

SPRINGFIELD COLLEGE



Undergraduate Catalogue 1997-1998

Springfield College

1997-98 Catalog

—SPRINGFIELD COLLEGE—
Undergraduate Catalogue 1995-96

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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 Mission of Springfield College is to be the preeminent institution educating students in spirit, mind, and body to excel in humanitarian service to others, which is the foundation of the College's unique Humanics Philosophy. 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 important of change. In 1994 we look forward to many changes. . . positive changes that will add new dimensions to the college experience at SC.

Springfield continues to add new programs to its dynamic curriculum. Art Therapy, Physician Assistant, and Physical Therapy are among the fastest growing fields of study at the College.

To accommodate our growth in health-related tamers, 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 sometime with us. We're confident that your experience will be a most friendly and positive one.

Thank you for your interest in Springfield College.

Frederick O. Bartlett
Director of Admissions

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-SPRINGFIELD COLLEGE-

The People Place

Springfield College offers undergraduate students 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 are better prepared to understand and react to the complexities of the contemporary world.

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

Institutions of commerce, 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.

In the 1993-94 academic year, total enrollment was 3,268 full- and part-time students. Of these, 2,516 were undergraduates and 752 were graduate students in our School 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, Occupational Therapy, Physical Education, Recreation and Leisure Services, Social Work, Teacher Preparation, and Rehabilitation Counseling.

LOCATION AND ENVIRONMENT

The College is located in the geographical center of the City of Springfield, Massachusetts, on the shores 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; Cheney Hall, an air-conditioned dining 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 (*Blake Arena*) 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 music, and dance students.

Computers are 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 four networked PC labs. In addition, the remainder of the campus is primarily equipped with IBM or other DOS-based systems. Students should consider purchasing a computer for their own use. We recommend the following a DOS (*IBM or IBM compatible*) 486 system; a minimum of a 120 MB hard drive and a minimum of 8 MB of RAM; and an SVGA monitor. Students should also keep in mind the College's move to 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).

ALSO, the College's Writing Center is part of the network and provides writing, math, and computer science tutorial assistance. The networked Davis Hypermedia Room (105 Schoo Hall) provides a state-of-the-art computer academic model that unleashes students' creativity and resourcefulness. Students can also tap into a variety of broadcasts through the campus cable network and satellite link and can access computer databases and library catalogs from their computers.

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 environmental studies program as well as for other laboratory work in conservation, camping, recreation, experiential education, and the natural sciences. It includes a waterfront area for boating.

The City of Springfield has a population of approximately 157,000 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.

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.

Springfield 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 111.

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

BABSON LIBRARY

The four-level Babson Library is centrally located with ample study space. Its special subject strengths are physical education, psychology, education, health, and human services. 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*, MEDLINE, Social Work Abstracts, General Science Index, Business Abstracts, Bio Digest, and Newsbank.

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 because it eases 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 does not discriminate in its admissions or employment policies and practices on the basis of race, sex, sexual orientation, age, color, religion, national origin, disability, status as a veteran of the Vietnam War era, or as a disabled veteran. The College is committed to fostering multi-cultural diversity in its faculty, staff, student body programs of instruction, and participation on all College boards and committees. When past acts of discrimination or exclusions are discovered, affirmative steps are taken to remedy such practices.

Policy Statement Students with Disabilities-Springfield College is committed to providing an equal educational opportunity and full participation in college activities for persons with disabilities. The college fully supports the anti-discrimination policies expressed in Federal legislation for persons with disabilities. It is the college's policy that no qualified person be excluded from participating in any college program or activity, be denied the benefits of any program or activity, or be subject to discrimination with regard to any college program or activity.

A student with a disability will be ensured the same access to programs, opportunities and activities at the college as all other students. Existing barriers, whether physical, programmatic or attitudinal will be removed.

Achieving full participation and integration of students with disabilities requires the cooperative efforts of all members of the college community. In order to achieve this, Springfield College will continue to strive to achieve excellence in its services and assure that these services are delivered equitably and efficiently.

Procedures for Requesting Services-Springfield College recognizes the unique needs of students with disabilities and encourages these students to use the Support Services offered by the college to assist them in attaining their educational goals. Accommodations are provided for students with disabilities on the basis of need if these disabilities are documented in appropriate evaluations administered by qualified professionals such as psychologists, medical doctors or agencies specializing in the diagnosis of such disabilities.

Once students who require such support have been accepted into the college, they should identify themselves to the Director of Student Support Services. **IT IS THE STUDENT'S RESPONSIBILITY TO SELF-IDENTIFY AND REQUEST THESE SUPPORT SERVICES.**

Guidelines for Learning Disability Documentation-Springfield College provides support services for students with learning disabilities. In order to verify eligibility for services, students are asked to submit documentation for the purpose of determining appropriate academic adjustments and auxiliary aids. The following guidelines are provided to assure that evaluation reports are appropriate to document eligibility and determine reasonable accommodations.

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

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 indicate Springfield College as their first choice, there is an Early Decision program. The criteria and procedures are explained on page 10. 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 required financial aid application documents can be received.

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 required financial aid information 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 required financial aid information 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 are given serious consideration are: secondary school achievement record; recommendation of secondary school authority 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 (SAT) 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 Admissions Office 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 human service career, involvement in out-of-class experience is not only desired, but is necessary for all candidates. This is viewed as evidence of motivation for the major chosen. School activities (*dubs and teams*), community activities (*churches, public, or private agencies*, summer or weekend activities -- any experience which manifests the candidate's desire for involvement with people-are considered. For those anticipating employment in the teaching field, experience as a teacher, informal though it may be and even though called by some other name (*counselor, aide, leader, etc.*) is appropriate. Those planning on careers in Physical Education should demonstrate experience in sport activities as well. Other tamer 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 must 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 (*those will be received directly from the American College Testing Program*).
6. A personal interview for each admissions applicant. Arrangements should be made with the Admissions office.
7. For applicants to the Art curriculum, a portfolio of artwork. This should be sent to the Director of the Visual and Performing Arts Department by April 1,

TO APPLY FOR ADMISSION

1. Communicate with the Admissions Office for necessary form.
2. File the completed application with the required \$35 application fee (*non-refundable*) at the Admissions Office. It should not be sent to any person other than the Director of Admissions. AU credentials should be mailed to Springfield College, Office of Admissions, 263 Alden Street, Springfield, MA 01109-3797.
3. All other necessary forms including a secondary school report form for distribution and completion, are included in the 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 seem to delay the final decision. Additional application packets can be obtained by contacting Springfield College, Office of Admissions, 263 Alden Street, Springfield MA 01109-3797.

4. In order to encourage as many candidates as possible to visit the campus, students from a distance may arrange for an interview in their own community or nearby area. Springfield is fortunate to have active, specially trained alumni who 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 an appointment. The Admissions Office is open on Saturday mornings from 9:00 a.m. through 12:00 noon for scheduled interviews during October-March. There are General Information Sessions held for students and parents in the Admissions Office at 1000 a.m. and 11:30 a.m. each Saturday from October-March. 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 must 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 1995-96 the SAT will be given on the following dates (among others):

November 5, 1994

December 3, 1994

January 28, 1995

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

ADMISSIONS STAFF REVIEW

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 whom 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 until May 1 for a plan of activity for broadening the experience and general education of the individual. Enrollment in another institution, however, other than for language study in a foreign country, is not allowed. The College expects at least one report during the year from any student so deferred. Arrangements for these reports are to be made at the time of considering the request.

If the deferment is granted, the acceptance is extended to the following September only. The \$200 non-refundable deposit is 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 must 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 Equivalences for college-level knowledge.

TRANSFER CREDIT

The policy, requirements, and procedure for transfer students is similar to 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 candid 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.

Academic credit from other colleges and universities maybe accepted at Springfield College providing a grade of C- or above is achieved and the institution is recognized by the regional Association of Colleges and Schools

Courses taken by correspondence or by audio or video cassette are generally not accepted for credit at Springfield College. Transfer credit will not be granted for Armed Services experience, employer training programs or the challenge exams and portfolio assessments of other institutions,

For accepted transfer students in undergraduate majors which do not specifically require Physical Education activities courses other than to complete the All-College requirements, it is Springfield College's policy to waive .5 semester hour of activities for every 18 semester hours of accepted transfer credit for traditional students, and for every 15 semester hours for the School of Human Services Portfolio and prior learning credit does not apply.

The waiver does not carry credit and does not reduce the minimum 130 semester hours required for graduation.

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 considered with the same criteria as those from accredited four-year colleges. Student credits 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 must 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 the appropriate department chairperson.

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

SECOND BACHELORS DEGREE

Individuals may be eligible to obtain a second Bachelor's Degree only in areas where Springfield College does not offer a Masters Degree program.

To be eligible candidates must meet the current All-college and residency requirements, Candidates must also meet all program requirements and specific index requirements for the major, and must successfully complete a minimum of 24 semester hours within the major at Springfield College. A maximum of 66 semester hours may be applied toward degree requirements from a 2-year institution.

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 \$35 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—	6 credits English
Mathematics---	3 credits Mathematics
Natural Sciences--	3 credits Science elective
Humanities--	6 credits electives
Social Science/History—	6 credits non-restrictive elective
Total:	24 credits

NOTE: *Award of Advanced Placement, CLEP or General Exam Credits may satisfy the All-College Requirements.*

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 heads.

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 regarding testing locations can be obtained 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 (Council for Adult Experimental Learning) 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 students matriculating in the School of Human Services.

ALUMNI PREFERENCE

Sons and daughters of sc 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 use any of the benefits available through the Veterans Administration must obtain a Certificate of Eligibility and Entitlement from the VA This certificate must be sent to the Director of Financial Aid at the College prior to the student's first semester of enrollment. Enrollment certification must be conducted for each semester enrolled.

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 introduction to the College and to the local community in addition to preparing them for true-life experiences on the Springfield College campus. A group of upper-class leaders assist during this 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 with the Director of Admissions is a requirement for readmission, Substantiation by the student of the appropriateness of readmission must be given in writing; at least one reference is required; and in nearly all cases, anew 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.

Initially, submission of the student's letter of substantiation or arrangements for the interview must be made no later than the beginning of the semester previous to the one in which re-enrollment is desired. AU 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 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 varies with the individual's program and personal expenditures, e.g. entertainment travel, and personal goods. However, each student can compute basic costs from the information supplied within this section.

The schedule of fees and charges described herein is neither intended to indicate that charges have been finally determined for the 1995-1996 academic year nor that charges and fees will not increase during the student's years at Springfield College.

The following tables give the probable cost to a student who lives in the College residence hall and takes all meals in the College dining facility for the 1994-1995 academic year.

Student Basic Charge (Tuition & Fees)	\$10,876
Residence Hall Room Rent	2,320
Board (<i>Flexfavit Plan*</i>)	2,752
Estimated Annual Cost	\$15,948

Basic fees include: Accident Insurance, Beveridge Center, Class Dues, commencement, Computer, Curriculum, Health Center, Student Government.

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

Additionally, freshmen and transfer students will be billed for the following non-recurring items: New Student Orientation \$55, Freshman Camp \$85, and Athletic Clothing \$75.

STUDENT BASIC CHARGES

Tuition and fees:

1. The flat rate tuition charge for full-time undergraduate students covers 12-18 credits per semester and basic fees. The 1994-95 flat fee charge is \$10,876.
2. Part-time undergraduate students (*those taking less than 12 credits per semester*) and full-time undergraduate students taking over 18 credits per semester are charged \$311 per credit plus basic fees.
3. Graduate students (both full and part-time) are charged \$339 per credit plus basic fees.

APPLICATION FEE

A fee of \$35 must accompany each application for admission to the College and is not refundable.

OTHER FEES (if applicable)

Acceptance fee (<i>applicable toward tuition</i>)	\$200
Applied Music	210
Athletic clothing fee	75
Bowling lab fee	55
Change of room fee	25
Commencement fee (<i>matriculating part-time students</i>)	50

Commencement reapplication fee	15
Cress country skiing lab fee	175
Equestrian fee	185
Freshman Camp fee	85
Golf lab fee	20
Horsemanship lab fee	130
Late drop/add fee (per course)	15-25
Late registration fee	25-100
Late payment fee (see non-payment policy)	25
Loft fee	50
New Student Orientation fee	55
Off campus apartments, per key	25
Residence hall fee	20
Residence hall keys, per key	25
Returned check charge	25
Room deposit (applicable toward room payment)	100
Scuba lab fee	185
Ski instructor lab fee	85
Ski tour lab fee	30
Skiing lab fee	85

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 freshman students is the "FLEXfavrit Plan." The minimum meal plan required for upper-class students who choose to live in a residence hall is the "FLEXlite Plan."

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

ROOM RENTAL

Residence life is considered an integral portion of the student's educational experience at Springfield College. Residence in the College facilities is required of all students in the 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 1994-95 academic year, the cost of living accommodations runs from \$2,320 for most rooms to \$3,800 for some accommodations in The Living Center. Depending on a student's individual choice for room furnishings, a fee may be required.

REFUND POLICY

1. The Business Office, or a designated representative, shall be responsible for refund calculations for all tuition, room, and board charges for all students withdrawing from Springfield college. No refunds will be processed until all necessary withdrawal information has been completed and submitted to either the Dean of

Students or Director of Continuing Education for processing. Please refer to the Withdrawal Policy section of this handbook for additional information.

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

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

REFUND POLICY FOR
NEW STUDENTS BASED ON PRORATA CALCULATION

The following refund policy applies to students who are attending Springfield College for the first time.

Refunds will be calculated according to the following schedules, except that unpaid school charges will be subtracted prior to the refund check being disbursed.

1. Tuition, fees, room, board, and other charges will be refunded as follows

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

An administrative fee equal to the lesser of \$100 or 5% of school charges will be assessed to the student. Additionally, the \$100 room deposit will be forfeited.

2. Living expenses are prorated according to the weeks of enrollment completed in the fifteen- week semester.
3. Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.

Financial Aid received must be refunded to granting agencies based on the date of withdrawal. Repayments to the agencies must be made prior to issuance of a refund to the student, and will be made in the following order;

1. Federal Staffed, SLS, and/or Plus Loans.
2. Federal Perkins Loan Program.
3. Federal Pell Grant Program.
4. Federal Supplemental Educational Opportunity Grant.
5. Other Title IV Programs.
6. Other non-federal financial aid.

REFUND POLICY FOR RETURNING STUDENT POPULATION

The following refund policy applies to students who are not attending Springfield College for the first time. Refunds will be calculated according to the following schedules, except that unpaid school charges will be subtracted prior to the refund check being disbursed.

1. Tuition charges will be refunded as follows

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

Fees are nonrefundable, unless the withdrawal is effective prior to the start of classes.

2. Housing charges will be refunded as follows

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

Additionally, the \$100 room deposit will be forfeited.

3. Meal plan charges will be refunded as follows: The full cost of the meal plan, less the full cash value of any purchases, less a prorated portion of the overhead charge for each plan. (Prorated charges are ***based on a fifteen-week semester***)
4. Living expenses are prorated according to the weeks of enrollment completed in the fifteen-week semester.
5. Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.

Financial Aid received must be refunded to granting agencies based on the date of withdrawal. Repayments to the agencies must be made prior to issuance of a refund to the student, and will be made in the following order;

1. Federal Stafford, SLS, and/or Plus Loans.
2. Federal Perkins Loan Program.
3. Federal Pen Grant Program.
4. Federal Supplemental Educational Opportunity Grant.
5. Other Title IV Programs.
6. Other non-federal financial aid.

WITHDRAWAL POLICY

Withdrawals are based upon the date of receipt of the appropriate Withdrawal form or notification

1. In the Office of the Dean of Students (or the office of the Dean's designated representative) for the Fall and Spring terms, or

2. In the Office of the Dean of Students (or the office of the Dean's designated representative) for the Intersession and Summer terms.

PAYMENTS

Tuition, fees and other charges are payable when billed. Two options for payment are offered by the College, one payment each semester, or participation on the College's ten-payment plan. Students who wish to pay in full each semester will make payments on August 1 and January 1. Those students who choose the payment plan will make ten payments each academic year, beginning on July 1 and ending on April 1. There is a \$75 fee to enroll in this plan; life insurance protection is provided as part of the program. Checks or money orders should be made payable to Springfield College. There is a returned check 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 residence hall room. Any collection or legal costs incurred by the College will be passed onto the individual responsible for the bill. Students are required to arrange for settlement of all accounts prior to the deadline for Commencement (date *established by the Business Office*); otherwise they will be ineligible for participation in the Commencement Ceremony.

-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 him/her to concentrate on the 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. Students 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 to earn 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:

***Needs** - 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. Upper-class candidates must be in good academic standing at the time of application.

•Leadership-The recipient must show evidence of leadership by participation in school and/or community activities,

PROCEDURE

Required Forms. All applicants for admission will be sent the required financial aid application materials. Returning undergraduates will also receive financial aid application forms.

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 PRIORITY DATES

To receive full consideration for all types of assistance, students must complete their financial aid application file by

March 1—Early Decision Freshmen

April 1—Regular Admission Freshmen

May 1—Transfer and returning undergraduate students

Students who do not have completed files by the application priority date jeopardize their opportunity to receive Springfield College Grant assistance. Springfield College does not guarantee full funding to all needy students. Students who complete their files after the priority date will be reviewed for federal fund eligibility.

FINANCIAL AID POLICY

The College makes admissions decisions without regard for ability to pay educational expenses. All information in a student's financial aid file is considered confidential, subject to the Federal Family Rights & Privacy Act.

Unless otherwise indicated, aid is awarded on the basis of full-time enrollment (*minimum of 22 credit hours per semester*). Aid awards are subject to adjustment and/or cancellation if the student does not enroll full-time.

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

Students must make satisfactory academic progress toward their degree to continue to receive financial aid (see section on "*What is Satisfactory Academic Progress?*"). An award can be cancelled during the academic year for failure to meet the academic requirements of the award, i.e. if a student is on academic probation, for conduct inconsistent with the standards of the College, for failure to enroll, or if incorrect information was provided in the application process.

Students must complete the financial aid application process for each academic year in which assistance is needed. Renewal of awards is contingent upon the continued demonstration of financial need and availability

of funds. Students who have received SC funds in the prior academic year will be given preference in the renewal process. Springfield College cannot guarantee the availability of college funds to all needy students.

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

Students' accounts 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 financial aid (including *most loan programs*) must make satisfactory academic progress toward their degree. Satisfactory progress is defined by the College and is reviewed each semester. The evaluation consists of a review of quantitative progress (semester hours *earned per year*) and qualitative achievement (*cumulative index outlined below*). Full-time students should earn at least 24 credits per year. The Financial Aid Office will place a student on financial aid suspension for failure to meet the standard. While on financial aid suspension, a student loses eligibility for College, Federal & State assistance, including student/parent loans. The Financial Aid Office may grant a semester of Financial Aid Probation if there are documented circumstances which affected the student's ability to maintain good academic standing.

Year	Cum. Index	Semester Hours Earned
Pre-sophomore	1.70	31
Pre-junior	1.85	62
Pre-senior	1.95	93

-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 whom 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 lounges that are used for social activities, educational programs, and studying. All halls have 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 programs, 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 residence halls, Gulick, International, or Abbey. Numerous functions in these buildings facilitate meeting 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, although some choose to remain in the traditional halls.

The Townhouse complex has 20 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 courtyard to facilitate student interaction and socialization. Each of the apartments is fully furnished with single and/or double student rooms, a living room, and kitchenette. The meal plan is optional for residents in both the Living Center and the Townhouses.

CAREER CENTER

In keeping with its Humanics emphasis on the development of the total person, Springfield College's Career Center 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 smites. The Career Center helps students of all majors connect interests, values, and skills to tamer realities throughout the undergraduate years and provides extended support to every SC graduate.

To help students integrate classroom study with purposeful career development, Carver Services offers a tamer 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 tamers.

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 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 former New England Patriots Head Coach Dick McPherson; 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) and the Eastern College Athletic Conference (ECAC). In keeping with the college's educational and broad-based sports program philosophy, all varsity teams compete at the Division III level, as of September 1995.

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

Approximately 25% 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 11 sports: basketball, cross country, field hockey, gymnastics, lacrosse, soccer, softball, swimming/diving, tennis, track/field (indoor and outdoor), and volleyball.

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

-ACADEMIC AFFAIRS PROGRAMS-

Undergraduate Departments and Majors/Minors

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

I. Visual and Performing Arts Department

Disciplines:	Art; Dance; Drama; & Music
Majors:	Art; & Art Therapy
Concentrations:	Computer Graphics; Arts Management Museum Studies, Scientific Illustration Studio Art; Art Education
Minors:	Art; Therapy Dance; & Music
Certification Programs:	Teacher of Visual Arts (N-9, 5-12)

II. Biology/Chemistry Department

Majors:	Biology, Chemistry/Biology Environmental Science Laboratory Science/Medical Technology; & Sports Biology
Minors:	Biology-General; & Chemistry

III. Computer/Mathematics/Physics Department

Majors:	Computer and Information Sciences
Programs:	Computer Science Management Information Systems, Medical Information Science; & Mathematics
Minors:	Computer Science; Computer Programming & Mathematics
Certification Program:	Teacher of Mathematics (9-12)

IV. Education Department

Certification Programs:	Early Childhood Education (N-3); Elementary Education (1-6)
Art/Science Majors:	Fine Arts; Psychosocial Dynamics of Learning; Science, Technology & Mathematics; and Social Studies
Certification Program:	Secondary Education in the following disciplines- Art (5-12); English (9-12); Mathematics (9-12); History (9-12); and Social Studies (9-12)

V. Emergency Medical Services Management Department

Majors:	Emergency Medical Services Management
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VI. General Studies Major

VII. Humanities Department

Disciplines:	English; Modern Languages; Religion; and Philosophy
Major:	English

Concentrations:	English Literature; American Literature; Sports
Minor:	Journalism/Professional and Media Communications
Certification Program:	English Teacher of English (9-12)

VIII. Health Promotion Department

Majors:	Community Health; & Health Studies Teacher Preparation
Minor:	Health Education
Certification Program:	Teacher of Health (N-9) (5-12)

IX. Management & Economics Department

Majors:	Business Management; & Health Services Administration
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X. Physician Assistant Department

Major:	Physician Assistant
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XI. Physical Education Department

Major:	Athletic Training Health Fitness; Movement and Sports Studies; & Sports Management
Minor:	Coaching
Certification Program:	Teacher of Physical Education (N-9) (5-12)

XII. Physical Therapy Department

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

Major:	Psychology
Concentrations:	Experimental Psychology; Clinical/Counseling psychology Industrial/Organizational Psychology; & General Psychology
Minor:	Psychology

XIV. Recreation and Leisure Services Department

Majors:	Recreation Management Therapeutic Recreation Services; Outdoor Recreation
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; The YMCA; Child Life Specialist; Recreation Leadership; & Outdoor Recreation Resource Management

XV. Rehabilitation Semites Department

<i>Majors:</i>	Rehabilitation Services; & Advanced Senior/Master of Science in Occupational Therapy
<i>Concentrations:</i>	Developmental-Pediatric Rehabilitation General Services and Specialty Areas; Geriatric Rehabilitation; Medical-Therapeutic Rehabilitation; & Rehabilitation Counseling-Casework
<i>Minor:</i>	Rehabilitation Services

XVI. Social science Department

<i>Disciplines:</i>	Human Services and Administration; History Politics; & Sociology
<i>Majors:</i>	Gerontology Human Services and Administration History; Political Science, & Sociology
<i>Minors:</i>	Human Services and Administration History; Political Science; & Sociology
<i>Certification Program:</i>	Teacher of History (9-22) and Teacher of Social Studies (9-12)

XVII. School of Human Services

<i>Major:</i>	Bachelor of Science in Human Services
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NOTE: The SHS program and its courses are not described in this catalogue. Because of the unique nature of the School of Human Services, it has its own student catalogue. This can be obtained by calling 800-727-0004 outside the 413 Area Code or 748-3204. Or you can write to: Springfield College, School of Human Services. 263 Alden Street, Springfield, MA 01109-3797.

XVIII. YMCA Program

-THE ACADEMIC PROGRAM-

All students are expected to carry from 12-16 semester hours (S.H.) of academic work per semester, but may qualify as full-time students with only 12 semester hours. In addition they should carry the physical education activity courses prescribed by the department of their choice.

GRADING

Examinations, other written work, and performance in class or in the field-any one or all-constitute the basis of grading.

A—Exceptional
B—Good
C—Fair
D—Passing
F—Failure
P—Pass
u—unsatisfactory
I—Incomplete
X—Audit

Incomplete (I)—In extraordinary circumstances such as extended illness and at the discretion of the instructor, a student may request and be granted a specified extension of time to complete course requirements. The student is responsible for completing course requirements by the date negotiated with the instructor, at which time the change of grade is submitted to the Registrar. If course requirements are not completed, the “I” remains “I” or the alternate grade where designated by the instructor.

In all cases involving a mark of “I,” it is the responsibility of the student to negotiate with the instructor the conditions for removal of the Incomplete.

