearing Impaired 3 S.H.

This course provides a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.

RHAB 264: Rehabilitation of Mentally Retarded Individuals 3 S.H.

This course is an overview of mental retardation and related developmental disabilities. It is followed by rehabilitation strategies which are appropriate throughout the life stages of people who are labeled mentally retarded. Emphasis is placed on their potential to develop specific skills and adaptive behavior for the goal of community living.

RHAB 270: Rehabilitation Needs of the Aging 3 S.H.

Aging in our society is associated with a variety of special medical, social, and psychological needs. Students explore these needs as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community.

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

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

RHAB 275: Holistic Medicine 3 S.H.

This course examines current strategies in holistic medicine as they apply to the rehabilitation of a variety of persons with disabilities. Methods emphasizing prevention, amelioration, and self-efficacy are stressed. Students are better able to understand various methods of treating the total person including meditation, guided imagery, reflexology, Reiki, acupuncture, chiropractic, and others.

RHAB 276: Employee Assistance Programming 3 S.H.

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

RHAB 278: Manual Communication With The Deaf 2 S.H.

This course is an introduction to sign language and finger spelling as used by persons who are hearing impaired or non-verbal. Content includes a brief history of the use of the language of signs, background information on deafness, and how hearing impairments affect those who have been born deaf or lost their hearing later in life. Students learn to converse in sign language with the instructor.

RHAB 279: Advanced Manual Communication 2 S.H.

This course is designed to familiarize students with AMESLAN, the form of sign language customarily used by deaf persons in the United States. AMESLAN makes use of many of the signs in signed English, sentences are greatly shortened, and syntax and tense are largely ignored. *Prerequisite: Permission of the instructor.*

RHAB 280: Workshop in Special Issues & Techniques in Rehabilitation 2 S.H.

This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. May be taken up to a maximum of 6 semester hours of credit. *Prerequisites: RHAB 25, RHAB 131, or equivalent.*

RHAB 282: Sex, Marriage, & Disabled Persons 3 S.H.

This course studies the sexual problems of disabled people. Emphasis is placed on the relationship of human sexual need and the sexual consequences of being born with or acquiring specific physical or mental handicaps. Also discussed are the issues of reproduction, marriage, family planning, deviancy, love, caring, and sharing.

RHAB 283: Learning Disabilities 3 S.H.

This course examines theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on those adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

RHAB 284: Treatment Methods in the Rehabilitation of the Alcoholic 3 S.H.

This course analyzes the major issues in the fields of alcohol rehabilitation including the etiology of the disease and its biological and psychological consequences. Primary consideration is given to treatment issues, polyaddiction, specific detoxification methods, self-help programs, individual and group counseling, therapeutic community residences, and family and other support systems.

RHAB 285: Rehabilitation of the Blind & Visually Disabled 3 S.H.

This course focuses upon on specific rehabilitation services provided to assist young, adult, and elderly persons who are blind or visually disabled. Topics include psychological adjustment, education, optical and non-optical aids, mobility training, vocational placement opportunities, and low vision clinics.

RHAB 286: Alcoholism & Family Treatment 3 S.H.

This course is an introduction to the issues and techniques of treating the family with an alcoholic member. Among the topics discussed are viewing the family as a client, diagnostic assessment techniques, prescriptions for treatment of the alcoholic as well as spouse and children. A family case analysis approach is also utilized. *Prerequisite: RHAB 284 or equivalent.*

RHAB 287: Cardiac Rehabilitation 2 S.H.

This course familiarizes students with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease as well as diagnostic evaluation techniques are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management from the acute recovery period to post-hospital rehabilitation.

RHAB 289: Treatment Techniques for Substance Abuse 3 S.H.

This course is a study of the rehabilitation techniques and treatment alternatives utilized with substance abusers. A wide variety of illicit substances are considered. CNS depressants, stimulants, opiates and other analgesics, cannabinoids, hallucinogens, glues, solvents, and over-the-counter drugs. Emphasis is on methods which may be incorporated in a total treatment approach of intervention, education, and rehabilitation. *Prerequisites: RHAB 25, RHAB 31, or equivalents.*

RHAB 291: Neurological Rehabilitation 3 S.H.

This course is intended to familiarize students with the major issues in the field of neurological rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. *Prerequisite: RHAB 25 or equivalent.*

RHAB 292: Group Counseling Techniques in Rehabilitation 3 S.H.

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

RHAB 294: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies are also discussed.

RHAB 299: Pain Management: Issues & Techniques 3 S.H.

This course is an introduction to the issues and techniques of pain management. The nature and types of pain are explored. A spectrum of pain management techniques is considered including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management which fosters self-help and independent functioning are emphasized. *Prerequisites: RHAB 25, PSYC 1, and RHAB 160 or permission of instructor.*

RELIGION

RELI 4: Religion in America 3 S.H.

This is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country from the seventeenth century to the present.

RELI 5: Introduction to the Old Testament 3 S.H.

This course introduces students to the content of the Old Testament and through a study of literary, historical, and theological issues, focuses upon the Old Testament's contribution to Western culture.

RELI 6: Introduction to the New Testament 3 S.H.

This course introduces the students to the literature of the New Testament noting the historical and theological dimensions of this literature as well as its significance for the modern world.

RELI 8: Christian Biographies 3 S.H.

This course deals with the biographies of several significant figures in Christian history. It examines the nature of the Christian faith by focusing on the historical context in which these figures lived and on their religious development especially as they confronted crises.

RELI 9: The Religious Experience of Humanity 3 S.H.

This course is an introduction to the major non-western religious traditions of the world. These traditions are viewed in both their historical and contemporary settings and are assessed in terms of their contributions to the spiritual growth of humanity. Traditions studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam.

RELI 10: Religions of Ancient & Classical India 2 S.H.

This is a religio-cultural study of the Indian sub-continent with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it.

RELI 20: Indian Buddhism & the Buddhist Tradition 3 S.H.

This course introduces the student to the history, philosophy, and culture of Buddhism. The critique of Brahmanical and non-Brahmanical systems, the life of the Buddha, the rise of the monastic institution, and the development of philosophical and meditational theories are presented. In addition, discussion focuses on the emergence of the Buddhist tradition in Sri Lanka, Burma, Thailand, and China as well as on the relationship of Buddhism to contemporary life.

RELI 40: Judaism 3 S.H.

This course is a survey of the history of the Jewish people and an analysis of the literature and institutions of Judaism noting their contributions to contemporary life.

RELI 170: Contemporary Theologians 3 S.H.

This is an examination of the thought of contemporary Protestant, Roman Catholic, and Jewish theologians and the impact of their thought on religion and society in the twentieth century.

RELI 180: Sociology of Religion 2 S.H.