Students may repeat a course in which they have received an unsatisfactory grade. To do so, they register again for the course. Both grade entries will appear on the moral card, but only the credit hours and grade resulting from the repeat course will be used in computing hours and honor credits for graduation. his will be true whether the grade for the repeat is higher or lower than the original grade.

PASS/FAIL GRADING

Students during the sophomore, junior, and senior years may elect to take one course per term on a pass/fail basis. A maximum of 18 semester hours are permitted excluding courses which are automatically graded on a pass/fail basis. Courses taken on the pass/fail basis cannot be All-College Requirements or specific courses required in the student’s major and must be approved by the instructor.

Students wishing to take courses on the pass/fail grading must petition the Office of the Registrar at the time of course registration. Grades for approved pass/fail courses cannot be changed to conventional letter grades.

HONOR CREDIT

A-	4.0 honor credits per semester hour
A	— 3.7 honor credits per semester hour
B+	— 3.3 honor credits per semester hour
B-	3.0 honor credits per semester hour
B	— 2.7 honor credits per semester hour
C+	— 2.3 honor credits per semester hour
C-	2.0 honor credits per semester hour
C	— 1.7 honor credits per semester hour
D+	— 1.3 honor credits per semester hour
D-	1.0 honor credits per semester hour
D	— .7 honor credits per semester hour
F	— .0 honor credits per semester hour
I	— not included in amputation
P	— not included in computation

The Honor Credits are used in awarding academic honors and determining general academic qualifications for scholarships, honor societies, and other recognition available for students of high scholastic standing.

Grades received at other institutions are included in computing the academic index.

ACADEMIC INDEX

The Academic Index is computed by dividing the total Honor Credits earned by the total semester hours attempted. Academic and physical education activities courses are included in this computation. For example

3 Semester Hours of A	give 12 honor credits
3 Semester Hours of B	give 9 honor credits
3 Semester Hours of C	give 6 honor edits
3 semester Hours of D	give 3 honor credits
12 Total Semester Hours	
30 Total Honor Credits	

Therefore, 30 divided by 12 equals a 2.50 Academic Index.

NOTE: *Transfer credits are included in these calculations.*

CHANGE OF SCHEDULE REQUESTS

During the first five days of each semester, students may request changes in their schedule of courses. Forms for such requests are provided by the Registrar. They are required if a student desires to add a course, to drop a course, or to change a section. They must be signed by the student's advisor before they are brought to the Registrar for processing. No change of this type maybe made after the first five days of each semester.

Students may, with permission of the Registrar, drop a course which they have been attending up to 14 calendar days after the first day of each semester, and with the exception of physical education activities, may withdraw from a course anytime up to that point at which 80 percent of the course is completed if withdrawal is confirmed by the student's advisor and the Registrar.

CLASS ATTENDANCE

There are no College requirements concerning class attendance, however it is important for students to know the requirements of the faculty for each class they attend.

It should be understood that the student is responsible for any work missed from class whether for an excused absence or not. Absence for other than official college activities must be explained to the Dean of Students personally within 24 hours after returning to classes.

Recognized excuses for absences are:

. sickness

- curricular or co-curricular activities approved by the Office of the Dean of Students
- personal obligation claimed by the student and recognized as valid by the Dean of Students or Associate Dean of Students.

ACADEMIC STANDING AND WARNING

Determination of Class Year-Designation of class year for transfer students is established at entrance to the college and is based upon the number of years remaining to graduation at the time of transfer in the major in which the student enters. Designation of class year for all other students is determined at the end of the previous spring semester and is established by the total number of credits completed. The following credits in semester hours are required for rating in the time upper classes of the college: Sophomore Class 31 semester hours; Junior Class: 62 semester hours; and Senior Class: 93 semester hours

Students may accelerate their progress by taking coursework during summer and intercession or by carrying overloads during the regular semester. If a student does accelerate academic progress, he/she will be responsible for formally requesting that class year be changed. A form requesting change of class year, available at the Registrar's Office, must be completed and submitted to the Registrar's Office.

ACADEMIC PROGRESS

Determining Factors in Academic Probation and Dismissal-The Academic Progress Committee, co-chaired by the Associate Academic Dean and the Associate Dean of Students, is charged with the responsibility of evaluating the status of students in academic jeopardy and making recommendations to the Academic Dean regarding dismissal and conditions for appeal and readmission or for probation and conditions of continuation as a student. The committee is convened at the end of the fall and the spring semesters to review the records of those students whose CPA'S fall below the minimum levels listed for each class designation.

Freshman-A first year student whose fall semester index falls below 1.70 will receive an Academic Warning. The student will be subject to Academic Probation or Dismissal at the end of the first year if the cumulative index falls below 1.70. If failing grades are received in three or more courses in a semester, the student will be subject to Academic Probation or Dismissal at the end of the semester. If a full-time first year student completes fewer than 9 S.H. of coursework in a semester, she/he will be subject to Academic Warning, Probation, or Dismissal at the end of the semester.

Sophomore-A second year student whose cumulative index at the end of the fall semester falls below 1.85 will receive an **Academic Warning. The student will be subject to Academic Probation or Dismissal at the end of the sophomore year** if the cumulative index falls below 1.85. If failing grades are received in three or more courses in a semester, the student will be subject to Academic Probation or Dismissal at the end of the semester. If a full-time sophomore completes fewer than 9 S.H. of coursework in a semester, she/he will be subject to Academic Warning, Probation, or Dismissal at the end of the semester.

Junior-A third year student whose cumulative **index** at the end of the fall semester falls below 1.95 will receive an Academic Warning. The student will be subject to Academic **Probation or Dismissal at the**

end of the junior year if the cumulative index falls below 1.85. If failing grades are received in three or more courses, the student will be subject to Academic Probation or Dismissal at the end of the semester. If a full time junior completes fewer than 9 S.H. of coursework in a semester, she/he will be subject to Academic Warning, Probation, or Dismissal at the end of the semester.

Academic Progress categories

Academic Warning: The student has completed a semester of coursework and falls within one of the following categories

1. The student has failed to achieve the cumulative GPA required for his/her class designation.
2. The student has received 3 or more F's in semester coursework.
3. The student has failed to complete a minimum of 9 S.H. of coursework in the Semester.

A student receiving an Academic Warning continues to be eligible for Financial Aid during the time the Academic Warning is in effect. A student who fails to improve and meet the conditions established for academic progress in the successive semester will be subject to Academic Probation or Dismissal.

Any student receiving an Academic Warning is encouraged to immediately seek assistance. A student placed on Academic Warning would be well advised to make contact with the Director of Student Support Services, in the Dean of Students Office, for academic monitoring and support.

Academic Probation: The student whose academic record places his/her into one of the following categories can be placed on Academic Probation:

1. The student on Academic Warning fails to meet the conditions established for academic progress for his/her class designation.
2. The student has failed to achieve the cumulative CPA required for his/her class designation.
3. The student has received 3 or more F's in semester coursework.
4. The student has failed to complete a minimum of 9 S.H. of coursework in the semester.

The student who is placed on Academic Probation will be ineligible for Financial Aid for as long as he/she remains on Academic Probation. She/he will be given a grade point prescription for the following semester. A student on Academic Probation who fails to meet the prescribed semester grade point average or any other specified conditions will be subject to Dismissal.

The student who is placed on Academic Probation will be required to maintain regular contact with the Director of Student Support Services, in the Dean of Students Office, for academic monitoring and support.

The student who meets the Academic Prescription achieves the Cumulative GPA required for her/his class designation, and accomplishes any other specified conditions will be removed from Probation and will be eligible for Financial Aid.

Academic Dismissal: The student who fails to meet academic conditions necessary for continuation at the college is Dismissed. The Academically Dismissed student may not enroll in the College for one academic year and must apply through Admissions for readmission to the College should he/she wish to re-enroll. A student who is dismissed and wishes to re-enroll should demonstrate success in academic work at some other institution and/or should document successful employment during the time away from Springfield College. A student who re-enrolls at the College following dismissal will enter on Academic Probation unless academic credits transferred to the College result in a cumulative grade point average at or above the required minimum.

Students who are dismissed as a result of recommendation by the Academic Progress Committee can appeal the decision to the Academic Dean and Dean of Students. The appeal must be made in writing. The appeal should contain information on any extenuating circumstances which had an impact on the student's academic performance. It should also include a list of actions which the students will take to remediate deficiencies and to ensure success.

DEAN'S LIST

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

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

1. The student must have completed a minimum of 12 semester hours of graded coursework.
2. The student must have a minimum semester grade point average of 3.333.
3. The student with a minimum of 12 semester hours of completed graded coursework will not have "incomplete, grades not submitted by instructor, and P/F grades" included in the calculation of the semester grade point average.
4. All grade changes must be completed within two weeks of the dates the grades are posted by the Registrar for the student to be included on the applicable semester Dean's List.

DISCIPLINARY ACTION AND DISMISSAL

It is the policy of the College to notify students when it appears that they are unwilling or unable to maintain reasonable standards of academic work or when their conduct is not consistent with the ideals and ethical standards of the College and of the professions for which preparation is being given.

Students may have disciplinary action taken against them for misconduct or failure to observe College regulations. A student is subject to dismissal for repeated behavior requiring further disciplinary action and for all conduct considered prejudicial to the welfare of the students and the College.

INTERCOLLEGIATE ACADEMIC COOPERATION

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

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

Undergraduate students may take selected courses for credit at a cooperating institution when such courses are not available at their own institution. For example, a thirty-year foreign language class offered at one college may be able to help accommodate a qualified degree candidate from another.

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

Interested students apply through their academic advisors for academic approval. Registration will be arranged by their respective college registrars. The regular course charges and fees will follow the regulations of the college at which the students are guests.

Credit for courses at cooperating colleges will be applied to the students' records at their home college.

REGISTRATION

The registration of all students is conducted under the direction of the Academic Dean/Provost and the Registrar according to the schedule of classes for the college year. The official registration records are compiled and administered in the Office of the Registrar. All full-time students are registered at the times and places indicated in the official calendar. The Registrar will publish in advance of each registration specific instructions regarding procedures. Students who fail to register at the designated time must pay a \$100 late fee.

DEGREES

Under the College's charter, degree programs leading to a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), and a Bachelor of Physical Education (*B.P.E.*) are available on the undergraduate level.

The College also offers graduate programs leading to a Master of Education (M. Ed.), Master of Social Work (M.S.W.), Master of Science (M.S.), Master of Physical Education (*M.P.E.*), *Certificate* of Advanced Study, and Doctor of Physical Education (*D.P.E.*)

Honorary Degrees are granted in limited number by the Board of Trustees to recognize pre-eminent achievement in the fields for which the College is noted.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Application for degree must be filed at the time specified by the Registrar. The deadlines for degree application are as follows for a December degree, the second week of November; for a May degree, the second week of February and for an August degree, the first week of July Degree candidates wishing to participate in Commencement Exercises must so indicate to the Registrar at this time even if they have completed requirements in some previous semester. A candidate for the baccalaureate degree must have completed a minimum of 130 semester hours of credit with no more than 16 semester hours of physical education activity courses and must have satisfied the All-College Requirements and those of the student's major. Candidates for the bachelor's degree at Springfield College are required to complete successfully a minimum of 45 semester hours of upper level courses or complete the courses required for a baccalaureate degree within a planned program. A minimum of 64 semester hours must have been obtained at institutions which grant the bachelor's degree. A candidate for the Bachelor of Arts degree must have completed a minimum of six semester hours of a language at the intermediate level or above. A candidate for the Bachelor of Physical Education degree must have completed the individualized program of study as established in consultation with the chairperson of the Department of Physical Education.

The final 30 semester hours must be completed at Springfield College. For transfer students, the minimum number of Springfield College credits for the undergraduate degree is 30, provided that they are the final 30 credits and include none which are All-College Requirements or are in the form of internship, field experience, pre-practica, practica, and community service and which, along with transfer credits, total 130 semester hours. 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 the appropriate department chairperson.

Also, it is expected that all specified courses and requirements of the program in which the student is enrolled be completed with an average grade of "C." Specific majors or programs may require a higher average grade. An application for course substitution/waiver will not be accepted once the student has completed 112 semester hours.

A student who has completed 130 semester hours of undergraduate courses with no more than 16 S.H. of activity courses (120 S.H. *minimum in academic courses*) including at least 45 S.H. of upper-level course

work or its equivalent, who has completed the AU-College Requirements, who has maintained a 2.0 GPA, and who has not completed a major will be awarded a Bachelor of Science or Bachelor of Arts degree from Springfield College. On the transcript the major will be listed as “none.”

Students must also settle all financial obligations to the college incurred during their college career. See page 19, “Payments.”

ACADEMIC HONORS

A Candidate for the bachelor’s degree may be granted academic honors providing the student fulfills all requirements for graduation; the qualifying index has been earned through a minimum of 45 semester hours of Springfield College credit excluding those earned through the P/F system of grading, through the fall semester of the senior year; and that the student falls within one of three classifications in the top 20% of the graduating class as follows: summa cum laude, 3% magna cum laude, 7%; and cum laude, 10%.

FACULTY ADVISORS

During the early part of the fall semester each new student is assigned a faculty advisor in the department of the student’s choice. Only after consultation with this person may a student request any changes in his/her academic schedules.

The same is true if, at a later date, a student desires to transfer into another department of the College. The form requesting transfer may be secured in the Office of the Registrar and must be signed by both major departments and submitted to the Registrar’s Office before the change is considered official. A new advisor will then be assigned.

TRANSFER AND PART-TIME STUDENTS ADVANCED STANDING

All programs having requirements for Advanced Standing or Matriculation will treat part-time and transfer students individually.

- PROGRAMS OF STUDY -

1994-95 ALL-COLLEGE REQUIREMENTS

The emphasis at Springfield College is on our Humanities 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 enjoy a healthy and physically active lifestyle. Furthermore, they must be able to apply the Humanities Philosophy during their time at the college and throughout their lives as vital participants in family and community.

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

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

(Specific courses and titles are updated and listed yearly within the Academic Schedule Book prepared by the Registrar's Office.)

Writing-Across-the-Curriculum is an integral component of the ACR's. Students must take one writing intensive course (designated "w") in their junior year and one in their senior year.

A student who wishes to enroll in a School of Human Services course for the purpose of meeting an All College Requirement must obtain permission in advance of registration by use of the ACR Substitution Form.

HUMANICS AND THE ALL-COLLEGE REQUIREMENTS

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

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.

B. MATHEMATICS

3-6 S.H.

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

c. COMPUTER SCIENCE

3 S.H.

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

II. Humanics, Health, and Movement

7 S.H.

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

A. HEALTH

3 S.H.

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

B. PHYSICAL EDUCATION

4 S.H.

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

III. Humanics and Expressive & communicative Life

14-17 S.H.

The educated person will know, understand, and nurture people and their culture 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.

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.

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.

D. VISUAL AND PERFORMING ARTS

must total 3 S.H.

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

IV. Humanities, Culture, and Society

B-9 S.H.

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

One course from each of the following 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.

B. SOCIAL SCIENCE

3 S.H.

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

C. SOCIAL JUSTICE ISSUES

2-3 S.H.

The All-College Requirement in Social Justice Issues is fulfilled by curricular study that examines issues of injustice based on ability, age, economic class, ethnicity, gender, race, religion, and sexual orientation.

V. Humanities and the Search for Meaning

6 S.H.

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

A. PHILOSOPHY

3 S.H.

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

B. RELIGION

3 S.H.

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

VISUAL AND PERFORMING ARTS

ART MAJOR

The Art Major offers all students the opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations. Graduates of 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 Visual & Performing Arts Department its faculty, and its students to artistic and social responsibility is the essence of the Springfield College Humanities Philosophy. The prime objectives of the M 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 education. 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 programs in each of these disciplines.

Portfolio presentation: Whenever possible, prospective students are to arrange to meet with the Chairperson of the Visual & Performing M Department with their art portfolios. Details of portfolio preparation and other related information can be obtained by contacting Prof. William Blizard, Chairman, Visual and Performing Arts Department (413) 748-3580

I. ALL-COLLEGE REQUIREMENTS *(see page 35)*

II. DEPARTMENTAL REQUIREMENTS *(depending upon program)*

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

AREAS OF CONCENTRATION

M majors may choose a concentration in anyone of the following areas:

COMPUTER GRAPHICS—The use of highly sophisticated color computers enables artists to create all types of artwork 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 exist in hospitals, research institutions, technical and medical publishing houses, or free-lance illustration.

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

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

ART EDUCATION—The Art Education concentration is an approved program that allows students to obtain a Teacher of Visual Arts Provisional Certificate with Advanced Standing from the State of Massachusetts to teach on either a N-9 or 5-12 level. Advisement is provided by a member of the Visual & Performing Arts Department and a member of the Education Department. Students interested in being certified in both levels must obtain approval from their advisors. Students seeking a Teacher of Visual Arts certificate, at the N-9 level major in Art. Those individuals seeking a certificate at the 5-12 level, major in Art or M Therapy.

All of the courses listed below are required for the Art Education concentration except where noted N-9 or 5-12.

Departmental Requirements

- 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 106:** Figure Drawing
- ATPY 110:** Evaluation Standards in M Education
- ARTS 150:** Advanced Studio in Art
- ATPY 40:** Introduction to Art Therapy

Choose two of the following

- ARTS 117:** European M from Pre-Historic to the 18th Century
- ARTS 118:** Modern European Art
- ARTS 120:** American Art of the 20th Century

Elementary Certification Only (N-9)

- ARTS 155:** Methods and Materials in Art Education

Secondary Certification Only (5-12)

- ARTS 25:** Studio in Photography
- ATPY 51:** Ethics and Aesthetics in Art Therapy
- ATPY 100:** Methods and Materials in Art Therapy

Additional Courses Needed for Combined Secondary Certificate (5-12) and Art Therapy Major

- ARTS 155:** Methods and Materials in Art Education
- ATPY 140:** Art Therapy Pre-Fieldwork
- ATPY 141:** Supervised Fieldwork in Art Therapy

ATPY 200:	Art Therapy and Special Needs Populations
PSYC 1:	Introduction to Psychology
PSYC 9:	Human Development
PSYC 121:	Abnormal Psychology

111. EDUCATION DEPARTMENT PROCESSIONAL PREPARATION CORE REQUIREMENTS

PSYC 4:	Educational Psychology
EDUC 60:	Growth and Development
EDUC 137:	Multicultural Foundations of Education
EDUC 147:	Art for Children
EDUC 251S:	Supervised Student Teaching

Elementary Certification Only (N-9)

EDUC 66:	Introduction to Education
EDUC 99:	Children's Literature
EDUC 168, 169, & 170:	Pre-Practica
EDUC 255S:	Practicum Seminar

Secondary Certification Only (5-12)

EDUC 30:	Introduction to High School Teaching
EDUC 118,174:	Pre-Practica
EDUC 185:	Curriculum, Methods & Organization
EDUC 270	Group Processes
EDUC 255S:	Culminating Seminar

NOTE: For further information regarding this certification program, please refer to the Education Department on page 55 and the Teacher Preparation/Certification program on page 111.

ART THERAPY MAJOR

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

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

The curriculum is designed to program students for a graduate program in the art therapy field. Students wishing to become registered art therapists by the American Art Therapy Association must obtain a graduate degree. Prospective students in the Art Therapy major may call Dr. Simone Alter-Muri for additional information at (413) 748-3752.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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

IV. ART THERAPY REQUIREMENT

ATPY 40:	Introduction to Art Therapy
ATPY 51:	Ethics & Assessment in Art Therapy
ATPY 100:	Methods & Materials in Art Therapy
ATPY 110	Evaluation Standards in Art Education
ATPY 200:	Art Therapy with Special Needs Population
ATPY 140:	Art Therapy Pre-Fieldwork Experience
ATPY 141:	Supervised Fieldwork Experience

V. REQUIRED NON-ART COURSES

PSYC 1:	Introduction to Psychology
PSYC 9:	Human Development
PSYC 121:	Abnormal Psychology
RHAB 25:	Introduction to Rehabilitation
SPCO 50:	Community Service

VI. RECOMMENDED COURSES IN PSYCHOLOGY

PSYC 30:	Personality & Personal Adjustment
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 who want to acquire a minor in 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 graduate schools in art therapy. They do need a portfolio of their own art wk. Journals, case students and kint 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 S. H.)

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

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

ARTS 1:	Introduction To Crafts
ARTS 25:	Studio in Photography
ARTS 26:	Studio in Pottery
ARTS 30	Studio in Computer Graphics
ARTS 118:	Modern European Art
ARTS 150	Advanced Studio in Art

ART THERAPY MINOR

(29 S.H.)

Springfield College offers a minor in art therapy for students who want 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 Crabs
ARTS 3:	Studio in Painting
ARTS 5:	Sensitivity and the Creative Process
ARTS 15:	Studio in Drawing
ARTS 16:	<i>Studio</i> in Design
ARTS 26:	Studio in Pottery

III. ART THERAPY REQUIREMENTS

ATPY 40:	Introduction to Art Therapy
ATPY 51:	Ethics & Assessment in Art Therapy
ATPY 100:	Methods & Materials in Art Therapy
ATPY 200:	Art Therapy with Special Needs Populations

IV. ART ELECTIVES⁸ (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 S. H.)

Springfield College offers a minor in dance for students who want 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 S.H.)

Springfield College offers a minor in music for students who want 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 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.

L. 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 Selective (choose one)

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

ATHLETIC TRAINING MAJOR

(132 S.H.)

The Athletic Training Major is a contemporary based program 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 clinical experience is sequenced to facilitate learning of both theoretical and clinical competencies and problem-solving skills needed by the athletic trainer. The supervised clinical experiences take place in 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 require 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.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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:	Sophomore Practicum/Athletic Training
ATRN 197:	Junior Practicum/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&11
CHEM 15:	Chemistry Survey
HLTH 1:	Introduction to Personal Health
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:	Lifespan Motor Development
MOST 103:	Physiology of Exercise
MOST 119:	Kinesiology & Biomechanics
MOST 210	Assessment in Movement & Sport
PHED 125:	Sports First Aid & Injury Prevention
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 AND Track CORE

MOSK 1: Outdoor Pursuits

Two semester hours of skills courses

18 to 20 semester hours in a Track Core

MATRICULATION

To register for the Junior and Senior sequence of Athletic Training courses (ATRN 197, ATRN 297, ATRN 205, and ATRN 206) and to be retained as an Athletic Training major, the student must meet the following standards

1. The student must have taken ATRN 95, ATRN 196, HE-3 or HE-5, and PHED 125.
2. All Athletic Training(ATRN) courses must be completed with a C- grade or better. Letter grades of D or F are unacceptable.
3. All other courses must be completed with a passing grade. Grades of F, I, IE, are unacceptable.
4. A student must have a 3.0 academic cumulative index. Students with less than a 3.0 cumulative index but with a 2.75 or better will be placed on academic probation. At this point, students may not be allowed to register for any further Athletic Training (ATRN)courses until the cumulative index reaches 3.0. Students probationary status will be reviewed by the Athletic Training faculty on an individual basis.

5. The department (*Physical Education/Health/Fitness*) matriculation procedures (references *and physical performance test, and so forth*), must be completed in addition to the standards of the major.
6. Sophomores must pass with a score of 70 on Anatomy and Physiology examinations given during the spring semester of that academic year.
7. Proper professional and responsible behavior is expected of each Athletic Training student at all times. This includes while acting as a student Athletic Trainer and a member of the Springfield College Family.

Appeal Process-A student may appeal any action taken by the Athletic Training staff regarding dismissal from the major or probationary status by submitting a letter requesting a review of their status within two weeks of their dismissal or placement on probation. The Program Director will call a meeting of the Athletic Training faculty to which the student will be invited. The student will be notified within one week of the meeting on the final action of the Athletic Training faculty.

BIOLOGY MAJOR

The Biology/Chemistry Department 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 Science, Chemistry/Biology, Medical Technology/Laboratory Science, and Sports Biology*).

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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
 - 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-prec calculus or
MATH 27 & 28:	Calculus I & II

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

Students who want 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.

BIOLOGY MINOR-GENERAL

I. Required is one course from each of the following categories

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

H. 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 in order to graduate with the minor.*

BUSINESS MANAGEMENT MAJOR

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

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

The Department of Management and Economics offers several curriculum options to students. The tracks offered all share a common core of courses. Beyond the core, there are five program options from which students may choose accounting, marketing, economics, not-for-profit studies, and general business management. Each of the tracks mentioned involves an additional 12 semester hours (four *courses*). The student will select one of these tracks to develop his/her concentration.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT REQUIREMENTS - BUSINESS CORE CURRICULUM

Freshman Year:

MGTE 5:	Introduction to Business
Math 23:	Business Math
CISC 40:	World of Microcomputers

Sophomore Year

MGTE 10	Principles of Accounting I
MGTE 11:	Principles of Accounting II
MGTE 26:	Principles of Management
ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
PHIL 125	Business Ethics

Junior Year

MGTE 100:	Managerial Accounting
MGTE 101:	Principles of Marketing
MGTE 105:	Financial Management
MGTE 120	Statistics for Business
ECON 107:	Managerial Economics I
ECON 108:	Managerial Economics II
ENGL 102:	Business Writing

Senior Year:

MGTE 201:	Quantitative Methods
MGTE 202S:	Business Policy and Control
MGTE 278:	Business Law
MGTE 295:	Corporate Social Responsibility

All students must complete the Basic Core plus one of the following program tracks.

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

Marketing

MGTE 102:	Marketing Management
MGTE 270:	Advertising
MGTE 275:	Consumer Behavior
MGTE 280:	Marketing for Non-Profit

Accounting

MGTE 110	Accounting for Non-Profit Organizations
MGTE 111:	Intermediate Accounting I
MGTE 112:	Intermediate Accounting II
MGTE 253	Income Taxes

Economics

ECON 117:	Money and Banking
ECON 135:	Business and Government
ECON 190:	Special Topics in Economics
ECON _	Any economics elective

(Another Special Topics Electives or

*ECON 160- Economics of Health Care or
an appropriate MGTE elective, etc.)*

Not For Profit Studies

MGTE 110	Accounting for Non-Profit Organizations
MGTE 210	Managerial Supervision
MGTE 280	Marketing for Non-Profit
HSAD 240	Proposal Writing

General Business Management

The person who elects to take the general business track/management concentration must complete 12 hours of any MGTE or ECON courses offered outside the core curriculum. These include any of the courses described above as components of specific tracks or other electives offered within the department. The student should (as always) consult with his/her advisor in each case.

BUSINESS MANAGEMENT MINOR

Any student whose schedule can accommodate it may select to supplement his/her major with a minor in business management by completing the following sequence of courses

MGTE 5:	Introduction to Business
MGTE 10 & 11:	Principles of Accounting I & II
MGTE 26:	Principles of Management
ECON 1:	Principles of Macroeconomics
ECON H:	Principles of Macroeconomics
MGTE 101:	Principles of Marketing
ECON 135:	Business and Government

CONCENTRATIONS FOR NON MAJORS

The Department of Management and Economics offers one further option to students whom not departmental majors. It is possible to develop in consultation with a department advisor a concentration "tailored" to the individual needs of students who wish to specialize in a specific field of business administration or econom-

its. For example, if a student majoring in another discipline at the College wished to develop expertise in accounting, a specific sequence of accounting courses maybe more appropriate to the student's needs than the traditional business minor. Also, apolitical science major may want an economics concentration to compliment his/her major. The concentrations correspond to the tracks described above - accounting, marketing, management, economics, and not-for-profit studies.

CHEMISTRY/BIOLOGY

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

CHEM/BIO MAJOR

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

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT REQUIREMENTS

BIOL 4 & 5:	Bioscience
BIOL 80:	Genetics
BIOL 115 & 116:	Microbiology OR
BIOL 208:	Cell Biology
CHEM 1 & 2:	General Chemistry
CHEM 21 & 22:	Organic Chemistry
CHEM 23 & 24	Organic Chemistry Lab
CHEM 32:	Biological Chemistry
CHEM 33:	Biological Chemistry Lab
CHEM 41:	Quantitative Analysis
CHEM 42:	Quantitative Analysis Lab
CHEM 110	Physical Chemistry with 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.

BIO/CHEMICAL TECHNOLOGY MAJOR

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 35)

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	<i>General</i> Ecology
BIOL 165:	Plant Physiology
BIOL 181:	Animal Growth & Development
BIOL 188:	Comparative Cellular Physiology
BIOL 208:	Cell Biology
BIOL 220:	Cellular & Comparative Physiology
CHEM 110	Physical Chemistry with Biological Applications
CHEM 111:	Physical Chemistry Laboratory

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

IV. DEMONSTRATED PROFICIENCY IN A COMPUTER LANGUAGE

V. 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 databanks.

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 on-the-job experience.

Students who are enrolled in the Computer and Information Sciences major are required to maintain at least a 2.3 cumulative grade point average and a 2.5 academic index in their program requirements. Students who do not meet these minimum requirements will be placed on departmental probationary status for a period of not more than one year.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

11. 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

III. PROGRAM TRACKS

A. MANAGEMENT INFORMATION SYSTEMS

MGTE 10 & 11:	Principles of Accounting I&II
MGTE 26:	Principles of Management
MGTE 101:	Principles of Marketing
MGTE 105:	Financial Management
MGTE 201:	Quantitative Methods
MGTE 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:	Human Behavior in Small Groups
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
Selective	Laboratory Sciences (8 S.H.)

C. MEDICAL INFORMATION SCIENCE

BIOL 4 & 5:	Bioscience
BIOL 170:	Laboratory Instrumentation & Methodology
MGTE 26:	Principles of Management
MGTE 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:	Behavior in Small Groups
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. PREREQUISITES *(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
CISC 100:	Data Structures
CISC 170	Computer Architecture
CISC 190:	Operating Systems Analysis

COMPUTER PROGRAMMING MINOR

I. PREREQUISITES *(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 REQUIREMENTS

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 program 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. Students in the Early childhood and Elementary programs choose one of four interdisciplinary majors. Secondary program candidates are required to complete a full major in the subject area in which they will seek certification.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION PROGRAMS

Students in the Early Childhood program prepare for certification to teach nursery school through grade three. Those in the Elementary program prepare for certification to teach grades one through six. All certification at the bachelor's degree level in Massachusetts is provisional with advanced standing as of 1994. Standard certification may be attained upon completion of a post baccalaureate study course of study. 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 35)

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:	Mathematics for Early Childhood and Elementary Education
PSYC 4:	Educational Psychology

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	Pre-Practica
EDUC 253S:	Practicum Seminar

IV. EARLY CHILDHOOD CORE

EDUC 126:	Curriculum Experiences
EDUC 135:	Teaching Math Concepts
EDUC 258S:	Early Childhood Practicum N Level
EDUC 259S:	Early Childhood Practicum K-3

V. ELEMENTARY CORE

EDUC 177:	CMO--Mathematics
EDUC 178	CMO--Science, Social Studies, & Language Arts
EDUC 2515:	Practicum

VI. INTERDISCIPLINARY MAJORS

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

OPTION 1: MAJOR IN FINE ARTS

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

ARTS 5:	Creative Process
ARTS 16:	Studio in Design
ARTS 109:	Art & Ideas
EDUC 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 Application (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 coursework 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 the semesters in Applied Music (*an additional fee is charged for these*) and 1

s.h. per semester for time 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: MAJOR IN PSYCHO-SOCIAL DYNAMICS OF LEARNING

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

ANTH 1:	Introduction to Anthropology
ATPY 40:	Introduction to Art Therapy
PSYC 1:	Introduction to Psychology
PSYC 9	Human Development
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
ATPY 100:	Methods & Materials of Art Therapy
PSYC 106:	Social Psychology
SOCI 142:	Theories & Methods of Casework

Option 3: MAJOR IN SCIENCE, TECHNOLOGY, MATHEMATICS

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

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:	Mathematics for Early Childhood and Elementary Education
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
 Advanced Selective (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 REQUIREMENT
- 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: MAJOR IN SOCIAL STUDIES*

**1. HISTORY, POLITICAL SCIENCE, GEOGRAPHY, SOCIOLOGY, ANTHROPOLOGY, ECONOMICS,
 INTERDISCIPLINARY MAJOR REQUIREMENTS**

- ANTH 50 Cultural Anthropology
 ECON 1: Principles of Macroeconomics
 POSE 10 American Government
 POSE 70 International Relations
 SOCI 1: Introduction to Sociology
 SOCI 130: Social Problems
 Selectives
 POSC 30 Public Administration
 POSC 177 International Interdependence
 Geography
 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 major must take both HIST 5 and HIST 6

NOTE: Certification at the elementary level as a TEACHER OF VISUAL ARTS (N-9) is available. For program requirements see Visual and Performing Arts pages 35-36.

SECONDARY EDUCATION CERTIFICATION PROGRAMS

All secondary Education program candidates are required to complete a full major in the subject area in which they will seek certification, as well as all required courses in the Education Program. Students will receive dual advisement from the Education Department and the content area department. While rigorous, this preparation provides an excellent background for teaching in the secondary content area.

SECONDARY EDUCATION BLOCK PLAN

I. *ALL-COLLEGE REQUIREMENTS* (see page 35)

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:	Assessment and Evaluation for the Classroom Teacher
PSYC 4	Educational Psychology

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

Combining one of the majors listed below with the above secondary education program can lead to Secondary Teacher Certification. See the pages referred below for specific major requirements.

MAJOR	CERTIFICATION PROGRAM
Art/Art Therapy	Teacher of Visual Arts (5-12) See Visual and Performing Arts pages 38-44.
English	Teacher of English (9-12) See English Major pages 62-58.
History	Teacher of History (9-12) or Teacher of Social Studies (9-12) See History Majors pages 77-80.
Mathematics	Teacher of Mathematics (9-12) See Mathematics Major pages 83-84.

PROCEDURE FOR ADVANCED STANDING

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

MINIMUM STANDARDS FOR ADVANCED STANDING ELIGIBILITY

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

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

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

PROCEDURE IN EVENT OF FAILURE TO OBTAIN ADVANCED STANDING

1. If students do not qualify for Advanced Standing at the end of sophomore year, their continuation in the Education Department will be in jeopardy. Students will not be permitted to enroll in junior-year field work 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 111.*

EMERGENCY MEDICAL SERVICES MANAGEMENT MAJOR

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 Semites 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 35)

II. DEPARTMENT REQUIREMENTS

Freshman Year

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

MGTE 10:	Principles of Accounting I
ECON 2:	Principles of Macroeconomics
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
MGTE 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, Sports Journalism/Communications, and Secondary Education-Teacher of English (9-12) Certification Program. A major without a concentration, as well as a minor, is also available.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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
ENGL 200	Seminar
ENGL 267:	Shakespeare: Tragedies OR Shakespeare: Comedies

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

III. CONCENTRATIONS

Students who select a major with a concentration must take 12 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
RISR 150	Public Relations in Community Agencies

D. CONCENTRATION IN SECONDARY EDUCATION-TEACHER OF ENGLISH (9-12) CERTIFICATION PROGRAM.

Advisement is provided by a member of the English Department and a member of the Education Department. In addition to the department requirements, the following coursework is required.

ENGL 1 & 2 or 3 & 4: Written and Oral English

ENGL 9: Great Books

ENGL 101: Advanced Composition

ENGL 220 Traditional Grammar

Select one of the following

ENGL 51: Survey of Afro-American Literature I

ENGL 52: Survey of Afro-American Literature II

ENGL 80: Women and Literature

ENGL 162: Celtic Literature

Select one of the following

ENGL 26: Creative Writing

ENGL 102: Business Writing

ENGL 103: Public Speaking for Professionals

ENGL 104: Technical Writing

ENGL 126: Advanced Creative Writing*

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

For Advanced Standing in the Education Department, which qualifies students to do fieldwork, the following coursework must be completed by the end of the sophomore year: ENGL 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 197.

NOTE: *For further requirements and information this certification program, please refer to the Education Department on page 47 and the Teacher Preparation/Certification Programs on page 95.*

MATRICULATION IN THE SPORTS JOURNALISM/PROFESSIONAL
AND MEDIA COMMUNICATIONS CONCENTRATION

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

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

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 10 credit hours. Prior to the internship, 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.

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, and Sports Journalism/Professional and Media Communications, as well as 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 MAJOR

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

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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:	Field 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 35)

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
- 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
- Drama
- 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 Humanities Studies CORE, in one undergraduate department or program.

IV. ELECTIVES

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

GERONTOLOGY MAJOR

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

The 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 35)

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 STUDIES MAJORS: TEACHER PREPARATION

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 Studies (Teacher Preparation) 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 education 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 Studies: Teacher Preparation education careers. Two majors are included in the department Community Health Education and Health. Students interested in becoming certified as public school teachers select the Health Education 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 CURRICULUM

1. ALL COLLEGE REQUIREMENTS

II. DEPARTMENT REQUIREMENTS:

BIOL 1	Basic Concepts of Biology
BIOL 10	Anatomy and Physiology I
BIOL 11	Anatomy and Physiology II
CHEM 15	Chemistry Survey
ECON 1	Principles of Macroeconomics
ENGL 3	Written and Oral English
ENGL 4	Written and Oral English
PSYC 1	Introduction to Psychology
PSYC 111	Introduction to Statistics
PSYC 222	Interviewing and Counseling
SOCI 1	Introduction to Sociology
SOCI 130	Social Problems
HLTH 1	Personal Health
HLTH 2	Foundations of Health Education and Health Promotion
HLTH 6	First Aid and Community CPR
HLTH 102	Methods and Materials in Health Education
HLTH 110	Consumer Health
HLTH 143	Community Health
HLTH 150	Pm-practicum in Community Health Education
HLTH 151	Introduction to Nutrition
HLTH 155	Human Sexuality
HLTH 160	Drugs and Society

HLTH 170	Program Planning in Health
HLTH 225	Human Disease
HLTH 251	Fieldwork in Community Health Education
HSAD 240	proposal Writing and Fundraising

III. ELECTIVES

HEALTH STUDIES MAJOR

SCHOOL HEALTH EDUCATION TEACHER PREPARATION PROGRAM

I. ALL-COLLEGE REQUIREMENTS

II. DEPARTMENT REQUIREMENTS:

BIOL 1	Basic Concepts of Biology
BIOL 10	Anatomy and Physiology I
BIOL 11	Anatomy and Physiology II
CHEM 15	Chemistry Survey
EDUC 60	Growth and Development
EDUC 137	Multicultural Foundations of Education
EDUC 281	Tests and Measurements for the Classroom Teacher
ENGL 1 & 2	
or 3 & 4	Written and Oral English
HLTH 1	Personal Health (<i>ACR, Health</i>)*
HLTH 2	Foundations of Health Education and Health Promotion
HLTH 6	First Aid and Community CPR
HLTH 102	Methods and Materials in Health Education
HLTH 110	Consumer Health
HLTH 140	Pre-practicum in School Health Education Grades N-1
HTLH 151	Introduction to Nutrition
HTLH 155	Human Sexuality
HLTH 160	Drugs and Society
HLTH 225	Human Disease
HLTH 242	Special Health Topics for the Classroom
HLTH 252	Practicum in School Health-Grades N-9
HLTH 253	Practicum in School Health - Grades 5-12 or
PEAC 100	Fit for Life
PSYC 1	Introduction to Psychology
PSYC 222	Interviewing and Counseling

III. ELECTIVES

MATRICULATION IN HEALTH EDUCATION PROGRAMS

Matriculation status must be received prior to attainment of 75 S.H. 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 CPA in all Health Education courses;
- 2.A 2.25 CPA

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 S.H. have been accumulated will result in a transfer to probationary status. If matriculation has not been achieved upon completion of 90 S.H., the student will be required to leave the major of Health Education.

SUPERVISED STUDENT TEACHING HEALTH EDUCATION (TEACHER PREPARATION)

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 practicum assignment for the fall or spring semester of the senior year.

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

All students enrolled in the School Health Teacher Practicum must have attained senior status, have matriculated, and have completed HLTH 102: Methods & Materials in Health Education; HLTH 217: School Health Programs; HLTH 140 Pre-practicum in Health Education; and EDUC 137: Multicultural Foundations of Education.

TEACHER OF HEALTH EDUCATION (N-9) (5-12) CERTIFICATION PROGRAM

NOTE: *For further information regarding teacher preparation and certification, please refer to TEACHER PREPARATION/CERTIFICATION PROGRAMS on page 111.*

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 experience.

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 (*whenever 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 EDUCATION MINOR

I. REQUIRED COURSES

BIOL 10	Anatomy and Physiology I
BIOL 11	Anatomy and Physiology II
HLTH 1	Personal Health
HLTH 2	Foundations of Health Education and Health Promotion
HLTH 151	Introduction to Nutrition
HLTH 155	Human Sexuality
HLTH 160	Drugs and Society

II. ELECTIVES (Any two *of the following:*)

HLTH 6	First Aid and Community CPR
HLTH 110	Consumer Health
HLTH 140	Pre-practicum in Community Health Education
HLTH 143	Community Health
HLTH 152	Applied Nutrition
HLTH 265	Health Aspects of Aging
HLTH 270	Women's Health Issues
HLTH 225	Human Disease

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 S.H. of major CORE including courses which lead toward selected certifications in physical fitness. Additional courses required include a variety of business, physical education, movement studies, health education, and psychology courses as well as a practicum and fieldwork experience. Since the physical fitness/exercise leader will most likely assume administrative responsibility for health/fitness operations, it is recommended that a business management minor be considered as a complement to the major. Supplemental preparation in business management will enable the health/fitness specialist to administer a program in an efficient manner as well as relate on a personal/professional basis with members of the business community.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT REQUIREMENT'S

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:	First Aid Community CPR
MOSK 1:	Outdoor Pursuits
MOST 5:	Lifespan Motor Development
PEAC 120:	Relaxation
PEPC 50:	Health Fitness Aerobics
PEPC 100:	Fit For Life

Sophomore

MGTE 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 125:	Health Fitness Resistance Training
PEPC 158:	Volleyball) OR
PEPC 244:	Basketball
PHYS 15:	Physics for Movement Science
PSYC 1:	Introduction to Psychology
PEAC--:	Skill Elective
PHIL—:	Philosophy Elective ACR

Junior

MGTE 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
MOST 119:	Kinesiology/Biomechanics
PEAC 115:	Fitness Swimming OR PEAC 104 Swimming

PEAC 176:	Racquetball Skill electives Social science elective ACR English literature elective ACR Social justice elective ACR Arts elective ACR Language/Culture 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
HLTH 152:	Applied Nutrition OR
PHED 240	Nutrition &Athletic Performance
PEAC —:	Skill elective Religion elective ACR 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, academic-s, 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; 2.50 and skill 2.75.
3. Fitness Competence-as demonstrated by passing the Fit For Life course (PEPC 100) with a grade of B or better.
4. Professional competence-student appearance, attendance, preparation, academic honesty and attitude are judged by every professor with whom courses are taken. Any student with questionable behavior will be asked to appear before the Appraisal and Retention Committee for a discussion and evaluation of the concerns the professor has before matriculation status is awarded. If negative reports are not received prior to the matriculation application, the student will be considered professionally competent. Professors are also encouraged to report excellence in students and outstanding evaluations will be shared with the student and the Appraisal and Retention Committee as well.

CRITERIA

Apply anytime following the completion of 55 S.H., but before 75. Transfer students may apply after the completion of 25 S.H. 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:
ATRn, MGTE 5, HLTH, HFIT, MOST, PHED, PSYC 1, 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 pm-practicum experience prior to planning their fieldwork experience. Matriculation must be achieved in advance of the scheduling of both the pm-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 field work coordinator;
3. An interview must be completed at the fieldwork site (when possible);
4. HFIT 150: Pre-Practicum must be completed prior to registration for HFIT 254S: Fieldwork (concurrent registration in *HFIT 150 and HFIT 254 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 MAJOR

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.

I. ALL-COLLEGE REQUIRMENTS (see page 35)

II. PROGRAM REQUIREMENTS

Freshman Year

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

Sophomore Year

MGTE 10 & 11:	Principles of Accounting I & 11
MGTE 26:	Principles of Management
MGTE 70	Business Law
ECON 1:	Principles of Macrmeconomics
ECON 2:	Principles of Macroeconomics

Junior Year

MGTE 100	Managerial Accounting
MGTE 105:	Financial Management
MGTE 120:	Statistics for Business & Management
ECON 107 & 108:	Managerial Economics I & 11
ECON 160	Health Economics
HLTH 110	Consumer Health
HUH 143:	Community Health
HLTH 151:	Introduction to Nutrition
SOCI 155:	Medical Sociology

Senior Year

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

Selectives to be chosen in consultation with academic advisor

MGTE 102:	Marketing Management
MGTE 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:	Human Behavior in Small Groups
HSAD 130:	Modern Management Concepts & Human Resources

MATH 23:	Business Mathematics
PHIL 3:	Conflict of Ideals
PHIL 125:	Business Ethics
POSC 30:	Public Administration
PSYC 1:	Introduction to Psychology
RHAB 25:	Introduction to Rehabilitation
RHAB 31:	Psychology of Disability
	<i>(and other selected rehabilitation courses as appropriate)</i>
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 primarily to provide students with a liberal education and a basic body of historical knowledge which will enable them better to understand the world they inhabit, the problems of their society, and their own lives. In addition, we believe that this core of historical understanding enables students to function as educated and informed citizens in a democratic society. In order to deal effectively with contemporary problems one has to have an understanding of their origins and background. This is the crucial role and function which a knowledge of history and its methodology serves. Furthermore, a knowledge of the ethnic and cultural diversity which has created the present will help students to communicate and cooperate in a multicultural society.

A second major goal of the history program is to assist the student in developing analytical, problem-solving research and writing skills. The emphasis within the major is not only on content and information. It is designed to foster the skills and attitudes that will increase the ability of our students to find employment no matter what their occupational goals. Careers in government service, law, business, and teaching most moldy follow the training of those who major in this discipline. Teacher certification in history and social studies is available for students majoring in history.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT REQUIREMENTS

Minimum of 36 semester hours in history including

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

Minimum of 6 semester hours in Non-American history

Minimum of 6 semester in American history

Remaining credits can be in any history course with the exception of HIST 141: Supervised Experience in History.

111. NON-HISTORY REQUIREMENTS IN SOCIAL SCIENCES

Minimum of 21 semester hours including

Pose 10	American Government
Pose 70:	International Relations

SOCI 1: Introduction to Sociology

Minimum of 12 semester hours in the following disciplines Economics,

Political Science, Geography, and Sociology/Anthropology. (At least one course *must be taken in each discipline*.)

IV. ADDITIONAL REQUIREMENT

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

HISTORY CONCENTRATIONS

In addition to fulfilling the general requirements for the History Major, students may, in consultation with their advisors, choose one or even two courses from among the following concentrations, which will be duly noted on the transcripts.

History Major leading to Secondary Teacher Certification.--Students interested in seeking certification as a Teacher of History (9-12) or Teacher of Social Studies (9-12) must major in history and complete the required education courses for certification. Students with an interest in the certification program will receive dual advisement, a major advisor from the history program and an advisor from the Education Department.

Select one of the following as part of the 36 semester hours in history

HIST 10 Afro-American History

ENGL 51: Survey of Afro-American Literature I

ENGL 52: Survey of Afro-American Literature II

The following non-history courses (21 semester hours) are required for students majoring in history and seeking teacher certification:

ECON 1: Principles of Economics

POSC 10 American Government

POSC 70 International Relations

SOCI 1: Introduction to Sociology

Select one of the following

GEOG 100: Concepts of Geography

GEOG 101: Cultural Geography

Select one of the following

ANTH 50 cultural Anthropology

SOCI 130 Social Problems

Select one of the following

POSC 155: Comparative Government

POSC 177: International Interdependence

POSC 270 U.S. Foreign Policy

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

NOTE: *For further information regarding teacher preparation and certification, please refer to the education department on page 47 and the Teacher Preparation/Certification Programs on page 111.*

European Studies.—An interdisciplinary program of courses in European studies emphasizing Western Europe and covering fields from history to political science with a history core. Such training can readily lead to careers in the foreign services, the intelligent services and other public and private concerns, as well as in education, business, law, journalism and public service, and all areas where a traditional humanities background is necessary. The advanced study of one of the major European languages is strongly encouraged. Twenty one credit hours in at least three different disciplines, chosen in consultation with the advisor. Some sample courses:

ARTS 118:	Modern European Art
ECON 101:	History of Economic Thought
ENGL 267:	Shakespeare
FREN 101:	French Existentialism
GERM 33:	German Culture and Language
HIST 126:	Medieval Europe
HIST 129:	Early Modern Europe
POSC 117:	Political Thought From Machiavelli to the Present
POSC 155:	Comparative Government Modernized Political Systems
SPAN 33:	Peninsular Culture and Language

American Studies.—An interdisciplinary program of courses in American studies covering all aspects of the subject from art to sociology with a history core to serve the needs of students interested in careers in the law, business, government service, museums and cultural heritage organizations, as well as graduate study and secondary education. Twenty one credit hours in at least the different disciplines, chosen in consultation with the advisor. Some sample courses are:

BUSM 115:	History of American Business
HIST 160:	Early American Thought and Culture
ARTS 119:	American Art 1700-1900
ENGL 41-42:	Survey of American Literature
POSC 10	American Government
RELI 4:	Religion in America
SOCI 250	American Social Structure

World Culture and Civilization.—An interdisciplinary program of courses in world history and culture, emphasizing areas beyond Western Europe and North America and covering fields from art history to political science with a history core. Of special interest to those who may follow careers in international law, business, the foreign and intelligence services, as well as secondary teaching in the growing field of World History The advanced study of a foreign language is strongly encouraged. Twenty one credit hours in at least three different disciplines, chosen in consultation with the advisor. Some sample courses are:

ANTH 50	Cultural Anthropology
GEOG 101:	Cultural Geography
HIST 135:	Modern China 1840 to the present
POSC 70	International Relations
POSC 177:	International Interdependence
RELI 9:	The Religious Experience of Humanity
RELI 10:	Religion of Ancient and Classical India
SPAN 34:	Latin American Culture and Language
FREN 33:	The Culture of France and French-speaking Nations

History and Public Service.—An interdisciplinary program of courses in European, American and Latin American culture as well as Recreation, Business and Human Services and Administration. This concentration provides the student with the preparation needed for positions that combine expertise in history and the humanities with business, human services and recreation, such as the law-related fields, historic preservation agencies, the network of National Historic Parks, cruise lines, excursion companies and private travel agencies. Advanced study of a major foreign language is strongly advised. Twenty one credit hours in at least three different disciplines, chosen in consultation with the advisor. Some sample courses are:

ANTH 50	cultural Anthropology
MGTE 5:	Introduction to Business
ECON 107:	Managerial Economics I
GEOG 100	Concepts of Geography
HIST 125:	The Ancient and Classical World
HIST 165:	Environmental History of America
HIST 250:	Europe Since 1900
HSAD 1:	Introduction to Human Services
HSAD 220	Urbanology
ARTS 117:	European Art from Prehistoric Period to the 18th Century
RLSR 3:	Introduction to Recreation and Leisure Services
RLSR 285:	Resort and Commercial Recreation

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 an 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 activities as helping families striving to achieve a better life for themselves working in community action; enabling neighborhood association, working with groups and committees; administering and training volunteers in agencies as varied as YMCA, YWCA Scouting city and town planning boards; cooperatives, juvenile delinquency centers, children's services, and many more.