This is an analysis of the impact of religion on the social order. Discussion of the major types of established religions and their relationships to the community. Prerequisite: permission of the instructor.

RELI 222: Christianity & Modern Society 3 S.H.

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

RELI 224: The Life & Teachings of Jesus 3 S.H.

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

RESEARCH

RSCH 141: Guided Individual Study 2-6 S.H.

Undergraduate students may work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for 2 semester hours per semester. Prerequisite: approval by the chairperson of the department concerned and by the instructor who has agreed to act as supervisor.

SERVICE TO COMMUNITY

SPCO 2: Study Skills 1 S.H.

Study skills are primarily information processing procedures which facilitate the learning, retention, application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note taking, surveying, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.

SPCO 50: Community Service Experience 1-2 S.H.

This course is an assignment characterized by humane service in the community surrounding the College. The assignment must be approved by a faculty member and is scheduled to include forty-five clock hours per credit patterned in any feasible way agreed upon by the student, the faculty designate, and the community unit related to the humane service to be performed. Papers, conferences, interviews, readings, or other devices for interpretation of the experience may be required. SPCO 50 can be taken for 2 semesters but the total credits cannot exceed 2 S.H.

SOCIOLOGY

SOCI 1: Introduction to Sociology 3 S.H.

The nature of social science as opposed to social thought is discussed. Social institutions, status and role, types of social behavior, and social structure are investigated. This course is a prerequisite for all further undergraduate work in sociology.

SOCI 10: Introduction to Social Welfare 3 S.H.

This is a survey of social welfare services in the United States with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities.

SOCI 50: Social Organization 3 S.H.

This is an introduction to the nature and forms of organized relationships. Attention is given to problems of order and deviance in the context of social institutions. Offered during alternate years.

SOCI 60: The Family 3 S.H.

This is a study of the modern American family considered primarily from a structural point of view, but with references to the historical, functional, and comparative standpoints.

SOCI 70: The Community in America 3 S.H.

Types of community organization, historical development, and underlying principles are investigated.

SOCI 110: Population & Human Ecology 3 S.H.

This is an introduction to the spatial distribution of population and institutions. Analysis of theories of population growth and examination of ecological processes in selected typical and contrasting population areas. Attention is given to the relations of population to other social, economic, and political variables. Not offered every year.

SOCI 120: Social Change 3 S.H.

Hypotheses of social change, both planned and unplanned, are discussed. The nature of social movements and of change in small groups is investigated.

SOCI 130: Social Problems 3 S.H.

Specific social problems are studied in the context of social structure and social control.

SOCI 131: Minority-Majority Relations 3 S.H.

This course examines minority groups in the American society and their relationships. Factors to be considered are a brief history of immigration and cultural contact, basic concepts such as race and minority status, dynamics of ethnic group adjustment and inter-group conflict, and theories and methods for creative ethnic group relations. Not offered every year.

SOCI 132: Violence & Victimization 3 S.H.

This course identifies and analyzes individual and group violence as well as victimization from sociological, anthropological, and social-psychological perspectives.

SOCI 135: Juvenile Delinquency 3 S.H.

The causation, control, and prevention of delinquency and offenses of young adults are discussed. The juvenile justice system with respect to these types of subjects is reviewed.

SOCI 140: Social Gerontology 3 S.H.

Social gerontology is concerned with the demography of aging and its impact on social interaction and the social structure. The current theories and research methodologies used in social gerontology are reviewed. Attention is given to cross-cultural comparisons of aging. Examination is made of the political and social issues surrounding aging in contemporary society. *Prerequisite: SOCI 1.*

SOCI 142: Theories & Methods of Casework 3 S.H.

SPRINGFIELD COLLEGE

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

SOCI 145: Sociology of Death & Dying 3 S.H.

Death as an institution is studied by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings, e.g., hospitals, mental hospitals, nursing homes, etc. Dying is studied as a social process with attention given to the theoretical perspectives in sociology used to study death, grief, and bereavement. Sociological concepts and current research in the field are reviewed.

SOCI 155: Medical Sociology 3 S.H.

This course surveys health-related and medical-related behavior. The course is divided into three parts: principles and theory in the field of medical sociology, the analysis of the professions and health care institutions, and the issues confronting health care in the United States.

SOCI 165: Women & Society 3 S.H.

This is an historical and sociocultural study of women in the United States with an emphasis on the sociostructural determinants of their status.

SOCI 180: Sociological Theory 3 S.H.

An examination of the structural characteristics of traditional and contemporary sociological theory are undertaken. The seminal works of Marx, Weber, and Durkheim are highlighted as the modern foundation of Western sociological thought. A discussion of the relevance of theory to knowledge within the context of a pragmatic culture will guide the direction of this exploratory course.

SOCI 191: Supervised Experience in Sociology/Anthropology/Social Welfare 3-9 S.H

This is an opportunity for the student to apply sociocultural theory and methods outside of the classroom. Under close supervision of a faculty member in the Department of Sociology/Anthropology, students are permitted to work in a milieu of their vocational orientations, e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This provides students with a career choice, future employment contacts, and pre-professional experience.

SOCI 235: Criminology 3 S.H.

Criminal law and the causation, control, and prevention of adult crime are topics discussed in this course. Prerequisites: 12 semester hours of sociology, psychology, or other social sciences; permission of instructor. Offered alternate years.

SOCI 242: Theories & Methods of Casework 3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

SOCI 250: American Social Structure 3 S.H.

This course examines American society as a network of social institutions including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structures.

SOCI 290S: Sociology Seminar 3 S.H.

Methods of social research are discussed. An introduction is made to research procedures such as research design, methods of data collection, etc., and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students. Limited enrollment. Prerequisite: Permission of instructor as well as PSYC 111.

SPANISH

SPAN 11: Elementary Spanish 3 S.H.

The development of basic listening, speaking, reading, and writing skills in Spanish are emphasized in that order. Learning to communicate effectively in Spanish is a major goal of the course. An introduction to Spanish American and Peninsular cultures is another major course objective. Active classroom participation and laboratory experience are required. Any student who offers for entrance credit three or more years of Spanish may not enter the first year level (SPAN 11 or 12) at Springfield College.

SPAN 12: Advanced Elementary Spanish 3 S.H.

This course is a continuation of SPAN 11. *Prerequisite: SPAN 11 or the successful completion of two years of high school Spanish.*

SPAN 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. It also meets the All-College language requirement. *Prerequisite: SPAN 11.*

SPAN 21: Intermediate Spanish 3 S.H.

This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class conducted in Spanish. *Prerequisite: SPAN 12, three or more years of high school Spanish, or permission of instructor.*

SPAN 22: Advanced Intermediate Spanish 3 S.H.