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

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

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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

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

C. Political Science

POSC 10	American Government
POSC 70:	International Relations
POSC 30:	Public Administration & Budgeting
POSC 150	Politics of Development
POSC 707:	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 & Continuity Planning
HSAD 220	Urbanology
MGTE 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, Hewing, and inner-city programs, etc.*) should include the following courses in their program:

MGTE 26:	Principles of Management
MGTE 100	Managerial Accounting
RISR 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 70:	International Relations
POSC 150	Politics of Development
POSC 707:	International Interdependence
POSC 271:	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. Teacher certification in Mathematics is available for students majoring in Mathematics.

Students who are enrolled in the Mathematics major are required to maintain at least a 2.3 cumulative grade point average and a 2.5 academic index in their program requirements. Students who do not meet these minimum requirements will be placed on departmental probationary status for a period of not more than a year,

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT REQUIREMENTS

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

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

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

IV. TEACHER OF MATHEMATICS (9-12) PROGRAM REQUIREMENTS

Advisement is provided by a member of the Mathematics Department and a member of the Education Department. In addition to the department requirements, the following coursework is required:

MATH 21:	College Algebra
MATH 22:	Precalculus Mathematics
CISC 65:	Computer Programming in BASIC
CISC 70	Introduction to Computer science
CISC 150	Computer logic Design

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

Computer Science Minor (strongly recommended)

Prerequisite: 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 Sciences
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

Note: For Further requirements and information regarding this certification program, please refer to the Education Department on page 55 and the Teacher Preparation/Certification Programs on page 111.

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

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 (NCMLP).

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.

1. ALL-COLLEGE REQUIREMENTS (*see page 35*)

11. DEPARTMENT REQUIREMENTS

A. BIOLOGY

- BIOL 4 & 5: **Bioscience**
- 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

111. 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 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 experience in sports and games, our students are offered opportunities for development, enrichment, and the pleasure and joy which course 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.

Candidate 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 44)
- Health /Fitness Major (see page 72)
- Movement and Sports Studies (see page 86)
- Physical Education Teacher Preparation Program (see page 87)
- Sports Management Major (see page 109)

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 Sports Studies also involves the study of sport as a cultural phenomenon from sociological, psychological, philosophical, and historical perspectives. Interrelationships of movement and sport with their scientific bases and cultural manifestations are the focus for advanced study. This major prepares students to enter graduate study in movement and sport study areas, in teacher preparation, in 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.

L ALL-COLLEGE REQUIREMENTS (see page 35)

11. DEPARTMENT REQUIREMENTS

BIOL 10 & 11:	Anatomy & Physiology
PHYS 15:	Physics for Movement Science
PSYC 1:	Introduction to Psychology
MOST 5:	Lifespan Motor Development

MOST 24:	Motor Learning
MOST 103:	Exercise Physiology
MOST 119:	Kinesiology/Biomechanics
MOST 128:	Psychology of Sport
MOST 210	Assessment in Movement & Sport
MOST 22\$:	Sociology of Sport
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 <i>(In addition to All-College Requirement skills)</i>	

III. ELECTIVES

PHYSICAL EDUCATION TEACHER PREPARATION PROGRAM

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

111. DEPARTMENT REQUIREMENTS

PHED 2:	Instructional Strategies
PHED 26:	Elementary Design & Implementation
PHED 36:	Secondary Design & Implementation
PHED 108:	Adapted Physical Education Program
PHED 112:	Principles & Problems of Coaching
PHED 125:	Sports First Aid & Injury Prevention
PHED 140:	Elementary Level Pre-Practicum OR
PHED 150	Secondary Level Pm-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 <i>(by petition)</i>
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 Gymnastic-s
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:	'hack &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
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 for Movement Science
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:	Rack & Field 11
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 the:	
PEPC 150:	Field Hockey
PEPC 211:	Aerobic Dance
PEPC 254:	New & Field Games
PEPC 265:	Badminton/Archery
Senior	
MOST 210	Assessment in Movement & Sport
MOST 228:	Sociology of Sport
MOST 299:	Heritage & Values of Movement and Sport
PHED 252S:	Practicum in Physical Education N-9
PHED 253S:	Practicum in Physical Education 5-12
PHED 256S:	Coaching Practicum
	Four skill electives
	Elective

NOTE: For further information **regarding teacher preparation and certification, please refer to TEACHER PREPARATION CERTIFICATION PROGRAMS on page 111.**

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 an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline and proficient at skills. Professionally, the student must exhibit appropriate behavior, appearance, and attitude.

1. Individual Responsibility—as demonstrated through the completion of an application by the published date.
2. Academic Competence—as demonstrated by meeting the following GPA standards: academic 2.25; professional 2.50; and skill 2.75. 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)
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 "C" or better in PHED 2, PHED 26, and PHED 36,
3. pass Fit For Life course,
4. meet or exceed a 2.25 academic cumulative index,
5. meet or exceed a 2.50 professional cumulative index consisting of the following courses:
 - a. Movement and Sports Studies majors in the Physical Education Teacher Preparation Program—ATRN, HTH, HFIT, MOST, PHED, RLSR, PEAC, MOSK, EDUC 137, and PEPC. Students who not matriculated may not take courses numbered 200 or higher in the major, nor may they register for practicum or student teaching.
6. meet or exceed a 2.75 skill cumulative index

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.

All 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, B or better in Pre-Practicum, 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 provisionally 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 broad knowledge in the science and practice of physical therapy as well as a basic understanding of administration and research. There is opportunity for advanced study in selected areas of physical therapy. The program integrates the **Humanities** approach to total patient care including the intellectual, physical, and spiritual aspects of tinging 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 provide documentation of their physical therapy experience. Early decision applicants are required to come to the campus for a personal interview with the Physical Therapy Admissions Committee. Admission to the College for interviewing does not guarantee

admission into the program. 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 only. Candidates must have all course prerequisites completed and have completed a bachelor's degree prior to their entry.

PROGRAM REQUIREMENTS

Students are required to follow the policies and procedures of the Department of Physical Therapy. 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 year 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 successfully complete all clinical education courses. Clinical education sites have been established throughout the Northeast, Pennsylvania, Virginia, Washington, D. C., North Carolina and Florida. Selected sites are established in other areas of the United States. Physical therapy students are responsible for additional costs incurred during the clinical affiliations. These costs include travel, living expenses, uniforms, and professional liability insurance.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

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 @kc, 263 Alden Wee/, 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

Spring

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

Sophomore

Fall

BIOL 90:	Human Structure & Function
CISC 65 or 70:	Computer Information Sciences

PHYS 21: General Physics
 PTMS 10 Introduction. to Physical Therapy (aping 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. PROCESSIONAL 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)**
 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**
 All-college **Requirements (two)**

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 11
PTMS 280:	Topics in Physical Therapy Cardiac Rehabilitation, pharmacology, and Radiology
RSCH 301:	Educational & Psychological Statistics
Graduate	
Summer	
CISC 310:	Microcomputer Applications in a Clinical Setting
PTMS 303:	Organ. & Delivery of Health Care
PTMS 305:	Clinical Science & Practice V
PTMS 310:	Clinical Education Seminar
Fall	
PTMS 311	Clinical Education III
PTMS 312:	Clinical Education IV
Spring	
RSCH 326:	Research Project
PTMS 320:	Administration & Management
PTMS 325:	Principles of Education & Learning
PTMS 331:	Clinical Science & Practice VI
PTMS 350:	Clinical Education V
Selectives	
PTMS 340:	Advanced Orthopedics
PTMS 341:	Occupational Biomechanics
PTMS 342:	Pediatric Neurology

PHYSICIAN **ASSISTANT** MAJOR

The Physician Assistant program is offered jointly by Springfield College and Baystate Health Systems. The College 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 Baystate 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 spa-available basis. The number of spaces in the professional certificate program in Physician Assistant 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 (see page 35)

II. PRE-PROFESSIONAL PHASE CORE

Freshman Year

BIOL 4 & 5:	Bioscience
MATH 22:	Precalculus Mathematics
ENGL 3 & 4, or 5 & 6:	Written and Oral English
HIST 1 or 2:	ACR
VIS. & PERF. ARTS	Elective ACR
PHIL 3 or 6:	
LANG. & CULTURE:	Span 11,12,21,22 or 34
PEAC 100:	Fit For Life
PEAC (.5 S.H.):	Elective
PAST 11 & 12:	PA Seminar I & II

Sophomore Year

CHEM 1 & 2:	General Chemistry
PSYC111/MATH 130:	statistics
ENGL:	Literature
CISC 10 or 20:	Computer Science
SOCIAL SCIENCE:	Elective ACR
RHAB 31 or 40:	Social Justice Issues
PSYC 222:	Interviewing & Counseling
RELIGION:	Elective ACR
PEAC (.5):	Elective
PAST 21& 22:	PA Seminar III & IV

III. PROCESSIONAL PHASE REQUIREMENTS

This first year of the professional phase of the PA program consists of time continuous semesters of study. The Program's academic year begins on June 1 and ends in May of the following year.

Junior Year

Summer Semester

PAST 110	PA Seminar V
PAST 111:	Basic Medical Disease
PAST 113:	Mental Health Issues in Primary Care
PAST 114:	Principles of Clinical Decision Making

Fall Semester

PAST 120	PA Seminar VI
PAST 121:	Applied Skills Procedure I
PAST 122:	Comprehensive DATA Collection I
PAST 123:	Pharmacology I
PAST 124:	Clinical Medicine

Spring Semester

PAST 130	PA Seminar VII
PAST 131:	Applied Skills Procedures 11
PAST 132:	Comprehensive Data Collection 11
PAST 133:	Pharmacology II
PAST 134:	Clinical Medicine II

The second year of the professional phase of the PA program consists of three continuous semesters of clinical rotations. The Program's academic year begins on June 1 and ends in May of the following year.

Senior Year

Summer Semester

PAST 240:	PA Seminar VIII
PAST 241:	Clinical Practica I

Fall Semester

PAST 250:	PA Seminar IX
PAST 252:	Clinical Practica II

Spring Semester

PAST 260:	PA Seminar X
PAST 263:	Clinical Practica 111

POLITICAL SCIENCE MAJOR

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 REQUIREMENT'S (see page 35)

II. DEPARTMENT REQUIREMENT

Pose 10 American Government

POSC 70:	International Relations
POSC 30	Public Administration
POSC 126:	Political Thought-From Plato to Machiavelli OR

Eighteen 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 18 semester hours in the following disciplines: history (not 5, 6 or ACR), business economics, sociology/anthropology (*not SOC 1*), multicultural course (*not ACR*), and geography (at least one *course must be taken in each area*). Electives are chosen in consultation with the academic advisor.

PSYCHOLOGY MAJOR

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 programs in consultation with their academic advisors to be sure that their intellectual and personal needs are met.

I. ALL-COLLEGE REQUIREMENTS (*see page 35*)

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 Coordinating Seminar

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

PSYC 6: Career Planning For Life

PSYC 215: Child Development and Therapy

PSYC 240: Psychology of sexual Behavior

PSYC 245: Imagery, Hypnosis, & Self-Hypnosis

PSYC 260: Rituals in Families

CONCENTRATIONS

A student may select one of the following four concentrations when completing the bachelor's degree in psychology. These courses, however, are not required for the bachelor's degree in Psychology.

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 course-sat 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 PSYC 106: Social Psychology, PSYC 130: Applied Psychology, PSYC 213: Psychological Testing (30 S.H.)
- b. MGTE 26: Principles of Management
- c. MGTE 151: Organizational Design & Development
- d. MGTE 205: Managerial Supervision
- e. CISC 20: Introduction to Computer-Based Management Systems

- g. ECON 2: Principles of Microeconomics
- h. HSAD 36: Human Behavior in Small Groups

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 include subject matter dealing with clinical assessment, therapeutic treatment, the psychological process of normal human lifespan development, and psychological evaluation. The courses required for the Psychology (*Clinical-Counseling*) concentration are:

- a. Departmental requirements including PSYC 30: Personality & Personal Adjustment, PSYC 213: psychological Testing, PSYC 222: Interviewing & Counseling and PSYC 299: Psychology of the College Age Adult (30 S. H.)
- b. Psychology electives (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 S.H.)

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 35*)

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 psychi-

atric 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

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.

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

REHABILITATION SERVICES

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

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

PROGRAM MATRICULATION

All Rehabilitation Services majors are initially considered to be General Rehabilitation majors. By the end of the sophomore year, specific formal program matriculation and approval is required.

Program matriculation must be attained prior to the completion of 60 to 75 semester hours of coursework and before registering for RHAB Internship or 200 level Rehabilitation program courses. Students must file an application with the Academic Review Committee of the Rehabilitation Services Department.

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&+ abled persons including the blind, the mentally retarded, aged, culturally disadvantage 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 maybe 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 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 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, communityization, independent living, and individual growth and development are stressed. Additional comes in education and advanced graduate work, depending upon individual state requirements, maybe required for those specifically preparing or certification as special education teachers in school settings.

Program in Geriatric Rehabilitation-This concentration prepare 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.

REHABILITATION SERVICES MAJOR

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT REQUIREMENTS

A. GENERAL REHABILITATION COURSES, 27 S.H.

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 160	Medical Information
RHAB 202:	Parents & Family of the Disabled
RHAB 270:	Needs of the Aging

B. FIELDWORK 18 SH

RHAB 146:	Practicum in Rehabilitation Services
RHAB 195:	Rehabilitation Internship

111. PROGRAM CONCENTRATIONS (*minimum of 18 S.H. of credit quzks*)

A. GENERAL SERVICES, 18 S.H.

Students choose a minimum of six 100-200 level courses chosen with an advisor and/or dept. chair approval.

B. DEVELOPMENTAL-PEDIATRIC REHABILITATION, 18 S.H.

RHAB 242:	Behavioral Techniques for the Developmentally Disabled
RHAB 250:	Action Oriented Therapies
RHAB 264	Rehabilitation of Mentally Retarded Individual
RHAB 283:	Learning Disabilities

*Choice of two additional specific rehabilitation upper (200) level courses

C. GERIATRIC REHABILITATION, 18 S.H.

RHAB 242:	Behavioral Techniques for the Developmentally Disabled
RHAB 250:	Action Oriented Therapies
RHAB 271:	Treatment of Aging
RHAB 294:	Psychiatric Rehabilitation

*Choice of two additional specific rehabilitation upper (200) level courses

D. MEDICAL OR THERAPEUTIC REHABILITATION, 18 S.H.

RHAB 261:	Speech & Language Disorders
RHAB 287:	Cardiac Rehabilitation
RHAB 291:	Neurological Rehabilitation
RHAB 299:	Pain Management

*Choice of two additional specific rehabilitation upper (200) level courses

E. REHABILITATION COUNSELING AND CASEWORK 18 S.H.

RHAB 190:	Interviewing & Case Study Methods
RHAB 242:	Behavioral Techniques for the Developmentally Disabled
RHAB 282:	Sex, Marriage, & the Disabled
RHAB 292:	Group Techniques

*Choice of two additional specific rehabilitation upper (200) level courses

IV. ELECTIVES (*minimum 21-24 S.H.*)

Students in specific pm-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 coursework in the following areas: principles of rehabilitation, career information, medical information, psycho-social aspects of disability, interviewing, and counseling.
2. Total undergraduate cumulative grade point average based on a minimum of 106 semester hours of acceptable undergraduate credit should be approximately 3.0 or better. Cumulative grade point average in the major should also be approximately 3.0 or better.
3. Students should demonstrate both personal and professional potential for future success and performance measured by factors such as scholarly work, personal and professional references, co-curricular and leadership activities, paid employment volunteer 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 3.3 or better. Cumulative grade point average in the major must also be 3.3 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 S.H.)

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 both how people are influenced by the social world, and how people act as creators of this world. 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 other social sciences. Opportunities for supervised study exist in off-campus government agencies, voluntary associations, nonprofit organizations and business. In addition to the general sociology major, concentrations within the department include Sociology of Crime and Corrections, Sociology of Health and Aging and Sociology of Inequality.

Students who major in Sociology find careers in many fields some of which include education, government, human resources work in business, and human service agencies. Sociologists can make a major contribution to any organization that needs people who can identify and analyze problems, and thus contribute to their resolution. Many graduates seek advanced degrees in law, criminology, law enforcement, social work, business and religious leadership.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

II. DEPARTMENT' REQUIREMENTS

SOCI 1:	Introduction to Sociology
SOCI 10	Introduction to Social Welfare
ANTH 1 or 50	Introduction to Anthropology or Cultural Anthropology
SOCI 50:	Social Organization
SOCI 120	Social Change
SOCI 130	Social Problems
SOCI 180	Sociological Theory
SOCI 290S:	Research Methods
PSYC 111:	Introduction to Statistics
6 courses in Sociology Electives or Concentration	

Required General Social Science

HIST 6:	Civil War to Modern America
POSC 1:	American Government

III. ELECTIVES

CONCENTRATIONS IN SOCIOLOGY

Sociology of Inequality

SOCI 131:	Racial and Ethnic Relations
SOCI 165:	Women in Society
SOCI 140:	Social Gerontology
SOCI 141:	Sociology of Economic Stratification
3 of the following Courses	
ENGL 80:	Women and literature
ENGL 52:	Survey of African American Literature II
HIST 10	African American History
RELI 40:	Judaism
SPAN 34:	Latin American Culture and Language

Sociology of Crime and Corrections

- PSYC 1: Introduction to Psychology
- SOCI 235: Criminology
- SOCI 135: Juvenile Delinquency
- SOCI 70: The Community in America
- SOCI 191: Supervised Experience- 6 hours

Two courses from the following

- SOCI 132: violence and Victimization
- HSAD 36: Human Behavior in Small Groups
- POSC 5: American Government
- POSC 140: Public Administration
- PSYC 121: Abnormal Psychology
- PSYC 130: Applied Psychology

sociology of Health and Aging

- SOCI 60: Families in Society
- SOCI 140: Social Gerontology
- SOCI 145: Sociology of Death and Dying
- SOCI 155: Medical Sociology
- SOCI 191: Supervised Experience-6 hours

Two Courses from the following

- PSYC 1: Intro to Psychology
- RHAB 1: Intro to Rehab
- RHAB 270: Needs of Aging
- PSYC 9: Human Development
- SOCI 142: Social Casework
- RHAB 275: Holistic Medicine

SOCIOLOGY MINOR

- SOCI 1: Introduction to Sociology
- ANTH 1 or 50: Introduction to Anthropology or Cultural Anthropology
- SOCI 50: Social Organization
- SOCI 130: social Problems

A student majoring in Sociology can choose the generalist curriculum listed above or focus on a concentration which gives a more in depth study to a specific field of interest. The following three concentrations are available along with minors in the social Science Department in Human Services, Political Science or Gerontology. The student also has the option of choosing to minor in another area of study outside the Social Science Department such as Psychology, Rehabilitation, Art Therapy, etc. or to possibly double major in another field. The flexibility of the hours required in Sociology make such options possible.

SPORTS BIOLOGY MAJOR

This preprofessional program educates 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 a research or shadowing program to provide some "hands-on-experience" in one or more of the fields of sports science.

I. ALL-COLLEGE REQUIREMENTS (see page 35)

11. DEPARTMENT REQUIREMENTS

BIOL 4 & 5:	Bioscience
BIOL 80	Genetics
BIOL 90 & 91:	Human Structure & Function
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 103:	Physiology of Exercise
MOST 119:	Kinesiology/Biomechanics
PHYS 21 & 22:	General Physics
	Career Colloquium in Sports Biology

111. ELECTIVES

BIOL 70:	Plant Biology
BIOL 115-116:	Microbiology
BIOL 170	Laboratory Instrumentation
BIOL 208	Cell Biology
CHEM 32:	Biochemistry
CHEM 33:	Biochemist Lab
CISC 10	Introduction to Computers
HLTH 225:	Human Disease
PHED 125:	Sports First Aid & Injury Prevention
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 tamer. The sports science/medicine professions include:

Research (Ph.D./M.S.)

Anatomy
Nutrition
Physiology
Psychology
Biomechanics
Exercise Physiology

Practice

Medical Doctor
Osteopathic Doctor
Podiatrist
Optometrist
Nutritionist
Chiropractic Doctor
Physical Therapist
Occupational Therapist
Physician Assistant

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 35)

II. BUSINESS MANAGEMENT CORE

MGTE 5:	Introduction to Business
MGTE 10 & 11	Principles of Accounting I & II
MGTE 26:	Principles of Management

MGTE 100:	Managerial Accounting
MGTE 101:	Principles of Marketing
MGTE 105:	Financial Management
MGTE 120	Statistics for Business & Economics
MGTE 205:	Managerial Supervision
ECON 1:	Principles of Macroeconomics
ECON 2:	Principles of Microeconomics
ECON 107& 108:	Managerial Economics I & II
ENGL 102:	Business Writing

III. SPORT CONCEPTS CORE

ENGL 111:	Sports Information
MOST 128:	Sport Psychology
MOST 228:	Sociology of Sport
MOST 299:	Heritage &Values of Movement & Sport
PHED 112:	Principles & Problems of Coaching
PHED 124:	Athletic Administration
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 the 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 10 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 MGTE, 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, secondary education, (*English, history, mathematics, social studies*), *art* 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 Teaching Education and Certification. (*The following certification programs at the master's degree level are also approved by the Massachusetts Department of Education: Edu@ion-curly childhood education, elementary education, physical education, principal/assistant principal and supervisor/director-see the Springfield College graduate catalogue for more details.*)

Massachusetts requires completion of a bachelor's degree in arts or science from an accredited college or university with a major course in the arts or sciences appropriate to the instructional field and completion of a board of education-approved teacher preparation program to qualify for the previsional educator certificate with advanced standing. This certificate is valid for five years of employment in the public schools of Massachusetts. The next step is to earn a standard educator certificate which is valid for renewable terms of five years. One option for receiving the standard educator certificate is the completion of a clinical master's degree program that has been approved by the Massachusetts Department of Education-see the Springfield College graduate catalogue for complete details.

The Massachusetts Department of Education specifies additional requirements for teacher certification. The candidates must submit an application with fee, provide evidence that he/she has passed a test established by the Board which consists of a writing section and a subject matter knowledge section, provide 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,

PRACTICUM POLICIES FOR NON-SPRINGFIELD COLLEGE STUDENTS-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 method 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 the majority of the "Standard I: Field of Knowledge" requirement has 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. This policy applies to enrollment in the following practica: HLTH 252; HLTH 253; PHED 252S; PHED 253S; PHED 254S

II. EDUCATION Full or Half Practica

A. Enrollment in Education 251s (elementary & secondary education full practica) or Education 258s & 259s (early childhood education practica)

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.

MAJORS LEADING TO PROVISIONAL CERTIFICATION
WITH ADVANCED STANDING

The arts and science majors for each of the College's teacher preparation programs are listed below. Please refer to the appropriate section of this catalogue for further details regarding requirements for a particular teaching Certificate.

Major	Certification Program
Fine Arts or Social Studies or Psycho-social Dynamics of Learning or Science, Technology, & Mathematics	Early Childhood Education (N-3) or Elementary Teacher (I-6)
English	Teacher of English (9-12)
History	Teacher of Social Studies (9-12) or Teacher of History (9-12)
Mathematics	Teacher of Mathematics (9-12)
Health Studies	Teacher of Health Education (N-9, 5-12)
Movement & Sports Studies	Teacher of Physical Education (N-9, 5-12)
Art/Art Therapy	Teacher of Visual Arts (N-9, 5-22)

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 to students 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 require 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 “A School for Christian Workers,” Springfield College has continued its distinctive task of educating young men and women for professional careers in the YMCA. Springfield is the only YMCA Association College in the United States officially recognized by the Y movement for the preparation of professionals.