This course is a continuation of SPAN 21. *Prerequisite: SPAN 21, three or more years of high school Spanish, or permission of the instructor.*

SPAN 33: Peninsular Culture & Language 3 S.H.

This course provides a fundamental understanding of Peninsular culture, history, and language. It fulfills the language requirement, but not the requirement for a B.A. degree.

SPAN 34: Latin American Culture & Language 3 S.H.

This course provides a fundamental understanding of the Spanish language as well as the history and cultures of the Spanish-speaking people of the Americas. It fulfills the language requirement, but not the requirement for a B.A. degree.

SPORTS MANAGEMENT

SMGT 140: Pre-Practicum in Sports Management 3 S.H.

This course provides current sports management majors with an opportunity to observe and assist experienced professional managers in the sport environment. Students are required to complete at least 75 clock hours of satisfactory work under the direct supervision of a qualified professional and attend scheduled pre-practicum seminars. *Prerequisites: junior standing, BUSM 10-11, ECON I-2, PHED 124, PHED 149, and consent of instructor.*

SMGT 241: Fieldwork in Sports Management 8-11 S.H.

This is a supervised field experience under the direct guidance of a qualified professional manager for a minimum of 15 weeks. Assignments are made in consultation with, and the permission of, the coordinator of field experience for sports management. *Prerequisites: senior status: BUSM 102, PHED 149, SMGT 140: Pre-practicum in Sports Management, and consent of instructor.*

SMGT 260S: Introduction to Sport Law 3 S.H.

This course is an exploration of the current relationship of the law to organized secondary schools and collegiate sports. It provides professionals in athletics with basic knowledge of a wide range of legal principle that relate to the performance of their duties. A major focus of the course is a review of judicial opinions on legal issues that have frequently arisen in cases involving organized athletics.

FACULTY AND ADMINISTRATION

Date in parentheses following the name indicates beginning of service at Springfield College.

TEACHING FACULTY

ROBERT ACCORSI (1990)

Assistant Professor of Recreation & Leisure Services

B.S., Westfield State College, 1977; M.Ed., Springfield College, 1980

MULUGETA AGONAFER (1992)

Assistant 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.

MARY C. ALLEN (1988)

Assistant Professor of Teacher Education

B.A., Regis College, 1972; M.Ed., Westfield State College, 1976; E.D., University of Massachusetts, 1991

DEBORAH ALM (1993)

Assistant Professor of English (ESOL)

B.A., State University of New York, 1977; M.Ed., University of Massachusetts, 1988

SIMONE ALTER-MURI (1991)

Assistant Professor of Art

B.A., University of Massachusetts, 1976; M.Ed., Lesley College, 1979; Ed.D., University of Massachusetts, 1990

LYNDA ANASTASIA (1992)

Assistant Professor of Social Work

B.A., Albertus Magnus College, 1969; M.S.W., University of Pittsburgh, 1977

DOROTHY D. ANDERSON (1967)

Associate Professor of Physical Education

B.S., Purdue University, 1959; M.S., Smith College, 1963

ALLAN D. AUSTIN (1968)

Professor of English and Black Studies

B.A., Farleigh Dickinson University, 1962; M.A., University of Massachusetts, 1967; Ph.D., 1975

DARYL ARROYO (1990)

Assistant Professor of Physical Education

B.S., Springfield College, 1984; M.S., California State University, 1988

ROBERT C. BARKMAN (1969)

Professor of Biology

B.A., Wittenberg University, 1964; M.S., University of Cincinnati, 1966; Ph.D., 1969

MARY G. BARNUM (1990)

Instructor in Physical Education

B.S., East Carolina University, 1987; M.Ed., Springfield College, 1990

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

SPRINGFIELD COLLEGE

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.Ed., 1970; Certificate of Physical Therapy, University of Pennsylvania, 1971

THOMAS L. BERNARD (1974)

Professor of Education and Psychology

B.A., New Jersey State College, 1962; M.Ed., University of Massachusetts, 1963; C.A.G.S., 1967; Ed.D., 1969

RAYMOND F. BERTE (1972)

Professor of Rehabilitation

B.S., Springfield College, 1954, M.Ed., 1957; Ph.D., Philathea College, Ontario, 1972

BRETT BISHOP (1991)

Instructor in Physical Education

B.S., Springfield College, 1987; M.Ed. 1988

EDWARD R. BILIK (1959)

Director of Athletics/Professor of Physical Education

B.S., Springfield College, 1957; M.S., 1962; Ed.D., University of Oregon, 1966

JILL M. BLACK (1992)

Assistant Professor of Health Education

B.S., East Central University, 1982; B.A., 1983; M.S., University of Oklahoma, 1985; Ph.D., Southern Illinois University, 1992

L. WILLIAM BLIZARD (1962)

Professor of Arts and Education

B.S., State Teachers College at Buffalo, New York, 1958; M.A., New York University, 1960

JOHN BLOCH (1988)

Associate Professor of Human Services

B.A., Goddard College, 1962; M.S.C.E.D., New Hampshire College, 1978

BRITTON BREWER (1991)

Assistant Professor of Psychology

B.A., University of Washington, 1986; M.A., Arizona State University, 1988; Ph.D., Arizona State University, 1991

GRETCHEN A. BROCKMEYER (1979)

Associate Academic Dean/Professor of Physical Education

B.A., Luther College, 1965; M.S., Springfield College, 1966; Ed.D., University of Georgia, 1979

STANLEY P. BROWN (1965)

Professor of Mathematics

B.S., Springfield College, 1954; M.S.T., Colby College, 1960; M.S., Louisiana State University, 1961; Ed.D., University of Massachusetts, 1976

KEITH D. BUGBEE (1985)

Assistant Professor in Physical Education

B.S., Keene State College, 1979; M.Ed., Springfield College, 1984

CLIFTON BUSH JR. (1988)

Associate Professor of Human Services

SPRINGFIELD COLLEGE

B.S., University of New Haven, 1973; M.S., New Hampshire College, 1981; Ph.D., Columbia Pacific University, 1984

MARTHA CAMPBELL (1991)

Assistant Professor of Physical Education

B.S., Bridgewater State College, 1982; M.S., Springfield College, 1991

DAVID R. CARLSON (1967)

Professor of English

B.S., Upsala College, 1957; M.A., University of Massachusetts, 1966; Ph.D., 1973

FRANCES P. CASEY (1976)

Associate Professor of Rehabilitation

B.S., American International College, 1955; M.Ed., 1973; C.A.G.S., 1975; Ed.D., University of Massachusetts, 1985

DELIGHT E. CHAMPAGNE (1984)

Associate Professor of Psychology

B.A., Boston University, 1969; M.A., University of Connecticut, 1981; Ph.D., 1983

ELIZABETH J. CHARRON (1990)

Assistant Professor of Business Management

B.A., Mount Holyoke College, 1984; M.B.A., University of Massachusetts, 1990

STEVEDA CHEPKO (1992)

Associate Professor of Physical Education

B.S., West Virginia University, 1971; Ed.D., Temple University, 1987

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

PHILIP W. CONKLIN (1984)

Associate Professor of Business Management

B.A., University of Dubuque, 1954; M.B.A., Syracuse University, 1966; M.Ed., Boston University, 1975; Ph.D., University of Connecticut, 1984.