The historic 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 objective 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 abroad.

The College’s Director of YMCA Relations provides students with information, advice, and contacts. The many Springfield College Alumni working in the YMCA movement are an important resource for our students. Other links are: the Springfield College faculty who are YMCA consultants and training presenters, the College’s ties with Asian YMCA’s, the YMCA/Springfield College Minority Recruitment Program, and the School of Human services bachelors program for employed YMCA professionals.

The Human Service and Administration department has been the traditional major for future Directors of the YMCA. This department requires interdisciplinary professional training and allows a person to follow their own special interests in a guided course selection approach. Other departments such as Recreation, Physical Education, Health Fitness, Early Childhood Education, Business Management and Health Promotion/Wellness prepare students for positions such as youth directors, aquatic directors, physical directors, senior wellness directors, fitness directors, financial or marketing development directors, and child care program directors.

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

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

Field work experience in the YMCA and other agencies is offered in Human Service and Administration, Recreation & Leisure Services, and Physical Education. 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 field work 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 along with the supervised practical experience needed for a YMCA career. The courses listed below offer options for selection of needed content areas that may or may not be included in a student’s major.

MGTE 10:	Principles of Accounting
ENGL 102:	Business Writing
HFIT 105:	physical Education & Health Fitness Programs in Social Agencies
HSAD 36:	Human Behavior in Small Groups
HSAD 39:	Group Work Sequence

HSAD 111:	YMCA: Past, Present, & Future
HSAD 116:	YMCA Management & Continuity Planning
HSAD 125:	Community Assessment & Planning
HSAD 141:	Supervised Field Experience in Community Leadership
HSAD 150:	Management & Volunteer Programs
HSAD 240:	Proposal Writing & Fund Raising
MGTE 110:	Accounting for Nonprofit
PEAC 205:	Lifesaving
PEAC 206:	Teaching of Swimming & Lifesaving
PHED 108:	Adapted Physical Education Programming
PHED 222:	Organization & Administration of Aquatics
PHED 223:	Organization & Administration of Intramural
PSYC 222:	Interviewing & Counseling
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
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 | . Music |
| • Computer Science | • Psychology |
| • Computer Programming | • Rehabilitation Counseling |
| • English | . Religion |
| • Human Services and Administration | • Sociology |

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

- | | |
|-----------------------------|--------------------------|
| • Art (24-26) | • Dance (20-21) |
| • Art Therapy (27) | • History (19) |
| . Athletic Coaching (34-35) | • Mathematics (21) |
| • Business (24) | • Political Science (22) |
| • Chemistry (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 H, the College was far ahead of many 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 repsonibility, 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 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 Program. These include gerontology, psychology, therapeutic recreation, art therapy, child life, sociology, movement and sport studies, sports biology, and others. The Medical and Therapeutic Rehabilitation Service major is especially tailed 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 Kathy Post, 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 is located in the Marsh Memorial Building. There are three networked micro-computer laboratories, and the Davis Hypermedia Classroom 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/sldll training during their freshman and sophomore years. During the junior and senior years, they must take a time-credit military science academic course and leadership laboratory each semester.

*M-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** edit. Two years of credit may be awarded for previous ROTC training in either high school or college.

In addition to classroom instruction, students participate in leadership 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 comes 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 comes which are required, it is generally expected that students, in consultation with the faculty committee, will plan a program which is sufficiently broad in scope and also provides a solid foundation in the disciplines of religion and philosophy.

-UNDERGRADUATE COURSE DESCRIPTIONS-

Undergraduate courses at Springfield College are numbered as follows:

.1-99—~~Freshman~~ and sophomore courses

•100-199-Junior and senior courses

.200-299—~~Open~~ to seniors and graduate students only

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

.1 semester hour for 15 hours of study

.2 semester hours for 30 hours of study

•3 semester hours for 45 hours of study

•4 semester hours for 60 hours of study

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

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

The listing of courses described herein is not intended to imply that offerings have been finally determined for the 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 and 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.

ART

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 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 provide an integral part of the course. Through this examination of art, students have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own.

ARTS 14 Studio in printmaking 3 S.H.

This course explore 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 come in the usage of drawing as a means to increase the student's ability to draw realistically. Drawings are tinted as an independent medium rather than a sketch exercise or studies for other materials.

ART'S 16 Studio in Design 3 S.H.

This is an exploration of design as a visual language as it exists on a flat surface. Students are guided toward the understanding of the basic design elements as a means to maximize the freedom of expression in the area of communication and originality.

ARTS 20 Studio in Sculpture 3 S.H.

This course develops the individual imaginative efforts of students working in the third dimension, Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist's statement- Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay.

ARTS 24: Care & 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 uses of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function are developed. Tests are conducted in differing clay bodies and glaze information.

ARTS 28 Urban Ecology & Three-Dimensional Design 3 S.H.

This course explores our urban environment as the-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 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. 'bough 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 abetter understanding of aesthetics of our own human nature.

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

3 S.H.

This survey course examines the development of the visual arts from cave painting to the beginning of the modern era. It concentrates on the relationship between artistic expression and social and cultural forces.

ARTS 118: Modern European Art

3 S.H.

Beginning with the early Romantic era, this survey examines visual expression of revolutionary changes in the entire fabric of society.

ARTS 119: American Art 1700-1900

3 S.H.

The course is a survey of painting, architecture, and sculpture from early Colonial Period to the turn of the 20th Century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation.

ARTS 120: American Art of the 20th Century

3 S.H.

The course investigates the development of a true native style and expression in the wake of modern technological advancement, global, political, and economic upheavals and the search for national cultural identity.

ARTS 122: VAPA 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 130 Women Artists in History

3 S.H.

Women painters, printmakers, sculptors, and photographers have made significant contributions to the history of art. This course examines the achievements of European and American women artists from the middle age to the present in terms of the culture in which they lived and worked.

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 explore 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,

ART THERAPY

ATPY 40: Introduction to Art Therapy

3 S.H.

This come 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.

ATPY 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:* ATPY 40, ATPY 110, or permission of the instructor.

ATPY 51: Ethics and Aesthetics in Art Therapy

This course provides students with knowledge and understanding of the role that ethics and aesthetics play in art therapy and art education. Contrasting views of Art Therapy and Art Education Theorists and Practitioners will be discussed.

ATPY 100: Materials & Methods of the Art Therapist

3 S.H.

This come 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 mariner are explored in depth. *Prerequisite:* ATPY 40 or consent of instructor.

ATPY 110 Evaluation Standards in Art Education

2 SOIL

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.

ATPY 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: ATPY 40, ATPY 100.*

ATPY 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 street front workshop. An exhibit of students' artwork in their own areas of interest is presented at the completion of this experience.

ATPY 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.

ATPY 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.

ATPY 312: Family Art Therapy

3 S.H.

This course introduces students to the use of art processes within the framework of systemic and contextual family therapy and familiarizes students with clinical family therapy models through the processes of art therapy. Students develop clinical models and follow case studies utilizing art therapy with families or with an individual family member. The benefits and application of art therapy with family therapy within specific limitations of clinical settings are examined. Prerequisites: ATPY 220 or permission of instructor.

ATPY 315: Issues and Treatment Methods in Brief Treatment Art Therapy

2 S.H.

Brief treatment art therapy strengthens an individual's ability for problem solving. This course acquaints students with the realities of brief treatment art therapy and the implications of the mental health system. Issues and treatment methods are discussed. *Prerequisites: Art Therapy Majors or permission of instructor.*

ATPY 305: Drawing and Mixed Media for the M Therapist

2 S.H.

This studio course focuses on utilizing the elements of art in the therapeutic milieu. Students explore a variety of drawing mediums and collage. Research on art as healing accompanies the studio component. *Prerequisite: Portfolio review and prior meeting with the instructor.*

ATPY 350 Practicum in Art Therapy

3-6 S.H.

Practicum in Art Therapy is 500 hours. This course provides practical involvement necessary for acquiring skills of art therapy in a variety of clinical settings. Practicum experience includes six sessions of group supervision seminar. *Prerequisites: ATPY 200, 220, 300, 325, and PSYC 331. The six credits are usually taken over a period of two semesters.*

ATHLETIC TRAINING

ATRN 95: Introduction to Athletic Training 1 S.H.

This introductory come 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 Mining Majors in the prevention and management of athletic injuries. It emphasizes basic injury prevention, evaluation, and emergency care. *Prerequisites:* BIOL 10 and 11 (or equivalency, 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 come 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:* ATRN125 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 come 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. Divinity 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 experience 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

4 S.H.

This course analyzes the structure and function of cells, tissue and organ systems. Focus is placed on the muscular, skeletal and circulatory systems as they relate to human movement and homeostasis. Laboratory consists of work with human models, tissues slides, use of a computer program "Animated Dissection of Anatomy for Medicine" and dissection when necessary.

BIOL 11: Mammalian Anatomy & Physiology II:

4 S.H.

This course covers the structure, function, physiology, and biochemistry of the lymphatic, respiratory, digestive, excretory, endocrine, and nervous systems. Topics covered include nutrition, disease, reproduction, sexually transmitted disease, exercise, and the use of drugs including prescribed medicines. Laboratory continues from first semester.

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 all? 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 SO: Genetics

4 S.H.

This course encompasses a study of the principles of human genetics. Emphasis is placed on molecular and physiological genetics as well as population genetics. A nine unit tutorial computer based drill-and-practice reinforces problem solving and data interrelation. The laboratory component is a research project using yeast cells to study DNA activity. *Prerequisite: BIOL 4 and BIOL 5; CHEM 32 strongly recommended.*

BIOL 90-91: Human Structure & Function

44 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. *Prerequisite: BIOL 4-5 or equivalents.*

BIOL 115-116: Microbiology

3-3 S.H.

This is a study of the structure and activities of bacteria, yeasts, molds, viruses, rickettsia, and other microorganisms. The course is designed to acquaint students with principles governing microbial actions and their control. Fundamentals of resistance and immunity including the study of reaction between antigens and antibodies with application to detection of infectious and non-infectious diseases are covered. 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 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 4 and BIOL 5*

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 has become a powerful tool 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 production. *Prerequisites: BIOL 188 or BIOL 90-91.*

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 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 110 Physical Chemistry with Biological Applications

3 S.H.

his 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, electrochemisrty, molecular spectroscopy, and transport phenomena. *Prerequisites: CHEM 1-2, Pm 21-22*

CHBM111: 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 explore 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 come is designs-l 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 pm 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 methology 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 come 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 come 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 come 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 modem 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 250.

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 architect. 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 250.

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,

CISC 310: Microcomputer Applications in a Clinical Setting

S.H.

This course deals with those concepts and principles which govern the use of microcomputers in a clinical setting. Emphasis is placed on the use of commercially available integrated software packages. Prior programming experience in a high-level language such as BASIC or PASCAL is assumed. Prerequisite: CISC 665 or CISC 70 or the equivalent

DANCE

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 Theory and Technique I

3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experience includes technique class three times per week, dance viewing and criticism, related readings, and discussions. Prerequisites: PEAC 127 or consent of the instructor.

DANC 40 Modern & Post-Modern Dance Theory and Technique I

3 S.H.

Designed for the beginning dancer, this course provides an intensive experience in American modern and post-modern dance. Drawing from the numerous styles and philosophies associated with the development of American modern and post-modern dance, this course emphasizes the individual at the center of the dance experience. Classes include dance technique, choreographic problem solving, performance, discussion, lecture, and video 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 time 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**.5-2 S. H.**

This course bridges the gap between class activity and artistic performance. There is strong emphasis on energy level and line, form, and design with instruction in basic elements for staging choreography. A **variety** of dance forms are included. Students are either involved with one of the on-campus performing dance groups or an approved off-campus experience.

DRAMA**DRAM 1: Introduction to the Theatre****3 S. H.**

This is an introduction to the appreciation and study of theatre: playwriting, directing, acting, designing, and criticism. The course stresses the elements of drama, their interaction and integration, and their realization in theatrical production. Learning experiences include lecture/demonstrations, video viewing, small group presentations and attendance at a professional theatre event.

DRAM 10 Acting**3 S.H.**

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

DRAM 20 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.

DRAM 30 Stage Production**3 S.H.**

Study and practice in stage and lighting design.

DRAM 40-41: 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.

DRAM 120: Scene Study**3 S.H.**

This course offers in-depth experience in the analysis and performance styles of scenes from the Shakespearean theater, the realistic theater, and the avant-garde theater. Progress is monitored via the instructor and peer evaluations, short papers, a log, and a final live production. *Prerequisite: DRAM 10 or equivalent.*

ECONOMICS**ECON 1: Principles of Macroeconomics****3 S.H.**

This course deals with the concepts of national income, monetary and fiscal policy, inflation, unemployment, and economic growth.

ECON 2: Principles of Microeconomics**3 S.H.**

This course deals with the market system, the pricing mechanism, industry market structure, and the distribution of income via the factors of production and the fundamentals of international trade.

ECON 101: History of Economic Thought**2 S.H.**

This course traces the origins and development of economic principles from ancient times to the modern era. Emphasis is placed on mercantilism, the evolution of 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. *Prerequisite: 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: Economics of Health Care and Health Care Reform

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 60: Growth & Development-Prenatal through Adolescence

2-3 S.H.

This course develops a fundamental understanding of the cognitive, affective, and social growth of children and the implications of these developmental areas 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 as it relates specifically to education at the early childhood and elementary years. Students become informed of the contexts of schooling and teaching in America through an understanding of historical, social, cultural, legal, and philosophical elements. Various educational concepts, issues, and approaches to teaching at the early childhood and elementary levels are discussed.

EDUC 77: Literacy Tutoring

1 S.H.

This course is an introduction to the knowledge, skills, and teaching strategies for tutoring individuals and small groups of elementary and middle school students in reading and writing. The course must be taken with

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 draw on the power of story for making connections between learning and discovering. Writing across the curriculum and activities for extending literature into the curriculum are included in each class session.

EDUC 118: Tutorial Pre-Practicum

3 S.H.

This course gives secondary students their first fieldwork 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 126: Curriculum Experiences for Young Children

3 S.H.

In this course, students examine constructive principles of teaching and learning in the early childhood classroom. A thematic, developmentally-based approach to curriculum planning and instruction is emphasized. Students apply and practice the ideas and instructional strategies explored in the course at their prepracticum sites.

EDUC 128: Teaching Basic Reading Skills

2 S.H.

This course includes an analysis of the reading process and of different approaches to reading instruction. Reading, writing, listening, and speaking are integrated through a whole language approach. Topics include emergent literacy, creating literature environments, and literature-based teaching. The students are prepared to teach reading to early childhood and elementary schoolchildren.

EDUC 135: Workshop in the Development of Mathematical Concepts in Young Children

2 S.H.

This course furthers the teacher's understanding of mathematical concepts with emphasis on the development of these concepts as they apply to young children. Current cognitive learning theory, and instructional strategies for curriculum planning, implementation, and assessment in mathematics are examined, analyzed, and practiced. Developmentally appropriate curricula and teaching methods are emphasized.

EDUC 137: Multicultural Foundations of Education

2 S.H.

This course provides students with an understanding of multicultural education, its purpose and goals, and the impact of influences such as culture, social class, gender, race, ethnicity, language, religion, age, and exceptionality and other appropriate current social issues. Issues of diversity and the education of children in a pluralistic society are discussed. Emphasis is placed on the importance of being able to teach multiculturally in the classroom setting.

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 168-169-170 Pre-Practica**8 S.H.**

Students are placed in three 7-week settings designed to give them experience with a variety of grade levels, types of school structure, curricula, teaching styles/strategies, and educational philosophies. Each placement has a specific subject matter focus and professional preparation emphasis.

EDUC 171: Field Experience in a Non-School Setting**3 S.H.**

This is a voluntary educational experience in a non-school setting. Typically students work in such sites as hospitals, museums, nature preserves, childcare centers, and summer camps.

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.**

This course presents students with an integrated approach to the teaching of science, social studies, and language arts for the elementary school classroom. The course emphasizes a constructivist, developmentally-based perspective for curriculum planning, instruction, and assessment. Students apply and practice the idea and teaching strategies in the course at their prepractica sites.

EDUC 185: Curriculum, Methods, & Organization for Secondary Teachers**3 S.H.**

In this come, 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 come 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 236: The Microcomputer in the Elementary Classroom** 3 S.H.
Students study and practice using the software and computer hardware typically utilized in the elementary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development.
- EDUC 242: Educational Assessment of Children** 2 S.H.
This course acquaints the students with formal and informal techniques for assessing and recording the development of young children with and without special needs. Naturalistic observation, anecdotal record-keeping and portfolio assessments are examined and experienced within the context of the course.
- 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, the students examine effective approaches to classroom management, student behavior, and school discipline in the elementary school. In the context of classroom groups, special attention is given to the skills and strategies needed to develop an optimal learning environment. Helping children manage their own behavior through preventive, problem solving practices is emphasized.
- EDUC 251S: Supervised Student Teaching** 14 S.H.
Arrangements must be made individually with the department.
- EDUC 253S: Practicum Seminar** 1 S.H.
This course, taken concurrently with a practicum, is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and framework for thinking about and analyzing classroom situations, the teaching-learning process, and professional goals and development.
- EDUC 255S: Culminating Seminar: Special Issues in Secondary Education** 3 S.H.
This course, taken concurrently with the practicum, utilizes classroom techniques for educating high school students with diverse backgrounds, needs, and interests. Students have the opportunity to share experiences and draw conclusions from discussion of these experiences. Students are encouraged to engage in self-evaluation while simultaneously participating in supportive peer group interactions.
- EDUC 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 258S: Early Childhood Practicum N Level** 7 S.H.
This culminating experience gives the students the opportunity to plan, organize and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the preschool level (N). *(Either*

EDUC 258S or EDUC 259S must be in a setting which includes children with special needs for part of the school day.) Prerequisite: Advanced Standing in the Education Department.

EDUC 259S: Early Childhood Practicum K-3

7 S.H.

This culminating experience gives the students the opportunity to plan, organize and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the K through third grade level. (Either EDUC 258S or 259S must be in a setting which includes children with special needs for part of the school day.) Prerequisite: *Advanced Standing in the Education Department.*

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 socio-emotional, cognitive, physical, and language development of children from birth to time years of age. Students learn about attachment, family/child practices, inclusionary programs for young children with special needs, and the role of play in developmental settings. This course fulfills part of the requirements for the Lead Teacher qualification for the Office for Children. *Prerequisite: at least one class in education, psychology, or rehabilitation.*

EDUC 267: Organization & Administration of preschool Programs

2 S.H.

This course examines administration of day care and early childhood education programs including program design, inclusionary programs for children with and without special needs, licensing requirements, funding and budgeting, personnel roles, management, and the day-to-day administration of a center. This course fulfills part of the requirements for Office for Children certification as a Director I Day Care Administrator.

EDUC 270 Group Processes in the Classroom

3 S.H.

This course is designed to train future middle school and high school teachers in a range of group techniques that can be utilized in the classroom. Primary attention is given to the design, facilitation, and evaluation of learning activities such as simulations, debates, and cooperative learning. Participants also acquire skills in group process observation and the analysis of group behavior in the classroom.

EDUC 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 281: Assessment and Evaluation for the Classroom Teacher**2 S.H.**

This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of assessment/evaluative procedures to assess student learning are examined and practiced. Alternative forms of assessment and traditional measurement instruments are compared and contrasted. *Prerequisite: four semester hours of education, including PSYC 4, or its equivalent.*

EDUC 395: Administration Practicum**5 S.H.**

The administrative practicum necessary for provisional certification is 150 hours of supervised work and 75 additional hours of assigned work. The activities must meet the Massachusetts Standards for Principal/Vice Principal or Director/Supervisor. *Prerequisite: One year in the program.*

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: 10 endotracheal incubations, 20 intravenous insertions, 10 patient assessments, 10 pneumatic antishock garment applications, and 10 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 cam 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:* EMSM60.

EMSM 75: Managing the Search Function

3 S.H.

This come 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:* EMSM20 and permission of the instructor.

EMSM 110 EMT—Paramedic II

4 S.H.

This come 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 come, 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 incubation. 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 220 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 Semesters 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, gem, or event. The literature may be selected from anyone 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.E.**

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 the (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 bouts.

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 career. Students are required to make several effective oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations are stressed.

ENGL 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 areas 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). Students are expected to submit several written assignments during the course of the term, to prepare detailed and close peer evaluations, and to submit a significant portfolio (several stories, 10-12 poems) at the end of the semester. *Prerequisite: ENGL26.*

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 come examines the methods and techniques of radio and television broadcasting of sports activities.

ENGL 120 Oral Interpretation of Literature**3 S.H.**

This course involves the study of 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.**

This course involves close study of selections from the *Canterbury Tales*, and "Troilus and Criseide" as well as other representative selections from Middle English Literature.

ENGL 125: Survey of American Drama**3 S.H.**

This is a study of selected playwrights representing the development of American drama, from the late nineteenth century through the present.

ENGL 132: The Victorian Period**3 S.H.**

This course is a study of selected authors of the period, including Tennyson, Browning, Arnold, Rosseti, and Carlyle. The course will look at the social, political and cultural trends of the period.

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 come focuses on a specific film genre such as the war film, film comedy, or the Western each semester it is offend. 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 onetime 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 those writers in the most recent edition of the *Best American 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 Passes, 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.**

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, Gissing, Hardy, Joyce, Lawrence, Woolf, Burgess, Sillitoe, and Gelding.

ENGL 162: Celtic Literature**3 S.H.**

This course explores modern and contemporary Irish, Welsh, and Scottish Literary traditions with attention to the mythological and political backgrounds of the literature. Particular emphasis is given to the Irish Literary Renaissance and such writers as Yeats, J.M. Synge, James Joyce, Flann O'Brien, and Frank O'Connor.

ENGL 195: Structure of American English**3 S.H.**

This course is an introduction to the methods of descriptive analysis of contemporary American English (sounds, forms, and syntax) with special emphasis on language learning and social dialects.

ENGL 197: The History of the English Language**3 S.H.**

This course analyzes the growth, structure, and development of the English language.

ENGL 200S: Seminar**3 S.H.**

Selected topics in British and American Literature are assigned. The subject of the seminar may vary from year to year.

ENGL 205: Literacy, Hypermedia, and Modern Communication **3 S.H.**
Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from orality to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy.

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 on 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 selected tragedies, comedies, and histories. 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, sports writing, and sports information. *Prerequisite: 8 hours of sports journalism.*

ENGL 280: Journalism Internship **6-10 SOIL**
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 **6-6 S.H.**
This is a two-semester low to intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading, and writing. Students should be placed in ESOL 1 through the placement exam or with the commendation of an ESOL instructor.

ESOL 3-4: English for Speakers of Other Languages--Communication Skills 3-4 **6-6 S.H.**
This is a two-semester intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students' communicative skills to enable them to function with adequate

proficiency in an academic setting. The skills taught include listening, speaking, reading, and writing. Students should be placed in ESOL 3 through the placement exam or with the recommendation of an ESOL instructor.

ESOL 5-6: English for Speakers of Other Languages--Communication Skills 5-6 6-6 S.H.

This is 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.

ENSC221: 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 the 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.*

FREN21: 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** lie 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 Finch 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 come particularly focuses on the themes of freedom and commitment as treated by the **three authors**.

GEOGRAPHY

GEOG100: 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 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: Foundations of Health Education and Health Promotion

3 S.H.

This course examines the fields of health education and health promotion in terms of historical development, professional standards, roles, theoretical foundations, ethics, application and settings. Program planning, development, implementation and evaluation also are examined and discussed.

HLTH 6 First Aid Responding to Emergencies and Community CPR

2 S.H.

This course is designed to prepare the student to make appropriate decisions regarding first aid and to act on those decisions in an emergency situation before medical help arrives. Successful completion provides the student with American Red Cross Certification in First Aid: Responding to Emergencies and Community (adult, child, and infant) Cardiopulmonary Resuscitation

HLTH 102: Methods & 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 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.

HLTH 143: Community Health Education

3 S.H.

This course helps students become effective community health education 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 interrelationships 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 of School Health Programs and Curriculum Construction**3 S.H.**

This course examines administrative relationships and procedures in conduct of school health programs, including general policies, reliability, services, environment, and instruction. Curriculum analysis and construction will also be studied.

HLTH 225: Human Disease**3 S.H.**

This course examines a wide range of contemporary health problems. Students examine the epidemiology and pathology of major diseases and the attendant psychosocial implications. The prevention and control are discussed within the ethical issues identified for study. Prerequisites: *BIOL 1, BIOL 10-11, HLTH 1, PSYC 1, or permission of instructor.*

HLTH 230 Public Health Administration**2 S.H.**

This course acquaints the student with organization, administration, and management of public health programs. Discussion focuses on the political, social, cultural, and economic factors that determine current policies and practices.

HLTH 242: Special Health Topics for the Classroom-Grades N-12**3 S.H.**

This course gives prospective classroom professionals an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, prospective teachers are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HLTH 250 Workshop in Health**2 S.H.**

This workshop provides students with an understanding of contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work.