WILLIAM J. CONSIDINE (1976)

Professor of Physical Education

B.S., Western Illinois University, 1964; M.S., Illinois State University, 1966; P.E.D., Indiana University, 1970

JOHN J. COSTELLO (1958)

Associate Professor of Physical Education

B.S., Springfield College, 1957; M.S., 1958; Ph.D., University of Connecticut, 1965

LYNN E. COUTURIER (1988)

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B.S., Springfield College, 1981; M.S., University of Illinois, 1982; D.P.E., Springfield College, 1986

JOHN C. COX (1965)

Professor of Psychology/Distinguished Springfield Professor of Humanics

B.S., Springfield College, 1961; M.Ed., 1963; C.A.G.S., 1963

JEAN A. CROTHERS (1986)

Assistant Professor of Physical Therapy

B.S., Northeastern University, 1973; M.S., University of Pittsburgh, 1982

EILEEN CYR (1990)

SPRINGFIELD COLLEGE

Assistant Professor of Education

B.S., Bridgewater State College, 1982; M.B.A., American International College, 1988

CAMPBELL DALGLISH (1988)

Assistant Professor of Human Services

B.A., University of Colorado, 1971; M.F.A., Yale School of Drama, 1986

RICHARD D. DAVILA (1988)

Associate Professor of Human Services

B.A., Beacon College, 1975; M.S.W., University of Connecticut, 1978; Ph.D., 1992

GERALD F. DAVIS (1968)

Library Director

B.S., Syracuse University, 1967; M.S., 1968; M.Ed., Springfield College, 1978

LAUREL R. DAVIS (1992)

Assistant Professor of Sociology

B.S., Springfield College, 1984; M.A., University of Iowa, 1987; Ph.D., 1992

J. PATRICK DECOTEAU (1990)

Assistant Professor of Rehabilitation

B.A. University of New Hampshire, 1973; M.Ed. Plymouth State College, 1978; Ph.D. University of Illinois, 1988

JOEL DEARING (1989)

Assistant Professor of Physical Education

B.S., Springfield College, 1979; M.S., Bridgewater State College, 1982

LINDA DELANO (1992)

Coordinator 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

JOANNE S. DEWRANCE (1992)

Assistant Professor of Human Services

B.S., Long Island University, 1974; M.S., 1978

MICHAEL C. DELONG (1981)

Instructor in Physical Education

B.S., Springfield College, 1974; M.S., University of North Carolina, 1978

NINA DINI (1989)

Assistant Professor of Computer & Information Sciences

B.S., Nice Institute of Technology, Nice, France, 1974; M.S., Illinois Institute of Technology, 1981

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Assistant Professor of Human Services

B.S., Notre Dame College, 1974; M.N. New Hampshire College, 1986

MARTIN L. DOSICK (1965)

Professor of Sociology

A.B., Boston University, 1952; M.A., 1955; Ph.D., University of California at Los Angeles, 1965

JOHN J. DOYLE JR. (1976)

Professor of Economics

B.A., Boston College, 1966; M.A., Northeastern University, 1968; Ph.D., Clark University, 1976

SUSAN M. ETHEREDGE (1993)

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JAMES E. GENASCI (1963)

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B.S., Springfield, Springfield College, 1950; M.S., 1955; Ed.D., Colorado State College, 1960

FERNANDO GONZALEZ DE LEON (1992)

Assistant Professor of History

B.A., Rutgers University, 1981; M.A., University of Virginia, 1984; M.A., The Johns Hopkins University, 1985; Ph.D., 1991

BERNARD J. GRANEY (1990)

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B.A. State University of New York at Brockport, 1969; M.S. Syracuse University, 1974; Ph.D., 1979

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B.A., University of Rhode Island, 1982 ; M.Ed., Springfield College, 1985

PETER M. HALEY (1985)

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JOHN J. HANGASKY JR.

Director of the Physician Assistant Program/Associate Professor of Allied Health Sciences

B.A., University of Bridgeport, 1974; M.S., 1979

BOBBI HARRO (1990)

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B.A., Lebanon Valley College, 1970; M.S., Marywood College, 1977; Ed.D., University of Massachusetts, 1986

ESTHER HASKVITZ (1991)

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A.B., Washington University, 1976; M.Ed., University of Virginia, 1982; M.S., Texas Women's University, 1984; Ph.D., University of Virginia, 1991

CHRISTOPHER HAYNES (1993)

Arts Studio Music Instructor

B.A., Berklee School of Music, 1979; M.A. Ithaca College, 1988

SAMUEL HEADLEY (1992)

Assistant Professor of Physical Education

B.S., Birmingham University, London, 1982; MS., Kings College, London, 1985; Ph.D., Temple University, 1991

MARY D. HEALEY (1981)

Associate Professor of Biology

B.S., Springfield College, 1978; M.Ed., 1980; M.S., University of Connecticut, 1986; Ph.D., 1993

MARY JO HETZEL (1989)

SPRINGFIELD COLLEGE

Assistant Professor of Human Services

B.A., New School for Social Research, 1969; M.S., University of Pennsylvania, 1971; M.A., University of Washington, 1975; Ph.D., University of Massachusetts, 1985

ELLEN HEWETT (1988)

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B.A., McGill University, 1979; M.S.H.S., New Hampshire College, 1981

KATHLEEN S. HILLMAN (1983)

Associate Professor of Health Education

B.S., Ohio University, 1975; M.Ed., Xavier University, 1979; Ph.D., University of Toledo, 1983

STEVEN G. HINDS (1992)

Assistant Professor of Human Services

B.A., Dartmouth College, 1968; M.Ed., St. Michael's College, 1981

LETHUAY HOANG (1992)

Assistant Professor of Modern Languages

B.A., Agnes Scott College, 1984; M. Phil., Yale University, 1989

JOHN M. HOLIK (1983)

Instructor in Physical Education

B.A., Trinity College, 1975; M.P.Ed., Springfield College, 1982

ROLAND E. HOLSTEAD

Director of Continuing Education/Professor of Sociology

B.A., State University of New York at Oneonta, 1967; M.A., University of Connecticut, 1971; Ph. D., University of Connecticut, 1982

BARBARA E. JENSEN (1970)

Professor of Physical Education

B.S., Springfield College, 1957; M.S., University of Iowa, 1963; Ph.D., 1965

CHARLES P. JOSLYN

Assistant Professor of Social Work

B.A., University of Chicago, 1962; M.S.W., University of Chicago, School of Social Services Administration, 1964; Ph.D., Smith College School of Social Work, 1978

LAURA JO JUDD (1978)

Assistant Professor of Recreation

B.S., Springfield College 1954; M.S., University of Illinois, 1958

JONATHAN KAHANE (1972)

Associate Professor of Psychology

B.A., Clark University, 1966; M.A., George Washington University, 1968; Ph.D., Yeshiva University, 1972

PAULA KILCOYNE (1993)

Assistant Professor of Political Science

B.A., Brandeis University, 1976; M.A., Tufts University, 1980; Ph.D., Tufts University, 1986

KENNETH H. KLATKA (1970)

Assistant Professor of Physical Education

B.S., Springfield College, 1969; M.Ed., 1970

ROBERT KLEIN (1990)

Assistant Professor of Education

B.A., Colgate University, 1972; M.A., Yale University, 1974; M. Div., Columbia Theological Seminary, 1985; Ed. M., Harvard Graduate School of Education, 1986; Ed. D, 1988

SPRINGFIELD COLLEGE

ZANE KNOY (1989)

Assistant Professor of Human Services

A.B., Phillips University, 1953; B.D., Phillips University, 1956; Masters of Theology, Harvard Divinity School, 1958

BYRON H. KOH (1968)

Associate Professor of English

A.B., Middlebury College, 1959; M.A., Boston University, 1965; Ph.D., University of Massachusetts, 1972

THOMAS A. LACHUISA (1990)

Assistant Professor of Sociology

B.S. Springfield College, 1977; M.S.W., University of Connecticut, 1984; Ph.D., University of Southern California, 1989

PAUL LEBLANC (1987)

Associate Professor of English

B.S., Framingham State College, 1980; M.A., Boston College, 1982; Ph.D., University of Massachusetts, 1990

JOAN GRANUCCI LESSER (1992)

Assistant 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.S.A., Case-Western University, 1967; J.D., Georgetown University, 1971; D.S.W., Columbia University School of Social Work, 1990

MARGARET G. LLOYD (1987)

Associate Professor of English

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

ZENOBIA LOJEWSKA-SMITH (1989)

Assistant Professor of Physics and Mathematics

M.S., Maria Curie Skdowska University, 1974; Ph.D., 1983

ROBERT N. LUSSIER (1978)

Associate Professor of Business Management

B.S., Salem State College, 1972; M.Ed., Suffolk University, 1974; M.B.A., 1975; C.A.G.S., Boston College, 1978; Sc.D., University of New Haven, 1993

CHRISINDA LYNCH (1989)

Assistant Professor of Human Services

B.G. S., University of Massachusetts, 1979; M.S.W., University of Connecticut School of Social Work, 1984

LAURA MAGGIO (1987)

Associate Professor of Psychology

B.S., St. Bonaventure University, 1974; M.A., Miami University, 1977; Ph.D., Miami University, 1984

RONALD J. MAGGIO (1987)

Associate Professor of Art

A.A.S., State University of New York at Farmingdale; B.A., State University of New York at Fredonia, 1974; M.F.A., Miami University, 1976

BARBARA D. MANDELL (1986)

Associate Professor of Psychology

SPRINGFIELD COLLEGE

B.S., North Adams State College, 1966; M.Ed., American International College, 1972; Ed.D., University of Massachusetts, 1987

IGNATIUS A. MANISCALCO (1971)

Professor of Chemistry and Computer & Information Sciences

B.S., Manhattan College, 1965; Ph.D., Fordham University, 1971

KATHLEEN MANGANO (1991)

Instructor in Physical Education

B.S., Springfield College, 1986; M. Ed., 1988

BETTY L. MANN (1984)

Associate Director of the School of Graduate Studies/Associate Professor of Physical Education

B.S.E., North Adams State College, 1967; M.Ed., Springfield College, 1974; D.P.E., 1984

TINA M. MANOS

Assistant Professor of Health Fitness

B.S., University of California, 1980; M.A., Columbia University, 1986; Ed.D., Columbia University, 1993

ALVILDA MARTINEZ (1992)

Assistant Professor of Human Services

B.S., New Hampshire College, 1989; M.S., 1989

VERNE MCARTHUR (1988)

Professor of Human Services

B.A., Oberlin College, 1964; Ph.D., Yale University, 1972

SUSAN MCCARTHY-MILLER (1992)

Assistant Professor of Education

B.A., University of Massachusetts, 1973; M.Ed., 1977; Ed.D., 1981

CHRISTOPHER MCKENNEY (1991)

Instructor in Physical Education

B.S., Springfield College, 1984; M.Ed. Springfield College, 1986

CAROL E. MITCHELL (1975)

Professor of English

B.A., University of Massachusetts, 1968; M.A., 1971; Ph.D., 1978

NICHOLAS P. MOUTIS (1977)

Professor of Physical Education

B.S., Springfield College, 1952; M.S., University of Illinois, 1953; Ph.D., University of Oregon, 1967

MILDRED C. MURRAY (1967)

Buxton Professor of Physical Education

B.S., Springfield College, 1961; M.S., 1967; Ph.D., University of Connecticut, 1976

SCOTT NICHOLS (1991)

Assistant Athletic Director/Assistant Professor of Physical Education

B.S., Boston College, 1978; M.S., California State University-Fullerton, 1988

CYNTHIA N. NOBLE (1990)

Assistant Professor of Dance

B.A., San Francisco State University, 1977; M.A. Ohio State University, 1979

DANIEL NUSSBAUM (1992)

Director, School of Human Services/Associate 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

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

W. MASON OLDS (1966)

Professor of Religion and Philosophy

A.B., Mercer University, 1957; B.D., Colgate Rochester Divinity School, 1959; Ph.D., Brown University, 1973

WILLIAM OSWALD (1988)

Associate Professor of Human Services

B.A., Marist College, 1975; M.A., Marist College, 1980; Ph.D., University of Rhode Island, 1988

DEREK W. PAAR (1986)

Associate Professor of Psychology

B.S., Springfield College, 1972; M.Ed., Idaho State University, 1973; Ph.D., United States International University, 1980

MARKELLA L. PAHNOS (1993)

Associate Professor of Health Education

B.S., Slippery Rock State University, 1969; M.Ed., 1972; Ph.D., University of Pittsburgh, 1984

VINCENT PAOLONE (1989)