Note: A student may register for this course for credit more than once provided the area to be included is different each time.

HLTH 251: Field Work in Community Health Education**15 S.H.**

This is a supervised experience in a health agency for a full 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. *Prerequisite: Health Studies major, matriculation, permission of the apartment, and the following courses: HLTH 102, HLTH 140, HLTH 217, and EDUC 137.*

HLTH 253: Practicum in School Health Education--Grades 5-12**7 S. H.**

This is a supervised practicum in grades 5-12 of a public school 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 140, HLTH 217, and EDUC 137.*

HLTH 265: Health-Related Aspects of Aging**3 S.H.**

This course focuses on the various theories associated with biological aging, the identification of major health hazards, and provisions for their treatment, prevention, and control. Also, the health care delivery system is examined and discussed.

HLTH 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.

HLTH 302: Teaching Methods and Learning Styles**3 S.H.**

This course emphasizes the theories, practices and planning processes for school health education. Readings, discussions, observations, lesson planning, practice teaching and critical analysis emphasize quality teaching and professionalism in the health education field. Also, the course analyzes how to teach students with special needs and how to develop, plan, and implement IEP's. *Prerequisite: Permission of instructor*

HLTH 320: Health Counseling**3 S.H.**

This course provides the health professional with an understanding of the dynamics of different health and wellness characteristics in relation to mental health. It examines interpersonal relations, psychological practices and interventions to enable health professionals to provide effective referrals and/or service delivery to clients and students. *Prerequisite: Permission of instructor.*

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 Program 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. *Prerequisite: MOST 103, HFIT 160, matriculation, and PEPC 100 or PE4C 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 Program 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 260*.

HFIT 254S: Health Fitness Fieldwork**10-14 S.H.**

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, PHYSICAL EDUCATION, RECREATION,
AND PHYSICAL THERAPY****HPER 2: Outdoor Adventure Leadership Practicum****2 S.H.**

This course is a practicum which teaches how to plan, implement, and evaluate outdoor adventure experiences for groups. Students have the opportunity for supervised practical experience in group leadership. Instruction utilizes the ropes course as a tool for working with groups. In addition, other areas of adventure programming (such as rock climbing, wilderness trip leading, canoeing) are covered. Topics such as group dynamics, leadership styles, equipment, and safety are also stressed. Prerequisite: *PEAC 293* 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 moments, 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 & 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 clew examination is undertaken of the roles of human services workers; the nature of the helping relationship attitudes, skills and knowledge of human service workers; value conflicts and dilemmas in the field; and organization and delivery of services.

HSAD 36 H- Behavior in Small Groups**3 S.H.**

This course is an introduction to the inter-disciplinary study of human behavior in groups. The contributions from a range of applied and theoretical sources are examined and the implications of these contributions for utilization in groups are explored. Theory is learned by reflecting upon experiences in on-going small groups including structured experiences inhuman relations training.

HSAD 39: Group Work Sequence**3 S.H.**

This course is an introduction to group work methods. The cause concentrate on teaching the essential techniques and behaviors used by group workers in a variety of settings, Individual relevant cases and examples of the application of group work techniques in community services 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 undemanding 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 tamer 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 Program

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.

MATHEMATICS**MATH 16-17: Mathematics for Early Childhood and Elementary Education****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 for Early Childhood and Elementary 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. Prerequisites: 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 require the consultation and approval of a faculty supervisor from the department and the department chair.

MATH 200S: Introductory Discrete Mathematics

3 S.H.

This course covers basic mathematical structures which are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. *Prerequisite: Permission of the instructor.*

MATH 210S: Abstract Algebra

3 S.H.

Topics include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functors are included. The interrelatedness of various mathematical disciplines is emphasized. *Prerequisite: 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*

BUSINESS MANAGEMENT

MGTE 5: Introduction to Business

3 S.H.

This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector

MGTE 10 Principles of Accounting I

3 S.H.

Accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivables, payables, inventories, and plant assets. The course explains how to setup accounting systems and how to control assets.

MGTE 11: Principles of Accounting II

3 S.H.

Accounting principles and practices developed through Accounting I are expanded upon as they apply to the partnership and corporate forms of business. The major emphasis is on the utilization of accounting data as a

decision-making tool in the areas of budgets, taxation, changes in financial position, and financial statement analysis. The course also deals with nonprofit accounting. Prerequisite: MGTE 10.

MGTE 26: 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.

MGTE 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: MGTE 10-11.

MGTE 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,

MGTE 102: Marketing Management **3 S.H.**

This course emphasizes the utilization and understanding of modern marketing strategies. Through text study, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix-produce, price, place, and promotion. Through case analyses, students gather data analyze marketing options, and prepare workable solutions. Prerequisites: ECON 2, MGTE 10, and MGTE 26.

MGTE 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: MGTE 10-11 and MGTE 100.

MGTE 110 Accounting for Non-Profit Agencies **3 S.H.**

This course provides students who plan to manage a nonprofit business with the accounting tools required. Major emphasis is upon fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and impact of legislative actions are also covered.

MGTE 111: Intermediate Accounting I **3 S.H.**

This course is designed to analyze generally accepted accounting principles, accounting theory and concepts, and the preparation of general financial statements of public corporations. Areas covered include the accounting cycle, cash and temporary investment current liabilities, plant and equipment, intangibles and the time value of money. Prerequisites: MGTE 10 and MGTE 11

MGTE 112: Intermediate Accounting II**3 S.H.**

This course emphasizes application of accounting theory on problem-solving. Topics covered include long-term liabilities, the stockholders equity of the balance sheet, errors and their correction, investments, analyzing financial statements, cash flow and price changes. *Prerequisite: MGTE 221*

MGTE 115: History of American Business**3 S.H.**

This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. *Prerequisite: ECON 1-2, or permission of instructor.*

MGTB 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.

MGTB 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.

MGTE 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.

MGTB 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.

MGTB 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 & is desired.*

MGTE 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: MGTE 202.*

MGTE 205: Managerial Supervision**3 S.H.**

This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. *Prerequisite: HSAD 36, MGTE 26.*

MCTE 245: Personnel Management/Human Resource Management**3 S.H.**

This course examines the responsibilities of personnel managers or managers who perform the personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment.

MGTE 253: Income Taxes**3 S. H.**

This course teaches students the principles of federal income taxation with emphasis on the preparation of income tax returns for individuals. Students study the procedures for computing tax liability and the concepts and reasoning behind the internal revenue service regulations. This course also examines partnership and S corporation taxation. *Prerequisites: MGTE 10 or permission of instructor-P. Conklin*

Mgte 270: Advertising**3 S. H.**

This course introduces the richness and variety of the real world of advertising. A study is made of advertising lessons in marketing, campaign objectives, creative strategy, planning, and evaluative research. Thought-provoking real-world concepts and controversies are approached to personally involve students in the practical applications of advertising. *Prerequisites: MGTE 101 or MGTE 102 or permission of the instructor.*

MGTE 275: Consumer Behavior**3 S. H.**

his course is designed to examine the use of consumer behavior research and theory as a central element of business strategy, especially in marketing. Students study the activities involved in obtaining, consuming, and disposing of products and services. *Prerequisites: MGTE 101 or 102, ECON 2, and either Psyc 1 or Soci 1 or permission of instructor.*

MGTE 278: Business Law**3 S.H.**

This course explores basic legal principles and engages in an intensive study of the law of contracts and selected aspects of business-related subjects including sales, negotiable instruments, business organization, consumer and anti-trust law. Examples and case studies from business, non-profit, health agencies and professional sports are included.

MGTE 280: Marketing for Non-Profit Organizations**3 S. H.**

This course focuses on approaches and techniques that can significantly improve the practice of marketing, a systematic approach to solving marketing problems, and an awareness and ability in using the very latest concepts and techniques from the private sector. *Prerequisites: MGTE 101 or MGTE 102 or permission of the instructor.*

MGTE 290: Entrepreneurial Studies**3 S.H.**

This course covers the theoretical and practical points of starting new organizations. It examines financing operations, personnel management, opportunity recognition, wealth creation, sociological impact, the economics of entrepreneurialism, rates of return generated on invested capital, resource requirement planning and projections, growth management, entrepreneurial success strategies, various case studies, and the writing of an actual business plan. *Prerequisites: MGTE 10 or 11, MGTE 105, ECON 1, al', or permission of the instructor.*

MGTE 295: Corporate Social Responsibility**3 S.H.**

This course examines the multifarious problems and issues that are typical of the business and society interface and the initiatives taken by business to resolve those issues. Students learn how to identify issues and stakeholders and also how to formulate and implement social-issues strategies and to integrate them with business strategy. *Prerequisites: PHIL 125 and MGTE 70 or permission of the 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.

hflK3202S: 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 pathognomonic 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 and Skill Acquisition

3 S.H.

This course investigates principles of human performance and the acquisition of motor skills. Attention is principally devoted to learning theories, **reinforcement**, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills. Recent research evidence is presented in all topic areas. *Prerequisites:* M(IY7'5 and MOSK 2 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 228S: Sociology of Sport

3 S.H.

In this course sociological concepts and theories are used to examine sport. This course is designed to acquaint students with the relationship between sport and the society in which it is embedded. A variety of issues and **controversies** in sport are identified and discussed. *Prerequisite:* SOCI 1.

MOST 299: Heritage & 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

MUSIC

MUSC 1: Basic Musicianship

3 S.H.

This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students in this course develop sight reading, 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 dated 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 bouts. A jury measurement is given at the beginning and end of each **semester**. Students perform at least one public recital each semester. **Fee required.**

MUSC 32: Music as a Form of Social Protest**3 S.H.**

This **course surveys** the music of those musicians who have been influential in focusing public attention on particular social causes. Students experience music through literature (books, *journals, etc.*), recoding and video.

MUSC 140: Eclectic Music with Children**3 S.H.**

This course introduces students to **preschool**, early childhood, and **elementary** music. Emphasis is placed on experiential **discovery** through **movement**, imagery, and vocal/instrumental activities to be found in the child's musical environment. **Prerequisite:** *MUSC 1 or permission of the instructor.*

MUSC 141: Eclectic Music with special Populations

3 S.H.

This course introduces students to the use of music in recreation, leisure, rehabilitation, and therapeutic settings. Emphasis is placed upon experiencing **procedures** and materials to be used in prescriptive activities.

Prerequisite: MUSC 1 or permission of the instructor

OCCUPATIONAL THERAPY

OCTH 99: Survey of Occupational Therapy

3 S.H.

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 207: Group Process

1 S.H.

This course including a **laboratory** experience, focuses on **understanding the process** of group dynamics, recognizing various types of verbal interactions among group participants, and learning appropriate **techniques and interventions** to promote insight and improved **interpersonal interaction skills**. *Prerequisite: OCTH 201.*

OCTH 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 & 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 SOIL

This course is intended to sensitize students to ethical issues in business and to develop a capacity for moral judgment in management.

PHIL 126 Classical Political Thought-From Plato to Machiavelli

3 S. H.

This is a survey of political thinkers and their major works from the Greeks to the Renaissance.

PHIL 127: Modern Political Thought-From Machiavelli to the Present

3 S. H.

This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies.

PHIL 180: Existentialism

3 S.H.

The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, 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, aquatic, and games.

PHED 112: Principles & Problems of Coaching 2 S.H.

This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improving of motor skills; daily, weekly, and seasonal planning training and conditioning methods; and the integration of the whole individual and team in preparation for contests.

PHED 113: Coaching Soccer 2 S.H.

Emphasis is on the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his opportunity as an educator. *Prerequisite: PEAC 155 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 Standad First Aid are awarded to students meeting the requirements. Basic wrap-ping 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 welling, 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 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 203: Advanced Exercise Physiology**3 S.H.**

This course takes an in-depth look at the physiological responses and adaptations to acute and chronic exercise. Topics that are **covered** include the physiology of the following systems: skeletal, muscle, **cardio-respiratory**, endocrine, and renal. In addition, environmental effects, ergogenic aids, gender differences, and training **procedures** are studied. *Prerequisite: PHED 103 or equivalent.*

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 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 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 they are 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 \$12 led. 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 combining 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 296: Motor Learning and Control**3 S.H.**

This course is designed to present information concerning fundamental concepts in motor learning and control. Topics include stages of skill acquisition, neurological bases of movement, motor integration, **feedback**, motor memory, conditions of practice, attention, and perception. Laboratory sessions are designed to enhance the understanding of topics **covered**. *Prerequisites: MOST 24 and MOST 210 or permission of instructor.*

PHED 298: History of Physical Education & Sport**2 S.H.**

This course explores the history of physical education and sport with the context of man's cultural **development**. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

PHED 360: Advanced Instructional Strategies**3 S.H.**

This **course** is designed to extend the knowledge and skills of experienced teachers in instructional strategies and techniques which are generic in physical education. Lecture sections are focused upon advance concepts underlying the **successful** teaching act. Laboratory sessions are devoted to "hands-on", practical applications and observational assessments of lecture concepts in a controlled environment and in field based classes.

SKILLS COURSES**MOSK: Movement and Sports Studies Activity Courses**

MOSK skills courses are designed for the Movement and Sports Studies Majors to satisfy the 4 semester-hour MOST CORE requirement for skills. This requirement is in addition to the 4 semester-hour All-College Requirement in physical education skills. The content of these courses will be the development of proficiency in the fundamental movement forms and understanding of the concepts which underlie those movement forms. The MOSK skill courses **serve** as laboratory experiences in movement and sport activities **representative** of the cultural forms of sport, movement, exercise, and dance.

PEAC: Physical Education Activity Course

PEAC skills courses are All-College activity **courses** designed for the general College population to **satisfy** the 4 semester hour All-College Requirement in physical education skills. These courses may be taken by the physical education teacher **preparation** student for satisfaction of the "Selective Skills CORE." PEAC **courses** are intended to support the development of student commitment to, and skills needed for, lifelong participation in movement activity.

PEPC: Physical Education Professional Course

PEPC skills courses are professional courses designed for the physical education teacher preparation student. Content includes skill development, teaching methods, and application of the activity to differing age levels.

PEAI: Intercollegiate Sports

Participation on a varsity team is required. These can be taken once per sport by non-physical education teacher preparation students toward satisfaction of the 4 semester hours All-College Requirement in physical education. Graded on a **Pass/Fail** basis.

MOSK: Skills CORE (4 S.H.)

MOSK 10 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-Modem
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
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 189 Mountain Biking
PEAC 113 Nautilus **Personal**
PEAC 191 Orienteering
PEAC 193 Outdoor Adventure
PEAC 118 Personal Fitness
PEAC 176 Racquetball
PEAC 120 Relaxation
PEAC 178 **Rhythmic** Gymnastics
PEAC 195 Rock Climbing
PEAC 30 SCUBA Certification (1 s.h.)
PEAC 179 self Defense 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 108 **Sports** for the Disabled I
PEAC 109 **Sports** for the Disabled II
PEAC 181 Squash
PEAC 104 Swimming
PEAC 121 Tai Chi Chuan
PEAC 123 **Tai Ji 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 265 Badminton/Archery

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 Aerobics Resistance **Training** (1 s.h.)
PEPC 253 Lacrosse (Coed)
PEPC 213 Nautilus Professional
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 the student to the role and responsibilities of a physical therapist in today's society. The structure and function of the American Physical Therapy Association, areas of specialization, and **introductory** physical therapy skills are **presented**. *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.**

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, 221, 222.*

PTMS 280: Topics in Physical Therapy: Cardiac Rehabilitation, Pharmacology, and Radiology**3 S.H.**

This course presents diagnostic assessment, interventions, and exercise program planning in cardiac rehabilitation. Additional topics in basic pharmacology and radiologic assessment are covered with an emphasis on their relationship to rehabilitation assessment and treatment planning. *Prerequisite: PT Major or permission of instructor.*

PTMS 340: Advanced Orthopedics**3 S.H.**

This course examines the theoretical basis for treatment of the patient with orthopedic problems. Students design treatment strategies for orthopedic problems which are based on an understanding of advances in research in the areas of anatomy and biomechanics, tissue healing, diagnostics and rehabilitation. *Prerequisite: PT Major or permission of instructor.*

PTMS 341: Occupational Biomechanics**3 S.H.**

The contrast between human physical capacities and human performance requirements in the work setting are addressed. Content includes strategies to enhance interaction of workers and their environment/tools and efforts to minimize the risk of musculoskeletal disorders. Additional topics include an approach to pre-employment screening and returning injured workers to employment. *Prerequisite: PT Major or permission of instructor.*

PTMS 342: Pediatric Neurology**3 S.H.**

This course addresses physical therapy evaluation, treatment and management for children with neurological dysfunction. The course will follow a continuum from the newborn through adolescence and young adulthood with modification of the evaluation, analysis and program development at the various ages based on changing developmental needs. *Prerequisites: PT Major or permission of instructor.*

PHYSICIAN ASSISTANT**PAST 11: PA Seminar I****1 S.H.**

This is the first in a series of ten P.A. seminar courses. This course examines the issues of provider-patient confidentiality, blood borne pathogens and concepts of illness and health as defined by the health care provider and the patient. The relationships between health and culture, religion, ethnicity and socio-economic status are discussed. The relationships between the above items and the Latino community are examined in detail. *Prerequisite: For PA majors only.*

PAST 12: PA Seminar 11**1 S.H.**

This seminar course examines health promotion and disease prevention issues in the general and minority populations of America. The Greater Springfield area maternal-infant mortality rate, disease prevention and childhood health concerns are addressed. *Prerequisite: PAST 11.*

PAST 21: PA Seminar 111**1 S.H.**

This course examines the “sick role” concept and the “medicalization” of our society. The principles of health education including the issues dealing with sexuality, patient motivation and patient compliance are presented. Each student designs and implements a community health project and formally reports his/her findings. *Prerequisite: Pm 12.*

PAST 22: PA Seminar IV**1 S.H.**

This course examines the cultural aspects involved in several health care problem areas. Health care for the homeless, Puerto Rican, Vietnamese and Russian immigrant health care, substance abuse and HIV infection/testing are presented in detail. During the last third of the semester, each student reports on his/her community project which began in the fall semester. *Prerequisite: PAST 21.*

PAST 110: PA Seminar V**1 S.H.**

The major economic, political, technological and legal issues facing the physician assistant and the health care system today are examined. Actual case studies are analyzed and critiqued. *Prerequisite: Acceptance into the professional phase of the PA program. Co-requisites: PAST 111, 113, and 114.*

PAST 111: Basic Medical sciences**1 S.H.**

This course presents the necessary elements of biochemistry, cell biology, nutrition and the mechanisms of disease for the student beginning the professional phase of the PA program. *Prerequisite: Acceptance into the professional phase of the PA program. Co-requisites: PAST 110, 113, and 114.*

PAST 113: Mental Health Issues in Primary Care**3 S.H.**

This course examines common mental health conditions seen by physicians assistants in the primary care setting. The epidemiology, presenting symptoms, diagnostic criteria, differential diagnosis and treatment modalities are presented. *Prerequisite: Acceptance into the professional phase of the PA major. Co-requisites: PAST 110, 111, AND 114.*

Pm114 Principles of clinical Decision Making

1 S.H.

This course defines and analyzes the application of biostatistics to current epidemiological studies in medicine.

Students examine clinical decision making models and analyze selected published medical study reports for the appropriateness of their conclusions. *Prerequisites: PSYC III or MATH 130 and acceptance into the professional phase of the PA program. Co-requisites: PAST 110, 113, and 114.*

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 10 Introduction to American Government

3 S.H.

This course is an overview of the major topics in the American governing systems. It examines the Constitution, the participants in American politics such as voters, political parties, media, interest groups, the major institutions (*Congress, Presidency, Supreme Courts*) and the policymaking process

POSC 30 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 70: Introduction into International Relations

3 S.H.

This course is a broad overview of the international system including theory, the nation-state (*1648-present*), North - south relations, international law and international organizations, and economics.

POSC 126 Classical Political Thought-From Plato to Machiavelli

3 S.H.

This is a survey of political thinkers and their major works from the Greeks to the Renaissance.

POSC 127: Modern Political Thought-From Machiavelli to the Present

3 S.H.

This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies.

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.

Pose 138 civil Liberties**3 S.H.**

This is a study of the development of the concept and law of civil liberties in American society and of the problems involved in preserving and broadening these **freedoms** and maintaining security. Emphasis is on such topics as racial **discrimination**, freedom of speech and assembly freedom of belief, the right of association, and equal protection of the laws.

POSC 141: Supervised Experience in Political Science**3-10 S.H.**

This course gives students a fieldwork opportunity under the **supervision** of a faculty member in the department. Students do extensive research off-campus and participate in learning **experiences** in local, state, or national settings.

POSC 150: Politics of Development**3 S.H.**

This is an **interdisciplinary** analysis of the **political** character and problems of the **underdeveloped** world. Special emphasis is given to the clash of the traditional **social** order with the forces of modernization and the **resultant** impact on national politics.

POSC 155: Comparative Government Modernized political systems**3 S.H.**

This is an **analysis** of the **nature** and development of modern political systems in Britain, France, the Soviet Union, and West Germany. Emphasis is placed on the common characteristics, as well as the unique cultural and political influences. selected developmental theories **are** applied.

POSC 177: International Interdependence**3 S.H.**

This is an analysis of **international** problems emanating from the increasingly global pattern of governmental and human interdependence. Selected issues such as energy, **environment**, ocean resources, **international** trade, and the multinational corporation are **considered**. *Prerequisites: POSC 70 or permission of instructor.*

Pose 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 271: 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.

Prerequisites: POSC 270 or permission of instructor.

POSC 270 United States Foreign Policy**3 S.H.**

This course is an overview of the **forces** that helped to shape America's foreign policy in the post-World War II era. It examines the institutions **involved** in making foreign policy (**President, Congress**, interest groups), the relationship the U.S. has had with the rest of the world and present models for undemanding and analyzing the policy making pm.

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 2.*

PSYC 30 personality & personal Adjustment**3 S.H.**

This course compares and contrasts the Psychoanalytic, Neopsychoanalytic, Life Span, Humanistic, and Behavioral approaches to **personality** adjustment and development.

PSYC 106: Social Psychology**3 S.H.**

Attraction, aggression, **prejudice**, **love**, conformity, persuasion, and many other aspects of social psychology are studied. This course also explore the **effects** of group membership on individual behavior. *Prerequisite: PSYC 1.*

PSYC 111: Introduction to Statistics**3 S.H.**

This course examines elementary statistics in **behavioral research**. Specific topics **addressed** are describing and comparing raw **data**, the concept of the **curve** as a basis for generalizing from samples to populations and tests of significance, procedure 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, HuH, 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 215: Child Development&Therapy**3 S.H.**

This course provides an overview of theories of and research concerning physical, cognitive, and social development in children; theories of childhood problem development; and models of psychological treatment for these problems.

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: PSYC 1.*

PSYC 240: Psychology of Sexual Behavior**3 S.H.**

This course is designed to examine all forms of human sexual behavior emphasizing attitudes and practical concerns such as **interpersonal relationships**, emotional **involvements**, and sexual **difficulties, failures**, and therapy.

PSYC 245: Imagery, Hypnosis, & 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 tamer. One semester hour of credit is given for 45 clock hours of supervised field experience. A minimum of 10 semester hours is required for graduation.

RLSR 148: Management of Leisure Services**3 S.H.**

Basic principles of organization and administration for the &livery of leisure services are presented. The course emphasize 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 is 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 3 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 Program 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 administrator and supervisors to anticipate and cope with potential litigation.

RLSR 281: Law Enforcement & Security 2 S.H.

The course is an introduction to police operations, police duty, traffic enforcement and direction, communications, and alarm systems. Included in the course are the principles of obtaining oral and written statements, interrogation, and processing investigative accident and incident reports.

RLSR 285: Resort & Commercial Recreation 3 S.H.

This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. An historical development is presented. The planning, development, management, and marketing of the commercial recreation business will be the prime focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.

RLSR 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 is 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 1 or equivalent.*

RHAB 257: Clinical Procedures for Communication Disorders**3 S.H.**

This course is an introduction to the profession of **speech/language** pathology and audiology. Management **issues** related to the clinical **process** as well as ethical **practices** are introduced and **developed**. The course topics **include**: the referral process, the clinical interview, therapy procedures, counseling concurrent with clinical **service**, and **report** writing and formats.

RHAB 259: Phonetics for Communication Disorders**3 S.H.**

This course is used to familiarize the student with the anatomy and physiology of **vowels** and consonants of the language. Students will learn broad transcription of spoken language and how to **recognize** dialectal variance arising from a variety of medically disabling conditions. Students are introduced to the manner and place of the **theory** of articulation and are **presented** with laboratory experiences in which they **are given** transcription tapes to **analyze**.

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 rehabil-

itation 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. There is a short field experience required for all students.

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 problem, emotional and mental health; and marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed.

Prerequisites: RHAB 25, PSYC 1 or permission of instructor.