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B.S., West Chester State College, 1968; M. Ed., Temple University, 1982; Ed. D., 1988

JOEL J. PARRISH (1987)

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B.S.B.A., New York University, 1970; M.B.A. Western New England College, 1980

JAMES W. PENNINGTON (1984)

Assistant Professor of Physical Education

B.S., Towson State College, 1974; M.Ed., University of Georgia, 1979

ALBERT J. PETITPAS (1978)

Professor of Psychology

B.A., Bridgewater State College, 1968; M.Ed., Northeastern University, 1971; Ed.D., Boston University, 1981

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Associate Professor of Human Services

B.A., Brown University, 1964; M.A., Antioch University, 1979; Ph. D., Stanford University, 1983

PETER J. POLITO (1970)

Professor of Computer & Information Sciences and Physics

B.A., Northeastern University, 1965; M.S., 1967; Ph.D., 1971

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Assistant Professor of Physical Education

B.S., University of California at Berkeley, 1976; M.A., Syracuse University, 1980

KATHERINE M. POST (1992)

Assistant Professor of Occupational Therapy

B.A., Upsala College, 1974; M.S., College of Physicians and Surgeons, 1976

DIANE L. POTTER (1960)

Professor of Physical Education/Distinguished Springfield Professor of Humanics

SPRINGFIELD COLLEGE

B.A., Springfield College, 1957; M.S., 1963; Ed.D., University of Georgia, 1979

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

DONNA M. PROCOPIO (1990)

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B.S., Bridgewater State College, 1985; M.S., Springfield College, 1990; C.A.G.S., 1990; C.H.E.S., 1990

JAMES L. RAGONNET (1971)

Associate Professor of English

B.A., St. John's University, 1966; M.S. Niagara University, 1967; Ph.D., Rensselaer Polytechnic Institute, 1981

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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)

Academic Dean/Provost/Professor of Physical Education

B.S., East Stroudsburg State College, 1964; Ph.D., Temple University, 1973

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Assistant Professor of Physical Education

B.A., Bethany College, 1974; M.Ed., Springfield College, 1982

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Professor of Biology

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B.S., Springfield College, 1968; M.Ed., 1971; M.S., Boston University, 1981

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Professor of Mathematics and Computer & Information Sciences

B.S., Seoul University, 1954; M.A., Emory University, 1957; Ph.D., University of Massachusetts, 1971

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B.A., University of Massachusetts, 1985; M.A., University of Massachusetts, 1987

WAYNE RODRIGUES (1987)

Assistant Professor of Physical Education

B.S., Bridgewater State College, 1983; M.Ed., Springfield College, 1985

ANNE M. ROTHSCHADL (1993)

Assistant Professor of Recreation & Leisure Services

B.S., The Ohio State University, 1970; M.A., University of Oregon, 1983; Ph.D., Indiana University, 1993

CHARLES N. ROYS (1969)

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B.S., Springfield College, 1961; M.S., 1967

THOMAS J. RUSCIO (1968)

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Professor of Rehabilitation.

B.A., American International College, 1964; M.Ed., Springfield College, 1965

DANIEL M. RUSSELL (1984)

Associate Professor of Social Sciences

B.S., University of New Orleans, 1971; M.A., 1977; Ph.D., University of Massachusetts, 1986

H. JOSEPH SCHEUCHENZUBER (1974)

Professor of Physical Education and Computer & Information Sciences

B.S., West Chester State College, PA, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Indiana University, 1974

DIETRICH H. SCHLOBOHM (1969)

Professor of History

B.S., State University Maritime College of New York, 1961; M.A., Michigan State University, 1965; Ph.D., 1970

THOMAS J. SHEA (1970)

Professor of Economics

A.B., Boston College, 1963; M.A., Northeastern University, 1968

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B.A., University of California - Santa Barbara, 1968; M.S.W. University of Calgary, 1973; Ed.D. University of Massachusetts, 1985

JOAN SIMMONS (1989)

Director of Occupational Therapy/Assistant Professor of Occupational Therapy

B.A., Keene State College, 1977; M.S., Virginia Commonwealth University, 1984

JULIANNE SMIST (1982)

Assistant Professor of Chemistry

B.A., Our Lady of the Elms, 1972; M.S., Boston College, 1974

CHARLES J. SMITH (1966)

Director of the International Academy/Associate Professor of Physical Education

B.S., Springfield College, 1955; M.S., 1956

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Assistant Professor of Health

B.S., Bowling Green State University, 1973; M.S., Old Dominion University, 1978; Ph. D., University of Miami, 1983

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JOSEPH F. STANO (1978)

Associate Professor of Rehabilitation Counseling

B.A., Assumption College, 1972; M.A./C.A.G.S., Assumption College, 1974; Ph.D., University of Connecticut, 1982

WILLIAM J. SULLIVAN (1970)

Director of Office of Graduate Studies/Professor of Physical Education

B.S., Springfield College, 1959; M.Ed., 1963; P.E.D., Indiana University, 1970

WILLIAM S. SUTTON (1989)

Associate Professor of Human Services

SPRINGFIELD COLLEGE

B.S., State University of New York, 1963; M.S., State University of New York, 1966; M.S., Bowie State College, 1983; Ph.D., The Ohio University, 1972; Ph.D. Union for Experimenting Colleges and Universities, 1985

JOYCE L. SZEWCZYNSKI (1988)

Assistant Professor Modern Languages

B.A., Westfield State College, 1970, M.A., University of Massachusetts, 1985

JOHN TAFFE (1991)

Instructor in Physical Education

B.S., University of Rhode Island, 1985; M.A., East Carolina University, 1988

SWEELIN TAN (1992)

Assistant Professor of Teacher Education

B.S., University of Wisconsin-Madison, 1985; M.A., 1986; M.S., 1986; Ph.D., 1982

MICHAEL D. THEULEN (1983)

Assistant Professor of Physical Education

B.S., Keene State College, 1969; M.A., University of South Dakota, 1981; D.P.E., Springfield College, 1983

FRANK J. TORRE (1973)

Professor of Chemistry and Computer & Information Sciences

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)

Assistant Professor of Physical Therapy

B.S., University of Vermont, 1975; M.S., University of Massachusetts, 1979

FORREST C. TYSON (1971)

Associate Professor of Physical Education

B.A., Springfield College 1964; M.A., 1965; Ph.D., Ohio State University, 1976

MARJEANNE VACCO (1988)

Associate Professor of Human Services

A.B., Colby College, 1962; M.S., Boston University, 1964; C.P.S., Rivier College, 1987; Ph.D., Walden University, 1991

JUDY VAN RAALTE (1990)

Assistant Professor of Psychology

B.S., Tufts University, 1986; M.A., Arizona State University, 1988; Ph.D., 1990

PAUL M. VANDERBURGH (1992)

Assistant Professor of Physical Education

B.S., U.S. Military Academy, West Point, 1982; M.A., University of Georgia, 1981; W.Ed., Columbia University, 1991; Ed.D., 1992

FRANCINE J. VECCHIOLLA (1990)

Associate Professor of Human Services

B.S. Springfield College, 1972; M.S. W., University of Connecticut, 1974; Ph.D., Brandeis University, 1987

EUGENE M. VINYARD (1992)

Assistant Professor of Music

B.A., Governors State University, 1973; M.A., 1976, 1978

SPRINGFIELD COLLEGE

MICHAEL C. WHITE (1988)

Associate Professor of English

B.A., University of Connecticut, 1975; M.A., University of Connecticut, 1977; Ph.D., University of Denver, 1982

SHARON A. WHITE (1987)

Writing Center Director/Associate Professor of English

B.A., Colby College, 1974; M.F.A., Goddard College, 1977; Ph.D., University of Denver, 1990

FRANK A. WOLCOTT (1955)

Assistant Director of Athletics/Professor of Physical Education

B.S., Springfield College, 1952; M.S., 1961

JOSEPH WRONKA (1992)

Associate Professor of Social Work

B.A., Brooklyn College, 1970; M.A., Duquesne University, 1972; Ph.D., Brandeis University, 1992

DAVID W. WUERTHELE (1968)

Registrar

A.B., Allegheny College, 1961; M.B.A., Suffolk University, 1970

CHUN-KWUN WUN (1990)

Associate Professor of Biology

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

DOROTHY J. ZENATY (1970)

Associate Professor of Physical Education

B.S., Springfield College, 1965; M.A., Colorado State College, 1969

HERBERT ZETTL (1969)

Associate Professor of History/Distinguished Springfield Professor of Humanics

B.A., Alderson-Broadus College, 1963; M.A., University of Vermont, 1965

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

ADJUNCT PROFESSORS

DAVID BALSLEY

Physical Education

B.A., Hardwick, 1969; M.Ed., Springfield College, 1972; P.T., Downstate Medical Center.

MARTIN BARRETT

Physical Education

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

DIANE R. BERGERON

Mathematics

B.S., St. Michael's College, 1988; M.S., University of Vermont, 1990

STEPHEN A. BLACK

Undergraduate Athletic Training

B.S., Springfield College, 1975; M.Ed., 1977

WAYNE CARPENTER

Psychology

B.A., University of New Hampshire, 1974; M.Ed., Springfield College, 1982; Ph.D., Syracuse University, 1988

SPRINGFIELD COLLEGE

BARBARA A. COHEN-PASSO

Elementary Education

B.Ed., National College of Education, 1964; M.Ed., Lesley College, 1991

ROBERT CONLIN

Physical Education

B.S., Springfield College, 1976

MAUREEN L. CONROY

Recreation & Leisure Services

B.S., Bridgewater State College, 1980

MICHAEL COX

Art-Computer Graphics

MICHAEL R. DEARY

Physical Education

B.S., Springfield College, 1973; M.S., Springfield College, 1979

GARY ENRIGHT

Psychology

B.S., Springfield College, 1979; M.Ed., Springfield College, 1987

RICHARD G. FLOYD JR.

Recreation & Leisure Services

B.S., University of Massachusetts, 1964; M.S., University of New Hampshire, 1970

ANAMARIE T. FRIBERG

Elementary Education

B.A., College of New Rochelle, 1947; M.A. Columbia University, 1954

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

JOANN GELDART

Elementary Education

B.S., SUNY at Oneonta, 1964; M.S., American International College, 1980

LEONARD GROENEVELD

Mathematics

B.A., Colgate University, 1974; M.S. University of Rhode Island, 1976; M.S., Florida State University, 1979

MILTON GRUBER

Art-Site Manager

LIGIA GUERIN

Languages

M.A. Worcester State College, 1969

ZAHY HADDAD

Computer & Information Sciences

B.S. Western New England College, 1982; M.S. Worcester Polytechnic Institute, 1984

EDWARD HEBERT

Rehabilitation Services

B.A. University of Massachusetts, 1966; M.A., 1972; CCC-Sp, 1973

SPRINGFIELD COLLEGE

RAYMOND HERSHEL

Public Relations (Graduate)/Recreation & Leisure Services

B.A., Emerson College, 1967

PAULA HODECKER

Art-Drawing

B.F.A. Swain School of Design, 1977

CLAIRE T. HOWARD

Elementary Education

B.S., Fitchburg State College, 1964; M.Ed., Westfield State College, 1970

PAUL KATZ

Environmental Studies

B.S., Springfield College, 1978

ANDREW KOZIKOWSKI

Physical Education

B.S., Springfield College, 1980

LOUISE M.G. LATAILLE

Mathematics

B.A. Anna Maria College, 1965; M.S. Worcester Polytechnic Institute, 1970; C.A.E.S. Boston College, 1989

BARNETT D. LASCHEVER

Recreation & Leisure Services

B.S., University of Michigan, 1951

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

JAMES A. MCDONALD

Mathematics

B.S. University of Massachusetts, 1967; M.A. American International College, 1968

DIANE MORAN

Elementary Education

B.A., Our Lady of the Elms College, 1967; M.S., American International College, 1978

RICHARD MULEBERGER

Art History

HOLLY MURRAY

Art-Pottery

B.F.A., Syracuse University, 1967; M.F.A., University of Massachusetts, 1991

MARY P. MURRAY

Physical Education

B.S., University of Massachusetts, 1978

JILL MCCARTHY-PAYNE

Recreation & Leisure Services

B.S., University of Massachusetts, 1976; M.Ed., Springfield College, 1979; Juris Doctor, Western New England School of Law, 1986

TERRY MUI

Art-Graphic Design and Computer Animation
B.A.School of Visual Arts, 1980

DENNIS MULLEN

Recreation Management and Employee Services & Recreation
B.S., University of Massachusetts, 1970

SUSAN M. MURRAY

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

BHAVIN PALTEL

Art-Computer Graphics

JOHN A. PHILLIPS

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

ALAN J. PICKERING

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

JOHN A. PROVOST

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

ELIZABETH QUINN

Elementary Education
B.A., Regis College, 1972

RICHARD RECORD

Health Education
B.S., SUNY at Brockport, 1966; M.S., University of Massachusetts, 1971

KAREN MARIE ROSSI

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

BETTYJEAN RUST

Physical Education
B.S., Bridgewater State College, 1972

NAPOLEON SANCHEZ

Languages
Ph.D., University of Massachusetts, 1977

EMIL G. SCHNORR

Art
Academy of Fine Arts, Institute for Painting Techniques, Stuttgart Wuertenberg, Germany; Jugend Leiter Schule, Bad Harzburg, Nieder Sachsen, Germany; C.V.J.M., Das Jugenddorf Blaubeuten, Wuertenberg, and Helmscherode Nieder Sachsen.