RHAB 278: Manual Communication With The Deaf

2 S.H.

This course is an introduction to sign language and finger spelling as used by persons who are hearing impaired or non-verbal. Content includes a brief history of the use of the language of signs, background information on deafness, and how hearing impairments affect those who have been born deaf or lost their hearing later in life. Students learn to converse in sign language with the instructor.

RHAB 279: Advanced Manual Communication

2 S.H.

This course is designed to familiarize students with AMESLAN, the form of sign language customarily used by deaf persons in the United States. AMESLAN makes use of many of the signs in signed English, sentences are greatly shortened, and syntax and tense are largely ignored.

Prerequisite: Permission of the instructor.

RHAB 280: Workshop in Special Issues & 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 rows, 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 smites 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 caseanalysis 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 is 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 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 figure 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 apartment 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 maybe 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.**

This course provides an introduction to sociological thought, research, concepts and theory. This course is a pre-requisite 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 yearn

SOCI 60: Families in Society**3 S.H.**

The sociological analysis of the family, its development as a social institution, its relationship to society, and its contribution to personality is the focus of this course.

SOCI 70: The Community in America**3 S.H.**

This course is concerned with sociological theories of the spatial and social dimensions of community development process and the historical and contemporary trends in community development.

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.**

This course is an analysis of the various processes of social change associated with different historical periods and forms of social organization. Particular attention is given to historical and contemporary trends as they relate to substantive changes in the structure of society.

SOCI 130: Social Problems**3 S.H.**

Specific social problems are studied in the context of social structure and culture with social attention given to issues of social justice. (Fulfills ACR for social Justice)

SOCI 131: Racial and Ethnic Relations**3 S.H.**

This course examines U.S. racial and ethnic relations by using sociological concepts and theories. Explanations of racial and ethnic oppression are emphasized.

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 141: Sociology of Economic Stratification**3 S.H.**

This class begins by documenting economic inequality and discussing myths that prevent us from fully comprehending this inequality. A variety of sociological concepts and theories is used to analyze the causes and consequences of the economic inequality. Sociological analysis and critique of the mechanics of the capitalist system in the United States area central focus of the class.

SOCI 142: Theories & Methods of Casework**3 S.H.**

This course explores the theory, principles and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social 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 160: Media and Society**3 S.H.**

This class is focused on the mass media, including television, film, newspapers, magazines, and radio. A variety of sociological theories is employed to understand the relationship between media texts, production, and consumption. The class examines the relationship between society and the mass media, especially in regard to issues of power. The students analyze the studies of others and perform their own analyses. Offered during alternate years.

SOCI 165: Women & Society**3 S.H.**

This class focuses on sociological analysis of gender relations. Sociological concepts and theories help to explain both differences and inequalities between men and women in United States society.

SOCI 180 Sociological Theory**3 S.H.**

This class focuses on both classical and contemporary sociological theory. sociological theories are examined, critiqued and applied to examples in the empirical world. Offered during alternate years.

SOCI 191: Supervised Experience 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 career choices, future employment contacts, and pre-professional experience.

SOCI 235: Criminology**3 S.H.**

Criminal law and the causation, control, and prevention of adult crime are topics discussed in this course. *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 social and social 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: Research Methods**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 edit 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 SPAN11. *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 pm-practicum seminars. *Prerequisites: Junior standing, MGTE 10-11, ECON 1-2, PHED 124, and consent of instructor.*

SMGT 241: Fieldwork in Sports Management**10-15 S.H.**

This is a supervised field experience under the direct guidance of a qualified professional manager for a period of 10 to 15 weeks. Assignments are made in consultation with, and the permission of, the coordinator of field experience for sports management. *Prerequisites: senior status: MGTE 101, SMGT 140: Pre-practicum in Sports Management, and consent of instructor.*

SMGT 260S: Introduction to Sport Law**3 S.H.**

This course is an exploration of the current relationship of the law to organized secondary schools and collegiate sports. It provides professionals in athletics with basic knowledge of a wide range of legal principles that relate to the performance of their duties. A major focus of the course is a review of judicial opinions on legal issues that have frequently arisen in cases involving organized athletics,

-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; MA, Western Washington University, 1981; Ph. D., University of Massachusetts, 1990

MARY C. ALLEN (1988)

Assistant Professor of Teacher Education

BA, Regis College, 1972; M.Ed., Westfield State College, 1976; Ed.D., University of Massachusetts, 1991

DEBORAH ALM (1993)

Assistant Professor of English (ESOL)

B.A., State University of New York at Potsdam, 1977; M.Ed., University of Massachusetts, 1988

SIMONE ALTER-MURI (1991)

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

BA, 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

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Assistant Professor of Physical Education

B.S., Springfield College, 1984; M.S., California State University, 1988

ROBERT C. BARKMAN (1969)

Professor of Biology

BA, Wittenberg University, 1964; M.S., University of Cincinnati, 1966; Ph.D., 1969

MARY G. BARNUM (1990)

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B.S., East Carolina University, 1987; M.Ed., Springfield College, 1990

LESLIE BEALE (1994)

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B.S., City College of New York, 1971; M.A., California State University, 1977; Ph.D., University of California-Santa Cruz, 1982

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ROBERT J. BERGQUIST (1971)

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B.S., Springfield College, 1969; M.Ed., 1970 Certificate of Physical Therapy, University of Pennsylvania, 1971

THOMAS L. BERNARD (1974)

Professor of Education and Psychology

B.A., New Jersey State College, 1962; M.Ed., University of Massachusetts, 1963; C.A.G.S., 1967; Ed.D., 1969

RAYMOND F. BERGE (1972)

Professor of Rehabilitation

B.S., Springfield College, 1954, M.Ed., 1957; Ph.D., Philathea College, Ontario, 1972

EDWARD R. BILIK (1959)

Director of Athletics/Professor of Physical Education

B.S., Springfield college, 1957; M.S., 1962; Ed.D., University of Oregon, 1966

L. WILLIAM BLIZARD (1962)

Professor of Arts and Education

B.S., State Teachers College at Buffalo, New York, 1958; MA, New York University, 1960

JOHN BLOCH (1988)

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BRITTON BREWER (1991)

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BA, University of Washington, 1986; MA, Arizona State University, 1988; Ph. D., Arizona State University, 1991

GRETCHEN A. BROCKMEYER (1979)

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B.A., Luther College, 1965; M.S., Springfield college, 1966; Ed.D., University of Georgia, 1979

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CLIFTON BUSH JR. (1988)

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1955; M. Ed., 1973; C.A.G.S., 1975; Ed.D., University of Massachusetts, 1985

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BA, Smith College, 1975; M.B.A. University of North Carolina, 1977; MA, American International college, 1993

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JOHN J. COSTELLO (1958)

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MARY ANN COUGHLIN (1993)

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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 Humanities
 B.S., Springfield College, 1961; M.Ed., 1963; C.A.G.S., 1963
- JEAN A. CROTHERS (1986)
Associate Professor of Physical Therapy
 B.S., Northeastern University, 1973; M.S., University of Pittsburgh, 1982
- LUZ M. CRUZ (1994)
Assistant Professor of Physical Education
 B.A., Hunter College, 1977; M.A., University of Maryland, 1983; M.Ed., Teachers College, Columbia University, 1988; Ed.D., 1991
- EILEEN CYR (1990)
Assistant Professor of Education
 B. S., Bridgewater State College, 1982; M.B.A., American International College, 1988
- CAMPBELL DALGLISH (1988)
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 B.A., University of Colorado, 1971; M.F.A., Yale School of Drama, 1986
- RICHARD D. DAVILA (1988)
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 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)
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- J. PATRICK DECOTEAU (1990)
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- 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)
Assistant Professor of Physical Education
 B.S., Springfield College, 1974; M.S., University of North Carolina, 1978
- NINA DINJ (1989)
Assistant Professor of Computer & Information Sciences
 B.S., Nice Institute of Technology, Nice, France, 1974; M.S., Illinois Institute of Technology, 1981
- BARBARA L. DOLLOFF (1992)
Assistant Professor of Human Services
 B.S., Notre Dame College, 1974; M.S. New Hampshire College, 1986
- MARTIN L. DOSICK (1965)
Professor of Sociology/Distinguished Springfield Professor of Humanities
 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)
Assistant Professor of Education
 A.B., Smith College, 1977; Ed.M., 1985
- ELIZABETH E. EVANS (1971)
Professor of Physical Education
 B.S., Springfield College, 1962; M.Ed., 1970 Certificate of Physical Therapy, University of Pennsylvania, 1971; Ph.D., University of Connecticut, 1983
- ROBERT A. FIORE (1980)
Associate Professor of Business Management
 B.A., University of Massachusetts, 1976; M.B.A., 1980

SARAH FOWLER (1989)*Instructor in Biology*

B.S., State University of New York at Potsdam, 1982; M.S., University of Massachusetts, 1986

JAMBS E. GENASCI (1963)

*Professor of Physical Education/Distinguished
Springfield Professor of Humanities*

B.S., Springfield, Springfield College, 1950; M.S., 1955;
Ed.D., Colorado State College, 1960

DENNIS GILDEA (1994)*Assistant Professor of English*

B.A., Villanova University; M.A., Penn State University

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)*Assistant Professor of Rehabilitation*

B.A. State University of New York at Brockport, 1969; M.S. Syracuse University, 1974; Ph.D., 1979

NAOMI GRAVES (1991)*Assistant Professor of Physical Education*

B.A., University of Rhode Island, 1982; M.Ed., Springfield College, 1985

PETER M. HALEY (1985)*Assistant Professor of Physical Education*

B.S., Springfield College, 1977; M.Ed., 1978

JOHN J. HANGASKY JR. (1993)

*Director of the Physician Assistant Program/Associate
Professor of Allied Health Sciences*

B.A., University of Bridgeport, 1974; M.S., 1979

BOBBI HARRO (1990)*Assistant Professor of Human Services*

B.A., Lebanon Valley College, 1970 MS., Marywood College, 1977; Ed.D., University of Massachusetts, 1986

ESTHER HASKVITZ (1992)*Assistant Professor of Physical Therapy*

A.B., Washington University, 1976; M.Ed., University of Virginia, 1982; M.S., Texas Women's University, 1984; Ph. D., University of Virginia, 1992

CHRISTOPHER HAYNES (1993)*Instructor in Music*

B.A., Berklee School of Music, 1979; M.A. Ithaca College, 1988

SAMUEL HEADLEY (1992)*Assistant Professor of Physical Education*

B.A., 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

EDWARD HEBERT (1994)*Assistant Professor of Rehabilitation*

BA, University of Massachusetts, 1966; MA., 1972; CCC-Sp. 1973

MARY JO HETZEL (1989)*Associate Professor of Human Services*

BA, New School for Social Research, 1969; M.S., University of Pennsylvania, 1971; M.A., University of Washington, 1975; Ph.D., University of Massachusetts, 1985

ELLEN HEWETT (1988)*Associate Professor of Human Services*

B.A., McGill University, 1979 M.S.H.S., New Hampshire College, 1981

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)*Assistant Professor of Physical Education*

B.A., Trinity College, 1975; M.P.Ed., Springfield College, 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 (1992)

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 for 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

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. LACHIUSA (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)

Associate Professor of Physics and Mathematics

M.S., Maria Curie Skłodowska University, 1974; Ph.D., 1983

PATRICIA LUCAS (1991)

Instructor in Biology

B.A., University of Massachusetts, 1963; M.A., 1968

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

B.S., North Adams State College, 1966; M.Ed., American International College, 1972; Ed.D., University of Massachusetts, 1987

KATHLEEN MANGANO (1991)*Assistant Professor of Physical Education*

B.S., Springfield College, 1986; M. Ed., 1988

IGNATIUS A. MANISCALCO (1971)*Professor of Chemistry and Computer & Information Sciences*

B.S., Manhattan College, 1965; Ph. D., Fordham University, 1971

BETTY L MANN (1984)*Associate Director of the School of Graduate Studies/Associate Professor of Physical Education*

B.S. E., North Mares State College, 1967; M.Ed., Springfield College, 1974; D.P.E., 1984

TINA M. MANOS (1993)*Assistant Professor of Health Fitness*

B.S., University of California 1970 MA., 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

SUSAN J. MASSAD (1993)*Assistant Professor of Health Education*

B.S., Framingham State college, 1981; M.Ed., Worcester State College, 1985; H.S.D., Indiana University, 1993

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B.A., Oberlin College, 1964; Ph.D., Yale University, 1972

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B.A., University of Massachusetts, 1973; M.Ed., 1977, Ed.D., 1981

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B.A., Stockton State College, 1974 Certificate in Physical Therapy, Emory University, 1977; M.S., University of North Carolina, 1983; Ph. D., University of Massachusetts, 1993

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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 (1947)*Buxton Professor of Physical Education*

B.S., Springfield College, 1961; M.S., 1967; Ph.D., University of Connecticut 1976

LIRIO NEGRONI (1994)*Assistant Professor of Social Work*

B.S., University of Puerto Rico, 1978; M.S.W., 1980

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; MA Ohio State University, 1979

DANIEL NUSSBAUM (1992)*Director, School of Human Services/Associate Professor of Human Services*

B.A., Swarthmore College, 1969; MA, University of Pennsylvania 1974; M.S., Hartford Graduate Center, 1990; Ph. D., Brandeis University, 1978

JEANNE M. O'BRIEN (1993)*Assistant Professor of Physical Education*

B.S., Springfield College; M.S., 1992

NANCY J. OGLE (1980)*Professor of Sociology and Anthropology*

B.S., Phillips University, 1959 MA, 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*

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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)*Assistant Professor of Physical Education*

B.S., West Chester State College, 1968; M.Ed., Temple University, 1982; Ed.D., 1988

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B.S.B.A., New York University, 1970 M.B.A. Western New England College, 1980

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B.S., Towson State College, 1974; M.Ed., University of Georgia, 1979

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B.A., State University of New York, 1976; M.S., Florida International University, 1977; M.Ed., Teachers College, Columbia University, 1988; Ed.D., 1991

ALBERT J. PETITPAS (1978)*Professor of Psychology*

B.A., Bridgewater State College, 1968; M.Ed., Northeastern University, 1971; Ed.D., Boston University, 1981

LEONA PHILLIPS (1988)*Associate Professor of Human Services*

B.A., Brown University, 1964; M.A., Antioch University, 1979 Ph.D., Stanford University, 1983

PETER J. POLITO (1970)*Professor of Computer & Information Sciences and Physics*

B.A., Northeastern University, 1965; MS., 1967; Ph.D., 1971

STEPHEN E. POSNER (1982)*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 Humanities*

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

JAMES L. RAGONNET (1971)*Professor of English*

B.A., St. John's University, 1966; M.S. Niagara University, 1967; Ph.D., Rensselaer Polytechnic Institute, 1981

ELLEN RAINVILLE (1990)*Assistant Professor of Occupational Therapy*

B.S. Tufts University, 1976; M.S. Lesley College, 1987; F.A.O.T.A. 1990

MALVINA T. RAU (1974)*Academic Dean/Provost/Professor of Physical Education*

B.S., East Stroudsburg State College, 1964; Ph.D., Temple University, 1973

CHERYL A. RAYMOND (1980)*Assistant Professor of Physical Education*

B.A., Bethany College, 1974; M.Ed., Springfield College, 1982

CHARLES B. REDINGTON (1969)*Professor of Biology*

B.S., Baldwin-Wallace College, 1964; M.S., Rutgers University, 1966; Ph.D., 1969

CHARLES J. REDMOND (1969)*Associate Professor of Physical Education*

B.S., Springfield College, 1968; M.Ed., 1971; M.S., Boston University, 1981

YOUNG H. RHIE (1972)

Professor of Mathematics and Computer & Information Sciences

B.S., Seoul University, 1954; M.A., Emory University, 1957; Ph.D., University of Massachusetts, 1971

WAYNE RODRIGUES (1987)

Assistant Professor of Physical Education

B.S., Bridgewater State College, 1983; M.Ed., Springfield college, 1985

ANNE M. ROTHSCADL (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

ANN ROY (1993)

Assistant Professor of Social Work

B.A., Ohio Wesleyan University, 1973 M.S.W. School of Social Welfare, Louisiana State University, 1980; Ph.D., Mandell School of Applied Social Sciences, Case Western Reserve University, 1985

CHARLES N. ROYS (1969)

Associate Professor of Physical Education

B.S., Springfield College, 1961; M.S., 1967

THOMAS J. RUSCIO (1968)

Professor of Rehabilitation.

B.A., American International College, 1964; M.Ed., Springfield College, 1965

DANIEL M. RUSSELL (1984)

Associate Professor of Social Sciences

B.S., University of New Orleans, 1971; MA., 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

JAMES SCOTT (1990)

Instructor in Chemistry

A.B., Amherst College, 1959 MAT., Harvard University, 1960

THOMAS J. SHEA (1970)

Professor of Economics

A.B., Boston College, 1963; M.A., Northeastern University, 1968

MARTIN SHELL (1993)

Assistant Professor of Theater Arts

B.S., Northwestern University, 1977; M.F.A., Carnegie Mellon University, 1993

JOANNE SILVER-JONES (1988)

Associate Professor of Human Services

B.A., University of California - Santa Barbara, 1968; M.S.W. University of Calgary, 1973; Ed.D. University of Massachusetts, 1985

JOAN SIMMONS (1989)

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 English Language

Institute/Associate Professor of Physical Education

B.S., Springfield College, 1955; M.S., 1956

JOHN SMITH (1989)

Assistant Professor of Health

B.S., Bowling Green State University, 1973; M.S., Old Dominion University, 1978 Ph.D., University of Miami, 1983

DONALD R. SNYDER (1982)

Associate Professor of Recreation & Leisure Services

B.S., southern Connecticut State University, 1973; M.S., 1978; Ed.D., New York University, 1989

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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

JOYCE L. SZEWCZYNSKI (1988)

Assistant Professor Modern Languages
B.A., Westfield State College, 1970, M.A., University of Massachusetts, 1985

JOHN TAFTE (1991)

Assistant Professor of 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., 1990; Ed.D., 1993

MICHAEL D. THEULEN (1983)

Assistant Professor of Physical Education
B.S., Keene State College, 1969; MA., 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)

Associate Professor of Physical Therapy
B.S., University of Vermont, 1975; M.S., University of Massachusetts, 1979

FORREST C. TYSON (1971)

Associate Professor of Physical Education
B.A., Springfield College 1964; M.A., 1965; Ph.D., Ohio State University, 1976

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 (090)

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; MA, University of Georgia, 1981; M.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

KENNETH WALL (1983)

Associate Professor of International Studies/Director of the International Center
B.A., St. Olaf College, 1968; M.S., Springfield College, 1973; D.P.E., 1975

KATHERINE WALSH-BURKE (1993)

Assistant Professor of Social Work
B.S., Smith College, 1975; M.S.W., Columbia University School of Social Work, 1977; D.S.W., Boston College Graduate School of Social Work, 1990

ELIZABETH. WARK (1990)

Assistant Professor of Business Management
B.A., Mount Holyoke College, 1984; M.B.A., University of Massachusetts, 1990

ROBERT WELLES (1994)

Assistant Professor of Physical Therapy
B.S., Central Connecticut State College, 1971; MA, Columbia University, 1994

MICHAEL C. WHITE (1988)

Associate Professor of English
B.A., University of Connecticut, 1975; MA, University of Connecticut, 1977; Ph.D., University of Denver, 1982

SHARON A. WHITE (1987)

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 MA, 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; MA, Colorado State College, 1969

HERBERT ZETTL (1969)

Associate Professor of History/Distinguished Springfield Professor of Humanities

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 PROCESSORS**TERRY A. ABERDALE**

BA, Mass. College of Pharmacy, 1965; M.Ed., Springfield College, 1971

DAVID BALSLEY

Physical Education

B.A., Hardwick, 1969; M.Ed., Springfield College, 1972; PT, 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

LOUISA-MAY D. BOUCHARD

Elementary Education

B.A, Vassar college, 1960; M.Ed., Harvard University, 1961; Ph.D., Marquette University, 1971

LAUREN K. BREWER

Mathematics

B.S., University of Massachusetts, 1985; M.S. University of Massachusetts, 1987.

WAYNE CARPENTER

Psychology

BA, University of New Hampshire, 1974; M.Ed., Springfield College, 1982; Ph. D., Syracuse University, 1988

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

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

LEONARD GROENEVELD

Mathematics

BA, Colgate University, 1974; M.S. University of Rhode Island, 1976; M.S., Florida State University, 1979

MILTON GRUBER

Art—Site Manager

LIGIA GUERIN

Languages

MA Worcester State College, 1969

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Computer & Information Sciences

B.S. Western New England College, 1982; M.S. Worcester Polytechnic Institute, 1984

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Psychology Department

B.S., Springfield College, 1987; M.Ed., Springfield College, 1989; Ed.D., Mean International College (anticipated 1994)

RAYMOND HERSEL

Public Relations (Graduate)/Recreation & Leisure Services

B.A., Emerson College, 1967

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Early Childhood Education

A.B., When College, 1970 M.Ed., University of Massachusetts, 1981

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Art—Drawing

B.F.A. Swain School of Design, 1977

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Elementary Education

B.S., Fitchburg State College, 1964; M.Ed., Westfield State College, 1970

KARIN E. JOHNSON

B.S., Springfield College M.Ed., Springfield College, 1987

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Environmental Studies

B.S., Springfield College, 1978

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Biology

BA, Wellesley College, M.S., University of Massachusetts, 1983

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Physical Education

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Mathematics

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Recreation & Leisure Services

B.S., University of Michigan, 1951

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Mathematics

B.S. University of Massachusetts, 1967; MA American International College, 1968

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LINDA MORIARTY REMT-P, I/C

B.A., Boston University Director, Western Mass. E.M.S.

RICHARD MULEBERGER

Art History

HOLLY MURRAY

Art-Pottery

B.F.A., Syracuse University, 1967; M.F.A., University of Massachusetts, 1991

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B.S., University of Massachusetts, 1976; M.Ed., Springfield College, 1979 Juris Doctor, Western New England School of Law, 1986

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Art—Graphic Design and Computer Animation

B.A. School of Visual Arts, 1980

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Recreation Management and Employee Services & Recreation

B.S., University of Massachusetts, 1970

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Recreation & Leisure Services

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BHAVIN PAITEL

Art—Computer Graphics

DEBORAH PELLETIER

Clinical Professor of Physical Therapy

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Religion/Philosophy

B.A., Colgate University, 1956; M. Div., Colgate Rochester Seminary, 1960; Ph.D., University of Glasgow, Scotland, 1964

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JOHN A. PROVOST

Computer & Information Sciences

AD., 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

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 Hehnscherode Nieder Sachsen.

MARGARET M. SPRINGER

Elementary Education

B.A., Our Lady of the Elms College, 1960; MA, American International College, 1981

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 Humanities and Pedagogics

B.A., M.A., Ph.D., Uppsala University, Sweden

YENN-ER IDA TANG

Computer & Information Sciences

B.A. Tamkong College of Taipei, 1972; M.Ed. Rutgers University, 1975 C.P.C.S. Western New England College, 1983

PAULA RONCARATI TINGLE

Computer & Information Sciences

B.A. University of Massachusetts, 1972; M.Ed., Westfield State College, 1977.

ROBERT TRAHAN

Physical Education

B. S., University of Bridgeport, 1968

RUTH WEST

Art—Computer Graphics

B.A. Bard College, 1979; M.F.A.

University of Massachusetts, 1989

KATHRYN WIEZBICKI

Psychology Department

B.A., Smith College, 1986; M.S., Springfield College, 1990

CHRISTY R. GURO JR.