MARGARET M. SPRINGER

Elementary Education
B.A., Our Lady of the Elms College, 1960; M.A., American International College, 1981

SPRINGFIELD COLLEGE

JOHN STACEY

Psychology

B.S., Southern Connecticut State University, 1971; M.S. Southern Connecticut State University, 1976; Ed.D., University of Massachusetts, 1987

BRENDAN STECCHINI

Art-Photography

B.A. Hofstra University, 1972; M.F.A., University of Massachusetts, 1975

TORBJORN STOCKFELT

Professor of Humanics and Pedagogics

B.A., M.A., Ph.D., Uppsala University, Sweden

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Computer & Information Sciences

B.A. Tamkong College of Taipei, 1972; M.Ed. Rutgers University, 1975; C.P.C.S. Western New England College, 1983

ROBERT TRAHAN

Physical Education

B.S., University of Bridgeport, 1968

PATRICIA L. VANDERBURGH

Computer & Information Services

B.S., University of Dayton, 1982; M.Ed., University of Georgia, 1989

RUTH WEST

Art-Computer Graphics

B.A. Bard College, 1979; M.F.A. University of Massachusetts, 1989

CLINICAL FACULTY

ART THERAPY

SONYA R. HAWKINS

Clinical Assistant Professor of Art Therapy

B.S., University of Massachusetts, 1986; M.A.T., Vermont College of Norwich University, 1989

ATHLETIC TRAINING

JOSEPH M. BOYLE

Clinical Instructor in Athletic Training

B.S., Springfield College, 1978; D.C., Palmer College of Chiropractic, 1983

JAY GRANT

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CARY GRAY

Clinical Preceptor in Athletic Training

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Clinical Professor of Orthopedics/Sports Medicine

B.A., Rutgers University, 1963; M.D., Jefferson Medical College, 1967

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Clinical Instructor in Athletic Training

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EMERGENCY MEDICAL SERVICES MANAGEMENT

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Clinical Professor of Emergency Medicine

B.S., Boston College, 1956; M.D., Boston University, 1960

RAYMOND F. CONWAY

Clinical Professor of Emergency Medicine

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ALAN DAVIDSON

Clinical Professor of Emergency Medicine

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JOHN A. DAWSON

Clinical Professor of Emergency Medicine

B.A., Alfred University, 1971; M.B.B.S., Royal College of Surgeons, Dublin, 1977; Licentiate of the Royal College of Physicians, 1977; Licentiate of the Royal College of Surgeons, 1977; M.D., Royal College of Surgeons, Dublin, 1977

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B.S., Manhattan College, 1959; M.D., New York Medical College, 1965

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B.S., St. John's University, 1957; M.D., University of Freiburg, 1964; Ph.D., University of Goettingen, 1965

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Clinical Professor of Emergency Medicine

B.A., St. Joseph's Seminary, 1967; M.A., Yale Graduate School, 1971; M.D., Harvard Medical School, 1975

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Clinical Professor of Emergency Medicine

B.S., Massachusetts College of Pharmacy, 1979; M.S., 1981; M.D., University of Medicine and Dentistry of New Jersey, 1985

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Clinical Professor of Emergency Medicine

B.A., Stockton State College, 1974; M.D., University of North Carolina School of Medicine, 1985

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I.S. (Intermediate Science), University of Calcutta, 1960; M.B.B.S., Nil Ratan Sircar Medical College (University of Calcutta), 1966

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Clinical Professor of Emergency Medicine

B.S., Amherst College, 1971; M.D., Rush Medical College, 1975

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Clinical Assistant Professor of Pharmacology

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A.D.N., Holyoke Community College, 1981; C.E.N. 1987; EMT-A, 1987; ACLS-I, 1988; B.S.N., American International College, 1990

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Chief Instructor, Intermediate Program

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REMT-P, Vermont Paramedic Program, 1982

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B.S., St. Bonaventure University, 1968; M.D., State University of New York, 1972

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Director of Music, Professor of Music Education

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Professor of Political Science

CAMPUS INFORMATION

Springfield College is a small, privately endowed institution of higher learning that emphasizes educating young men and women for the human helping professions. It is situated in the center of New England providing easy access to the skiing areas of New Hampshire and Vermont, the cosmopolitan assets of Boston, as well as the quiet beauty of the Berkshire Hills.

Location: Springfield. The third largest city in Massachusetts, population approximately 155,000. In addition to a large central retail district, the city offers such cultural opportunities as museums, a symphony, and a professional theater company.

Campus: More than 31 buildings, with such facilities as the Fuller Arts Center, Physical Education Complex, and the Allied Health Sciences Center. These facilities stretch over 160 acres that comprise the College's Main Campus and East Campus, a site of woods and field that overlooks Lake Massasoit and is one mile from the Main Campus.

Undergraduates: More than 2,400 men and women from throughout the United States and such diverse countries as Venezuela, Ireland, Nigeria, and the People's Republic of China. The freshman class has more than 550 students equally divided between men and women.

Addresses and Telephone Numbers:

(The College's telephone area code is 413. When writing to an office use the following address: Springfield College, (Name of Department), 263 Alden Street, Springfield, MA 01109-3797.)

Admissions Office

Babson Library-748-3136

Financial Aid Office

Administration Building-748-3108

Babson Library

Reference Desk-748-3315

International Center

500 Alden Street-748-3215

Residence Life Office

Administration Building-748-3102

Career Services

Beveridge Center-748-3222

Athletic Department

Physical Education Center-748-3332

Public Relations

Administration Building-748-3171

Cooperative Education

Beveridge Center-748-3226

Teletypewriter (TTY)

Campus Police Office-748-3383

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

SPRINGFIELD COLLEGE

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

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

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

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

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

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Notes on the Catalog Conversion Process

This catalog is being viewed in the Adobe Acrobat Reader using Portable Document Format (PDF), but was originally prepared for use with a different multi-media viewer.

It was converted from computer files supplied by the school, or the printed catalog was scanned and converted using an OCR (Optical Character Recognition) process. In either case, the catalog's original page formatting was stripped and all photographs and graphics were removed to conserve disk space. The catalog was then reformatted to fit the viewer parameters.

Because of this, the page numbers in the original Table Of Contents and Index were no longer valid and these sections were deleted to avoid confusion. A new, hyperlinked table of contents was then created.

Future editions of this catalog will be converted with a process that better retains page formatting and the original table of contents and index will be hyperlinked.