Physical Education

B.S., University of Connecticut, 1978 M.Ed., Springfield College, 1993

CLINICAL FACULTY

ART THERAPY

SONYA R HAWKINS

Clinical Assistant Professor of Art Therapy

B.S., University of Massachusetts, 1986; MAT., 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

Clinical Instructor in Athletic Training

B.S., Springfield College, 1975; M.A., Western Michigan University, 1978

CARY GRAY

Clinical Preceptor in Athletic Training

B.S., Springfield College, 1981

STEVEN B. HOLSTEN

Clinical Professor of Orthopedics/Sports Medicine

B.A., Rutgers University, 1963; M.D., Jefferson Medical College, 1967

ELLEN PERRELLA

Clinical Instructor in Athletic Training

B.S., University of Utah, 1981; M.S., University of Colorado, 1983

JOSEPH H. SKLAR

Clinical Instructor in Athletic Training

B.S., Springfield College, 1986; M.Ed., 1988

BRIAN SPELLACY

Clinical Instructor in Athletic Training

B.S., Springfield College, 1986; M.Ed., 1988

**EMERGENCY MEDICAL SERVICES
MANAGEMENT**

RACHEL ANDRES

Clinical Professor of Emergency Medicine

B.A., University of California, 1977; M.D., 1981

ALAN D. BERKENWALD

Clinical Professor of Emergency Medicine

B.S., State University of New York at Stony Brook, 1973; M.D., Boston University, 1978

PEGGY BISSELL

Clinical Professor of Emergency Medicine

University of Massachusetts, Amherst, 1983

PAUL F. CONDON

Clinical Professor of Emergency Medicine

B.S., Boston College, 1956 M.D., Boston University, 1960

RAYMOND I? CONWAY

Clinical Professor of Emergency Medicine

B.A., American International College, 1970 M.D., University Autonoma de Guadalajara, 1976

ALAN DAVIDSON

Clinical Professor of Emergency Medicine

A.B., Dartmouth College, 1963; M.D., University of North Carolina, 1968

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 Physician, 1977; Licentiate of the Royal College of Surgeons, 1977; M.D., Royal College of Surgeons, Dublin, 1977

ENZO V. DIGIACOMO

Clinical Professor of Emergency Medicine

B.S., Manhattan College, 1959 M.D., New York Medical College, 1965

DAVID J. DOYLE

Clinical Professor of Emergency Medicine

B.S., Keene State College, 1974; M.D., Dartmouth Medical School, 1979

JOHN GAVIN

Clinical Professor of Emergency Medicine
Tulane University school of Medicine, 1978

PHILIP E. GAZIANO

Clinical Professor of Emergency Medicine
B.A., West Virginia University, M.D., 1986

JOHN J. GEORGE

Clinical Professor of Emergency Medicine
B.A., Northeastern University, 1974; M.D., Mt. Sinai School of Medicine, 1980

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Clinical Professor of Emergency Medicine
B.A., University of Massachusetts, 1973; M. D., University of Massachusetts Medical School, 1980

MATTHEW J. HAYES

Clinical Professor of Emergency Medicine
B.S., St. John's University, 1957; M. D., University of Freiburg, 1964; Ph.D., University of Goettingen, 1965

THOMAS HEFFERNAN

Clinical Professor of Emergency Medicine
Temple University school of Medicine, 1986

JOHN A. HOLBROOK

Clinical Professor of Emergency Medicine
B.A., St. Joseph's Seminary, 1967; M.A., Yale Graduate School, 1971; M.D., Harvard Medical School, 1975

KIM B. KRACH

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B.A., University of southern California, 1971; M.D., University Autonoma de Guadalajara, 1977

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BA, Amherst College, 1976; M. D., University of Massachusetts, 1979

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Clinical Professor of Emergency Medicine
B.A., State University of New York at Buffalo, 1973; M.D., New York Medical College, 1978

TIM MADER

Clinical Professor of Emergency Medicine
B.S., University of Wisconsin at LaCrosse, 1981; M.D. University of Wisconsin Medical School, 1985

GREGORY S. MCDONALD

Clinical Professor of Emergency Medicine
B.S., University of Massachusetts, 1976 M.D., 1980

DAVID L MILLER

Chid 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

NANCY MILLER

Clinical Professor of Emergency Medicine
B.A., Stockton State College, 1974; M.D., University of North Carolina School of Medicine, 1985

DIPANKAR MUKHERJEE

Clinical Professor of Emergency Medicine
I.S. (Intermediate Science), University of Calcutta, 1960; M.B.B.S., Nil Ratan Sircar Medical College (University of Calcutta), 1966

BRECK O. PARKER

Clinical Assistant Professor of Pharmacology
B.S., University of Massachusetts, 1986; Ph.D., University of Massachusetts Medical Center, 1991

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Clinical Professor of Emergency Medicine
B.S., Amherst College, 1971; M.D., Rush Medical College, 1975

J. HECTOR POPE

Clinical Professor of Emergency Medicine
B.S., Dalhousie University, 1971; M. D., 1975

SHARON W. RICHARDS, R.N.

Clinical Coordinator, Emergency Medicine
A.D.N., Holyoke Community College, 1981; C.E.N. 1987; EMT-A 1987; ACLS-I, 1988; B.S.N., American International College, 1990

JAMES M. RILEY, REMT-P

Chief Instructor, Intermediate Program
REMT-P, Vermont Paramedic Program, 1982

MARC SALZBERG

Clinical Professor of Emergency Medicine
New York Medical College, 1976

JOHN P. SANTORO

Chief, Emergency Services, Baystate
Medical Center/Clinical Professor of Emergency Medicine
B.S., St. Bonaventure University, 1968; M.D., State University of New York, 1972

DANIEL C. SMITH

Clinical Professor of Emergency Medicine

B.S., Cornell University, 1973; M.D., Tufts University School of Medicine, 1977

INGRID E. STATZ

Clinical Professor of Emergency Medicine

B.S., University of Massachusetts, 1981; M.D., Tufts University School of Medicine, 1985

STEPHEN A. STEFANO

Clinical Professor of Emergency Medicine

B.S., Westfield State College, 1978 M.D., University of Bologna, 1987

LEE STEKOWYCH

Clinical Professor of Emergency Medicine

Tufts University School of Medicine, 1985

DANIEL TERES

Clinical Professor of Emergency Medicine

New Jersey College of Medicine, 1966

LINDA WILLARD

Clinical Professor of Emergency Medicine

St. George's University School of Medicine, 1984

**LABORATORY SCIENCE/MEDICAL
TECHNOLOGY**

DOROTHY A. LAKOMA

Clinical Assistant Professor of Medical Technology

B.A., College of Our Lady of the Elms, 1970; M.S.T., American International College, 1974

RALPH M. OTTO

Clinical Associate Professor of Laboratory Science

B.S., Earlham College, 1959; M.D., Jefferson University Medical School, 1963.

WILLIAM PATTEN

Clinical instructor of Medical Technology

B.S., North Adams State College, 1977; M.T. (ASCP)

PHYSICIAN ASSISTANT

LEIGH DURLAND FORD

Medical Director of the Physician Assistant

Program/Clinical Professor of Medicine

B.S., St. Lawrence University, M.Ed., 1981; M.D., New York Medical College, 1982

PHYSICAL THERAPY

THOMAS BIANCO

Clinical Professor of Physical Therapy

B.S., University of Pennsylvania, 1985; M.S., Springfield College, 1990

SUSAN CLOPTON

Clinical Assistant Professor of

Physical Therapy

B.S., Boston University, 1975; M.S., Massachusetts General Hospital, 1985

NICHOLAS P.W. COE

Clinical Professor of Anatomy

M.B.B.S., Guy's Hospital Medical School, University of London, England, 1969; Licentiate of the Royal College of Physicians, 1969; Member of the Royal College of Surgeons, 1969

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Clinical Professor of Medicine

B.A., Stockton State College, 1974; B.H.S., Duke University, 1979 M.D., University of North Carolina, 1985; M.P.H., 1986

DAVID W. PAGE

Clinical Professor of Anatomy

B.S., Springfield College, 1964; M.D., University of Toronto, 1970

SOLVEIG M. V. PFLUEGER

Clinical Professor of Medicine

B.A., Moorhead State College, 1967; Ph.D., University of Texas, 1970; M.D., University of Texas, 1981

JEANNE C. PREVITY

Clinical Professor of Physical Therapy

B.S., Quinnipiac College, 1975; M.Ed., University of Houston/Baylor College of Medicine, 1979

ROBERT REED

Clinical Professor of Physical Therapy

AS., Springfield Technical Community College, 1968; B.S., Northeastern University, 1975; M.S., Boston University, 1979

JOSEPH H. SKLAR

Clinical Professor of Medicine

GAIL STERN

Clinical Assistant Professor of Physical Therapy

B.A., State University of New York at Stony Brook, 1972; M.S., University of Southern California, 1982

SPORTS BIOLOGY

MARK E. CHRUSZ

Clinical Associate of Professor of Sports Biology
B.S., Springfield College, 1974; M.Ed., 1975; D.D.S., Loyola
University School of Dental Medicine, 1980

CONRAD A. HENRICH

Clinical Associate Professor of Sports Biology
Attended Springfield College, 1959-61; D.C., Chiropractic
Institute of New York, 1965

KENT B. PANDOLF

Clinical Professor of Sports Biology
B.S., Boston University, 1967; MA, University of Pittsburgh,
1968; M.P.H., 1970 Ph.D., 1972

ADMINISTRATIVE OFFICERS

LITA ADAMS (1989)

Director of Purchasing
B.A., Brandeis, 1981; M.B.A., University of Massachusetts, 1987

MICHAEL A. AFFLITTO (1993)

Assistant Director of Annual Giving
B.S., Springfield College, 1979

MARY ANN AMARU

Head Teacher, 3 year-olds, Child Development Center
B.A., University of Massachusetts, 1982

DONNA ANDERSON-YARRINGTON (1988)

Site Recruiter, School of Human Services, Manchester
B.S., New Hampshire College, 1985

M. CATHERINE BANKS (1979)

Associate Dean of Students/Director of Residence Life
B.S., North Adams State College, 1963; M.Ed., Springfield
College, 1980

WILLIAM E. BANKS (1973)

Captain, Campus Police
B.S., Springfield College, 1992

FREDERICK O. BARTLETT (1973)

Director of Admissions
B.S., Springfield College, 1970 M.Ed., 1978

ELLEN DEMOS BLETSOS (1975)

Accounts Payable Supervisor
B.S., Springfield College, 1983; M.S., 1987

CHERYL BRAXTON (1989)

*Coordinator of Admissions & Marketing, School of
Human Services (Springfield)*
B.S., Springfield College, 1991; M.S., 1994

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

RANDOLPH W. BROMERY (1992)

President
B.S., Howard University, 1956; M.S., The American
University, 1962; Ph. D., The Johns Hopkins University, 1968

CONSUELO G. BYLOW (1966)

Associate Comptroller

KELLY A. CADE (1987)

Manager of Graphic Design
A.A.S., Mohawk Valley College, 1984

BARBARA A. CAMPANELLA (1986)

Director of Public Relations
B.A., Bridgewater State College, 1974; M.E., Springfield
College, 1978

KINSER CANCELMO (1989)

Assistant Director of Financial Aid
B.A., University of Massachusetts, 1988

KELLY M. CERINO (1984)

Manager of Benefits & Personnel Information Systems
A.S., Holyoke Community College, 1985; B.S., Western New
England College, 1987

KENNETH J. CERINO (1986)

Director of Sports Information
B.A., St. Bonaventure University, 1974

KENNETH A. CHILDS (1973)

Director of Campus Ministries
BA, Beloit College, 1964; B. D., Yale University Divinity
School, 1968; M.S.T., 1968

JOHN H. COONS (1977)

Director of Development
B.S., Springfield College, 1950; MS., 1956

VIRGINIA COSTELLO (1989)

Superintendent of Custodial Services

ALLENE CURTO (1993)

Financial Aid Counselor

LINDA DAGRA DI (1988)

Director of Financial Aid

B.A., American International college, 1971; M.Ed.,
Springfield College, 1975; C.A.S., 1977; Ed.D., University of
Massachusetts, 1992

DALLAS L. DARLAND (1993)

Vice President for Institutional Advancement

B.A., Howard University; M.A., Rutgers University

MARY E. DEANGELO (1984)

Associate Director of Admissions

B.A., Bridgewater State College, 1982; M.Ed., Springfield
College, 1984

FLORENCE DEMOS (1969)

Bursar

DEBORAH H. DICKENS (1993)

Director of Student Support Services

B.S., Central Connecticut State University; M.S., southern
Connecticut State University

MARYLOU DYIAK (1986)

Director of Development Resources

KAREN A. ECKE (1991)

Site Manager, School of Human Services, Manchester

TATYANA EKKSTRAND (1994)

Technical Librarian

AS., Jamestown Community College, 1982; B.A., Kenyon
College, 1985; M.L.S., University of Buffalo, 1987

CAMILLE ELLIOTT (1988)

*Coordinator of Enrollment & Records, School of Human
Services*

B.S., Springfield College, 1990; M.S. Springfield College, 1992

KARA EVANS

*Head Teacher, Toddler Program, Child Development
Center*

GAIL FALSON

Teacher, Preschool Child Development Center

B.S., Springfield College, 1994

LLOYD G. FASSETT, JR. (1965)

Director of Management Information Services

THOMAS GHAZIL (1968)

*Assistant Director of Media Services, Electronic
Technician*

SUSAN K. GROMASKI (1993)

Collector

RASHEEDAH HAQQ (1985)

Senior Accountant

A.S., Springfield Technical Community College, 1983, 1985

DORIS HARRIS (1990)

*Coordinator of Administrative and Student Services,
School of Human Services*

MICHAEL HILL (1993)

Career Development Specialist

B.A., University of Connecticut, 1986

REV. LEO J. HOAR (1989)

Associate Minister

A.B., St. Anselm's College, 1962; M.Ed., Springfield College,
1970 Ed.D., University of Massachusetts, 1976

ROBERT J. HOPKINS (1988) REMP-T

Director of Emergency Medical Services Management

Affiliate Faculty-American Heart Assoc. B.A., University of
Massachusetts, 1976 M.S., Springfield College, 1994

L. JUDY JACKSON (1974)

Director of Campus Life

SANDRA D. KEITH (1988)

Director of Child Development Center

B.S., Wheelock College, 1962; M.S., Wheelock College, 1983

CORINNE P. KOWPAK (1990)

Vice President of Student Affairs & Dean of Students

B.A. Hunter College of the City University of New York, 1972;
M.Ed., University of Vermont, 1978

ROBERT KUDLAY (1989)

Reference Librarian

B.A., Westfield State College, 1970 M.L.S., State University
of New York at Geneseo, 1972

STEPHEN LAFEVER (1988)

Director of Physical Plant

B.A., Castleton State College, 1984

THOMAS F. LARKIN (1985)

Director of Academic Computer Services

B.S., Springfield College, 1975; C.S.C.P., University of Massachusetts, 1984

KAREN LARSON (1990)

Head Teacher, Preschool Program
Child Development Center

JULIE A. LEDUC (1980)

Assistant Director of Management Information Services
AS., Springfield Technical Community College, 1973

J. TAMARI KIDESS LUCEY (1986)

Director of Alumni Programs
B.S., Springfield College, 1981; M.Ed., 1982

JOHN MAILHOT (1988)

Assistant Treasurer/Chief Accountant
B.S., American International College, 1983; M.B.A., 1987

ROBERT M. MCMASTER (1982)

Superintendent of Grounds
AS., Springfield Technical Community College, 1982

JUDITH A. MEFFEN (1970)

Director of Student Health Services
R.N., Memorial Hospital, 1954; N.P., University of Massachusetts, 1977

DAVID P. MICKA (1982)

Director of Student Activities
B.S., Springfield College, 1978 M.Ed., 1985

KIM MORGAN (1993)

Serials Librarian
B.A., Ithaca College, 1986; M.L.S., SUNY at Albany, 1992

SUZANNE NOWLAN (1992)

Residence Life Coordinator

ROBERT B. PALMER (1966)

Vice President for Finance & Administration
B.S., Springfield College, 1965; M.Ed., 1966

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Assistant Registrar
B.S., Springfield College, 1982; M.Ed., 1984

SARAH PIERCE (1988)

Prior Learning Assessment Coordinator, School of Human Services
AS., White Pines College, 1975; B.S., New Hampshire College, 1986

MART N. PUCE (1988)

Director of Cooperative Education
B.S.N., St. Joseph College, 1958; MA, American International College, 1981

JESSICA PULA (1994)

Toddler Teacher/Child Development Center
B.S., Westfield State College, 1992

MALVINA T. RAU (1974)

Academic Dean/Provost/Professor of Physical Education
B.S., East Stroudsburg State College, 1964; Ph.D., Temple University, 1973

PATRICIA ANN RAU (1988)

Assistant Director of Development Resources
B.A., University of Vermont, 1969

JAMES B. ROBERTSON (1973)

Executive Assistant to the President/Associate Professor of Physical Education/Distinguished Springfield Professor of Humanities
B.S., Springfield College, 1966; M.S., 1969, C.A.S., 1973

JASON ROEBUCK (1992)

Assistant Director of Annual Giving
B.S. Springfield College, 1989; M.Ed. Springfield College, 1992

JOHN E. ROLAND (1990)

Affirmative Action Officer
B.S., American International College, 1982

ELIZABETH RUSSELL (1988)

Student Services Coordinator, School of Human Services
B.S., New Hampshire College, 1983; M.S., Antioch University, 1989

MERYLINA SANTIAGO (1993)

Assistant Director of Admissions
B.S., Springfield College, 1992

DONALD J. SHAW JR. (1974)

Director of Graduate Admissions

B.S., Springfield College, 1969; M.Ed., 1970

ELINOR SILVEIRA (1988)

Enrollment Officer, School of Human Services

A.S., New Hampshire College, 1983; B. S., New Hampshire College, 1983

SUSANNE M. SIMON (1987)

Director of Human Resources

B. S., Northeastern University, 1975; M.S., Pennsylvania State University, 1980; PH.R., 1991

ISABEL SMIDY (1990)

Director of Internal Auditing

A. S., Holyoke Community College; B.S., Western New England College; C. PA., 1990

JACQUELINE SMITH (1988)

*Site Coordinator, School of Human Services,
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B.S., New Hampshire College.

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Coordinator of Conferences and Special Events

B.S., Western New England College, 1982

RACHEL ST. ONCE (1992)

Treasurer

B.S., American International College, 1983

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Head Teacher, Preschool

Child Development Center

B.A., Elms College, 1990; AA, Bay Path Junior College, 1988

WILLIAM STETSON (1993)

Reference Librarian

B.A., Amherst College, 1983; M.L.S. State University at Albany, 1990

ROSEMARY STOCKS (1983)

Project Manager

B.S., Fitchburg State, 1968; M.Ed., Springfield College, 1989

ANDREA TAUPIER (1993)

Associate Library Director

M.S.L.S., Columbia University, 1981

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Interim Director of Continuing Education

B.S., Springfield College, 1964; M.Ed., 1968; C.A.S., 1980, Ph.D., University of Massachusetts, 1987

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Site Manager, School of Human Services, Springfield

BARBARA TUCKEY (1987)

Director of Career Services

B.S., University of Connecticut, 1972; M.A., American International College, 1966

SALLY A. VAN WRIGHT (1990)

Cooperative Education Coordinator

A.B. Smith College, 1989

THERESA A. VECCHIO (1993)

Director of Drug/Alcohol Education

M.S.W., University of Connecticut, 1991

ARLENE VELAZQUEZ-BAEZ (1993)

Career Development Specialist

B.S., Catholic University of Puerto Rico; M.S., Springfield College, 1993

LUIS F. VITORINO (1985)

Superintendent of Utilities

AS., Springfield Technical Community College, 1985; B.S., Springfield College, 1994

SANDRA WALLER (1989)

Prior Learning Assessment Coordinator, School of Human Services

B.S., Russell Sage, 1964; M.Ed., Boston college, 1967

SARAH WHEELER (1982)

Associate Director of Financial Aid

M., Lasell Junior College, 1972; B.A., Springfield College, 1993

ANN WHITTALL (1985)

Associate Director of Counseling Center

B.A., Earlham College, 1977; M.S.W., Smith College, 1983

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Director of Counseling Center

B.A., Springfield College, 1966; M.S., 1967; C.A.G.S., 1968; Ed.D., University of Massachusetts, 1980

JOHN W. WILCOX (1970)

Assistant Vice President for Administration

B.A., Springfield College, 1967; M.Ed., 1969

JOHN M. WILSON (1976)

Director of Multicultural Student Affairs

AA., Holyoke Community College, 1969; B.A., University of
Massachusetts, 1971; M.A., 1974

ANN M. WIRSTROM (1985)

*Assistant Secretary to Board of Trustees, Office of the
President*

MARK ZABOROWSKI (1990)

*Senior Programmer/Analyst, Management Information
Systems*

A.S., Springfield Technical Community College, 1981

PRESIDENTS EMITRI

David Allen Reed	1885-1891
Henry S. Lee	1891-1893
Charles S. Barrows	1893-1896
Laurence L. Doggett	1896-1936
Albert Z. Mann, <i>Acting President</i>	1936-1937
Ernest M. Best	1937-1946
Paul M. Limbert	1946-1952
Thornton W. Merriam, <i>Acting President</i>	1952-1953
Donald C. Stone	1953-1957
Wesley F. Rennie, <i>Interim President</i>	1957-1958
Glenn A. Olds	1958-1965
Wilbert E. Locklin	1965-1985
Frank S. Falcone	1985-1991
Randolph W. Bromery	1991-

FACULTY EMERITI

Archie P. Allen	<i>Professor of Physical Education</i>
Louis J. Ampolo	<i>Assistant Professor of Physical Education</i>
Doris M. Bormer	<i>Professor of Library Science</i>
Carroll Britch	<i>Professor of Drama and English</i>
Mary Lord Brown	<i>Associate Professor of Human Services and Administration</i>
Josephine L. Cecco	<i>Distinguished Springfield Professor of Humanities</i>
Joel R. Cohen	<i>Distinguished Springfield Professor of Humanities</i>
Paul U. Congdon	<i>Distinguished Springfield Professor of Humanities</i>
Leon Doleva	<i>Professor of Education</i>
Wayne S. Doss	<i>Professor of Physical Education</i>
Eugenie L. Dozier	<i>Associate Professor of Physical Education</i>
Edward T. Dunn	<i>Distinguished Springfield Professor of Humanities</i>
Mattie S. Edwards	<i>Professor of Education</i>

Mark A. Ehman	<i>Professor of Religion</i>
Janice C. Eldridge	<i>Distinguished Springfield Professor of Humanities</i>
Olga E. Ellis	<i>Professor of Education</i>
Walter H. English	<i>Distinguished Springfield Professor of Humanities</i>
Lora M. Ewing	<i>Assistant Professor of English</i>
Harold C. Harlow	<i>Professor of Human Services and Administration</i>
Gerard A. Harrison	<i>Professor of Recreation and Leisure Services</i>
Thomas W. Hay	<i>Assistant Professor of Physical Education</i>
Roberta B. Heston	<i>Associate Professor of Education</i>
Miriam F. Hirsch	<i>Professor of Sociology</i>
Allen R. Kaynor,	<i>Professor of Psychology</i>
Clifford E. Keeney	<i>Professor of Biology</i>
Attalah A Kidess	<i>Professor of Physical Education</i>
Gertrude Lamb	<i>Instructor in Physical Therapy</i>
Roger Lind	<i>Professor of Human Services</i>
James B. McGuire	<i>Professor of English</i>
Robert E. Markarian	<i>Professor of Education</i>
Merle K. Miller	<i>Professor of Psychology</i>
Valerie Montgomery	<i>Professor of Modern Languages</i>
John L. Neumann	<i>Associate Professor of Physical Education</i>
Thomas O'Connor	<i>Professor of Political Science</i>
Bruce Oldershaw	<i>Associate Professor of Education</i>
John O'Neill	<i>Professor of Human Services</i>

Henry J. Paar

*Distinguished Springfield Professor of
Humanics*

Douglas E. Parker

Professor of Physical Education

Robert B. Resnick

Professor of English

Jean F. Ross

*Distinguished Springfield Professor
of Humanics*

Irvin R. Schmid

Professor of Physical Education

Emery W. Seymour

Buxton Professor of Physical Education

Sherrod Shaw

Professor of Physical Education

Charles E. Silva

*Distinguished Springfield Professor of
Humanics*

Edward J. Sims

*Distinguished Springfield Professor of
Humanics*

Edward H. Thiebe

Associate Professor of Music

Margaret Thorsen

Professor of Physical Education

Holmes N. VanDerbeck

*Distinguished Springfield Professor of
Humanics*

Gilbert T. Vickers

Director of Music, Professor of Music Education

Charles F. Weckwerth

Distinguished Springfield Professor of Humanics

Robert J. Wehner

Professor of Political science

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 first year class has more than 550 students equally divided between men and women. 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.

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.)

Admission Office

Doggett Memorial-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-748-3171

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

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 alternates for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

Any students whom 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 Springfield College, Director of Admissions, 263 Alden Street, Springfield, MA 01109-3797. The toll free number for the Admissions Office outside Massachusetts is 1-800-343-1257. TTY: (413) 748-3383.

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-ACADEMIC CALENDAR-

FALL SEMESTER

1994-95

Classes Begin	Aug. 29
Holiday--Labor Day	Sept. 5
Holiday--Columbus Day	Oct. 10
Family and Friends Weekend	Oct. 14-16*
Homecoming	TBA
Thanksgiving Break	Nov. 23-27
Classes Resume	Nov. 28
Classes End	Dec. 14
Reading Day	Dec. 15
Exams	Dec. 16
Reading Days	Dec. 17-18
Exams	Dec. 19-21

INTERSESSION

Classes Begin	Jan. 2
Holiday (Martin Luther King)	Jan. 16
Classes End	Jan. 20

SPRING SEMESTER

Classes Begin	Jan. 2
Spring Break	Mar. 26
Classes Resume	Mar. 27
Classes End	May 10
Reading Day	May 11
Exams	May 12
Reading Days	May 13-14
Exams	May 15-17
Baccalaureate	May 20
Commencement	May 21

SUMMER SESSION

Mini Session (3 weeks)	May 22-June 9
Session I (6 weeks)	May 22-June 30
Session II (6 weeks)	July 3-Aug. 11
P.E. Grad (8 weeks)	June 19-Aug. 11

**Subject to change due to change in Divisional Status for the football team.*

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